**WAYLAND BAPTIST UNIVERSITY**

**Plainview Campus Online Course**

**School of Behavioral and Social Sciences**

***Wayland Baptist University exists to educate students in an academically challenging, learning-focused and distinctively Christian environment for professional success and service to God and humankind.***

**CNSL 5317-VC-04 – Topics in Working with Children: Counseling, Play Therapy, and the Exceptional Child**

**TERM: Spring 2014**

**Instructor**: Bryan Moffitt, JD, MBA, MED, LPC

**Contact Information**: 806-577-9987 **Email**: moffittjd@gmail.com

**Office Hours**: Will be scheduled on an as-needed basis

**Class Time and Location:** Online

**Catalog Description**: Survey of different approaches in counseling children; application of counseling models to children with varying social/emotional problems; diagnosis, assessment, case formulations/treatment plans and ethical consideration; parent and child interviewing strategies; play therapy; current research trends, theoretical and legal considerations, and practice-related issues.

**There is no prerequisite for this course**

**Textbook**: Strategies for Counseling with Children & Their Parents (1997) by Geraldine L. Orton, 1st edition, (Brooks/Cole Publishing)

**Course outcome competencies**:

* To understand the development of children—physical, mental, emotional, and spiritual.
* To examine major problem areas for children—and recognize types of pathology and make proper judgments regarding the need for consultation and /or referral.
* To examine techniques used in counseling the child.
* To provide an alternative to traditional “talk therapy” for working with people 2 years to 12 years.
* To address a growing need in the field for special counseling techniques for children and less verbal clients.
* Students will gain knowledge and understanding of the social, educational and legal issues/considerations concerning individuals with exceptionalities.
* Students will acquire knowledge and understanding of socio-cultural and linguistic factors that influence perceptions of disability, quality of life, and services for person with special needs from culturally and linguistically diverse backgrounds.

**Attendance**: Students will log in three times per week and complete assignments and discussion.

**Plagiarism Policy:** Intellectual integrity and truthfulness are fundamental to scholarship. Scholars, whether they are performing as students or as teachers, are engaged in a search for truth. Plagiarism is a form of cheating and also a form of theft. Plagiarism occurs when a students fails to give proper credit when information is either quoted or paraphrased. In essence, plagiarism takes place when you take credit for someone else’s work. This happens when you copy someone’s exam or when you fail to explain which parts of a paper reflect your own ideas and which came from someone else. Looking at or copying someone else’s test, answer sheet, and/or paper is counted as cheating. Carelessness is no excuse. As such, it is a breach of scholarly responsibility. It is also unethical, immoral, and in some cases, illegal. Plagiarism may result in an “F” in the course or in your being expelled from the class.

**Disabilities:** It is university policy that no otherwise qualified disabled person be excluded from participation in, be denied the benefits of, or be subject to discrimination under any educational program or activity in the University. Students should inform the instructor of existing disabilities at the first class meeting.

**Course requirements: The course will consist of three exams throughout the semester and online course discussion. The homework and text reading will help prepare the student for the exams and the online course discussion.**

**Method of determining course grade:
The**course will be weighted as follows.
70% Exam scores
30% Online course participation

The University has a standard grade scale:

A = 90-100, B = 80-89, C = 70-79, D = 60-69, F= below 60, W = Withdrawal, WP = withdrew passing, WF = withdrew failing, I = incomplete. An incomplete may be given within the last two weeks of a long term or within the last two days of a microterm to a student who is passing, but has not completed a term paper, examination, or other required work for reasons beyond the student’s control. A grade of “incomplete” is changed if the work required is completed prior to the last day of the next long (10 to 15 weeks) term, unless the instructor designates an earlier date for completion.  If the work is not completed by the appropriate date, the I is converted to an F.

**Tentative Schedule**:

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| **Module/Week** | **Topic** | **Due Date** |
| One | Cha 1Growing Up in the 21st Century and Chap 2 The Developing Child  | Feb 28 |
| Two | Chap 3The Vulnerable Child  | Mar 6 |
| Three | Chap 4 Assessment and Treatment Plan | Mar 20 |
| Four |  Chap 5 Individual and Group CounselingExam #1 | Mar 27 |
| Five |  Chap 6 Play Therapy  | April 3 |
| Six | Chap 7 Art Therapy and Chap 8 Bibliotheraphy  | April 9-11 |
| Seven |  Exam #2 | April 17 |
| Eight |  Cha 9 Behavioral Approaches with Children | April 24 |
| Nine |  Chap 10 Safeguarding Children’s Rights | May 1 |
| Ten | Chap 11 Parents as Partners in Child Counseling and Chap 12 Child-Focused Parent Groups | May 8 |
| Eleven | Exam #3  | May 9 |

**Additional Information**:

# Links

Ethics: <http://www.apa.org/ethics/code.html>

<http://www.counseling.org/resources/codeofethics.htm>

<http://www.schoolcounselor.org/ethics/standards.htm>

Multicultural Issues: <http://www.emicrotraining.com/links/links_multiculturalism.html>

<http://www.omhrc.gov/clas/cultural1a.htm>

 Efficacy of Psychotherapy: <http://www.apa.org/practice/peff.html>

Cognitive Therapy, Rational Emotive Behavior Therapy, etc.:

<http://www.fenichel.com/Beck-Ellis.shtml> <http://www.ship.edu/~cgboeree/ellis.html>

 <http://www.rebt.org/> <http://www.managingstress.com/ellis2.htm>

 <http://www.managingstress.com/ellis1.htm> <http://mindstreet.com/cbt.html>

 <http://www.cts.com/crash/habtsmrt/cogtitle.html>

Behavior Therapy: <http://www.aabt.org/>

Client-Centered, Person-Centered therapy: <http://portents.ne.mediaone.net/~matt/cct.html>

 Counseling: <http://www.counseling.org/>  <http://www.amhca.org/home2.html>

Child Abuse: <http://www.jimhopper.com/abstats/>

 <http://www.calib.com/nccanch/>  <http://www.smith-lawfirm.com/mandatory_reporting.htm>

 Mental Health Services: <http://www.surgeongeneral.gov/library/mentalhealth/home.html>

School wide discipline web sites:

 <http://www.pbis.org/english/main.php3?name=School-wide_PBIS>

 <http://www.ed.gov/databases/ERIC_Digests/ed417515.html>

 <http://darkwing.uoregon.edu/~jeffs/3-10/>

 <http://darkwing.uoregon.edu/~ivdb/documents/ivdb/discipline_evaluation.htm>

 <http://www.air-dc.org/cecp/resources/recon/recon.htm>

 <http://www.coe.ufl.edu/CRPM/wholetext.html>

 <http://www.howard.k12.md.us/staffdevelopment/schoolsupport.html>

 <http://www.pbis.org/english/main.php3?name=Center_Products>

 <http://www.cec.sped.org/osep/art4.htm>

 <http://brt.uoregon.edu/ebs/whatisebs2.htm>

 <http://idea.uoregon.edu/~ncite/documents/techrep/tech25.html>

 <http://www.bus.duq.edu/charter/EffectiveBehaviorSupport.htm>

 <http://www.stemnet.nf.ca/~glassman/partii.htm>

 <http://www.stemnet.nf.ca/~glassman/parti.htm>