## **WAYLAND BAPTIST UNIVERSITY**

## **SCHOOL OF BEHAVIORAL & SOCIAL SCIENCES**

## **VIRTUAL CAMPUS**

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

## **Course Number and Title: CNSL 5317 Topics in Working with Children**

Term: Spring 2019

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**Virtual Campus Course**

**Course Description: This course is a 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.**

**Resources:**

* **Textbooks:**
* Henderson, D.A., & Thompson, C.L. (2016) Counseling children (9th ed.)

Boston, MA: Cengage

* McWhirter, J.J., McWhirter, B.T., McWhirter, E.H., & McWhirter, A.C. (2017). At-risk youth: A comprehensive response for counselors, teachers, psychologists, and human services professionals. Boston, MA: Cengage

# Course Outcome Competencies: Upon completion of this course, students will be able to:

* 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 Requirements:**

Students are expected to participate in all required instructional activities in their courses. Online courses are no different in this regard; however, participation must be defined in a different manner. Student “attendance” in an online course is defined as active participation in the course as described in the course syllabus. Instructors in online courses are responsible for providing students with clear instructions for how they are required to participate in the course. Additionally, instructors are responsible for incorporating specific instructional activities within their course and will, at a minimum, have weekly mechanisms for documenting student participation. These mechanisms may include, but are not limited to, participating in a weekly discussion board, submitting/completing assignments in Blackboard, or communicating with the instructor. Students aware of necessary absences must inform the professor with as much advance notice as possible in order to make appropriate arrangements. Any student absent 25 percent or more of the online course, i.e., non-participatory during 3 or more weeks of an 11 week term, may receive an F for that course. Instructors may also file a Report of Unsatisfactory Progress for students with excessive non-participation. Any student who has not actively participated in an online class prior to the census date for any given term is considered a “no-show” and will be administratively withdrawn from the class without record. To be counted as actively participating, it is not sufficient to log in and view the course. The student must be submitting work as described in the course syllabus. Additional attendance and participation policies for each course, as defined by the instructor in the course syllabus, are considered a part of the university’s attendance policy.

**Statement on Plagiarism and Academic Dishonesty:** Wayland Baptist University observes a zero tolerance policy regarding academic dishonesty. Per university policy as described in the academic catalog, all cases of academic dishonesty will be reported and second offenses will result in suspension from the university.

## **Plagiarism:**

“Plagiarism — The attempt to represent the work of another, as it may relate to written or oral works, computer-based work, mode of creative expression (i.e. music, media or the visual arts), as the product of one's own thought, whether the other's work is published or unpublished, or simply the work of a fellow student.

**Disability Statement:** In compliance with the Americans with Disabilities Act of 1990 (ADA), it is the policy of Wayland Baptist University that no otherwise qualified person with a disability be excluded from participation in, be denied the benefits of, or be subject to discrimination under any educational program or activity in the university.  The Coordinator of Counseling Services serves as the coordinator of students with a disability and should be contacted concerning accommodation requests at (806) 291- 3765.  Documentation of a disability must accompany any request for accommodations.

**Course Requirements:** Because the university classroom is a place designed for the free exchange of ideas, we must show respect for one another in all circumstances. We will show respect for one another by exhibiting civility in our exchanges. Additionally, because it is so important for counselors to effectively communicate ideas to colleagues, clients, and administrators, writing clear and error-free English is a priority. Therefore, your ability to express your knowledge of counseling concepts and theories within the conventions of academic discourse will be assessed through written assignments. Criteria for evaluation will be based on both content and mechanics. Integration of information from readings and discussions will be taken into consideration as will correct and appropriate format and construction.

Written work in this course must be word processed and prepared according to the **6TH edition APA style manual.**

1. Students will complete all assigned reading ***promptly***. This course is designed to be completed during an 11-week term with assignments due each week. The student will prepare for the weekly sessions by reading all assigned materials, participating in class discussion boards and activities, and acting in a professional manner.
2. **This course works on a 6-day week. Assignments are due by Saturday at midnight, central time. Wayland is a Christian University, as such, Sunday will be considered a day of rest. Assignments will open on Monday morning and be due by Saturday, midnight.**
3. Assignments and examinations may become unavailable once the deadline for completion has passed. In the event you encounter special circumstances (including technology challenges), contact me immediately for instructions or assistance. All assignments must be word processed and submitted in accordance with due dates on the course calendar. Assignments not completed on time may reflect a lowered grade of 10% deduction per day minimum. Late work will not be accepted after 7 calendar days; late work for discussion board entries will not be accepted at all.
4. Weekly online discussion board interactions will allow dialogue among class members and provide opportunities for discussion among those persons who may exhibit a different perspective from your own. You are required to consider these perspectives and respond in an appropriate professional manner. There will be no tolerance for inappropriate responses including, but not limited to, vulgar or inappropriate language, name-calling, or demonstrations of anger. Students will *post* an answer to the question or comment and *respond* to two (2) others. **Posting and responses must be completed at the appointed time to ensure interaction with other students and will not be accepted late.**

## **Requirements in Technology**

**Access to the internet** on a regular basis is a requirement for this course; we will use Blackboard as the learning system. All class discussions take place via the Discussion board. All class materials are distributed online (lecture notes). All assignments are located online (assignments). All assignments will be collected via the assignments icon in each week’s folder or the discussion board. Access to WBU Learning Resources [**WBU Learning Resources**](http://www.wbu.edu/lrc)

**Computer technology issues are not an excuse for late or missing work. Be sure you know how to submit work prior to the due date. Late work is measured by the time posted in Blackboard. All written work will be submitted following the guidelines of the Publication Manual of the American Psychological Association 6th Edition.**

**Weekly Discussion Board** (10 points each week x 10 weeks) - each week the student will participate in a discussion board with their classmates concerning the topic for the week. Discussions should reflect consideration of the assigned material

**Weekly Assignment/Activity** (20 points each week x 10 weeks) - each week the student will complete an activity/assignment to interact with the content of the chapter for the week.

**Essay: Preferred Counseling Theory** – (50 points) Students will select one theory from the textbook and write a persuasive essay about their choice. They will include the fundamentals of the theory including the core concepts, counseling methods and their rational as to why this would be a good counseling theory when working with children.

**Weekly Reading Quizzes** (20 points each week) **–** each week students will have a reading quiz over the material that is covered for that week.

**Mid-Term and Final Exams** (Each worth 100 points)

Total points: 550 points

A= 475- 550 B= 400 – 474 C = 325 – 399 D=250 – 324 F= below 250

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.

Student grade appeals:

Students shall have protection through orderly procedures against prejudices or capricious academic evaluation. A student who believes that he or she has not been held to realistic academic standards, just evaluation procedures, or appropriate grading, may appeal the final grade given in the course by using the student grade appeal process described in the Academic Catalog. Appeals may not be made for advanced placement examinations or course bypass examinations. Appeals limited to the final course grade, which may be upheld, raised, or lowered at any stage of the appeal process. Any recommendation to lower a course grade must be submitted through the Executive Vice President/Provost to the Faculty Assembly Grade Appeals Committee for review and approval. The Faculty Assembly Grade Appeals Committee may instruct that the course grade be upheld, raised, or lowered to a more proper evaluation.

# Course Outline

**Assignments** will be from **both text resources: Counseling Children** by Henderson & Thompson and **At-Risk Youth** by McWhirter, McWhirter, McWhirter and McWhiter**.**

**See next page**

| **Module/Week** | **Topic** |  |
| --- | --- | --- |
| One | Chapter 1 –Introduction to Counseling Children (Henderson) | Discussion Board 1 (DB1)  Activity 1  Reading Quiz 1 (RQ 1) |
| Two | Chapter 2 – Developmental and Cultural Considerations (Henderson)  Chapter 2 – Environmental/Societal Factors that Contribute and Chapter 3- Family Problems of At-Risk Children and Youth (McWhirter) | DB 2  Activity 2  RQ 2 |
| Three | Chapter 3 – The Counseling Process (Henderson)  Chapter 4 – School Issues that Relate to At-Risk Children and Youth (McWhirter) | DB 3  Activity 3  RQ 3 |
| Four | Chapter 4 – Legal and Ethical Considerations (Henderson)  Chapter 5 – Individual Characteristics of High-Risk and Low-Risk Children and Youth (McWhirter) | DB 4  Activity 4  RQ 4 |
| Five | Chapters 9- Reality Therapy & 10- Brief Counseling (Henderson) | DB 5  Activity 5  RQ 5 |
| Six | **Counseling Theories Paper Due**  **Mid-term** | RQ 6 |
| Seven | Chapter 15 Family Counseling and Chapter 17 Play Therapy (Henderson)  Chapter 14- Family Interventions (McWhirter) | DB 6  Activity 6  RQ 7 |
| Eight | Chapter 18- Group Counseling with Children (Henderson)  Chapter 10 – Youth Suicide (McWhirter) | DB 7  Activity 7  RQ 8 |
| Nine | Chapter 19 – Counseling Children with Special Concerns (Henderson)  Chapter 7 – Substance Use and Addiction  Chapter 8 – Teenage Pregnancy, STIs, and Risky Sexual Behavior (McWhirter) | DB 8  Activity 8  RQ 9 |
| Ten | Chapter 20 – Counseling with Children with Disabilities (Henderson) | DB 9  Activity 9  RQ 10 |
| Eleven | Final examination | DB 10  Activity 10 |