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**WAYLAND BAPTIST UNIVERSITY**

**SCHOOL OF BEHAVIORAL & SOCIAL SCIENCES**

**VIRTUAL CAMPUS**

Wayland Mission Statement: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.

Course Title, Number, and Section: **CNSL 5317 – VC02 – Child Counseling**

Term:Spring 2019

Instructor:Dr. Thomas H. Thomson

Office Phone Number and WBU Email Address: Phone 806-773-3264 (This is my cell phone. Feel free to call or text. Please identify yourself in your voicemail or text message.)

Email: thomas.thomson@wayland.wbu.edu

Office Hours, Building, and Location:None. Online course

Class Meeting 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.**

Required Textbook(s) and/or Required Material(s):

Donna A Henderson. **Counseling Children.**  Cengage: 9th edition, 2016. ISBN: 9781285464541.

Optional Materials: None

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:WBUonline (Virtual Campus)

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.

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 and Grading Criteria:

Online discussions (100 points)

Students will participate in online discussions each week. Students are expected to submit postings with punctuality and are expected to check the online class at least three to four times each week and complete weekly postings in the discussion board. This averages out to be about 5-7 hours per week of online activities, as well as navigating and conducting research over the web. All initial posts must be submitted by Friday evening and responses to other students be submitted by Sunday evening.

CANS Paper (100 pts)

The Child and Adolescent Needs and Strengths (CANS) is a multi-purpose tool developed for children’s mental health services to support decision making, including level of care and service planning, to facilitate quality improvement initiatives, and to allow for the monitoring of outcomes of services. Using the information available online at <https://praedfoundation.org/tools/the-child-and-adolescent-needs-and-strengths-cans/>, each student will evaluate the CANS and how it could be used in serving children and youth. The paper should be 4 to 6 pages long.

Midterm Exam (100 pts)

The midterm is an open book exam and will cover the learning blocks of materials from Chapters 1-9.

Final Exam (100 pts)

The final is an open book exam and will cover major learning blocks of materials from Chapters 10-20.

Grading Criteria:

Weekly online discussion board assignments 100 pts

Midterm 100 pts

Final exam 100 pts

CANS Paper 100 pts

Total 400 pts

A = 360-400

B = 320-359

C = 280-319

D = 240-279

F = below 240

**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 Vice President of Academic Affairs 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.

**Tentative Schedule:**

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| **Week** | **Readings** | **Assignment Due** |
| **1 Feb 25-Mar 3** | **Ch 1 Introduction to a Child’s World****Ch 2 Developmental and Cultural Considerations****Ch 4 Legal and Ethical Considerations for Counselors** | **Discussion Board** |
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| **2 Mar 4-10** | **Ch 3 The Counseling Process****Ch 5 Psychoanalytic Counseling****Parenting Through the Hard Places: Part 1 – Entering the System** | **Discussion Board** |
| **Mar 11-17** | **Spring Break** | **None** |
| **3 Mar 18-24** | **Ch 6 Person-Centered Counseling** **Ch 7 Gestalt Therapy****Parenting Through the Hard Places: Part 2 – Discharge Planning** | **Discussion Board** |
| **4 Mar 25-31** | **Ch 8 Behavioral Counseling****Ch 9 Reality Therapy Counseling with Choice Theory****Parenting Through the Hard Places: Part 3 – Crisis Counseling** | **Discussion Board** |
| **5 Apr 1-7** | **Midterm** | **Midterm** |
| **6 Apr 8-14** | **Ch 10 Brief Counseling****Ch 11 Individual Psychology****Parenting Through the Hard Places: Part 4 – Advocating for the Appropriate Level of Care** | **Discussion Board** |
| **7 Apr 15-23 (Easter Break, April 19-22, nothing due on these days)** | **Ch 12 Rational Emotive Behavior Therapy****Ch 13 Cognitive-Behavioral Therapy** | **Discussion Board** |
| **8 Apr 24-28** | **Ch 14 Transactional Analysis****Ch 15 Family Counseling** | **Discussion Board** |
| **9 Apr 29-May 5** | **Ch 16 Consultation and Collaboration****Ch 17 Play Therapy****Ch 18 Group Counseling with Children** | **Discussion Board** |
| **10 May 6-12** | **Ch 19 Counseling Children with Special Concerns****Ch 20 Counseling Children with Disabilities** | **Discussion Board** |
| **11 May 13-18** | **Final Exam** | **Final Exam** |

<http://catalog.wbu.edu>