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**WAYLAND BAPTIST UNIVERSITY**

**SCHOOL OF BEHAVIORAL & SOCIAL SCIENCES**

**CNSL5317 VC 03**

**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 VC 03 Child Counseling**

Term:Spring 2020

Instructor:D Glenn Simmons, ThD, PhD

Office Phone Number and WBU Email Address: 602.740.7040 (please text me and I will call at my earlier opportunity)

Office Hours, Building, and Location: Available M-F 8-5

Class Meeting Time and Location: Virtual Campus

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.

Required Textbook: Counseling Children by Henderson. 9th edition 2016 published by Cengage Learning. ISBN 1-285-46454-0 or ISBN 978-1-285-46454-1

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.

**Course Description:** This course will include an overview of the different approaches to counseling children and how to apply the models of counseling to children with varying social/emotional problems. Diagnosis, assessment, case formulations/treatment plans, and ethical considerations will be reviewed. Parent and child interviewing strategies will be covered. The class is designed to help students obtain knowledge on different approaches for counseling children. This course will include reading and research which leads the student to examine the physical, mental, psychological, and spiritual factors of childhood. The course will acquaint the student with problems in development, family structure, cultural influence, which affect the developing child. The student will focus on contemporary counseling techniques and parenting skills that would be helpful in working with children in the counseling process.

**Student Learning Outcomes:** The students’ (whether seeking educational or clinical certification) learning outcomes are aligned with and derived from the Texas School Counselors Standards.

Standard III. Process: The certified counselor participates in the development, monitoring, and evaluation of a developmental guidance and counseling program that promotes learners'/clients’ knowledge, skills, motivation, and personal growth.

**The certified counselor must:** Facilitate learners'/clients’ ability to achieve their potential by helping them set and attain challenging educational, career, and personal/social goals based on various types of information

Attendance Requirements:This is a virtual campus graduate level class. Students will be expected to log in at least twice each week, preferably more.

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.

**GRADING STRUCTURE:**

Weekly online discussion board assignments 240 pts

Mid-term exam 100 pts

Final exam 100 pts

Stage Development Strategies 100 pts

Power Point or Prezi Presentation 100 pts

Total 640 pts

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.

**Student Evaluation of Grades:**

**Discussion Board**---students should read the selected chapters for the week and will complete weekly online discussion assignments. You will also be required to participate in online discussions and interact with other students in class. NOTE: your initial response should be a minimum of 250 words, contain at least one academic reference (per APA) and have strong academic content. It MUST be posted by Thursday night. Then you must response to at least two other students with a 100-word minimum response. NOTE: always address by name the person to whom you are responding. Response posts should be analytical and should have robust academic content. This must be done by Saturday night of each week. Ensure that all submitted responses are comprehensive and thorough.

Note: All postings ought to be respectful of others.  In the event that you disagree with others, please find polite and respectful ways to disagree or to view your opinion.  Inappropriate remarks and comments are not acceptable. Please remember to address each person by name

**Power Point or Prezi Presentation***---*Select a topic of interest from the list below. Put together a power point or Prezi presentation that will help educate a parenting group, church group, community group or non-profit organization about the selected topic. Ensure that there are at least 20 slides in the presentation. Remember to give credit to sources used. (Note: You are not required to present the ppt to any group unless you want to do so)

Topic List:

* Building blocks to nurture children’s autonomy and independence
* Effective ways to discuss sex with children and teens
* ABCs to setting healthy boundaries with children and teens
* Keys to nurture a child’s self-esteem
* Building blocks to motivate children’s creativity
* Strategies to strengthen parent-child bond
* Keys to strength parent-child communication
* Topic of choice

**Stage Development Strategies**---students are to generate two questions for each stage of Erikson’s theory. Thereafter, provide TWO different strategies to work with these challenging situations (textbook--see p.153). Think of these strategies as possible ways for parents to address these challenging situations in healthy and constructive ways. Ensure that guidelines and solutions offered are based on journal articles, online searches, peer review articles, etc.

Note: 2 questions per stage (total of 16 questions)

There are eight stages of development:

Stage 1: Basic Trust Versus Basic Mistrust
Stage 2: Autonomy Versus Shame and Doubt
Stage 3: Initiative Versus Guilt
Stage 4: Industry Versus Inferiority
Stage 5: Identity and Repudiation Versus Identity Diffusion
Stage 6: Intimacy and Solidarity Versus Isolation
Stage 7: Generativity Versus Stagnation and Self-Absorption
Stage 8: Integrity Versus Despair

Sample questions:

* What are factors that strengthen parent/child bonding in the early years?
* What are effective ways to strengthen communication during the adolescent years?
* What are some healthy ways to stimulate creativity in preteens?
* Identify effective ways to motivate learning in teens?

Sample Format:

Stage 2- AUTONOMY vs. SHAME AND DOUBT

Question 1: How is autonomy important to a child’s growth? Part of the growing process is learning to be independent and being able to do things on his own by trial and error with no interference from an adult.

Suggested Strategies:

1. Bibliography: provide title of book and also a summary of the book
2. Puppetry: provide specific guidelines for this activity

**Exams**---two exams (midterm and a final exam) will be administered during the course of the semester. The exams will consist of essay questions which will allow students the maximum opportunity to demonstrate what they know and that they can analyze information and reach defensible conclusions.

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**Attendance and Participation---**students are required to attend scheduled classes and be actively involved in class discussions.

**Grading Scale:** The University has a standard grading scale as follows: 90-100 = A (excellent); 80-89 = B (good); 70-79=C (average); 60-69=D (acceptable but below average); below 60=F (unacceptable); W=the student withdrew from the course before the deadline; I=incomplete. A grade of “incomplete” is given only if circumstances beyond the student’s control prevented completion of work during the semester enrolled and any attendance requirements have been met. A grade of “incomplete” is changed if the deficiency is made up by midterm of the next regular semester; otherwise, it becomes an “F”. Consult catalog for more information.

**Course Schedule:**

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| --- | --- | --- | --- |
| **Lesson**  | **Due Date** | **Topics (chapters)** | **Assignments** |
| 1 | February 29 | 1 Counseling2 Introduction to a Child’s world | Discussion Board |
| 2 | March 7 | 3 The Counseling Process4 Legal and Ethical Consideration | Discussion Board |
|  |  |  |  |
| 3 | March 14 | 5. Psychoanalytic Counseling6. Person-Centered Counseling7. Gestalt Therapy | Discussion Board |
| Spring Break | March 16-20 | No Assignments |  |
| 4 | March 28 |  | Mid Term Exam |
| 5 | April 4 | 8. Behavioral Counseling9. Reality Therapy: Counseling with Choice Therapy10. Brief Counseling: Solution Focused | Discussion Board |
| 6 | April 11 | 11. Individual Psychology12. Rational-Emotive-Behavioral Therapy13. Cognitive Behavioral Therapy | Stages of Development Strategies |
| 7 | April 18 | 14. Transactional Analysis15. Family Counseling16. Consultation and Collaboration | Discussion Board |
| 8 | April 25 | 17. Play Therapy18. Group Counseling with Children | PowerPoint/ Prezi |
| 9 | May 2 | 19. Counseling Children with Special Concerns20. Counseling Children with Special Needs | Discussion Board |
| 10 | May 9 |  | Final Exam |
| 11 | May 13 | Personal Reflection | Final Discussion Board |

**Web Resources:**

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>