

| | | | | | | | | | | | | | | | | | | | | | | | | | | | |
|--|---|-------------------|-----------|-----------------|-----------|-------------------------|-----------|------------------------|-----------|----------------------|-----------|-----------------------------------|--|---|--------|----|-------|----|-------|---|-------|----|-------|---|-------|---|----------|
| Course | COUN 5670 Counseling of Children Spring 2, 2008 | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Instructor | Name: Frances Diaz, Psy.D. Phone: (562) 400 - 0455 Email: drfrancesdiaz@gmail.com | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Catalog Description | COUN 5670 Counseling of Children (3) This course examines issues related to the counseling of children. Focus is on the application of counseling theories; techniques for interviewing children and their families; methods for designing and evaluating treatment plans; and the application of ethical standards and legal requirements. | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Course Level Outcome Objectives | <i>Upon successful completion of this class students will be able to:</i> <ol style="list-style-type: none"> 1. Demonstrate an understanding of the history and theoretical basis for play counseling (CACREP II K. 1. a.). 2. Demonstrate appropriate play therapy techniques with children of varying age in both structured and unstructured situations. (CACREP II K. 3.c.). 3. Demonstrate an understanding of the impact of personal bias on the practice of play therapy with the culturally different. (CACREP II K. 2. d.). 4. Articulate and apply a personal theoretical model and practice of play counseling. (CACREP II K. 5.c.). | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Materials | Text: Treatments that Work with Children Authors: Christophersen, E.R., & Mortweet, S.L. Publishers: American Psychological Association (www.apa.org) ISBN: 1-55798-759-9 | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Grading | <table style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 50%;">a. Treatment Plan</td> <td style="width: 50%; text-align: right;">15 points</td> </tr> <tr> <td>b. Topic Review</td> <td style="text-align: right;">20 points</td> </tr> <tr> <td>c. Mid-Term Examination</td> <td style="text-align: right;">25 points</td> </tr> <tr> <td>d. Class Participation</td> <td style="text-align: right;">10 points</td> </tr> <tr> <td>e. Final Examination</td> <td style="text-align: right;">30 points</td> </tr> <tr> <td colspan="2" style="text-align: center;">Total possible: 100 points</td> </tr> </table> <p>Grades are recorded based on the Webster scale as follows:</p> <table style="margin-left: auto; margin-right: auto;"> <tr><td>A</td><td>96-100</td></tr> <tr><td>A-</td><td>90-95</td></tr> <tr><td>B+</td><td>87-89</td></tr> <tr><td>B</td><td>84-86</td></tr> <tr><td>B-</td><td>80-83</td></tr> <tr><td>C</td><td>70-79</td></tr> <tr><td>F</td><td>Below 70</td></tr> </table> | a. Treatment Plan | 15 points | b. Topic Review | 20 points | c. Mid-Term Examination | 25 points | d. Class Participation | 10 points | e. Final Examination | 30 points | Total possible: 100 points | | A | 96-100 | A- | 90-95 | B+ | 87-89 | B | 84-86 | B- | 80-83 | C | 70-79 | F | Below 70 |
| a. Treatment Plan | 15 points | | | | | | | | | | | | | | | | | | | | | | | | | | |
| b. Topic Review | 20 points | | | | | | | | | | | | | | | | | | | | | | | | | | |
| c. Mid-Term Examination | 25 points | | | | | | | | | | | | | | | | | | | | | | | | | | |
| d. Class Participation | 10 points | | | | | | | | | | | | | | | | | | | | | | | | | | |
| e. Final Examination | 30 points | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Total possible: 100 points | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| A | 96-100 | | | | | | | | | | | | | | | | | | | | | | | | | | |
| A- | 90-95 | | | | | | | | | | | | | | | | | | | | | | | | | | |
| B+ | 87-89 | | | | | | | | | | | | | | | | | | | | | | | | | | |
| B | 84-86 | | | | | | | | | | | | | | | | | | | | | | | | | | |
| B- | 80-83 | | | | | | | | | | | | | | | | | | | | | | | | | | |
| C | 70-79 | | | | | | | | | | | | | | | | | | | | | | | | | | |
| F | Below 70 | | | | | | | | | | | | | | | | | | | | | | | | | | |

| | |
|--------------------------|---|
| <p>Activities</p> | <p>REQUIRED ASSIGNMENTS:</p> <ol style="list-style-type: none"> a. Treatment Plan: Each student will develop an intervention plan for a provided case study. The plan will focus on application of a particular theoretical model. It will include a brief overview of the selected perspective. It will analyze the case from the model including sources of etiology of conflict, specific intervention suggestions, as well as other pertinent factors. (15% of grade) b. Topic Review: Student is to select a topic of their choice (i.e. depression, anxiety, low self esteem, physical abuse, ADHD, eating disorders, etc.). Identify effective treatment approaches and challenges related to treatment of the particular topic. Instructor will provide further information regarding appropriate journal articles. (20% of grade) c. Mid-term: Exam will be in short essay format. Topics on the exam will be taken from both the lectures and assigned reading. (25% of grade) d. Class Participation (10% of grade) e. Final Exam: Exam will be similar the mid-term and include short essay format. (30% of grade) <p>REQUIRED WRITING ASSIGNMENTS: The written assignment should be APA style, include references (a minimum 5 non-internet references (e.g. academic journals, books, professional publications) in addition to any internet resources they may use), and a bibliography. The student should clearly demonstrate the ability to conduct research, cite sources to support arguments and write in a coherent, organized fashion expected at the college or graduate level.</p> <p>REQUIRED USE OF PASSPORTS: Students are required to use Webster University's online library, PASSPORTS (http://library.webster.edu). PASSPORTS offers access to many scholarly and professional publications free of charge.</p> <p>REQUIRED USE OF TURN-IT-IN: Students are to use TURN-IT-IN for all written assignments. The password is coun5670 (http://library.webster.edu/turnitin.html)</p> <p>USE OF E-RESERVES: All lectures, assignments & lecture notes will be posted on E-Reserves. (Available to students 24/7). (http://ereserves.webster.edu)</p> <p>WRITING ASSISTANCE: All students are required to submit their research paper to the Webster On-Line Writing Center for review and assistance. (http://www.webster.edu/acadaffairs/asp/wc/online.ht)</p> |
|--------------------------|---|

| | | | | |
|--|---|---|-----------------------|-------------------|
| <p>Policy Statements: University Policies</p> | <p>University policies are provided in the current course catalog and course schedules. They are also available on the university website. This class is governed by the university's published policies. The following policies are of particular interest:</p> <p>Academic Honesty The university is committed to high standards of academic honesty. Students will be held responsible for violations of these standards. Please refer to the university's academic honesty policies for a definition of academic dishonesty and potential disciplinary actions associated with it.</p> <p>Drops and Withdrawals Please be aware that, should you choose to drop or withdraw from this course, the date on which you notify the university of your decision will determine the amount of tuition refund you receive. Please refer to the university policies on drops and withdrawals in the Graduate Studies Catalogue to find out what the deadlines are for dropping a course with a full refund and for withdrawing from a course with a partial refund.</p> <p>Special Services If you have registered as a student with a documented disability and are entitled to classroom or testing accommodations, please inform the instructor at the beginning of the course of the accommodations you will require in this class so that these can be provided.</p> <p>Disturbances Since every student is entitled to full participation in class without interruption, disruption of class by inconsiderate behavior is not acceptable. Students are expected to treat the instructor and other students with dignity and respect, especially in cases where a diversity of opinion arises. Students who engage in disruptive behavior are subject to disciplinary action, including removal from the course.</p> | | | |
| <p>Weekly Schedule</p> | <p>Week</p> | <p>Lecture</p> | <p>Reading</p> | <p>Due</p> |
| | <p>1</p> | <p>Introductions Syllabus Review Therapeutic Relationship Common Focus of Therapy, Assessment & diagnosis, Treatment planning, Child/Adolescent Development</p> | <p>Nothing</p> | <p>Nothing</p> |

| | | | | |
|-------------------------------|--|--|---|-----------------------|
| | 2 | Overview of Childhood disorders, Disruptive Behavior Disorders | Chapter 1: Diagnosis & management of Disruptive Behavior Disorders | Nothing |
| | 3 | Focus of Treatment: Mood & anxiety disorders | Chapter 2: Diagnosis & Management of Anxiety Disorders | |
| | 4 | Focus of Treatment: Pervasive Developmental Disabilities | Reading provided by instructor | Topic Paper |
| | 5 | Focus of Treatment: Habit disorders, Sleep disorders | Chapter 3: Habit Disorders Chapter 4: Sleep disorders | Mid Term |
| | 6 | Treatment Approaches: Family therapy, individual therapy, solution focused, CBT, psychodynamic | No readings | |
| | 7 | Treatment Approaches continued: Play therapy, Parenting Classes | Reading Provided by Instructor | Nothing |
| | 8 | Focus of Treatment: Multicultural therapy & Special Topics: Pain management & pediatric psychology | Chapter 7: Pain management Chapter 8: Pediatric Medical Regimens | Treatment Plan |
| | 9 | Termination, Divorce, trauma, bereavement, Legal ethical issues, Child Abuse reporting, consultation | None | Final Exam |
| Additional Information | <p>Course Requirements:</p> <p>Course Attendance: The University reserves the right to drop students who do not attend class the first two weeks of the term/semester. Students are expected to attend all class sessions of every course. In the case of unavoidable absence, the</p> | | | |

student must contact the instructor. The student is subject to appropriate academic penalty for incomplete or unacceptable makeup work, or for excessive or unexcused absences.

Conduct:

Students enrolling in a degree program at Webster University assume the obligation of conducting themselves in a manner compatible with the University's function as an education institution. Misconduct for which students are subject to discipline may be divided into the following categories:

1. All forms of dishonesty, cheating, plagiarism, or knowingly furnishing false information to the University.
2. Obstruction or disruption of teaching, research, administration, disciplinary procedures, or other University activities or of other authorized activities on University premises.
3. Classroom disruption. Behavior occurring within the academic arena, including but not limited to classroom disruption or obstruction of teaching, is within the jurisdiction of Academic Affairs. In case of alleged campus and/or classroom disruption or obstruction, a faculty member and/or administrator may take immediate action to restore order and/or to prevent further disruption (e.g. removal of student[s] from class or other setting). Faculty members have original jurisdiction to address the immediacy of a situation, as they deem appropriate. When necessary and appropriate, Public Safety and/or the local [or military] police may be contacted to assist with restoring peace and order. Faculty response is forwarded to the academic dean (or his or her designee) for review and, if necessary, further action. Further action might include permanent removal from the course. Repeated offenses could lead to removal from the program and/or the University.
4. Theft of or damage to property of the University. Students who cheat or plagiarize may receive a failing grade for the course in which the cheating or plagiarism took place.

Students who engage in any of the above misconducts may be subject to dismissal from the University on careful consideration by the executive vice president of the University or his designee. To the extent that penalties for any of these misconducts (e.g. theft or destruction of property) are prescribed by law, the University will consider appropriate action under such laws.

Students are subject to the Student Code of Conduct and Judicial Procedure described in the Online Student Handbook.

Course Contact Hours:

Unless a course has enrolled fewer than four students, faculty has a contractual obligation to meet the full complement of contact/meeting hours (36 for graduate courses). Not to meet this full complement of hours may be construed as a breach of contract and may also endanger Webster University's accreditation by The Higher Learning Commission, a commission of the North Central Association of Colleges and Schools, and its licensure by the State. Finally, course meetings which are missed for any reason must be made up.

Determination of Grades is Based On the Following Criteria:

Minimum Requirements:

Products (papers, case studies, projects) must be on time, in the correct format, corrected for spelling and grammar, appropriate materials included and referenced to-the-point and on topic and conclusions must be supported.

Examinations must be complete, accurate, neat, evidence clear thought, and exhibit concise and to-the-point responses.

Behavior in class discussions and group activities should be responsible, should exhibit open communication, be constructive, and helpful.

Mastery Level (Grade of "B"): Professional Achievement

Products must meet the requirements stated above for minimum requirements and additionally meet professional criteria. For example, documentation should be included to support research papers, the APA format should be used consistently throughout the paper, and substantially more than the minimum number of references should be included. Presentations should be logical, organized, and comprehensive.

Examinations should be organized, in depth, comprehensive, logical and complete, and evidence thorough understanding of the subject /topic through application of principles.

Classroom behavior should exhibit very focused activity and thought on the subject at hand, be motivated, and assist in discovery of new insights and relationships concerning the subject/topic of discussion.

Mastery Level Plus (Grade of "A"): Creative Achievement

Products must meet all requirements stated above and additionally meet creative criteria. These criteria include unique topic or subject selection, synthesis of ideas, evaluation of subject matter and positions found in the literature, be creative in approach, establish new relationships with ideas and provide new insights.

Examination responses indicate insightfulness of understanding, a synthesis of information and unique ideas, and rationale for application of principles following careful analysis.

Classroom behavior should exhibit very focused activity and thought on the subject at hand, be motivated, and assist in discovery of new insights and relationships concerning the subject/topic of discussion.

The grade of “A” represents the best work of students, accomplished in a unique and professional manner.

Note:

To achieve the objectives of this course, this syllabus may be revised at the discretion of the instructor without prior notification or consent of the student.

For Webster University policies and procedures, please refer to the Catalog and Student Handbook. If you have a documented disability as described in Section 504 of the 1973 Rehabilitation Act of the Americans with Disability Act (ADA), you can contact our Academic Resource Center (ARC) at www.webster.edu/acadaffairs/asp/arc.htm, or call 800-981-9801, ext. 7620 to make arrangements for services. Also, please notify your site administrator if you are attending an extended campus.

Reviewed by: _____

Job Title: _____

Date: _____