

+Course	COUN 5635/64 Techniques of Counseling Special Populations												
Term	Spring 2, 2008												
Instructor	Dr. Laura Verry-Sidoran Cell phone: (321) 759-4200 Email: verryfin@aol.com (preferred method) Office Hours: ½ hour after class												
Catalog Description	This course focuses on the application of counseling theory to working with clients from special population groups, e.g., exceptional students, dropouts, minorities, women re-entering the labor force, and older persons.												
Prerequisites	NONE												
Course Level Learning Outcomes	<p><i>Upon successful completion of this class students will be able to:</i></p> <ol style="list-style-type: none"> 1. Demonstrate an understanding of legal and ethical trends toward multiculturalism, diversity, and disability. (CACREP II.K.2.a.) 2. Demonstrate understanding of the prejudices and processes of oppression and discrimination in society (CACREP II.K.2.d.) 3. Demonstrate understanding of the practical use of multicultural counseling competencies in school, agency, and private counseling settings (CACREP II.K.2.e.) 4. Demonstrate knowledge of methods to carry out the counselors' roles in social justice, advocacy and conflict resolution (CACREP II.K.2.d) 												
Materials	<p>REQUIRED TEXTS: <u>Counseling Children & Adolescents</u>, 3rd Edition, Ann Vernon, Love Publishing, ISBN #0-89108 304-9</p> <p>Additional readings to be used in class (Not required to purchase) <u>Experiencing and Counseling Multicultural and Diverse Populations</u>, 3rd Edition, Vace, DeVaney, & Wittmer, Taylor & Francis Group, 1995, ISBN # 1-56032-381-7</p> <p><u>Counseling Diverse Populations</u>, 2nd Edition, Atkins & Hackett, McGraw-Hill Publishing, 1998, ISBN #0-697-25280-9</p> <p>Professional Journal Articles</p>												
Grading	<table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="width: 60%; text-align: center;">COURSE REQUIREMENTS:</th> <th style="width: 40%; text-align: center;">% OF GRADE</th> </tr> </thead> <tbody> <tr> <td>a. Class Assignments</td> <td style="text-align: center;">30 %</td> </tr> <tr> <td>b. Research Paper</td> <td style="text-align: center;">30%</td> </tr> <tr> <td>c. Mid-Term</td> <td style="text-align: center;">20%</td> </tr> <tr> <td>d. Final</td> <td style="text-align: center;">20%</td> </tr> </tbody> </table>			COURSE REQUIREMENTS:	% OF GRADE	a. Class Assignments	30 %	b. Research Paper	30%	c. Mid-Term	20%	d. Final	20%
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Taking the numerical score from the formula above and converting it to the appropriate letter grade from the chart determine the student's letter grading for the course.

Letter Grade	Numerical Score
A	96-100% (4.0)
A-	91-95% (3.67)
B+	87-90% (3.33)
B	82-86% (3.0)
B-	78-81% (2.67)
C	70-77% (2.0)
F	69 & below (0)
I	Incomplete (0)
W	Withdraw

Activities

- Discussions
- Chapter Presentations using Technology (Powerpoints)
- Article & Supplemental Reading Jigsaws
- Individual, Pair, Triad, & Small group work

Policy Statements:

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:

University Policies

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.

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 (published elsewhere) 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>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>Student Assignments Retained From time to time, student assignments or projects will be retained by The Department for the purpose of academic assessment. In every case, should the assignment or project be shared outside the academic Department, the student's name and all identifying information about that student will be redacted from the assignment or project.</p> <p>Contact Hours for this Course It is essential that all classes meet for the full instructional time as scheduled. A class cannot be shortened in length. If a class session is cancelled for any reason, it must be rescheduled.</p>
<p>Course Policies</p>	<p>Attendance at all class sessions is expected.</p> <p>Course Requirements:</p> <p><u>Course Attendance:</u> 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 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.</p> <p><u>Conduct:</u> 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:</p>

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.

<p>Week 1 AM Schedule</p>	<p>PREPARATION FOR CLASS: Read Vernon text: <u>Counseling Children & Adolescents</u>: Chapter 1</p> <p>CLASSROOM DISCUSSION TOPICS: Introduction, Review of Course, Requirements Practical Application of Developmental Theory (Chapter 1)</p>
<p>Week 1 PM Schedule</p>	<p>PREPARATION FOR CLASS: Read Vernon text: <u>Counseling Children & Adolescents</u>: Chapter 8</p> <p>CLASSROOM DISCUSSION TOPICS: Culturally and Ethnically Diverse Youth (Chapter 8) Cultural Competence Counselor Self-Awareness</p>
<p>Week 2 AM Schedule</p>	<p>PREPARATION FOR CLASS: Read Vernon text: <u>Counseling Children & Adolescents</u>: Chapters 2 & 3</p> <p>CLASSROOM DISCUSSION TOPICS: Individual Counseling Process (Chapter 2) Innovative Techniques (Chapter 3) Hispanic American Clients Asian American Clients</p>
<p>Week 2 PM Schedule</p>	<p>PREPARATION FOR CLASS: Read Vernon text: <u>Counseling Children & Adolescents</u>: Chapters 4 & 5</p> <p>CLASSROOM DISCUSSION TOPICS: Play Therapy (Chapter 4) Brief Counseling (Chapter 5) African American Clients American Indian Clients</p> <p>Review for Mid-Term Exam</p>
<p>Week 3 AM Schedule</p>	<p>PREPARATION FOR CLASS: Read Vernon text: <u>Counseling Children & Adolescents</u>: Chapters 6 & 7</p> <p>CLASSROOM DISCUSSION TOPICS: Rational-Emotive Behavior Therapy (Chapter 6) Counseling with Exceptional Children (Chapter 7) Persons with Disabilities Elderly Clients</p> <p>Mid-Term Exam – Chapters 1-8 & additional classroom discussion topics</p>
<p>Week 3 PM Schedule</p>	<p>PREPARATION FOR CLASS: Read Vernon text: <u>Counseling Children & Adolescents</u>: Chapters 9 & 10</p> <p>CLASSROOM DISCUSSION TOPICS: Counseling Children & Adolescents with Special Needs (Chapter 9) At-Risk Children & Adolescents (Chapter 10)</p>

	School Safety Gay, Lesbian, & Bisexual Clients
Week 4 AM Schedule	PREPARATION FOR CLASS: Read Vernon text: <u>Counseling Children & Adolescents</u> : Chapters 11 & 12 CLASSROOM DISCUSSION TOPICS: Small-Group Counseling (Chapter 11) Designing a Developmental Counseling Curriculum (Chapter 12) Female Clients Research Paper Due/Discussions
Week 4 PM Schedule	PREPARATION FOR CLASS: Read Vernon text: <u>Counseling Children & Adolescents</u> : Chapters 13 & 14 CLASSROOM DISCUSSION TOPICS: Working with Parents (Chapter 13) Working with Families (Chapter 14) Family Self Reflection Review for Final Exam
Week 5 Schedule	PREPARATION FOR CLASS: Additional Populations CLASSROOM DISCUSSION TOPICS: Final Exam Wrap up

PURCHASING TEXTBOOKS--Most textbooks can be purchased through **MBS Direct**. Check the syllabus for textbook information. Give MBS Direct the campus location (for the purpose of ordering books the campus is **Space Coast Campus**, course name, number and section number (i.e. Space Coast Campus, COMP5000/64) and most important, the **title, author, edition, and ISBN** of the book you are ordering. MBS Direct will buy back your book at the end of the term should you elect not to retain it as a reference book. Order by phone or online. Orders should be placed no earlier than 4 weeks prior to the start of the term.

MBS Direct: 1-800-325-3252
www.mbsdirect.net/webster
Monday-Thursday 7am-10pm(Central Time)
Friday 7am-6pm (Central Time)
Saturday 8am-5pm (Central Time)
Sunday noon-4pm (Central Time)

MBS Direct Website is

In order to meet the course objectives this syllabus may be modified at the discretion of the instructor without approval of the students.

Original approved by:

Dr. Calvin D. Fowler Academic Dean Space Coast Region, December 10, 2007

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