Instructor: Leigh T. Kirby, Ph.D., LPC  
Office: Human Services Building, Room 229  
Cell Phone: 214-417-9780  
Office Phone: 936-468-1250  
Email: leigh.kirby@sfasu.edu

Course Time: Online  
Location: Class is Online  
Office Hours: Wednesday 9:30 am to 11:30 am  
Thursday 1:00 pm to 4:00 pm  
Credits: 3 hours

Prerequisites: No Prerequisites

Course Description: This course provides specialized training in the techniques and strategies in child and adolescent therapy.

Course Format:  
This course will use a variety of teaching methods including readings, discussions, class activities, experiential groups, and case conceptualizations. Students are expected to be prepared for discussion by completing the reading assignments BEFORE coming to class. Mastery of objectives will be demonstrated through participation in discussions, completion of class activities, and assignments.

Required Texts:  

Diversity Statement  
The James I. Perkins College of Education is committed to proactively recruiting and retaining a diverse faculty, staff, and student population. Through open dialogue, mutual respect, and shared responsibility, faculty, staff, and students will demonstrate an understanding and sensitivity to ethnicity, race, gender, exceptionalities, culture, language/dialect, age, social class, family structure, sexual orientation, religion, and spiritual values in order to enhance the quality of life in a diverse, global community.

COVID-19 MASK POLICY  
Masks (cloth face coverings) are encouraged to be worn over the nose and mouth in this class and appropriate physical distancing should be observed.  

Program Learning Outcomes  
*Professional Orientation and Ethical Practice (CACREP 2.F.1)*  
Students articulate the elements related to professional identity including; the history and philosophy of the counseling profession, the value of professional organizations, the need for legal and ethical practice, and advocating for the profession and clients that are served.
Social and Cultural Diversity (CACREP 2.F.2)
Students demonstrate multicultural awareness, knowledge, and skills necessary for competency in working with a diverse population.

Human Growth and Development (CACREP 2.F.3)
Students differentiate the development across the lifespan and the impact on normal and abnormal functioning.

Career Development (CACREP 2.F.4)
Students analyze career development theory in the development of individualized and developmentally appropriate career development activities and interventions.

Counseling and Helping Relationships (CACREP 2.F.5)
Students apply the skills necessary to engage in an effective and therapeutic helping relationship.

Group Counseling and Group Work (CACREP 2.F.6)
Students demonstrate competency in preparing and facilitation of group counseling.

Assessment and Treatment Planning (CACREP 2.F.7)
Students identify effective assessment strategies in order to facilitate treatment planning.

Research and Program Evaluation (CACREP 2.F.8)
Students evaluate research methods to inform evidence-based practice.

Course Objectives/Intended Learning Outcomes
The mission of the Perkins College of Education (PCOE) is to prepare competent, successful, caring and enthusiastic professionals from diverse backgrounds dedicated to responsible service, leadership, social justice and continued professional and intellectual development in an interconnected global society. As such, the Masters of Arts degree in Professional Counseling located in the Department of Human Services in the PCOE supports this mission. Specifically, as described in this syllabus, COU 529 follows the mission, vision and core values of the PCOE as they align with the counseling curriculum, clinical experiences, and assessments. Through the activities and objectives in COU 529 students will become prepared, competent, successful, caring and enthusiastic counseling professionals. They will continue to develop a sense of service, leadership, professional and intellectual growth. Through regular practical experience providing counseling services, supervision, and case presentations, students will gain academic and professional excellence within the subject area with an emphasis on life-long learning and development. Students will also be given the opportunity for collaboration and be encouraged toward openness to new ideas.

Objectives/Learning Outcomes

<table>
<thead>
<tr>
<th>Student Learning Outcomes</th>
<th>Method of Instruction</th>
<th>Performance Assessment</th>
<th>Standards</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students implement diagnostic process, including differential diagnosis and the use of current diagnostic classification systems, including the <em>Diagnostic and Statistical Manual of Mental Disorders (DSM)</em></td>
<td>Online Module, Textbook, Journal Articles</td>
<td>Discussion</td>
<td>CACREP CMHC C.2.d</td>
</tr>
<tr>
<td>Understands normal and abnormal development and the influence on functioning of children and adolescents</td>
<td>Online Module, textbook</td>
<td>Discussion</td>
<td>CACREP 2.F.3 a-h SBEC 239.15.b.5.7 CAEP A.1.1-2</td>
</tr>
<tr>
<td>Activity</td>
<td>Resources</td>
<td>Rubric Code</td>
<td></td>
</tr>
<tr>
<td>-------------------------------------------------------------------------</td>
<td>-------------------------------</td>
<td>----------------------------------</td>
<td></td>
</tr>
<tr>
<td>Identifies ethical and culturally relevant strategies for promoting resilience and optimum development and wellness across the lifespan</td>
<td>Online modules, textbook, journal articles</td>
<td>CACREP 2.F.3.i SBEC 239.15.b.5,7 CAEP A.1.1-2</td>
<td></td>
</tr>
<tr>
<td>Understand the use of assessments relevant to academic/education, career, personal, and social development</td>
<td>Online modules, textbook, journal articles</td>
<td>Discussion</td>
<td>CACREP 2.F.7.i SBEC 239.15.b.5,7 CAEP A.1.1-2</td>
</tr>
<tr>
<td>Understands procedures for identifying trauma and abuse and for reporting abuse</td>
<td>Online Module</td>
<td>TFCBT Training</td>
<td>CACREP 2.F.7.d SBEC 239.15.b.5,7 CAEP A.1.1-2</td>
</tr>
<tr>
<td>Can identify common medications that affect learning, behavior, and mood in children and adolescents</td>
<td>Online Module</td>
<td>Case Studies</td>
<td>CACREP SCH G.1.h SBEC 239.15.b.5,7 CAEP A.1.1-2</td>
</tr>
<tr>
<td>Knows the signs and symptoms of substance abuse in children and adolescents, as well as the signs and symptoms of living in a home where substance abuse occurs</td>
<td>Online module, textbook, case studies</td>
<td>Case Studies</td>
<td>CACREP SCH G.1.i SBEC 239.15.b.5,7 CAEP A.1.1-2</td>
</tr>
<tr>
<td>Works with parents, guardians, and families to act on behalf of their children to address problems</td>
<td>Online module, journal articles</td>
<td>Resiliency Flyer</td>
<td>SBEC c.4, 1.3 SBEC 239.15.b.5,7 CAEP A.1.1-2</td>
</tr>
</tbody>
</table>

**COURSE REQUIREMENTS:**

Grades will be assigned based on the quality of each student’s fulfillment of the following requirements. Rubrics will be provided for all activities in which students receive points.

1. Participation and attendance: Each student is expected to actively participate and contribute to the learning process within the course (discussion of text/topics, demonstration and experiential activities). Class attendance is presumed and will affect the final grade. A maximum of 2 excused absences will be allowed, after this your overall grade for the course can be dropped by one letter grade. Students are expected to notify the professor when they will be absent. Notification can occur by e-mail or phone. Failure to notify the professor will result in an unexcused absence. More than 1 unexcused absence will result in your overall grade being dropped by one letter grade. Solmonson 4 Because of the online nature of this course, failure to participate in a discussion will be considered an absence.

2. Online assignments: Students will have assignments associated with each module. Directions are found in D2L.


4. Case Studies (25 Points) and Discussions (20 Points): Students will read assigned case studies and write a one page reflection.

5. Treatment Plan (50 Points): Students will develop a treatment plan to address specific problems.

6. Final Evaluation/Project (100 Points)
<table>
<thead>
<tr>
<th>Grading Criteria</th>
<th>This course emphasizes performance of counseling skill. Therefore, if a student scores the equivalent of a C (less than 79.5% of points). A grade of C will require the student to retake the course.</th>
</tr>
</thead>
<tbody>
<tr>
<td>A = 89.5% or above</td>
<td></td>
</tr>
<tr>
<td>B = 79.5 % to 89.4%</td>
<td></td>
</tr>
<tr>
<td>C = 69.5% to 79.4%</td>
<td></td>
</tr>
<tr>
<td>D = 59.5% to 69.4%</td>
<td></td>
</tr>
<tr>
<td>F = 59.4% or below</td>
<td></td>
</tr>
</tbody>
</table>

**LiveText/Watermark Statement:** This course uses the LiveText/Watermark data management system to collect critical assessments for students who are Perkins College of Education majors (undergraduate, graduate, and doctoral) or majors in other colleges seeking educator certification through the Perkins College of Education. Students who do not have an existing LiveText/Watermark account will receive an access code via the SFA email system within the first week of class. You will be required to register your LiveText/Watermark account, and you will be notified how to do this via email. If you forward your SFA e-mail to another account and do not receive an e-mail concerning LiveText/Watermark registration, please be sure to check your junk mail folder and your spam filter for these e-mails.

If you have questions about obtaining or registering your LiveText/Watermark account or any technical questions, call 936-468-2395 or e-mail LiveText@sfasu.edu. Failure to activate the account and/or submit the required assignment(s) within the LiveText/Watermark system may result in course failure.

**FEM Statement:** FEM is used for field experiences, practicum, and internships in a way to document the offsite experiences.

**Course Evaluations:**
Near the conclusion of each semester, students in the Perkins College of Education electronically evaluate courses taken within the PCOE. Evaluation data is used for a variety of important purposes including:
1. Course and program improvement, planning, and accreditation;
2. Instruction evaluation purposes; and
3. Making decisions on faculty tenure, promotion, pay, and retention.
   As you evaluate this course, please be thoughtful, thorough, and accurate in completing the evaluation.
   Please know that the PCOE faculty is committed to excellence in teaching and continued improvement. Therefore, your response is critical!"

In the Perkins College of Education, the course evaluation process has been simplified and is completed electronically through MySFA. Although the instructor will be able to view the names of students who complete the survey, all ratings and comments are confidential and anonymous, and will not be available to the instructor until after final grades are posted.

**Student Ethics and Other Policy Information**

**Class Attendance and Excused Absence: Policy 6.7**
Regular, punctual attendance, documented participation, and, if indicated in the syllabus, submission of completed assignments are expected at all classes, laboratories, and other activities for which the student is registered. Based on university policy, failure of students to adhere to these requirements shall influence the course grade, financial assistance, and/or enrollment status. The instructor shall maintain an accurate record of
each student’s attendance and participation as well as note this information in required reports (including the first
12 day attendance report) and in determining final grades. Students may be excused from attendance for
reasons such as health, family emergencies, or student participation in approved university-sponsored events.
However, students are responsible for notifying their instructors in advance, when possible, for excusable
absences. Whether absences are excused or unexcused, a student is still responsible for all course content and
assignments. Students with accepted excuses may be permitted to make up work for up to three weeks of
absences during a semester or one week of a summer term, depending on the nature of the missed work. Make-
up work must be completed as soon as possible after returning from an absence. Because this is a skills-based
course, experiential learning that occurs in class cannot be recaptured. For that reason, students are permitted
to miss only one class (3 hours) with no penalty, but an email to the professor of the class is expected to
determine whether the absence will be excused or not. Failure to notify the professor will result in the absence
being unexcused and will result in a drop of one letter on the final grade. (2) With a second absence, a drop of
one letter grade will occur. (3) A drop of an additional letter grade will occur for each subsequent absence.

**Academic Accommodation for Students with Disabilities: Policy 6.1 and 6.6**

To obtain disability related accommodations, alternate formats and/or auxiliary aids, students with disabilities must
contact the Office of Disability Services (ODS), Human Services Building, and Room 325, 936-468-3004 as early as
possible in the semester. Once verified, ODS will notify the course instructor and outline the accommodation and/or
auxiliary aids to be provided. Failure to request services in a timely manner may delay your accommodations.
For additional information, go to [http://www.sfasu.edu/disabilityservices/](http://www.sfasu.edu/disabilityservices/)

**Student Academic Dishonesty: Policy 4.1**

Abiding by university policy on academic integrity is a responsibility of all university faculty and students. Faculty
members must promote the components of academic integrity in their instruction, and course syllabi are required to
provide information about penalties for cheating and plagiarism, as well as the appeal process.

**Definition of Academic Dishonesty**

Academic dishonesty includes both cheating and plagiarism. Cheating includes, but is not limited to:
- using or attempting to use unauthorized materials on any class assignment or exam;
- falsifying or inventing of any information, including citations, on an assignment;
- helping or attempting to help another in an act of cheating or plagiarism.

Plagiarism is presenting the words or ideas of another person as if they were one’s own. Examples of plagiarism
include, but are not limited to:
- submitting an assignment as one’s own work when it is at least partly the work of another person;
- submitting a work that has been purchased or otherwise obtained from the Internet or another
  source;
- incorporating the words or ideas of an author into one's paper or presentation without giving the author
  credit.

**Most students who plagiarize do so unintentionally. However, that does not lessen the consequences.**

The following websites have excellent information regarding plagiarism and proper
citation methods.

- I strongly recommend that you review this information.
  - [http://www.msresource.com/format.html](http://www.msresource.com/format.html)
  - [http://owl.english.purdue.edu/owl/printable/589/](http://owl.english.purdue.edu/owl/printable/589/)

   **Any assignment that contains plagiarism (whether intentional or not) will not receive credit and no
additional opportunity will be given to recover the lost points.**

**Penalties for Academic Dishonesty**

Penalties may include, but are not limited to, reprimand, no credit for the assignment or exam, re-submission of the
work, make-up exam, failure of the course, or expulsion from the university.

**Student Appeals**

A student who wishes to appeal decisions related to academic dishonesty should follow procedures outlined in
Academic Appeals by Students (6.3).
Withheld Grades: Policy 5.5
At the discretion of the instructor of record and with the approval of the academic unit head, a grade of WH will be assigned only if the student cannot complete the course work because of unavoidable circumstances. Students must complete the work within one calendar year from the end of the semester in which they receive a WH, or the grade automatically becomes an F, except as allowed through policy [i.e., Active Military Service (6.14)]. If students register for the same course in future semesters, the WH will automatically become an F and will be counted as a repeated course for the purpose of computing the grade point average.

Student Code of Conduct: Policy 10.4
Classroom behavior should not interfere with the instructor’s ability to conduct the class or the ability of other students to learn from the instructional program. Unacceptable or disruptive behavior will not be tolerated. Students who disrupt the learning environment may be asked to leave class and may be subject to judicial, academic or other penalties. This policy applies to all instructional forums, including electronic, classroom, labs, discussion groups, field trips, etc. The instructor shall have full discretion over what behavior is appropriate/inappropriate in the classroom. Students who do not attend class regularly or who perform poorly on class projects/exams may be referred to the Early Alert Program at SFA.

ACCA Code of Ethics
All students are expected to adhere to the ACA Code of Ethics and the Texas LPC Rules throughout the program. School Counseling students are expected to also adhere to the Code of Ethics for the Texas Educator. A violation of any applicable code or professional rules may result in the assignment of a failing grade for the course and removal from the program. Violations will be reviewed with the Counselor Education Faculty to determine the most appropriate consequences.

https://www.counseling.org/resources/aca-code-of-ethics.pdf

Code of Ethics for the Texas Educator:

The Texas educator shall comply with standard practices and ethical conduct toward students, professional colleagues, school officials, parents, and members of the community and shall safeguard academic freedom. The Texas educator, in maintaining the dignity of the profession, shall respect and obey the law, demonstrate personal integrity, and exemplify honesty and good moral character. The Texas educator, in exemplifying ethical relations with colleagues, shall extend just and equitable treatment to all members of the profession. The Texas educator, in accepting a position of public trust, shall measure success by the progress of each student toward realization of his or her potential as an effective citizen. The Texas educator, in fulfilling responsibilities in the community, shall cooperate with parents and others to improve the public schools of the community. This chapter shall apply to educators and candidates for certification.

Please go to TAC 247.2 – Code of Ethics and Standard Practices for Texas Educators. This can be found at https://texreg.sos.state.tx.us/public/readtac$ext_ViewTAC?tac_view=4&ti=19&pt=7&ch=247&rl=Y.

To complete Certification/Licensing Requirements in Texas related to public education and other professional settings, you will be required to:

1. Candidates must undergo a criminal history background check prior to clinical teaching and prior to employment as an educator. The public school campuses are responsible for completing the criminal background check. A person who is enrolled or planning to enroll in a State Board for Educator Certification-approved educator preparation program or planning to take a certification examination may request a preliminary criminal history evaluation letter regarding the person's potential ineligibility for certification due to a conviction or deferred adjudication for a felony or misdemeanor offense.

A Preliminary Criminal History Evaluation is a non-mandatory, non-binding evaluation of an individual's self-reported criminal history. In addition, the agency obtains your name-based Texas criminal history information. The service is provided to the requestor for a **non-refundable fee**. The requestor will receive an evaluation letter by email from agency staff advising of potential ineligibility for educator certification.
You are eligible to request a Preliminary Criminal History Evaluation if:

- You enrolled or planning to enroll in an educator preparation program or
- You are planning to take a certification exam for initial educator certification, and
- You have reason to believe that you may be ineligible for educator certification due to a conviction or deferred adjudication for a felony or misdemeanor offense.

You are not eligible for a preliminary evaluation of your criminal history if you do not have a conviction or deferred adjudication for a felony or misdemeanor offense.

In addition, you must complete the fingerprinting process when you apply for certification. Participation in the evaluation does not preclude you from submitting to a national criminal history review at the time you apply for your educator certification. Your criminal history will be reviewed and you may be subject to an investigation based on that criminal history, including any information you failed to submit for evaluation.

Additional information can be found at https://tea.texas.gov/Texas_Educators/Investigations/Preliminary_Criminal_History_Evaluation-FAQs/.

2. Provide one of the following primary ID documents: passport, driver’s license, state or providence ID cards, a national ID card, or military ID card to take the TExES exams (additional information available at http://www.tx.nesinc.com/PageView.aspx?f=GEN_Tests.html. YOU must provide legal documentation to be allowed to take these mandated examinations that are related to certification/licensing requirements in Texas. If you do not have legal documentation, you may want to reconsider your major while at SFASU.

3. Successfully complete state mandated a fingerprint background check. If you have a history of criminal activity, you may want to reconsider your major while at SFASU.

For further information, contact the Office of Assessment and Accountability at 936-468-1282 or edprep@sfasu.edu.

Counseling and Mental Health Services
SFASU values students’ mental health and the role it plays in academic and overall student success. SFA provides a variety of resources to support students mental health and wellness. Many of these resources are free, and all of them are confidential.

On-campus Resources:
SFASU Counseling Services  
www.sfasu.edu/counselingservices
3rd Floor Rusk Building  
936-468-2401

SFASU Human Services Counseling Clinic  
www.sfasu.edu/humanservices/139.asp
Human Services Room 202  
936-468-1041

Crisis Resources:
Burke 24-hour crisis line 1(800) 392-8343 
Suicide Prevention Lifeline 1(800) 273-TALK (8255)
Crisis Text Line: Text HELLO to 741-741
***RUBRICS will be provided for all assignments in D2L

Course Outline/Calendar
Summer II semester begins on Tuesday July 7. Be Mindful of the schedule because it moves very quick with only five weeks in the semester.

<table>
<thead>
<tr>
<th>TOPIC</th>
<th>READINGS</th>
<th>ASSIGNMENTS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Getting Started</td>
<td>Module Content</td>
<td>Introductory Discussion Resiliency</td>
</tr>
<tr>
<td>Introduction to Working with Children and Adolescents</td>
<td></td>
<td>Flyer Power</td>
</tr>
<tr>
<td>Understanding Resiliency</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Normal and Abnormal Development</td>
<td>Module Content Early Attachment article Case Study Chapter 1 and 2</td>
<td>Case Study</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Attachment Parenting Discussion</td>
</tr>
<tr>
<td>Counseling Theories for Working with Children and Adolescents</td>
<td>Module Content Chapter 5 through 7 Case Study</td>
<td>Case Study</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Discussion</td>
</tr>
<tr>
<td>Professional Issues in Working with Children and Adolescents</td>
<td>Module Content Chapter 4</td>
<td>Informed Consent</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Research and Evidence Based Practice</td>
<td>Module Content Case Study Research Article</td>
<td>Discussion</td>
</tr>
<tr>
<td></td>
<td></td>
<td>EBP Assignment</td>
</tr>
<tr>
<td>Assessment in Children</td>
<td>Chapter 9 Case Study</td>
<td>Assessment Discussion Case Study</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Dealing with Diversity</td>
<td>Module Content Chapter 12 through 13 Case Study IDEA and 504</td>
<td>Case Study</td>
</tr>
<tr>
<td>• Disabilities</td>
<td></td>
<td>Working with Schools Discussion</td>
</tr>
<tr>
<td>• LGBT</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Psychopathology in Children and Adolescents</td>
<td>Module Content Chapter 17 through 18 Case Study</td>
<td>Case Study</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Normal Development Discussion</td>
</tr>
<tr>
<td>Prevention and Wellness Intervention Strategies and Treatment Planning</td>
<td>Module Content Case Study</td>
<td>Treatment Plans</td>
</tr>
<tr>
<td>Play Therapy</td>
<td>Module Content Chapter 8 Case Study</td>
<td>Case Study</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Play Therapy Techniques Assignment</td>
</tr>
<tr>
<td>Trauma Focused Interventions</td>
<td>Module Content Chapter 15 Case Study</td>
<td>Discussion</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Trauma Focused Compare/Contrast</td>
</tr>
<tr>
<td>Involving Parents in Therapy</td>
<td>Module Content Case Study</td>
<td>Case Study</td>
</tr>
<tr>
<td>Final Project/Exam</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>