Instructor: Brandi Sawyer, LPC-S, NCC  
Office: Human Services Building, Rm 228  
Office Phone: 936-468-1071  
Email: Brandi.Sawyer@sfasu.edu  
Credits: 3 hours  
Summer I 2024

Course Time: Online, Asynchronous  
Location: Online  
Office Hours: W 3:00-5:00 pm & by appt. (virtual available)

Prerequisites: No Prerequisites

Course Description: This course provides specialized training in the techniques and strategies in child and adolescent therapy including development and theoretical models, evidence-based interventions, and various aspects of childhood trauma and mental health presentations.

Course Format:  
This course is an online course that will utilize D2L the Online Learning Management System. This course will use various teaching methods including reading, discussions, class activities, and case conceptualizations. Students are expected to be prepared for discussion by completing the reading assignments BEFORE completing the class module for that week. Mastery of objectives will be demonstrated through participation in discussions, completion of class activities, and assignments.

TCCNS Credit Hour Justification Seminar Mental Health and Psychopathology -Online Course  
This course spans 5 weeks. The course contains an extensive academic paper that includes the same information received by students in a face-to-face lecture course. To be successful in this course and complete all readings, discussions, activities, and written assignments, students are expected to spend at least 8-10 hours per week working on course content. This is the equivalent total hours of class time, reading, and course completion in a typical semester.

Relation of the Course to the Mission Statement, Values and Vision of the College  
Through the activities and objectives in PCOU 5329 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 class attendance, writing projects, exams, and discussions students will gain academic 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. Ethics, integrity, and service within the counseling profession and following the American Counseling Association guidelines will also be integrated into all aspects of the course. As described in this syllabus, PCOU 5329 follows the mission, vision, and core values of the college of education and Stephen F. Austin State University, aligned with the counseling curriculum, clinical experiences, and assessments.
COUNSELOR EDUCATION PROGRAM
Program Learning Outcomes (Professional Counseling Outcomes and if applicable, their related CACREP accreditation standard. A complete list of PLO’s are on the PCOE website)

Graduates of The Professional Counseling Program at SFA are competent and ethical counselors. Program learning outcomes are:

Factors Affecting Human Development (CACREP 3.C)
Counselors should consider systemic and environmental factors that affect human development, functioning, and behavior. They apply theories of individual and family development across the lifespan to better understand and assist their clients. Students differentiate the development across the lifespan and the impact on normal and abnormal functioning.

Counseling Theories and Models (CACREP 3.E)
Counselors apply various counseling theories and models to provide effective therapeutic interventions. These may include cognitive-behavioral therapy, person-centered therapy, and more.

Assessment and Test Administration: (CACREP 3.G)
Counselors select, administer, and interpret assessments and tests ethically and in a culturally relevant manner to support their clients’ needs. This involves understanding and analyzing test scores, psychological assessments, and other relevant data to make informed decisions about a client's mental health and to plan appropriate interventions.

Research and Statistical Principles (CACREP 3.H)
Counselors need to understand the scientific and statistical principles that underlie evidence-based research. This includes knowledge of research methods, experimental design, data analysis, and the ability to critically evaluate research studies to determine their quality and relevance. Counselors understand the significance of research in advancing the profession. They can critique research to inform their counseling practice and provide evidence-based interventions.

Communication and Presentation Skills
Effective communication is crucial for counselors. They must convey complex mental health concepts and findings to clients, colleagues, and the public. This includes both oral and written communication.

Course Objectives/Course-Specific Learning Outcomes & related CACREP standards

<table>
<thead>
<tr>
<th>Student Learning Outcomes</th>
<th>Method of Instruction</th>
<th>Performance Assessment</th>
<th>Standards</th>
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</thead>
<tbody>
<tr>
<td>Students implement diagnostic process, including differential diagnosis and the use of current diagnostic classification systems, including the Diagnostic and Statistical Manual of Mental Disorders (DSM)</td>
<td>Online Module, Textbook, Journal Articles</td>
<td>Childhood Disorders &amp; Treatment Paper, Case Studies</td>
<td>CACREP 3.G.11 CMHC 5.C.1</td>
</tr>
<tr>
<td>Understands normal and abnormal development and the influence on functioning of children and adolescents</td>
<td>Online Module, textbook, lecture</td>
<td>Childhood Disorders &amp; Treatment Paper, Discussion, Risk and Protective Factors Infographic, trauma training</td>
<td>CACREP 3.C 1, 6, 7, 13</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>Risk and Protective Factors Infographic, Case Studies, Childhood Disorders &amp; Treatment Paper</td>
<td>CACREP 3.C.11</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, Case Studies</td>
<td>CACREP 3.G.8</td>
</tr>
<tr>
<td>Understands procedures for identifying trauma and abuse and for reporting abuse</td>
<td>Online Module</td>
<td>TFCBT/PCIT Training Certificate, Discussion</td>
<td>CACREP 3.G.15</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 3.G.12</td>
</tr>
<tr>
<td>Demonstrate ability to evaluate modern research concerning assessment and treatment of childhood mental disorders and related issues.</td>
<td>Online Modules, Textbook readings, Journal articles</td>
<td>Case Studies, Childhood Disorder and Treatment Paper</td>
<td>CACREP 3.H.1, 2</td>
</tr>
<tr>
<td>Demonstrate knowledge of how counseling theories are applied to children and adolescents including individual and family-based interventions.</td>
<td>Online Modules, Textbook Readings, Journal Articles, Discussions</td>
<td>Case Studies, Childhood Disorder and Treatment Paper</td>
<td>CACREP 3.E.1, 2, 3 CACREP CMHC 5.C.1, 5</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>Risk and Protective Factors Infographic, Case Studies, Trauma Training</td>
<td>CACREP 3.C.6, 12</td>
</tr>
</tbody>
</table>
College of Education Outcomes: The content of this course aligns with the mission, vision, and core values of the James I. Perkins College of Education.

Vision: The James I. Perkins College of Education will be the college of choice for students striving to achieve professional excellence through exemplary programs that are recognized at state, national, and international levels.

Mission: The mission of the Perkins College of Education 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. To accomplish this mission, the goals of the Perkins College of Education are to:
• Provide transformational experiences for our students.
• Promote meaningful and sustained enrollment growth.
• Attract/support high quality faculty and staff.
• Improve and maintain an optimal college culture.
• Provide academic & co-curricular innovations.
• Increase connections with stakeholders.

Core Values: In the Perkins College of Education, we value and are committed to:
• Academic excellence through critical, reflective, and creative thinking
• Life-long learning
• Collaboration and shared decision-making
• Openness to new ideas, to culturally diverse people, and to innovation and change
• Integrity, responsibility, diligence, and ethical behavior
• Service that enriches the community

Core Values of the College of Education:
• Academic excellence through critical, reflective, and creative thinking.
• Life-long learning.
• Collaboration and shared decision-making.
• Openness to new ideas, culturally diverse people, and innovation and change.
• Integrity, responsibility, diligence, and ethical behavior.
• Service that enriches the community.

COURSE REQUIREMENTS:
Grades will be assigned based on the quality of each student’s fulfillment of the following requirements. More detailed assignment information and rubrics will be provided for all activities in which students receive points. This class will require around ten hours of work each week. This includes reading, online activities, and assignments. All assignments will be submitted with Turnitin technology and original work is expected.

1. Participation and attendance: Students are 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. Class attendance is taken as discussion activities. Therefore, failure to engage in two discussions will result in a drop of a letter grade.

2. Online assignments: Students will have assignments associated with each module. Directions are found in D2L.
3. **Risk and Protective Factors Infographic**: Students will create an infographic based on systemic risks and protective factors utilizing the text and at least one other resource.

4. **Case Studies**: Students will read two assigned case studies and follow the template for a comprehensive writeup. This will include formal and informal assessments, symptom and diagnostic presentations, as well as treatment and interventions (treatment plan).

5. **Discussions**: Each student will provide discussion prompt response (five total in class) and then response to two other students’ responses.

6. **EBP Article Summary**: Two page summary of per-reviewed article (last five years) on an EBP for children.

7. **TF-CBT OR PCIT for Trauma Training-**: Students will complete the official TF-CBT training from the Medical University of South Carolina and submit their certificates on D2L.

8. **Childhood Disorders and Treatment Paper** (100 Points): This scholarly, 8-10 page paper will comprehensively describe current research on a childhood disorder of your choice and the efficacious treatment and interventions depicted in the literature.

**Student Behaviors**

- Attendance and punctuality
- Timely submission/completion of required assignments Participation in individual and group supervision
- Case presentations and theory articulation
- Professional critique of counseling sessions (personal and those of classmates)
- Ability to give and receive feedback
- Discussion of assigned materials

**GRADING**

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Points</th>
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<tbody>
<tr>
<td>Discussions/Participation (25 each)</td>
<td>125</td>
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<tr>
<td>Risk and Protective Factors Infographic</td>
<td>50</td>
</tr>
<tr>
<td>Case Studies (50 each)</td>
<td>100</td>
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<tr>
<td>TF-CBT/PCIT Training</td>
<td>50</td>
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<tr>
<td>EBP Article Summary</td>
<td>25</td>
</tr>
<tr>
<td>Childhood Disorders and Treatment Paper</td>
<td>100</td>
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<tr>
<td><strong>TOTAL</strong></td>
<td><strong>450</strong></td>
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**Grading Criteria**

- A = 89.5% or above
- B = 79.5 % to 89.4%
- C = 69.5% to 79.4%
- D = 59.5% to 69.4%
- F = 59.4% or below
Required Texts:

American Psychological Association.


Required Childhood Trauma Training:
Trauma-Focused Cognitive Behavioral Therapy Course ($35) at [https://tfcbt2.musc.edu/](https://tfcbt2.musc.edu/)
OR
Parent-Child Interaction Therapy for Traumatized Children (free)

Required Supplemental Readings:
[https://doi.org/10.1080/01494929.2018.1458001](https://doi.org/10.1080/01494929.2018.1458001)

Recommended Text:

Other reading is required for the Case Studies, EBP, and Final Paper assignments. These Assignments will require you to think outside of the box and utilize research to create clinical responses and treatment plans for case studies.

**DETAILED ASSIGNMENT INSTRUCTIONS AND RUBRIC**
(all assignments in APA 7th edition format unless otherwise noted)

I. Risk and Protective Factors Infographic (50 Points)

You will choose a section in chapter two of your book: family systems protective and risk factors, school protective and risk factors, or community protective and risk factors to cover in an infographic. You will need to include at least one additional source (website, scholarly) to include on your infographic although you are not limited to two. You will design an infographic piece worthy of social media or business page posting depicting the risk and protective factors for the system you chose. May be front or front and back. Please include references in APA 7th edition.

You can use Powerpoint, Adobe, or a free infographic program. I know of Visme and Canva.

<table>
<thead>
<tr>
<th>Skill</th>
<th>Needs Improvement</th>
<th>Satisfactory</th>
<th>Excellent</th>
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<tbody>
<tr>
<td>Able to detail risk and protective factors in</td>
<td>Does not use text and at least one additional resource. Infographic is not</td>
<td>Utilizes text and at least one other resource. Infographic is accurate</td>
<td>Utilizes text and at least one other resource. Infographic is accurate</td>
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<tr>
<td>families, schools, and</td>
<td>comprehensive or</td>
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II. Case Studies (50 points each)

There will be two case studies that correspond with module content for that week. The case studies assignment will be a comprehensive assessment and treatment plan for the fictional case provided. You will use peer-reviewed and scholarly references for information such as formal assessment and rational, treatment modality and rationale, interventions, and rationale. Page length will vary based on presenting case. I am more concerned that you answered each section fully and used references. You must use research articles with appropriate citations in this assignment.

Format your Case Study response with the following sections and content:

1. Assessments- include what assessments (formal and informal) you would use with this child client to better treat them throughout the course of their counseling experience. Provide a rationale for these assessments. This will require research.

2. Symptoms and Diagnosis- Identify the apparent symptoms described in the case study, what symptoms you may identify from your assessments, and potential diagnoses based on the information described. This will require research.

3. Goals and Interventions- Based on your symptoms and diagnosis, what treatment modality and associated interventions might you use with this client. Provide a rationale (i.e. evidence-based treatment or intervention for specific symptom). This will require research.

4. Multicultural Issues to Consider- Identify multifaceted cultural issues related to either problem development or treatment considerations. Provide a rationale based on research.

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<tbody>
<tr>
<td>Able to identify formal and informal assessments for children applicable to presenting issues.</td>
<td>Does not include assessments or either includes formal or informal assessment but not both. Rational is either not included or coherent.</td>
<td>Includes formal and informal assessments but rationale is not clear or fully coherent.</td>
<td>Presents assessments based on current literature with a clear rationale.</td>
</tr>
<tr>
<td>10 points</td>
<td>0-3 points</td>
<td>4-7 points</td>
<td>7-10 points</td>
</tr>
<tr>
<td>Can identify presenting and potential symptoms</td>
<td>Made no attempt at identifying symptoms and diagnosis or no rationale</td>
<td>Identifies symptoms and diagnosis but rationale is unclear or coherent.</td>
<td>Identifies presenting symptoms and potential diagnoses. Rationale is</td>
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</table>
that contribute to a diagnostic picture. Is given for symptoms and diagnosis listed. Coherent, and there is evidence of deeper thought. 

10 points

Can identify multifaceted cultural considerations in assessment, conceptualization of diagnosis, and treatment using research. Did not address multicultural concerns or identified minimally impacting cultural concerns. Did not include research as a rationale. Addressed all the presenting cultural concerns in multifaceted fashion. Was relevant to the research presented.

10 Points

Identifies Goals and interventions based on case study that align with identified symptoms, potential symptoms, and diagnosis. Either does not fully include goals and interventions, or the goals and interventions have no rationale and/or do not align with symptoms and diagnoses. Include goals and interventions that align with symptoms and diagnoses. May not have fully developed rationale for modality and interventions. Includes goals and interventions that have clear alignment with symptoms and diagnoses. Includes modality, interventions, and clear rationale for both.

20 points

III. Evidence-Based Practice (EBP) Article Summary (25 Points)

Find a peer-reviewed article on an evidence-based practice for children in the last five years. Summarize the article so that I know you know the context of the article using paraphrasing and synthesis of ideas. Must include the research elements of the study (i.e. what type of study and methods). This should be about 2 pages. THIS MUST BE IN YOUR OWN WORDS.

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<tr>
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<tbody>
<tr>
<td>Understood concept of EBP for children by choosing appropriate and recent article, and able to summarize with understanding.</td>
<td>Article is older than five years or does not include an EBP. Summary does not include all pertinent elements of article.</td>
<td>Article is in the last five years and includes an EBP. Summary is sufficient but does not include all pertinent points of article.</td>
<td>Article is in the last five years, includes an EBP for children, and has all points of the article summarized.</td>
</tr>
<tr>
<td>50 points</td>
<td>0-15 points</td>
<td>16-34 points</td>
<td>35-50 points</td>
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</table>

IV. TF-CBT Training OR PCIT for Traumatized Children Training (50 Points)
TF-CBT

****This training costs $35.00****
TF-CBT is an evidence-based treatment for children and adolescents impacted by trauma and their parents or caregivers. It is a components-based treatment model that incorporates trauma-sensitive interventions with cognitive behavioral, family, and humanistic principles and techniques. TF-CBT has proved successful with children and adolescents (ages 3 to 18) who have significant emotional problems (e.g., symptoms of posttraumatic stress disorder, fear, anxiety, or depression) related to traumatic life events. It can be used with children and adolescents who have experienced a single trauma or multiple traumas in their lives. The training is located at https://tfcbt2.musc.edu/ where you will set up an account and complete all modules. Please upload the certificate to D2L. IF YOU ARE PLANNING ON WORKING WITH CHILDREN IN COMMUNITY OR PRIVATE SETTINGS, THIS TRAINING WILL BE VERY HELPFUL, AND WORTH THE MONEY.

PCIT-Traumatized Children
This is training is available at no cost to you and can help if you are interested in working with YOUNG CHILDREN and FAMILIES. This modality focuses on building more secure attachment between caregivers and young children and teaching parents positive parenting and behavioral management techniques conducive to improved child behavior and parent-child relationships. Additionally, there is a therapeutic cognitive component for helping parents feel more secure and confident in parenting. Additionally, this training focuses on children who have been traumatized in some way. Please upload certificate to D2L upon completion.

V. Childhood Disorders & Treatment Paper (100 points)

This will be a 7-10 page paper (not including cover and references) scholarly paper that identifies a common childhood disorder and efficacious treatment/treatments for this issue. You will need to use at least seven peer-reviewed or scholarly references but will find that it is easy to use more. You will need to include the following large sections (but also include appropriate subsections as needed):

1. Overview of the childhood disorder that can include (for examples) to symptom presentations, systemic factors that exacerbate or protect against deterioration cause by this disorder, theorized etiologies of this disorder, and age/developmental circumstances; basically, the who, what, when, why, and how of this disorder.
2. Summary of current literature regarding effective treatment or treatments and interventions for this disorder.

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<tbody>
<tr>
<td>Knowledge of common childhood disorders and the details surrounding their occurrence.</td>
<td>Provided basic information about the disorder but did not fully develop scholarly picture of the who, what, why, when, and how of</td>
<td>Comprehensive writing that includes all elements of inquiry into this disorder, but may lack some cohesion or one or two points not</td>
<td>Comprehensive writing that includes all elements of inquiry into this disorder; all points fully developed and at least seven references.</td>
</tr>
</tbody>
</table>
**Knowledge of treatment in current literature that pertains to specific childhood disorders.**

<table>
<thead>
<tr>
<th>Points</th>
<th>Description</th>
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<tbody>
<tr>
<td>40 Points</td>
<td>Provided minimal research and did not exert much effort into this section of paper. Did not present a scholarly inquiry, or multiple areas unanswered. If no references were cited within the paper and not referenced you will receive 0 points in this area.</td>
</tr>
<tr>
<td>0-12 points</td>
<td>Provided relevant research on the current literature on efficacious treatment or treatments, and was able to cite current articles within context of paper. May have lacked full development of current efficacy picture in literature.</td>
</tr>
<tr>
<td>13-25 points</td>
<td>Provided relevant research on the current literature on efficacious treatment or treatments, and was able to cite current articles within context of paper. Had full development of current efficacy picture in literature.</td>
</tr>
<tr>
<td>25-40 points</td>
<td>Provided minimal research and did not exert much effort into this section of paper. Did not present a scholarly inquiry, or multiple areas unanswered. If no references were cited within the paper and not referenced you will receive 0 points in this area.</td>
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</table>

**APA Format and Grammar 10 Points**

<table>
<thead>
<tr>
<th>Points</th>
<th>Description</th>
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<tbody>
<tr>
<td>1-4 points</td>
<td>Contained grammatical errors, continued spelling problems, and poor structure. Made APA format errors within title page, content of paper, and reference page.</td>
</tr>
<tr>
<td>5-7 points</td>
<td>Occasional grammatical errors. Reader was able to follow ideas more clearly. Minimal APA formatting errors.</td>
</tr>
<tr>
<td>8-10 points</td>
<td>Minimal grammatical errors. Paper flowed well. Only 1-2 APA format errors.</td>
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**VI. Discussions (25 points each)**

Respond to discussion prompt fully and to two classmates’ postings fully. Each original post is due by the Sunday of that week, and responses are due by the Tuesday after the Sunday deadline for the original post.

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<th>Excellent</th>
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<tbody>
<tr>
<td>Able to initiate discussion based on prompts and engage with peers on various clinical topics and tolerate pluralistic nature of group discussion.</td>
<td>Initiated or peer response postings are brief, do not add substantive material, or are brief. No discussion was done.</td>
<td>Initiated a posting, but did not complete responses to two classmates, OR responses were not fully developed.</td>
<td>Fully developed initial posting AND peer responses to two classmates or more. Adds substantive material to discussion.</td>
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</tbody>
</table>
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-Specific

ACA Code of Ethics
All students are expected to adhere to the ACA Code of Ethics and the Texas LPC Rules throughout the program. 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

Late Work Policy: All assignments are on the date/time indicated on the syllabus and/or in BrightSpace. Assignments cannot be submitted in person, hand delivered, dropped off, mailed, faxed, or emailed. Unless previously communicated that there are extenuating circumstances, late assignments will not be accepted.

Extra Credit: Students are afforded sufficient credit opportunities by fulfilling class requirements. There are no extra credit opportunities in the course.

Dropping the Course: Students that need/want to drop the course will need to consult the academic calendar and the registrar’s office for dates, deadlines, fees, and official 6 arrangements to drop the course. Students should meet with their faculty advisor to discuss how dropping the course affects their degree plan.

Candidacy: Course instructors continually observe students and share these observations in a variety of ways during the current course as well as during candidacy. Informal and formal feedback from instructors is intended to facilitate student growth towards the attitude, knowledge, and skills to become an ethical and professional counselor.
Course Evaluations: Near the conclusion of each semester, students in the College of Education can electronically evaluate courses. Evaluation data is used for a variety of important purposes including course and program improvement, planning, and accreditation; instruction evaluation purposes; and 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.

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Student Ethics and Policies

Student Code of Conduct: Policy 10.4

The Code of Student Conduct and Academic Integrity (HOP 04-106) outlines the prohibited conduct by any student enrolled in a course at SFA. It is the responsibility of all members of all faculty, staff, and students to adhere to and uphold this policy.

Articles IV, VI, and VII of the new Code of Student Conduct and Academic Integrity outline the violations and procedures concerning academic conduct, including cheating, plagiarism, collusion, and misrepresentation. Cheating includes, but is not limited to: (1) Copying from the test paper (or other assignment) of another student, (2) Possession and/or use during a test of materials that are not authorized by the person giving the test, (3) Using, obtaining, or attempting to obtain by any means the whole or any part of a non-administered test, test key, homework solution, or computer program, or using a test that has been administered in prior classes or semesters without permission of the Faculty member, (4) Substituting for another person, or permitting another person to substitute for one’s self, to take a test, (5) Falsifying research data, laboratory reports, and/or other records or academic work offered for credit, (6) Using any sort of unauthorized resources or technology in completion of educational activities.

Plagiarism is the appropriation of material that is attributable in whole or in part to another source or the use of one’s own previous work in another context without citing that it was used previously, without any indication of the original source, including words, ideas, illustrations, structure, computer code, and other expression or media, and presenting that material as one’s own academic work being offered for credit or in conjunction with a program course or degree requirements.

Collusion is the unauthorized collaboration with another person in preparing academic assignments offered for credit or collaboration with another person to commit a violation of any provision of the rules on academic dishonesty, including disclosing and/or distributing the contents of an exam.

Misrepresentation is providing false grades or résumés; providing false or misleading information in an effort to receive a postponement or an extension on a test, quiz, or other assignment for the purpose of obtaining an academic or financial benefit for oneself or another individual or to injure another student academically or financially. For additional information, go to https://www.sfasu.edu/docs/hops/04-106.pdf.

The use of artificial intelligence in this particular course is prohibited and will be considered plagiarism if used.
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 the The Code of Student Conduct and Academic Integrity.

Withheld Grades (HOP policy 02-206)
Ordinarily, at the discretion of the instructor of record and with the approval of the academic chair/director, a grade of WH will be assigned only if the student cannot complete the coursework 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. If students register for the same course in future terms the WH will automatically become an F and will be counted as a repeated course to compute the grade point average. For additional information, go to https://www.sfasu.edu/docs/hops/02-206.pdf.

Students with Disabilities
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, 468-3004 / 468-1004 (TDD) 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 promptly may delay your accommodations. For additional information, go to http://www.sfasu.edu/disabilityservices/.

Institutional Absences (HOP 04-110)
An Institutional Absence may be granted to a student who participates as a representative of the University in academic (including research), extra- or cocurricular, or athletic activities. Students will be excused for institutional purposes from otherwise required academic activity only when a valid Institutional Absence is approved by the appropriate administrative unit or official and the documentation of approval is provided to the faculty member at least five (5) days in advance.

Institutional absences will not be approved for keystone events, defined as: a special or unique assignment, test, project, experience, or other academic exercise identified by the faculty member as critical for successful completion of standards of the class and unable to be missed. These events must be identified on the syllabus at the beginning of the semester and communicated to the students. Events added to the syllabus at a later date will not qualify for Keystone Event status. Keystone Events where the date/time is changed will no longer be considered a Keystone Event. Students should make themselves aware of any Keystone Events identified in the syllabus to ensure there are no conflicts.

For keystone events where the assignment dates vary, it is incumbent upon the students to work with their faculty member to not select a conflicting date.

More information on Institutional Absences, including how to apply, can be found at https://www.sfasu.edu/deanofstudents/student-resources/institutional-absences.

Student Wellness and Well-Being
SFA values students’ overall well-being, mental health, and the role it plays in academic and overall student success. Students may experience stressors that can impact both their academic experience and their personal well-being. These may include academic pressure and challenges associated with relationships, emotional well-being, alcohol and other drugs, identities, finances, etc.
If you are experiencing concerns, seeking help, 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.

**Other important course-related policies:**
***Other SFA policy information is found in the Handbook of Operating Procedures (HOP)**

**Student Counselor Ethical and Professional Behavior:** All students are expected to adhere to the ACA Code of Ethics and the Rules and Regulations outlined by the Texas State Board of Examiners of Licensed Professional Counselors throughout the program. Violations of the ethical code or professional rules or regulations will be reviewed with the Counselor Education Faculty to determine the most appropriate consequences.

**Student Mental Health and Wellness Resources:** 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.

**The Dean of Students Office (Rusk Building, 3rd floor lobby)**
[www.sfasu.edu/deanofstudents](http://www.sfasu.edu/deanofstudents)
936.468.7249
dos@sfasu.edu

**SFASU Counseling Services • [www.sfasu.edu/counselingservices](http://www.sfasu.edu/counselingservices)**
Health and Wellness Hub (corner of E. College and Raguet) • 936-468-2401

**SFASU Human Services Counseling Clinic • [www.sfasu.edu/humanservices/139.asp](http://www.sfasu.edu/humanservices/139.asp)**
Human Services Room 202 • 936-468-1041

**The Health and Wellness Hub “The Hub”**
Location: corner of E. College and Raguet St.
To support the health and well-being of every Lumberjack, the Health and Wellness Hub offers comprehensive services that treat the whole person – mind, body and spirit. Services include:

- Health Services
- Counseling Services
- Student Outreach and Support
- Food Pantry
- Wellness Coaching
- Alcohol and Other Drug Education

[www.sfasu.edu/thehub](http://www.sfasu.edu/thehub)
936.468.4008
[thehub@sfasu.edu](mailto:thehub@sfasu.edu)

**Crisis Resources:**

- Burke 24-hour crisis line 1(800) 392-8343
- National Suicide Crisis Prevention: 9-8-8
- Suicide Prevention Lifeline 1(800) 273-TALK (8255)
• Crisis Text Line: Text HELLO to 741-741

Other Relevant Course Information:
This is an online course thus you should have a backup plan in case your primary computer that you use goes out. It is also a good idea to back up your work, especially for major assignments. Also, if you need to contact me, please use my regular email brandi.sawyer@sfasu.edu rather than the email in d2l.

Meeting the requirements as outlined is the student’s avenue for successful completion of the course. No additional assignments will be given or accepted for “extra credit.” Late work is not accepted unless arrangements are made in advance or there is a major extenuating circumstance (i.e. death in immediate the family or unexpected hospitalization).

Please be respectful and considerate of others. Due to the seminar nature of this course and the fact that at times even well-seasoned professionals disagree on ethical and moral issues, you may find yourself disagreeing with others. Please feel free to express your opinion but also listen to and respect opinions that may substantially differ from your own. Email is the quickest way to reach the instructor but typically the instructor does not respond to emails on weekends or holidays.

Tentative Course Outline/Timeline:
*Subject to Change with Notice
All assignments due the Sunday of the week for which it is posted by 11:59 pm unless otherwise noted. Due dates are in D2L associated with the activity or assignment. Do NOT email me assignments even if you are submitting late.

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<td>Risk and Protective Factors</td>
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<td>Professional and Ethical Issues</td>
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<td>Research and Evidence Based Practice (EBP)</td>
<td>Module Content Research Article of choice EBP Article Summary</td>
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<td>Chapter 9 Chapter 10 Case Study</td>
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<td>Module Content Chapter 14-18</td>
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<td>Diversity Reflection Discussion Due</td>
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<td>Trauma Focused Interventions</td>
<td>Module Content Chapter 15</td>
<td>TF-CBT or PCIT Training Certificate Due</td>
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<td>Final Project</td>
<td>Childhood Disorders &amp; Treatment Paper</td>
<td>Final Paper Due</td>
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