

North Carolina Central University

School of Education

**MISSION**

The mission of North Carolina Central University is to prepare students academically and professionally to become leaders to advance consciousness of social responsibility in a diverse, global society. In accordance with the larger institution, the mission of the North Carolina Central School of Education is to prepare educational professional to serve and inspire excellence in teaching, administration, counseling, communication, technology and other related services. Central to this aim is the development of leaders who promote social justice and dedicate themselves to the well-being of a global community. The primary focus of the counselor education mission is to prepare professional counselors who promote development across the lifespan, advocate for systemic change, and respond to the complexity of human needs associated with a diverse society. To this end, the program emphasizes increasing awareness, knowledge, and skills in interacting with economically, socially, and culturally diverse populations. Our partnerships with local agencies and schools foster an understanding of multicultural and diverse populations and counseling interventions that promote empowerment. The guiding conceptual framework for all programs in the School of Education is stated as ***preparing educators for diverse cultural contexts.***

**The School of Education’s Vision:** To Prepare Educators for Diverse Cultural Contexts and Advance Teaching, Scholarship, and Service through Diversity, Partnership, and Technology.

**Counselor Education Program Mission:** North Carolina Central University is located in Durham, a fairly urban area in central North Carolina. Nearby regions include rural areas, as well as the Research Triangle Park. The Department of Counselor Education prepares professional counselors to work in career, school, and community agency settings who promote development across the lifespan, advocate for systemic change, and respond to the complexity of human needs associated with a diverse society. Faculty are expected to teach and mentor students, serve the community and profession, and conduct and disseminate research.

**SYLLABUS CON 5308-OL1 Counseling Children and Adolescents**

**Instructor Information:**

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Office hours: Monday, Wednesday, & Thursday 12pm-2pm (virtual); Tuesday 10am-2pm; Friday committee work, Senate meetings, service, & research

*\*\*\** ***Please allow 48 hours for a response to emails and voice mail messages, excluding nights, weekends, and holidays. Email is the most reliable and quickest communication method.****\*\*\**

*I strive to provide continual feedback and work hard to grade assignments within 10 days of submission.*

###### *Course Information*

**Course Prefix and Title:** **CON 5308: Counseling Children and Adolescents**

**Number of Credits:** 3 hrs.

**Meeting Time:** asynchronous online course delivery

**Class Location:** asynchronous online course delivery

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| --- | --- | --- |
| **Expected Learning Outcomes Professional Counseling Identity Standards (CACREP Section 2); School Counseling Standards (CACREP Section 5)** | **How Outcomes will be Assessed** | **Associated Key Performance Indicators (listed as applicable)**  Key Performance Indicator (KPI)/ Student Learning Outcomes (SLO): Knowledge (K) or Skill (S |
| Evaluate and apply knowledge of theoretical perspectives and approaches for counseling children, adolescent and parent clients. (2.F.3.a.; 2.F.5.n.; School Counseling Standards 5.G. 1-3) | Readings, Discussion board, Reflection papers |  |
| Apply theory into practice, through observation in order to construct a point of view that supports the unique world of the child and adolescent at play while reflecting upon personal inner child/adolescent experiences.  (2.F.5.c, f, h, j; School Counseling Standards 5.G.3.h.) | Experiential play partner, IC project, Written assignment, Dyadic recordings |  |
| Develop an understanding of special counseling concerns of children and adolescents, i.e., child abuse, homelessness, AIDS, latchkey, bullying, exceptionality. (2.E, 2.F.1.b,d,e, 2.F.2.d,e,h, 2.F.3.f, 2.F.8; School Counseling Standards 5.G.2.a-h,j,k, 5.G.3.b. | Written assignment, Presentation\*, Article review\*, Readings | Students will identify and evaluate the academic, career, and personal/social development of all K-12 students, including those with special needs (K). |
| Develop culturally appropriate interventions based on the developmental level of the child/adolescent including those counseling techniques without reliance on intellectual/verbal techniques (e.g., play therapy techniques).(2.F.a,d,h;3a.; School Counseling Standards 5.G.2.b.) | Readings, Reflection Papers, Discussion Board, Presentation\*, Article Review\* | Students will identify and evaluate the academic, career, and personal/social development of all K-12 students, including those with special needs (K). |
| Identify effective consultative strategies in counseling children, adolescents, and their parents with family stressors, at-risk indicators, and conflicts with the self.  (2.F.7.d.; School Counseling Standards 5.G.2.b.) | Readings, Discussion Board |  |
| Apply legal and ethical considerations pertinent to counseling children and adolescents.  (2.F.3.i.) | Readings, Reflection Papers, Discussion Board\* | Students will understand the American School Counseling Association Model as well as legal and ethical standards related to school counseling and educational policy (K). |

\*This assignment is meant to assess your knowledge, skills, and/or dispositions and represents a Key Performance Indicator for students in our program. Should you not demonstrate at the appropriate level you will be asked to re-do the assignment.

**Required Course Materials:**

### *Required Textbooks*

Vernon, A. & Schimmel, C.J. (2019). *Counseling Children & Adolescents* (5th ed.). *San Diego,*

*CA: Cognella Academic Publishing.*ISBN-10**:** 1516531191

***Recommended Textbooks***

American Psychological Association. (2019). *Publication manual of the American*

*Psychological Association (7th Ed.).* Washington, D.C: Author. ISBN: 9781433832161; **DIGITAL ISBN-13:**9781433832185; **ISBN-10:** 143383216X

Cook, M.N., & Weldon, K. (2006). *Counseling Kids with Emotional and Behavioral*

*Problems in the Schools.* Denver, CO: Love Publishing Company. ISBN-10: 0891083138

Sklare, G.B. (2014.). *Brief counseling that works: A solution-focused therapy approach*

*for school counselors and other mental health professionals. (3rd ed.)* Thousand

Oaks, CA: Corwin Press. **ISBN-13:** 9781483332338; **DIGITAL**

**ISBN13:** 9781483353630; **ISBN-10:** 1483332330

Sommers-Flannagan, J., & Sommers-Flannagan, R. (2007). *Tough kids, cool counseling:*

*User friendly approaches with challenging youth. (2nd ed.)* Alexandria, VA: American Counseling Association. **ISBN-13:** 9781556202742; **DIGITAL ISBN-13:**9781119026853; **ISBN-10:** 1556202741

Wubbolding, R. E. (2000). *Reality therapy for the 21st century*. New York: Routledge.

**ISBN-13:** 9781560328865; **ISBN-10:** 156032886X

**Course Description Summary:**

Counseling Children and Adolescents expands on the Counseling Theories course by providing a further evaluation of the theories, techniques, and strategies especially helpful when working with school aged populations and their families. The course explores counseling issues and provides specific techniques and strategies with emphasis on supervised practice sessions. Discussions include methods for designing and evaluating treatment plans and the application of ethical standards and legal requirements with young people.

**Methods of Teaching:**

This course is 100% online, with students expected to use NCCU’s Blackboard Learning Management System for all coursework. Students are expected to complete and submit all assignments in Blackboard. Students are expected to complete all reading assignments, participate in discussion board forums, and complete all assignments by due dates outlined in the course outline.

Students will learn through lecture (posted PowerPoints and videos, as applicable), readings, and active participation in dyad. Active participation is an essential and integral part of this class. Students will be expected to actively engage with the course material and classmates to enhance their practical knowledge of contemporary topics in working with school-aged children and their families. Students will be active learners as they demonstrate knowledge, competencies, and skills utilizing theories with children and adolescents through group and individual work.

**COUNSELOR EDUCATION PROGRAM OBJECTIVES**

The program develops counselors who:

1. Develop a theoretically solid philosophy of practice integrating research data into evidence based practices;

2. Apply knowledge, skills, and dispositions consistent with the ACA Code of Ethics;

3. Formulate a professional identity that responds to the needs of their client populations while utilizing culturally competent practices and appropriate assessment tools and procedures;

4. Act with expertise in individual, group, and family counseling with diverse clients on personal, social, emotional, career, and educational issues that impact development across their lifespan;

5. Develop leadership ability and advocate to meet client needs and to remove individual and systemic barriers to development and consult with other professionals concerning the developmental needs of culturally diverse clients;

6. Build and sustain collaborative partnerships with stakeholders for promoting social justice, equity, and access.

**Specific Student Learning Outcomes and Assessments:**

The content and experiences of this course are sequenced such that students will be able

to:

1. Evaluate and apply knowledge of theoretical perspectives and approaches for counseling children and adolescents.
2. Identify effective strategies in counseling children and adolescents with family stressors, at-risk indicators, and conflicts with the self.
3. Develop an understanding of special counseling concerns of children and adolescents, i.e., child abuse, homelessness, AIDS, latchkey, bullying, exceptionality.
4. Apply legal and ethical considerations pertinent to counseling children and adolescents.
5. Construct a point of view that supports the unique world of the child and adolescent at play while reflecting upon personal inner child/adolescent experiences.
6. Explain appropriate interventions based on the developmental level of the child/adolescent.
7. Develop counseling techniques without reliance on intellectual/verbal techniques (e.g., play therapy techniques).
8. Examine cultural considerations that influence counseling and adolescence.

**Specific Course Assignments and Evaluation Criteria:**

**Attendance:** Each student is expected to actively participate in all scheduled class activities and be prepared and willing to participate in dyadic experiences and class discussions through Blackboard’s Discussion Board forum, and class exercises. No student who misses more than two scheduled weeks of class activities and assignments can earn a grade higher than a “B” and no student who misses more than three scheduled weeks of class activities can earn a grade higher than “C” due to the importance of class participation (i.e., discussion boards and dyads), and demonstration of counselor’s professional expectations and characteristics (i.e., meeting deadlines, completing work, and maintaining confidentiality of classmates). Due to the nature of an online class inclement weather and/or University closings will not impact deadlines, however, your instructor realizes power outages may be possible during inclement weather and will address those situations on a case-by-case basis. In the event of inclement watch the students should monitor Blackboard as a means to complete, submit, or participate in material that is due that week.

**Learning for Fun (L4F)** over the course of the semester you may find a L4F component. This is not a graded component of your work and is designed to be a supplement to that week’s work. This may be content you bookmark as a resource to use later, enhances your discussion board or reflection papers, or provides you with something fun to consider. It is not designed to be labor intensive, but my hope that you find learning experiences happen everywhere.

**CACREP Professional Counseling Identity Standards 2. F. 1-8**

**CACREP School Counseling Standards 5.G. 1-3**

**Readings/Participation/Quiz/Discussion Board (worth 65 points) :** Each student will complete all assigned text and other readings, videos/podcasts/ and discussion boards. Students should be prepared to take a quiz at any point.

**CACREP Professional Counseling Identity Standards 2. F. 1-8**

**CACREP School Counseling Standards 5.G. 2-3**

**Reflection Journals/ Papers (worth 16 points; 1 point per reflection (1 pass); 2 points for final reflection):** The purpose of this assignment is to give you an opportunity to explore and evaluate your thoughts, feelings, and reactions to your experiences with this course and required readings throughout the semester. You may want to write about an incident that you found significant, a statement or concept in the text or dyad experience, something that happened in your life, a conversation, or a problem you are concerned about. **Prompts are also provided each week**. Entries are students’ reflections, which are neither right nor wrong. Weekly reflection papers will be held in strict confidence. Each entry should be typed and dated. Length of entries will vary, but should be about 1 page. No more than 2 pages are expected. Reflection papers are due on Sundays\* at 11:59pm (\*the final reflection has a different deadline, see syllabus). Weekly reflection papers earn 1 point each. **The final reflection paper** is to be a synthesis of your thoughts, feelings, and reactions for the **whole semester**. It should be 3 pages in length but no more than 4 pages are expected (page count excludes any cover page or reference page used). The reflection synthesis paper earns 2 points. You may skip 1 weekly reflection paper and that grade will be exempted in the Blackboard grade book.. Synthesis/final reflection paper (2 points) + 1 point for weekly papers = 16 points

Again, weekly prompts are provided loosely based on the theme/concept of each week’s reading. Some examples of topics that might be written about: How are you a "helping" person? As a counselor/therapist/helper, which situations would be easier for you to deal with and which ones would be hard for you? What multicultural awareness or issues did you come to notice about yourself or the process of dyads this week? What are some of the struggles you are having in this course? What experiences, readings have impacted you most this week?

**CACREP Professional Counseling Identity Standards 2. B, 2. F. 1-8**

**CACREP School Counseling Standards 5.G. 1-3**

**Dyadic Experiential Therapeutic Learning (worth 55 points)** – Practice makes better and as a counselor-in-training/allied professional you will participate in activities designed to allow to you have a conversation, practice technique or intervention as a role-playing counselor and experience the technique or intervention as a role-playing child or adolescent. Therefore, there will be a regular part of the week’s assignment class which involves active participation/role play with a classmate, family member, or friend﻿﻿﻿﻿ in a model of learning that requires self-disclosure, role-playing, exploring parts of your own childhood and adolescence, etc. Part of each week’s assignment will be utilized to practice having a conversation around a theme from your childhood and loosely based on what has been covered in each week’s readings. Please approach each week prepared to be a willing participant in role-playing activities as a child/adolescent when your partner is practicing the counselor's role and vice versa. Please maintain the confidentiality of your classmates.

**In order to be successful at this you will:**

1. Collaborate with another person to record each session. Make sure to find a quiet, relaxed, and confidential location to record.
2. Adopt the role of counselor or child/adolescent. Alternating the role you play.
3. Record a 3-5 minute (minimum) conversation recalling a response to the provided prompts. You may respond as the adult you are today recalling these memories from childhood or you may respond as the child you were experiencing the prompt. For example, if the prompt says “share a conflict you experienced as a child” and my response may be the divorce of my parents. My response and recollection as an adult may be filtered through my education and other life experiences having worked through feelings/experiences. However, as a child my response would be one of confusion, anger, relief, etc. because it is a real-time event.
4. **Each participant will upload the dyad audio/video to the assignment folder on Blackboard. After upload is successful delete interaction from your devices.**
5. **Earn 5 points each week/participant.**
6. Personally, reflect on how easy it is to have these conversations, what may be hard about them? Does it get easier over time? How might you use some of these same prompts to help a reluctant client? Over time how easy does the interaction go from prompt to natural conversation?

**CACREP Standard 1. I**

**CACREP Professional Counseling Identity Standards 2. F. 1-7**

**CACREP School Counseling Standards 5. G. 3**

## **My Inner Child and Adolescent (worth 100 points)** – This assignment is a self-assessment and exposition of your childhood and adolescence. You are to create an exposition in which you present your awareness, reflections, explorations, analysis, re-explorations and current understandings of your own childhood and adolescence. You are encouraged to be creative in assembling and/or writing your presentation of your life as a child and adolescent. You may incorporate selections from such things as your childhood & family photos, early drawings, poetry, report cards, art work from elementary school, meaningful music, awards, cartoon using PowToon or other cartoon builder and any other medium that might help you make better contact with the vitality of your inner child. It may help to organize this assignment around a human development model, for example, Maslow (e.g., needs, physical development, emotional development, cognitive development, self-development, social development ) or the contexts in which you grew and developed (e.g., school, faith/church, family, peers, extended family). **Have some fun doing this assignment as you revisit your childhood experiences and create a product reflective of your experiences.** The goal is to gain a fresher &/or broader &/or deeper perspective on your life from ages 3 through 17. You will present your self-assessment and exposition to the class through video, pictures, PowerPoint. **Please employ an audio component to explain what we see.** You will upload this to the Discussion Board and Assignment components of Blackboard – one for me to grade and the other for your classmates to view.

**CACREP Standard 1. I**

**CACREP Professional Counseling Identity Standards 2. F. 1-7**

**CACREP School Counseling Standards 5. G. 3**

**Out-of-Class Experiential Play Partner (worth 50 points) -** I would like you to locate one willing child or adolescent (aged 3-17) with whom you can play for at least 5 hours (with his/her parent's agreement, of course). Although you may be able to practice many of the techniques/interventions during the term, it is not expected that/nor should you establish this as a counseling/therapy relationship. Instead, the goal is for you to find a child who is willing to teach or help you practice how to play, dance, sing, dig in the sand or dirt, draw, finger paint, make mud pies, play fantasy games, role play/parallel play, talk with hand puppets, imitate animals, smile, laugh, cry, etc. Hopefully, this will expand your inner child to the point where you can work with any kind of childhood antics that are presented in counseling. It will also give you the opportunity to witness "normal" childhood play. **You are to keep a detailed journal to be turned in at the end of the experience.** The journal should document the times and hours spent with your play partner as well as a brief write up of your experience and reactions to that experience. What surprised you about child/yourself? Was it uncomfortable? What aspects of your own childhood were recalled and/or interests reignited? For example, I forgot how much I love to color in a coloring book perhaps that is why there are adult coloring books now.

This assignment should be 3-6 pages not counting the title page or reference page (as applicable). It is not expected that you have references as this is a reflective paper based on the play experience. The paper should be typed, double-spaced, written concisely and without error, have one-inch margins, and use a 12-point font. Students are to follow APA Publication Manual format. Papers will be graded on clarity of expression, consistency, organization, and grammar and sentence construction. Points will be deducted for late papers, errors, and not following the page limits. You may be asked to share with the class insights you gained from the play experience/play partner.

**CACREP Professional Counseling Identity Standards 2.C, 2 F.3.a,b,c,e,f,h, 2.F.5.b,g,h**

**CACREP School Counseling Standards 5.G.3.d,e,f,h**

**Article Review (worth 25 points; phase 1 of developing your professional presentation**): Choose a challenge/issue, setting, and population of children/teens that you have an interest in counseling. Select an article from professional journals related to the identified challenge/issue of the setting/population chosen for review. The article chosen should be related to your Professional Presentation topic discussed below. In your review, cover the article's focus, summary of research, main concepts or approach, findings, recommendations, and how you will use information in your work as a counselor or allied professional working with children/ adolescents. Focus on new ideas, counseling theory, and recommendations presented in the articles that are applicable to working with your identified population. Reviews should be 3 to 5 pages not counting title page or references. The paper should be typed, double-spaced, written concisely and without error, have one-inch margins, and use a 12-point font. Students are to follow APA Publication Manual format. Papers will be graded on clarity of expression, consistency, organization, and grammar and sentence construction. Points will be deducted for late papers, errors, and not following the page limits. You will briefly and informally share with the class through Blackboards Discussion Board forum any insights you gained from reviewing the article and how the article relates to your final presentation (see below Professional Presentation).

**CACREP Professional Counseling Identity Standards 2.E, 2.F.1.b,d,e, 2.F.2.d,e,h, 2.F.3.f, 2.F.8**

**CACREP School Counseling Standards 5.G.2.a-h,j,k, 5.G.3.b.**

**Professional Presentation (worth 25 points; part two using article review to build this assignment):** Each student will thoroughly research a topic related to counseling/working with children and adolescents so as to develop a professional presentation. At the end of the semester each student will present their topic in a presentation that should be approximately 25 minutes. The presentation should be founded upon research-based information and ideally would be both creative and interactive. Websites may be used as a resource, but cannot be the only source of information. Five references will be used and one of those references will be your article review resource. References should include books and/or peer-reviewed journal articles, and other professional sources. **Use of handout that include a listing of all references used is required.**

Students are encouraged to submit similar presentation proposals to present at professional conferences (e.g., NCCA, NCSCA, related professional conference).

Suggested presentation topics include, but are not limited to the following:

* Art Therapy, Play Therapy
* Parent Training Programs
* Family Counseling/Interventions
* Cognitive Behavioral Therapy
* Anger Management
* Suicide Prevention
* Sexual Orientation or Gender Identity Issues
* Adolescent Substance Abuse Prevention, Intervention, or Treatment
* Eating Disorders Treatment
* Self-Mutilation/Cutting Disorders
* Internet Safety
* Child & Adolescent Risky Behaviors
* Children and Adolescents with Exceptionalities
* Substance abuse, children of alcoholics
* Other topics as approved by the instructor

**CACREP Professional Counseling Identity Standards 2.E, 2.F.1.b,d,e, 2.F.2.d,e,h, 2.F.3.f, 2.F.8**

**CACREP School Counseling Standards 5.G.2.a-h,j,k, 5.G.3.b.**

**Final Grading Scale:**

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| --- |
| **Readings/Participation/Quiz worth 65 points** |
| **Reflection Papers worth 16 points total;**  **1 point per reflection and**  **2 points for final reflection** |
| **Dyadic Experiential Therapeutic Learning worth 55 points** |
| **My Inner Child and Adolescent worth 100 points** |
| **Out-of-Class Experiential Play Partner worth 50 points** |
| **Article Review worth 25 points** |
| **Professional Presentation worth 25 points** |
| **Learning for Fun (L4F) just for fun, 0 points** |

**Total Possible Points: 336 Total Points**

**296-336 total points = A**

**255-295 total points = B**

**214-254 total points = C**

**BLACKBOARD**:

This class will utilize the campus Blackboard system. Every student will be set up with a username and password (if you don’t already have one). You will be required to log on to the Blackboard system in order to fulfill assignments during the semester (e.g., submit assignments, obtain handouts). If you have questions about your Blackboard (Bb) account please call Bb or the IT department **first** at 530-7676. The instructor will use only your NCCU email address for contact.

**COURSE CALENDAR OF TOPICS:**

(please note the instructor has the right to amend this schedule to adapt to the learning needs of students and pacing of course material)

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| --- | --- | --- |
| **date module begins** | **topics** | **assignments/**  **readings due 11:59pm Sunday evening** |
| **module 1**  **jan 9** | WELCOME / INTRODUCTIONS  REVIEW OF SYLLABUS  COURSE EXPECTATIONS  **WORKING WITH CHILDREN, ADOLESCENTS, AND THEIR PARENTS WITH CASE STUDIES**  **L4F:** Hip Hop and Spoken Word Therapy | 1. READ CHAPTER 1 2. Discussion Board (Db) 3. Listen to Podcast 4. Dyad upload 5. Submit Journal 6. Syllabus quiz 7. Post questions about course or syllabus on Db 8. Learn for Fun (L4F) Hip Hop and Spoken Word Therapy |
| **module 2**  **jan 16** | **THE INDIVIDUAL COUNSELING PROCESS;** BASIC GUIDELINES/ FOR WORKING WITH YOUNG CLIENTS (e.g., ethical issues, developmental considerations)  **L4F:** View: The Teenage Brain Explained | 1. READ CHAPTER 2 & Wigfield, A., Lutz, S. L., & Wagner, A. L. (2005). 2. Discussion Board (Db) 3. Design office space 4. Dyad upload 5. Submit Journal 6. Post questions about course or syllabus on Db 7. L4F: Teen Brain |
| **module 3**  **jan 23** | **CREATIVE ARTS INTERVENTIONS** (e.g., therapeutic writing, music, visual arts, literature, drama); **PLAY THERAPY**  **CREATIVE ARTS INTERVENTIONS** (e.g., therapeutic writing, music, visual arts, literature, drama); **PLAY THERAPY** | 1. READ CHAP. 3 AND 4 2. Discussion Board (Db) 3. Review Play Therapy presentation 4. Review 2 videos 5. Dyad upload 6. Submit Journal |
| **module 4**  **January 30 through**  **Feb 12** | **SFBT/BRIEF COUNSELING; REALITY THERAPY; REBT**  **L4F: Oprah on Divorce (adults respond to childhood divorce experiences)** | 1. READ CHAP. 5 -7 2. Discussion board (Db) 3. Watch theory case study videos 4. Dyad upload 5. Submit journal 6. L4F |
| **module 5**  **feb 13** | **COUNSELING CHILDREN AND ADOLESCENTS WITH EXCEPTIONALITIES**; OVERVIEW AND HISTORY OF SPECIAL EDUCATION | 1. READ CHAPTER 8 2. Review PowerPoint 3. Watch Parenthood clip(s) 4. Discussion board (Db) 5. Dyad upload 6. Submit journal 7. Sign up for presentation date |
| **module 6**  **feb 20** | **COUNSELING CHILDREN AND ADOLESCENTS FROM DIVERSE BACKGROUNDS**; IMPROVING MULTICULTURAL COMPETENCY; ETHICAL CONSIDERATIONS  **My Inner Child and**  **Adolescent Assignment due**  **L4F: Gender Revolution with Katie Couric** | 1. READ CHAPTER 9 2. Watch gender neutral video and (view or bookmark L4F Gender Revolution) 3. Discussion board (Db) 4. Dyad upload 5. Submit journal 6. Submit **My Inner Child and Adolescent Assignment (on Db and Assignment folder)** |
| **module 7**  **feb 27** | **CHILDREN and CHALLENGES: COUNSELING FROM A GROWTH MIND-SET PERSPECTIVE; Adverse Childhood Experiences**  **L4F: Discover Dr. Nadine Burke Harris and her focus on ACEs  Bookmark for later use:** *Resilience: The Biology of Stress & The Science of Hope* (cannot find a free source for this, but do bookmark this title) | 1. READ CHAPTER 10 2. Review classmates Inner Child assignments 3. **Discussion board (Db)** 4. Dyad upload 5. Submit journal 6. L4F: View Dr. Nadine Burke Harris video; as available (bookmark for later) *Resilience* |
| **module 8**  **march 13** | **COUNSELING AT-RISK CHILDREN AND ADOLESCENTS** | 1. READ CHAPTER 11 2. Review suicide assessment samples 3. Read two articles on self –harm and confidentiality 4. Discussion board (Db) 5. Dyad upload 6. Submit journal |
| **module 9**  **march 20** | **SMALL GROUP COUNSELING**; ETHICAL CONSIDERATIONS IN GROUP WORK WITH MINORS; GROUP FORMATION CONSIDERATIONS WITH CHILDREN AND ADOLESCENTS  **Article Review Due** | 1. READ CHAPTER 12 2. Discussion board (Db) 3. Dyad upload 4. Submit journal 5. Submit **Article Review Assignment** |
| **BONUS Module** | DESIGNING A DEVELOPMENT COUNSELING CURRICULUM; DEVELOPING AND DELIVERY LESSONS  [**Not a required module**. You are invited to do this module only if you need a grade boost because of missed assignments or you want to bump your grade up.] | 1. READ CHAPTER 2. Review PowerPoint, ASCA Mindsets documents 3. Discussion board (Db) 4. Dyad upload 5. Submit journal |
| **module 10**  **march 27** | **WORKING WITH PARENTS**; DEVELOPING PROGRAMING FOR PARENTS; CONSULTING WITH PARENTS | 1. READ CHAPTER 13 2. Review PowerPoint, 3. Discussion board (Db) 4. Dyad upload 5. Submit journal |
| **module 11**  **april 3** | **WORKING WITH FAMILIES**  **Out-of-Class Experiential Play journal due** | 1. READ CHAPTER 14 2. Discussion board (Db) 3. Dyad upload 4. Submit journal 5. Submit **Out-of-Class Experiential Play journal as noted** |
| **module 12**  **april 10** | Professional presentations due as assigned  Post presentations by Wednesday | 1. Review classmates’ presentation 2. Discussion board (Db) 3. Submit journal 4. Submit **Professional Presentation as noted** |
| **module 13**  **april 17** | Professional presentations due as assigned  Post presentations by Wednesday | 1. Review classmates’ presentation 2. Discussion board (Db) 3. Submit journal 4. Submit **Professional Presentation as noted** |
| **module 14**  **april 24** | Submit your final reflection paper to Dr. Barrow by Wednesday, April 26th at 11:59pm.    Should you encounter technology problems email Dr. Barrow your final reflection. | 1. **FINAL reflection** due Wednesday |

**references for future learning**

Adelson, J. L. & Wilson, H. E. (2009). *Letting go of perfect: Overcoming perfectionism in kids.* Waco, TX: Prufrock Press.

Akos, P., & Ellis, C. M (2007). Racial identity development in middle school; A case for school counselor individual and systemic intervention. *Journal of Counseling and Development, 86*(1), 26-33.

Allan, J. (ed.). (1987). "Special issue: Counseling with expressive arts," Elementary

*School Guidance & Counseling Journal, 21*(4).

Annie E. Casey Foundation. (2014). *Kids count data book.* Baltimore, MD: Author

Astramovich, R. L., & Harris, K.R. (2007). Promoting self-advocacy among minority students in school counseling. *Journal of Counseling and Development, 85*(3), 277-285.

Barrio, C.A (2007). Assessing suicide risk in children: Guidelines for developmentally appropriate interviewing. *Journal of Mental Health Counseling, 29*(1), 50-66.

Benard, B. (2004). *Resiliency: What* *we have learned.* San Francisco, CA: WestEd Black, C. (1989). *It's never too late to have a happy childhood.* New York: Ballentine

Books.

Bosworth, K. & Walz, G.R. (2005). *Promoting student resilience.* Alexandria, VA: ACA Foundation and Counseling Outfitters.

Brazelton, T.B., & Greenspan, S.I. (2000). *The irreducible needs of children: What every child must have to grow, learn, and flourish.* Cambridge, MA: Perseus.

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**Relevant Web Sites**

In addition to the required course texts, the following public domain web sites are useful. Note web site addresses are subject to change.

Site Name Web Site URL/Address

|  |  |
| --- | --- |
| American Academy of Pediatrics <http://www.aap.org> | American Academy of Child and Adolescent Psychiatry [www.aacap.org](http://www.aacap.org) |
| Bazelon Center for Mental Health Law [www.bazelon.org](http://www.bazelon.org) | Center for Health and Health Care in School [www.healthinschools.org](http://www.healthinschools.org) |
| Center for Health Services, Research and Policy [www.gwhealthpolicy.org](http://www.gwhealthpolicy.org) | Center for Mental Health in Schools [www.smhp.psych.ucla.edu](http://www.smhp.psych.ucla.edu) |
| Center for School Mental Health Assistance <http://csmha.umaryland.edu/> | Child Welfare League of America [www.cwla.org](http://www.cwla.org) |
| Children’s Defense Fund [www.childrensdefense.org](http://www.childrensdefense.org) | Federation of Families for Children’s Mental Health [www.ffcmh.org](http://www.ffcmh.org) |
| Georgetown University Center for Child & Human Development <http://gucdc.georgetown.edu> | Infant and Children’s Sleep <http://www.sleepnet.com/children2000> |
| National Academy for State Health Policy [www.nashp.org](http://www.nashp.org) | National Alliance for the Mentally Ill [www.nami.org](http://www.nami.org) |
| National Association of State Mental Health Program Directors [www.nasmhpd.org](http://www.nasmhpd.org) | National Center for Children in Poverty [www.nccp.org](http://www.nccp.org) |
| National Center for Education in Maternal and Child Health [www.ncemch.org](http://www.ncemch.org) | National Center for Mental Health and Juvenile Justice [www.ncmhjj.com](http://www.ncmhjj.com) |
| National Health Law Program [www.healthlaw.org](http://www.healthlaw.org) | National Mental Health Association [www.nmha.org](http://www.nmha.org) |
| National Institute of Mental Health [www.nimh.nih.gov](http://www.nimh.nih.gov) | Office of Juvenile Justice and Delinquency Prevention [www.ojjdp.ncjrs.org](http://www.ojjdp.ncjrs.org) |
| President’s New Freedom Commission on Mental Health [www.mentalhealthcommission.gov](http://www.mentalhealthcommission.gov) | UNESCO [www.unesco.org](http://www.unesco.org) |
| World Health Organization [www.who.org](http://www.who.org) |  |

**NCCU Policies and Resources**

**Adverse Weather**: Please read http://web.nccu.edu/publicrelations/EmergencyPlan.pdf for the University’s policy on adverse weather. Please follow the instructions as outlined in the University policy. In addition, announcements regarding scheduled delays or the closing of the university due to adverse weather conditions will be broadcast on local radio and television stations.

**Confidentiality and Mandatory Reporting**

All forms of discrimination based on sex, including sexual misconduct, sexual assault, dating violence, domestic violence, and stalking offenses, are prohibited under NCCU’s Sexual Misconduct Policy (POL 80.07.1). NCCU faculty and instructors are considered to be responsible employees and are required to report information regarding sexual misconduct to the University’s Title IX Coordinator. The Sexual Misconduct Policy can be accessed through NCCU’s Policies, Rules and Regulations website at www.nccu.edu/policies/retrieve.cfm?id=450. Any individual may report a violation of the Sexual Misconduct Policy (including a third-party or anonymous report) by contacting the Title IX Coordinator at (919) 530-6334 or TitleIX@nccu.edu, or submitting the online form through http://www.nccu.edu/administration/dhr/titleix/index.cfm.

**COVID-19 Health and Safety Requirement for Wearing a Face Mask or Other Face Covering in the Classroom or Other Instructional Setting:**

To create and preserve a classroom atmosphere, whether in-person or online, that optimizes teaching and learning, all participants share a responsibility in creating a civil and non-disruptive forum. At all times, students are expected to continuously conduct themselves in a manner that does not disrupt teaching or learning. Your responsibilities as a member of the North Carolina Central University community are outlined in the [NCCU Student Code of Conduct](https://legacy.nccu.edu/policies/retrieve.cfm?id=442) (Code). The [Code](https://legacy.nccu.edu/policies/retrieve.cfm?id=442) outlines disciplinary procedures, behaviors that are subject to disciplinary action, hearing procedures and the consequences that result from violating the [Code](https://legacy.nccu.edu/policies/retrieve.cfm?id=442).

In addition to community standards to which all students are accountable, the [Code](https://legacy.nccu.edu/policies/retrieve.cfm?id=442) outlines the requirement to abide by all other rules, regulations, policies, procedures and guidelines issued by the institution. In consideration of the University’s commitment to maintain healthy and safe learning environments during the COVID-19 pandemic, the University has issued the [Operations, Recovery and Continuity](https://myeol.nccu.edu/sites/default/files/2020-06/FULL%20NCCU%20Operations%20Continuity%20Plan%20Fall%202020%20FINAL%206%2012%202020.pdf) plan. The [plan](https://myeol.nccu.edu/sites/default/files/2020-06/FULL%20NCCU%20Operations%20Continuity%20Plan%20Fall%202020%20FINAL%206%2012%202020.pdf) highlights and details the University’s preparations to safely open for the Fall 2020 semester and includes behavioral standards for in-class instruction, such as physical distancing, use of face coverings, and hand hygiene. However, in light of the ever-changing nature of the COVID-19 pandemic, the plan is subject to change.

**Please be advised that face coverings are required while on campus and during in-person instruction as per NCCU’s guidelines, and the State of North Carolina’s Executive Order 147. The few exceptions to this requirement can be found in the**[Operations, Recovery and Continuity](https://myeol.nccu.edu/sites/default/files/2020-06/FULL%20NCCU%20Operations%20Continuity%20Plan%20Fall%202020%20FINAL%206%2012%202020.pdf)**plan.**

Any action by a student that interferes with the education of another student or interferes with the operations of the University in carrying out its responsibility to provide a safe and conducive educational environment will be considered a violation of the [NCCU Student Code of Conduct](https://legacy.nccu.edu/policies/retrieve.cfm?id=442).

**NCCU Attendance Policy**

Class attendance is expected of students at North Carolina Central University and represents a foundational component of the learning process in both traditional on-campus and online courses. Students should attend all sessions of courses for which they are registered for the entire scheduled period and are responsible for completing all class assignments. Instructors will keep attendance records in all classes. Instructors must clearly state on the syllabus how class attendance will factor into the final grade for the course. Faculty will include a written statement of the attendance guidelines in their course syllabi and will review the guidelines during the first class session. As of Fall 2017 NW and NF attendance grades will no longer be assigned. If a student misses three consecutive class meetings, or misses more classes than the instructor deems advisable, in addition to entering the information into Grades First, the instructor will report the facts to the student’s academic dean for appropriate follow-up. Students who miss class to participate in university-authorized activities are given excused absences for the missed class time. It is the student’s responsibility to inform the instructor of such activities at least one week before the authorized absence, and to make up all work as determined by the instructor.

**Statement of Inclusion/Non-Discrimination**

North Carolina Central University is committed to the principles of affirmative action and non-discrimination. The University welcomes diversity in its student body, its staff, its faculty, and its administration. The University admits, hires, evaluates, promotes, and rewards on the basis of the needs and relevant performance criteria without regard to race, color, national origin, ethnicity, sex, sexual orientation, gender identity, gender expression, age, disability, genetic information, veteran's status, or religion. It actively promotes diversity and respectfulness of each individual.

**Student Disability Services**

Students with disabilities (physical, learning, psychological, chronic or temporary medical conditions, etc.) who would like to request reasonable accommodations and services under the Americans with Disabilities Act must register with the Office of Student Accessibility Services (SAS) in Suite 120 in the Student Services Building. Students who are new to SAS or who are requesting new accommodations should contact SAS at (919) 530-6325 or [sas@nccu.edu](mailto:sas@nccu.edu) to discuss the programs and services offered by SAS.  Students who are already registered with SAS and who would like to maintain their accommodations must renew previously granted accommodations by visiting the NCCU Accommodate Website at <https://nccu-accommodate.symplicity/students/index.php> and logging into their Eagle Accommodate Student Portal.  Students are expected to renew previously granted accommodations at the beginning of each semester (Fall, Spring & Summer sessions).  Reasonable accommodations may be requested at any time during the semester for all students; however, accommodations are not retroactive.  Returning semester requests for returning students are expected to be done within the first two weeks of the semester.  Students are advised to contact their professors to discuss the testing and academic accommodations that they anticipate needing for each class.

Students identifying as pregnant or other pregnancy-related conditions who would like to request reasonable accommodations and services must register with SAS.

**Other Campus Programs, Services, Activities, and Resources**

Other campus resources to support NCCU students include:

* [*Student Advocacy Coordinator*](https://legacy.nccu.edu/advocacy/index.cfm). The Student Advocacy Coordinator is available to assist students in navigating unexpected life events (e.g. short-term illness/injury, loss of a loved one, personal crises) and guide them to the appropriate University or community resources. Students may also receive assistance with resolving some emergency financial concerns; understanding NCCU policies, rules and regulations; or general problem-solving strategies. Contact Information: Student Services Building, Room G19, (919) 530-7492, studentadvocacy@nccu.edu.
* [*Counseling Center*](https://www.nccu.edu/life-nc-central/health-and-well-being/counseling-center). The NCCU Counseling Center is staffed by licensed psychologists and mental health professionals who provide individual and group counseling, crisis intervention, substance abuse prevention and intervention, anger management, and other services. The Counseling Center also provides confidential resources for students reporting a violation of NCCU’s Sexual Misconduct Policy. Contact Information: Student Health Building, 2nd Floor, (919) 530-7646, counseling@nccu.edu.
* [*University Police Department*](https://www.nccu.edu/administration/university-police). The University Police Department ensures that students, faculty and staff have a safe and secure environment in which they can live, learn, and work. The Department provides a full range of police services, including investigating all crimes committed in and around its jurisdiction, making arrests, providing crime prevention/community programs, enforcing parking regulations and traffic laws, and maintaining crowd control for campus special events. Contact Information: 2010 Fayetteville Street, (919) 530-6106, [nccupdinfo@nccu.edu](mailto:nccupdinfo@nccu.edu).
* [*Veterans Affairs*](https://www.nccu.edu/enrollment/veterans-affairs)*.*One of the goals of the faculty and the NCCU Veterans Affairs Office’s (VAO) is to provide a welcoming and supportive learning experience for veterans. Specifically, the VAO’s primary goal is to provide a smooth transition from military to college life for veterans, service members, and dependents.  If you wish, please contact your professor and/or the Director of the VAO during the first weeks of class so that we may support and assist you. During your matriculation, the VAO is here to assist you with the VA Educational Benefits process and offer overall support to ensure academic progression towards graduation. For more information please contact the VAO at [919-530-5000](tel:919-530-5000) or [veteransaffairs@nccu.edu](mailto:veteransaffairs@nccu.edu).
* [*LGBTA Resource Center*](https://www.nccu.edu/life-nc-central/health-and-well-being/lgbta-center)The Lesbian, Gay, Bisexual, Transgender, and Ally (LGBTA) Resource Center at NC Central University serves as a vital link by which LGBTQIA+ individuals can find a sense of community and everyone can learn about LGBTQIA+ identities and culture.

[Academic Integrity](https://legacy.nccu.edu/policies/retrieve.cfm?id=442)**:** Students are bound by the academic integrity policy as stated in the code of student contact. Therefore, students are required to uphold the university pledge to exercise honesty in completing assignments. Plagiarism of any kind (accidental or otherwise) will result in an automatic zero (0) for the assignment and a report to the Program Chair and Dean. Instructor uses plagiarism detecting software for all written assignments. Also, unless explicitly stated by the instructor, students are not allowed to collaborate on midterm and final exams.

See the website for an explanation of NCCU Academic Integrity Honor Code:

<http://www.nccu.edu/formsdocs/proxy.cfm?file_id=1674>

Students are also expected to adhere to the Ethical standards of the [American Counseling Association](https://www.counseling.org/resources/aca-code-of-ethics.pdf). If you have not already familiarized yourself with ACA Ethical standards and the Universities policies on academic integrity, it is recommended that you do so.