



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:

Name: Jennifer C. Barrow, PhD, LCMHCS

Email: jbarrow4@ncsu.edu

Webex: [Dr. B WebEx Room; https://ncsu.webex.com/jbarrow4](https://ncsu.webex.com/jbarrow4)

Office location: 2131 School of Education. Office phone (919) 530-6353; FAX: (919) 530-7522

Office hours: Monday 12:30-1:30pm, Wednesday, & Thursday 12pm-2pm (virtual); Tuesday on campus 9:30am-2:30pm; Friday committee work, service, & research

***** I work to respond within 24 hours and ask for up to 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

Expected Learning Outcomes Foundational Counseling Curriculum Standards (CACREP Section 3); School Counseling Standards (CACREP Section 5H)	How Outcomes will be Assessed
Evaluate and apply knowledge of theoretical perspectives and approaches for counseling children, adolescent and parent consultative clients. (3.B.1; C.1-4, 6,7 10-13; E.4, 8-11; F.8,9; School Counseling Standards 5.H.1,2, (readings), 12)	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. (3.E.1-4, 15; School Counseling Standards 5.H.6,8,14)	Experiential play partner, Inner Child project, Dyadic recordings
Develop an understanding of special counseling concerns of children and adolescents, i.e., child abuse, homelessness, AIDS, latchkey, bullying, exceptionality. (3.A.4, B.8,9; E.1 School Counseling Standards 5.H.11, 12)	Written assignment, Presentation, Article review, Readings
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) (3.B. 7,11; E.1,7,8, 11, 13; School Counseling Standards 5.H.11, 12)	Readings, Reflection Papers, Discussion Board, Presentation, Article Review, Books as Play Partners & Counseling Intervention
Identify effective consultative strategies in counseling children, adolescents, and their parents with family stressors, at-risk indicators, and conflicts with the self. (3.C. 6, 7, 11, 13; F. 8, 9, 15, 19, 20; School Counseling Standards 5.H, 11, 12)	Readings, Discussion Board
Apply legal and ethical considerations pertinent to counseling children and adolescents. (3.E.6)	Readings, Reflection Papers, Discussion Board

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 Canvas Learning Management System for all coursework. Students are expected to complete and submit all assignments in Canvas. 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 Canvas'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 Canvas 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 is you find learning experiences happen everywhere.

CACREP Foundational Counseling Curriculum Standards 3.B.11; E.1-4, 6-11, 13, 15, 19, 20

Readings/Participation/Syllabus 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 Foundational Counseling Curriculum Standards 3.B.8-10
CACREP School Counseling Standards 5.H.11,12**

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 Canvas 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 Foundational Counseling Curriculum Standards 3.E.7-9
CACREP School Counseling Standards 5.H.12

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. This is not intended to be a counseling session per se, but it is an opportunity to practice counseling skills (e.g., active listening, being genuine and present, use of encouragers and silence) in a prompted conversation. 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 (going over suggested time is not penalized) 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 Canvas. 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 Foundational Counseling Curriculum Standards 3.C.1-4, 10-13
CACREP School Counseling Standards 5.H.6,14

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 or another media format. **Please employ an audio component to explain what we see.** You will upload this to the Discussion Board and Assignment components of Canvas – one for me to grade and the other for your classmates to view.

CACREP Foundational Counseling Curriculum Standards 3.C.1-4, 10-13

Books as Play Partners & Counseling Interventions (worth 50 points) - I would like you to identify and read 3 books that school aged children may read. You are encouraged to use libraries to access books and not expected to purchase books. In reading the books you will evaluate their presentation and usefulness to address the development of children. The goal of this assignment is to evaluate children's literature from a therapeutic perspective, considering how books can be used as tools in counseling to address various emotional, behavioral, or social issues. Counselors will reflect on the content, themes, developmental stage, and potential therapeutic applications of the books they review. Hopefully, this will expand your personal library so you may work with children in a variety of settings, among a wide span of cognitive abilities, chronological age, and interests

This assignment will help counselors deepen their understanding of how literature can be a powerful medium for promoting emotional expression, empathy, and healing in children, while also giving them practical tools to use in their practice. This assignment should be 3-5 pages per book not counting the title page or reference page (as applicable). It is not expected that you have a reference page as the assignment format allows you to list title and author. 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 using rubric (see Appendix A).

CACREP Foundational Counseling Curriculum Standards 3.A.4; 3.B.1,7; C.1-3, 10-13; E.2, 7, 8, 13, 15; H.1,2
CACREP School Counseling Standards 5.H.8,11, 12

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 Canvas 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 Foundational Counseling Curriculum Standards 3.A.4; 3.B.1,7; C.1-3, 10-13; E.2, 7, 8, 13, 15; H.1,2
CACREP School Counseling Standards 5.H.8,11, 12

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 includes 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/dysregulation/explosive child
- Suicide Prevention
- Sexual identity or Gender Identity
- Adolescent Substance use Prevention, Intervention, or Treatment
- Disordered eating Treatment
- Self-harm/Cutting Disorders
- Internet Safety
- Child & Adolescent Risky Behaviors
- Children and Adolescents with Exceptionalities
- Children of deaf adults, disabilities in family
- Use of podcasts in parent education, counseling
- Other topics as approved by the instructor

Final Grading Scale

Readings/Participation (completed Dbs)/ Syllabus & Attendance Quiz (4 points)	60 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
Books as Play Partners & Counseling Interventions	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: 331 Total Points

298-331 total points = A

264-297 total points = B

231-263 total points = C

CANVAS:

This class will utilize the campus Canvas 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 Canvas system in order to fulfill assignments during the semester (e.g., submit assignments, obtain handouts). If you have questions about your Canvas (C) account please call the IT department first at 530-7676. The instructor will use only your NCCU email address for contact.\

COURSE CALENDAR OF TOPICS:

(THE INSTRUCTOR MAY AMEND THIS SCHEDULE TO ADAPT TO THE LEARNING NEEDS OF STUDENTS, IMPACT OF INCLEMENT WEATHER, AND PACING OF COURSE MATERIAL)

DATE MODULE BEGINS	TOPICS	ASSIGNMENTS/ READINGS DUE 11:59PM SUNDAY EVENING
MODULE 1 JAN 13	<p>WELCOME / INTRODUCTIONS REVIEW OF SYLLABUS COURSE EXPECTATIONS</p> <p>WORKING WITH CHILDREN, ADOLESCENTS, AND THEIR PARENTS WITH CASE STUDIES L4F: Hip Hop and Spoken Word Therapy</p>	<ol style="list-style-type: none"> 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 20	<p>THE INDIVIDUAL COUNSELING PROCESS; BASIC GUIDELINES/ FOR WORKING WITH YOUNG CLIENTS (e.g., ethical issues, developmental considerations)</p> <p>L4F: View: The Teenage Brain Explained</p>	<ol style="list-style-type: none"> 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 27	<p>CREATIVE ARTS INTERVENTIONS (e.g., therapeutic writing, music, visual arts, literature, drama); PLAY THERAPY</p> <p>CREATIVE ARTS INTERVENTIONS (e.g., therapeutic writing, music, visual arts, literature, drama); PLAY THERAPY</p>	<ol style="list-style-type: none"> 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 FEBRUARY 3 THROUGH FEBRUARY 16	<p>SFBT/BRIEF COUNSELING; REALITY THERAPY; REBT</p> <p>L4F: Oprah on Divorce (adults respond to childhood divorce experiences)</p>	<ol style="list-style-type: none"> 1. READ CHAP. 5 -7 2. Discussion board (Db) 3. Watch theory case study videos 4. Dyad upload 5. Submit journal 6. L4F

<p>MODULE 5 FEB 17</p>	<p>COUNSELING CHILDREN AND ADOLESCENTS WITH EXCEPTIONALITIES; OVERVIEW AND HISTORY OF SPECIAL EDUCATION</p>	<ol style="list-style-type: none"> 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
<p>MODULE 6 FEB 24</p>	<p>COUNSELING CHILDREN AND ADOLESCENTS FROM DIVERSE BACKGROUNDS; IMPROVING MULTICULTURAL COMPETENCY; ETHICAL CONSIDERATIONS</p> <p>My Inner Child and Adolescent Assignment due</p> <p>L4F: Gender Revolution with Katie Couric</p>	<ol style="list-style-type: none"> 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)
<p>MODULE 7 MARCH 3</p>	<p>CHILDREN and CHALLENGES: COUNSELING FROM A GROWTH MIND-SET PERSPECTIVE; Adverse Childhood Experiences</p> <p>L4F: Discover Dr. Nadine Burke Harris and her focus on ACEs</p> <p>Bookmark for later use: <i>Resilience: The Biology of Stress & The Science of Hope</i> (cannot find a free source for this, but do bookmark this title)</p>	<ol style="list-style-type: none"> 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) <i>Resilience</i>
<p>MODULE 8 MARCH 17</p>	<p>COUNSELING AT-RISK CHILDREN AND ADOLESCENTS</p>	<ol style="list-style-type: none"> 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
<p>MODULE 9</p>	<p>SMALL GROUP COUNSELING; ETHICAL CONSIDERATIONS IN GROUP WORK WITH MINORS; GROUP FORMATION</p>	<ol style="list-style-type: none"> 1. READ CHAPTER 12 2. Discussion board (Db)

<p>MARCH 24</p>	<p>CONSIDERATIONS WITH CHILDREN AND ADOLESCENTS</p> <p>Article Review Due</p>	<ol style="list-style-type: none"> 3. Dyad upload 4. Submit journal 5. Submit Article Review Assignment
<p>BONUS MODULE</p>	<p>DESIGNING A DEVELOPMENT COUNSELING CURRICULUM; DEVELOPING AND DELIVERY LESSONS</p> <p>[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.]</p>	<ol style="list-style-type: none"> 1. READ CHAPTER 2. Review PowerPoint, ASCA Mindsets documents 3. Discussion board (Db) 4. Dyad upload 5. Submit journal
<p>MODULE 10</p> <p>MARCH 31</p>	<p>WORKING WITH PARENTS; DEVELOPING PROGRAMING FOR PARENTS; CONSULTING WITH PARENTS</p>	<ol style="list-style-type: none"> 1. READ CHAPTER 13 2. Review PowerPoint, 3. Discussion board (Db) 4. Dyad upload 5. Submit journal
<p>MODULE 11</p> <p>APRIL 7</p>	<p>WORKING WITH FAMILIES</p> <p>Books as Play Partners & Counseling Interventions due</p>	<ol style="list-style-type: none"> 1. READ CHAPTER 14 2. Discussion board (Db) 3. Dyad upload 4. Submit journal 5. Submit Books as Play Partners & Counseling Interventions
<p>MODULE 12</p> <p>APRIL 14</p>	<p>Professional presentations due as assigned</p> <p>Post presentations by Wednesday</p>	<ol style="list-style-type: none"> 1. Review classmates' presentation 2. Discussion board (Db) 3. Submit journal 4. Submit Professional Presentation as noted
<p>MODULE 13</p> <p>APRIL 21</p>	<p>Professional presentations due as assigned</p> <p>Post presentations by Wednesday</p>	<ol style="list-style-type: none"> 1. Review classmates' presentation 2. Discussion board (Db) 3. Submit journal 4. Submit Professional Presentation as noted

<p>MODULE 14</p> <p>APRIL 28</p>	<p>Submit your final reflection paper to Dr. Barrow by Tuesday, April 29th at 11:59pm.</p> <p>Should you encounter technology problems email Dr. Barrow your final reflection.</p>	<p>1. FINAL reflection due Tuesday</p>
--	--	---

APPENDIX A

Books as Play Partners & Counseling Interventions
Point value 50 points

Due during Module 11 April 6, 2025

The goal of this assignment is to evaluate children's literature from a therapeutic perspective, considering how books can be used as tools in counseling to address various emotional, behavioral, or social issues. Counselors will reflect on the content, themes, developmental stage, and potential therapeutic applications of the books they review.

Assignment guidelines:

1. Book selection and first impressions. Choose 3 children’s books from the following list of categories
 - **Emotional Regulation** (e.g., managing anger, fear, anxiety)
 - **Developmental needs** (e.g., puberty, human sexuality)
 - **Grief & Loss** (e.g., coping with the death of a loved one, divorce)
 - **Self-Esteem & Confidence** (e.g., building self-worth, overcoming challenges)
 - **Friendship & Social Skills** (e.g., making friends, navigating social situations)
 - **Cultural Awareness & Diversity** (e.g., celebrating differences, inclusion)

If you select a book outside of the list, be sure it aligns with developmental issues, challenges, and concerns school aged children may address (i.e., ages 4-18).

First impression. Before you begin answering your prompts, please rank your initial impression for your selected books based on the noted characteristics (1-blah, not interesting; 2 – I wouldn’t buy it; 3 - it is okay, but I wouldn’t give it as a gift; 4 – I would keep this book on my bookshelf; 5 – I would own this book and gift it to everyone I know with children). When finished, read through each book, and complete each question as noted below for each book selection.

Need inspiration for finding a book use these sites:

Common Sense Media allows you to filter books (and other media) based on age <https://www.commonsensemedia.org>. [Books as Play Partners book list](#). [American Library Association website](#). [A Mighty Girl](#).

At first glance what are your impressions (use this chart for each book selection):

1-blah, not interesting; 2 – I wouldn’t buy it; 3 - it is okay, but I wouldn’t give it as a gift; 4 – I would keep this book on my bookshelf; 5 – I would own this book and gift it to everyone I know with children

Title of book & author	Visually attractive cover	Illustrations match story/theme?	Language/word count is age appropriate	I could build a counseling lesson from this book/ theme/message	Overall rating (on first glance)
#1					
#2					
#3					

2. Review Format. Your review should be approximately 3-5 pages (per book) and include the following sections

a. Book Information (one paragraph)

- i. Title of the book
- ii. Author
- iii. Age range/grade level (developmental stage)
- iv. A brief summary of the book (brief description of the plot, setting, and main characters).

b. Analysis of Themes and Message (1-2 pages)

- i. Identify the key emotional, social, or psychological themes of the book.
- ii. How does the book address the central theme (e.g., how does it explore feelings of loneliness, coping with loss, understanding diversity, etc.)?
- iii. What positive or negative messages does the book convey, and how are they communicated (e.g., through the characters' actions, plot, illustrations)?

c. Therapeutic Applications (1-2 pages)

- i. How can this book be used in a counseling setting?
- ii. What specific techniques (e.g., storytelling, role-playing, art, journaling) could be employed alongside this book in therapy?
- iii. Who would benefit most from this book (e.g., children struggling with anxiety, self-esteem issues, children from diverse backgrounds, etc.)?
- iv. Provide at least two specific counseling interventions or activities you would use with this book. (Examples: using the book for a group discussion, writing an empowering letter to oneself, role-playing a key scene to explore feelings, etc.)

d. Book's Suitability and Limitations (½ - 1 page)

- i. Is this book appropriate for its intended age group? Why or why not?
- ii. Are there any potential limitations, biases, or issues with the book (e.g., outdated stereotypes, themes that might be triggering for some children)?
- iii. Would you recommend this book for diverse cultural backgrounds? Why or why not?

e. Counselor's Reflection (½ page)

- i. How did reviewing this book help you understand its potential as a counseling tool?

- ii. Reflect on your personal feelings or thoughts about the book—did you find it meaningful? Did it challenge your approach to counseling children in any way?

Books as Play Partner Rubric

Name _____

Category	Subcategory	10 points Excellent (Well above standard)	7 points Satisfactory	4 points Needs attention and review
Content	Introduction	Introduction is inviting, states the purpose of the paper/assignment and previews the reviewer’s opinion of the books reviewed.	The introduction clearly states the title, author, and genre of the books being reviewed, but is not particularly inviting to the reader.	There is no clear introduction, details of the books being reviewed are incomplete or not listed and a preview of reviewer’s opinions is absent. Introduction rambles and lacks cohesion.
	<p>Analysis, Evaluation and Critique</p> <p>Does the review show a clear understanding of the book's themes and their relevance to emotional/psychological development?</p> <p>Does the review engage with the book in a critical way, addressing potential limitations or biases?</p>	Evaluation/critique consists of thoughts, responses and reaction to the book. The reviewer reacts to the themes, the author's aims or intent, the subject of the book, how well it is written and overall success or failure of the book. At least 3 examples (written or visual) from the text are provided.	Critique consists of thoughts, responses and reaction to the book. The student discusses only two aspects, for example "themes" and "writer's style". There is not a thorough review of various aspects. At least 2 examples (written or visual) from the text are provided.	Critique consists of a basic opinion based on personal feeling of "I liked it" or "I hated it" and is not considered a critique because it does not focus on themes, author's intent, audience appropriateness, writing style, etc. No examples from the text are provided.

	<p>Recommendation</p> <p>Does the book address counseling, counseling activities and/or techniques suggested creative and appropriate for the child's age and developmental level?</p> <p>Are the therapeutic applications practical and well thought out? Does the counselor demonstrate an ability to translate the book into effective therapeutic interventions?</p>	<p>The recommendation is strong and explains in detail why they would recommend the book as an intervention too and who should read it (ideal audience? Age group?) and why?</p>	<p>The recommendation is strong however does not discuss who should read or use the book (ideal audience? Age group?)and why?</p>	<p>The recommendation is very brief and lacks explanation and details.</p>
BONUS (plus 5 points)	Intervention idea for ONE of the books	Submit your book review along with any materials (activity plans, discussion guides, etc.) that you develop for use with the book. Provide an example of how you might use this book as an intervention.		
Presentation	Spelling/Mechanics	Almost no errors in grammar or spelling	2-3 errors in grammar or spelling	4-6 errors in grammar or spelling.
	Structure/organization Is the review clear, well-organized, and free of major grammatical or spelling errors?	The book review is well organized. One idea or scene follows another in a logical sequence with clear transitions and use of headings to support organization and presentation.	The book review is a little hard to follow. The transitions are sometimes unclear. Headings are used inconsistently.	Ideas, supporting content, and opinions seem to be disorganized, and randomly arranged. No headings are used to aid in transition or organization of paper.

TOTAL RUBRIC POINTS

_____ /50 points

COMMENTS

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.
- Burnham, J.J. (2007). Children's fears: A pre-9/11 and post 9/11 comparison using the American fear survey schedule for children. *Journal of Counseling and Development, 85*(4), 461-466.
- Burnham, J. J. (2009). Contemporary fear of children and adolescents: Coping and resiliency in the 21st century. [Special Issue]. *Journal of Counseling and Development, 87*, 28-35.
- Burnham, J. J., & Lomax, R. G. (2009). Examining ethnicity and fears of children and adolescents in the United States: Differences between Caucasian, African American, and Hispanic populations. *Journal of Counseling and Development, 87*, 387-393.
- Canino, I., & Spurlock, J. (1994). *Culturally diverse children and adolescents: Assessment, diagnosis, and treatment*. New York: The Guilford Press.
- Capuzzi, D. & Gross, D.R. (Eds.). (2014), *Youth at risk: A prevention resource for counselors, teachers, and parents* (6th ed). Upper Saddle River, NJ: Pearson
- Chase, N.D. (1999). *Burdened Children*. London: Sage Publications.
- Corrigan, D. (2000) The changing role of schools and higher education institutions with respect to community-based interagency collaboration and interprofessional partnerships. *Peabody Journal of Education, 75*(3), 176-195.
- Craig, S. (2008). *Reaching and teaching children who hurt: Strategies for your classroom*. Baltimore, MD: Brookes Publishing.
- Crisci, S., Lay, M., & Lowenstein, L. (1998). *Paper dolls and paper airplanes: Therapeutic exercises for sexually traumatized children*. Charlotte, NC: Kidsrights.

- Doka, K.J. (2000). *Living with grief: Children, adolescents, and loss*. United States: Hospice Foundation of America.
- Drewes, A., Carey, L., & Schaefer, C. (Eds.). (2001). *School based play therapy*. New York: John Wiley.
- Elksnin, L.K. & Elksnin, N. (2006). *Teaching Social-Emotional Skills at School and Home*. Columbus, OH: Merrill Prentice Hall.
- Ellis, A. & Wilde, J. (2002). *Case Studies in Rational Emotive Behavior Therapy with Children and Adolescents*. Columbus, OH: Merrill Prentice Hall.
- Erk, R. R., (2008). *Counseling treatment for children and adolescents with DSM-IV-TR disorders*. Columbus, OH: Pearson.
- Fonseca, C. (2010). *Emotional intensity in gifted students: Helping kids cope with explosive feelings*. Waco, TX: Prufrock Press.
- Fonseca, C. (2013). *Quiet kids: Help your introverted child succeed in an introverted world*. Waco, TX: Prufrock Press.
- Fontana, D., & Slack, I. (1997). *Teaching meditation to children: A practical guide to the use and benefits of meditation techniques*. Boston, MA: Shambhala.
- Forgan, J. W. & Richey, M. A. (2012). *Raising boys with ADHD: Secrets for parenting healthy, happy sons*. Waco, TX: Prufrock Press.
- Forgan, J. W. & Richey, M. A. (2014). *Raising girls with ADHD: Secrets for parenting healthy, happy daughters*. Waco, TX: Prufrock Press.
- Freeman, J., Epston, D., & Lobovits, D. (1997). *Playful approaches to serious problems: Narrative therapy with children and their families*. New York: W. W. Norton & Company.
- Friedman, J. & Roehlkepartain, J. (2010). *Doing good together: 101 easy, meaningful service projects for families, schools, and communities*. Minneapolis, MN: Free Spirit Publishing.
- Gorman, J.C. (2001). *Emotional Disorders and Learning Disabilities in the Classroom. Interactions and Interventions*. Thousand Oaks, CA: Corwin Press, Inc.
- Hebert, T. P. (2010). *Understanding the social and emotional lives of gifted students*. Waco, TX: Prufrock Press.
- Kaduson, H. & Schaefer, C. (1997). *101 favorite play therapy techniques*. Northvale, NJ: Jason Aronson. Inc.
- Kiselica, M.S., & Morrill-Richards, M. (2007). Sibling maltreatment: The forgotten abuse. *Journal of Counseling and Development*, 85(2), 148-161.
- Kottman, T. (1995). *Partners in play: An Adlerian approach to play therapy*. Alexandria, VA: American Counseling Association.
- Kottman, T. (2001). *Play therapy: Basics and beyond*. Alexandria, VA: American Counseling Association.
- Landreth, G. L. (Ed.).(2001). *Innovations in play therapy: Issues, process, and special populations*. Philadelphia, PA: Brunner-Routledge.
- Landreth, G. L., Homeyer, L. E., Glover, G., and Sweeney, D. S. (1996). *Play therapy interventions with children's problems*. Northvale, NJ: Jason Aronson Inc.
- Lee, R.S. (1993). Effects of classroom guidance on student achievement. *Elementary School Guidance & Counseling*, 27, 163-171.

Liu, W.M., & Clay, D. (2002). Multicultural counseling competencies: Guidelines in working with children and adolescents. *Journal of Mental Health Counseling*, 24 (2), 177-187.

Mather, J., Lager, P.B., & Harris, N. J. (2007). *Child welfare: Policies and best practices*. United States: Thomson.

McConnville, M., & Wheeler, G. (Eds.). (2001). *The heart of development: Gestalt approaches for working with children and adolescents*. Cleveland, OH: GIC Press.

McEachern, A. G., Aluede, O., & Kenny, M. C. (2007). Emotional abuse in the classroom: Implications and interventions for counselors. *Journal of Counseling and Development*, 86(1), 3-10.

Piechowski, M. M. (2014). "Mellow out," they say. *If only I could: Intensities and sensitivities of the young and bright*. Unionville, NY: Royal Fireworks Press.

Rubin, L. (1996). *The transcendent child: Tales of triumph over the past*. New York: HarperCollins Publishers, Inc.

Rusch, E. (2002). *Generation fix: Young ideas for a better world*. Hillsboro, OR: Beyond Words Publishing.

Slaby, A., & Garfinkel, L. F. (1994). *No one saw my pain: Why teens kills themselves*. New York: W.W. Norton and Company.

Sweeney, D. S., & Homeyer, L. E. (1999). *The handbook of group play therapy: How to do it, how it works, whom it's best for*. San Francisco, CA: Jossey-Bass.

Truneckova, D., & Viney, L. L. (2007). Evaluating personal construct group work with troubled adolescents. *Journal of Counseling and Development*, 85(4), 450-460.

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
Bazelon Center for Mental Health Law www.bazelon.org	Center for Health and Health Care in School www.healthinschools.org
Center for Health Services, Research and Policy www.gwhealthpolicy.org	Center for Mental Health in Schools www.smhp.psych.ucla.edu

Center for School Mental Health Assistance http://csmha.umaryland.edu/	Child Welfare League of America www.cwla.org
Children's Defense Fund www.childrensdefense.org	Federation of Families for Children's Mental Health 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	National Alliance for the Mentally Ill www.nami.org
National Association of State Mental Health Program Directors www.nasmhpd.org	National Center for Children in Poverty www.nccp.org
National Center for Education in Maternal and Child Health www.ncemch.org	National Center for Mental Health and Juvenile Justice www.ncmhjj.com
National Health Law Program www.healthlaw.org	National Mental Health Association www.nmha.org
National Institute of Mental Health www.nimh.nih.gov	Office of Juvenile Justice and Delinquency Prevention www.ojjdp.ncjrs.org
President's New Freedom Commission on Mental Health www.mentalhealthcommission.gov	UNESCO www.unesco.org
World Health Organization 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 harassment, sexual assault, dating violence, domestic violence, and stalking offenses, are prohibited under NCCU's Sexual Harassment Policy (NCCU POL 01.04.2). **NCCU faculty and instructors are considered mandatory reporters and are required to promptly**

report information regarding sexual harassment to the University's Title IX Coordinator. The Sexual Harassment Policy can be accessed through NCCU's Policies, Regulations and Rules website at www.nccu.edu/policies. Any individual may report a violation of the Sexual Harassment Policy (including a third-party or anonymous report) by contacting the Title IX Coordinator at (919) 530-7944 or TitleIX@nccu.edu, or submitting the online form through the Title IX Reporting Form, located at www.nccu.edu/titleix.

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 Accessibility Services

Students in need of support for personal conditions (i.e. neurodiversity, psychosocial & physical diagnosis, and/or medical conditions) can request reasonable accommodations under the Americans with Disabilities Act through 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 complete an accessibility request form here: https://nccu-accommodate.symplcity.com/public_accommodation/. Should student have any questions or concerns when completing the form, students can contact SAS at (919) 530-6325 or sas@nccu.edu to discuss available programs and services. Students who are already registered with SAS and who would like to maintain their accommodations must renew previously granted accommodations by logging into the Eagle Accommodate Student Portal here: <https://nccu-accommodate.symplcity.com> Students can also find the Eagle Accommodate System in the MyEOL portal.

Students are expected to renew previously granted accommodations prior to 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. **Additionally, we have included the most recent U.S. Department of Education Pregnancy Guidelines for your review, and to ensure your compliance.**

Other Campus Programs, Services, Activities, and Resources

Other campus resources to support NCCU students include:

- [Student Advocacy Coordinator](#). Student Advocacy Coordinator. The Student Advocacy Coordinator is available to assist students in navigating unexpected life events that impact their academic progression (e.g., homelessness, food insecurity, personal hardship) and guide them to the appropriate University or community resources. Contact Information: Student Services Building, Room G19, (919) 530-7492, studentadvocacy@nccu.edu.
- [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](#). 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.
- [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.
- [LGBTQA Resource Center](#) The Lesbian, Gay, Bisexual, Transgender, and Ally (LGBTQA) 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](#): 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](#). 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.