

PSYC 5330 Counseling Children and Adolescents  
Syllabus  
Spring 2021  
University of Texas at Tyler

**Course Information:**

Course Title: Counseling Children and Adolescents

Course Number: PSYC 5330

Course Format/Time: Online, Asynchronous

**Instructor Information:**

Instructor: Erin West, Ph.D., LPC

Office Hours: By Appointment via zoom

Phone: 903.566.7208

Email: [ewest@uttyler.edu](mailto:ewest@uttyler.edu) (best way to reach me)

**Course Catalog Description:**

Examines the relevant counseling theories and techniques as they apply to children and adolescents. Includes interventions for children with emotional and behavioral disorders.

**Student Learning Objectives:**

This is a survey course that assumes students are familiar with fundamental counseling theories, skills, and techniques. In this course students are expected to develop a thorough understanding of child and adolescent psychological disorders and the theory and application of empirically supported interventions for these disorders. **As a result of this course:**

1. Students will be familiar with common emotional and behavioral disorders of children and adolescents.
2. Students will be familiar with major evidence based interventions used with children and adolescents.
3. Students will be able to identify appropriate Evidence Based Interventions for major disorders.
4. Students will understand cultural, developmental, and environmental factors that impact treatment.
5. Students will be familiar with emerging trends in the treatment of children and adolescents with psychological disorders.

**Required Text:**

Kress, V. E., Paylo, M. J., & Stargell, N. A. (2019). *Counseling children and adolescents*. Pearson.

**Recommended Text:**

American Psychological Association. (2020). *Publication manual of the American Psychological Association* (7th ed.). Washington, DC: Author.

**Methods of Instruction:**

This is an asynchronous online course. It is expected that you will spend an average of 6+ hours working on the modules for this course each week. The course materials will be housed on Canvas. This class will consist of a collaborative learning community in which all participants share responsibility for the learning process. The instructor will facilitate learning by guiding students to sources of knowledge and promoting independent development and discovery of new knowledge. Online learning requires participation and leadership from each student. Lectures, videos, assigned

readings, and online activities will provide a basis for discussion. Academic integrity is expected from each student and plagiarism from any source will not be tolerated.

### Course Policies

Due to the online nature of this course, it is essential that you remain acutely aware of the due dates for assignments and modules. **All modules (which includes module activities, assignments, and discussion board posts) are due by 11:59 pm Friday Central Time.** I understand that this “due date” may not be ideal for everyone, but I wanted to give you the full week to complete your assignments and allow those of you who work full time to have the option to complete the assignments during the week or on the weekend. You have the personal choice to submit the assignments or complete the modules anytime throughout the week. Because of this flexibility, late assignments or late completion of modules will not be accepted. The instructor will do her best to attend to all questions submitted via email (ewest@uttyler.edu) in a timely manner but anything received after 5:00 pm on the Friday before an assignment is due may not be responded to in time. Because of this, I ask that you please be proactive in starting your assignments.

### Course Assignments

**Modules:** There are 11 modules (1 for each week) to be completed for this class. Each module contains readings which should be completed that week, and different activities (e.g., discussion posts, videos, reflections, ethical dilemmas, skills recordings). You can earn a total of 10 points for each module for thoroughly completing the module and all assignments/activities associated with it on time (prior to 11:59 pm central time on the Friday at the end of the week). **Late module completions will not be accepted** (unless documented proof of emergency circumstances have occurred).

**Special Topics Project:** Identify a special topic related to counseling children and adolescents that is of interest to you. **You must have your topic approved by the instructor. There is a Discussion Post in the Week 4 Module where you can do this.**

Examples include:

- Counseling youth with an incarcerated parent
- Counseling youth who have experienced trauma/abuse
- Counseling youth with anxiety
- Counseling youth with depression
- Counseling youth with disruptive behavior disorders
- Grief counseling with youth
- Counseling youth with ADHD
- Counseling youth struggling with their sexual orientation and/or gender identity
- Counseling youth in the foster care system
- Counseling youth with eating disorders
- Counseling youth who engage in self injury

For this assignment:

- Develop an APA formatted resource list of at least 2 books, 5 peer reviewed journal articles, and 3 credible websites which are helpful when counseling youth with this presenting concern.
- Provide a paper which reviews/synthesizes important information about your special topic from the resources you identified (this should be about two pages).
  - o Be sure to appropriately cite in APA format the sources from which you get your information.

- This means ANYTIME you get information from another source it should be appropriately cited. Even if it is an idea/concept from another source, you should cite it.
- At the graduate level, I expect that direct quotations will be used minimally. If you decide to directly quote a source, it should only be done when you cannot restate contents in your own words. Also, if you directly quote a source be sure to use quotations and page numbers.
- Next, identify a counseling theory you would use when working with a child/adolescent with this presenting concern and why you believe it would be appropriate (this should be about one page). Finally, identify a specific age of a child/adolescent with this concern you would like to work with and develop a creative activity/experience which would be appropriate to use with this child/adolescent. Describe how this activity/experience fits with your theory (this portion should be about one page).
- This entire paper should not exceed 5 pages, but should be APA formatted. For a rubric please see Appendix A of this syllabus.

**Midterm and Final Exam:** This class includes a midterm and final exam. Exams include multiple choice, true false, matching, and short answer response questions. The midterm and final exam will be open for a period of 48 hours (Wednesday at Midnight through Friday at Midnight the week they are indicated on the schedule). You can chose anytime to take the exam during that time period. There are no proctoring systems being used for exams in this course, as such, I'm aware that you will have access to your class materials. Therefore, I'm limiting the time you have to complete the exam to 90 minutes. It will, therefore, be advantageous of you to study for the exam, because you will not have enough time to use your resources to help you with all exam items. **Please know, if I hear of students working together on the exam, sharing exam information, or being in contact with each other while taking the exam, you will earn an F in this course and not be permitted to take it for grade replacement.** More information about the midterm and final exams will be provided through canvas closer to the exam date.

### Grading:

Midterm Exam	= 100 points
Final Exam	= 100 points
Special Topics Paper	= 90 points
Modules (11x10)	= 110 points
<b>Total Points Possible</b>	<b>= 400 points</b>

Grading is on the following scale: 100%-90% = A; 89%-80% = B; 79%-70% = C; 69% or less = F.

### **Tentative Class Schedule**

Week	Topics	Assignments Due
1/11	Intro and Overview of the Course Developmentally Informed Youth Counseling Systemically Informed Youth Counseling	Read Chapter 1 & 2  Module 1
1/18	Individual Counseling Foundations	Read Chapters 3 & 4

	Ethical & Legal Foundations	Module 2
1/25	Counseling Theories for Youth	Read Chapters 5, 6, & 7 Module 3
2/1	Counseling Theories Continued Use of Play and Creative Arts in Counseling	Read Chapter 8
2/8	Use of Play and Creative Arts in Counseling	Read Chapter 8 <b>MUST SUBMIT YOUR TOPIC FOR THE SPECIAL TOPICS PROJECT FOR APPROVAL</b> Module 4
2/15	Youth Suicide, Self-Injury, and Homicide	Read Chapter 10 Module 5
2/22	<b>MIDTERM EXAM</b>	<b>MIDTERM EXAM</b>
3/1	Family-Related Transitions and Struggles	Read Chapter 11 Module 6
3/8	<b>SPRING BREAK</b>	<b>SPRING BREAK</b>
3/15	Academic and Social-Emotional Transitions and Struggles	Read Chapter 12 Module 7
3/22	Disruptive Behavior Problems	Read Chapter 14 Module 8
3/29	Abuse and Trauma	Read Chapter 15 Module 9
4/5	Substance Abuse	Read Chapter 16 Module 10
4/12	Anxiety, Obsessive-Compulsive, and Related Disorders	Read Chapter 17 <b>SPECIAL TOPICS PAPER DUE</b>
4/19	Depressive and Bipolar Disorders	Read Chapter 18 Module 11
4/26	<b>FINAL EXAM</b>	<b>FINAL EXAM</b>

**Program and Departmental Policies**

**Clinical Mental Health Counseling Program Mission Statement:**

The mission of the CACREP-Accredited Master of Arts in Clinical Mental Health Counseling (CMHC) program at the University of Texas at Tyler (UTT) is to prepare ethical and competent professional counselors. The

CMHC program places a strong emphasis on preparing future counselors to work with a diverse range of client populations. Faculty members collectively aim to provide a rigorous learning environment and supportive atmosphere encouraging personal and professional development to a diverse student body. Throughout their time in the CMHC program, students are supported in developing a deep sense of self-awareness and a strong professional counselor identity integrating mental health, research, service, and advocacy. Upon successful completion of the program, students are eligible for counselor licensure in Texas and are able pursue impactful mental health careers within the community.

**UT Tyler Department of Psychology and Counseling Student Code of Conduct:**

<https://www.uttyler.edu/psychology/policies.php>

**UT Tyler Clinical Mental Health Counseling Student Handbook:**

<https://www.uttyler.edu/psychology/graduate/clinical-mental-health-counseling/>

**University Policies**

**UT Tyler Honor Code**

Every member of the UT Tyler community joins together to embrace: Honor and integrity that will not allow me to lie, cheat, or steal, nor to accept the actions of those who do.

**Students Rights and Responsibilities**

To know and understand the policies that affect your rights and responsibilities as a student at UT Tyler, please follow this link:

<http://www.uttyler.edu/wellness/rightsresponsibilities.php>

**Campus Carry**

We respect the right and privacy of students 21 and over who are duly licensed to carry concealed weapons in this class. License holders are expected to behave responsibly and keep a handgun secure and concealed. More information is available at <http://www.uttyler.edu/about/campus-carry/index.php>

**UT Tyler a Tobacco-Free University**

All forms of tobacco will not be permitted on the UT Tyler main campus, branch campuses, and any property owned by UT Tyler. This applies to all members of the University community, including students, faculty, staff, University affiliates, contractors, and visitors.

Forms of tobacco not permitted include cigarettes, cigars, pipes, water pipes (hookah), bidis, kreteks, electronic cigarettes, smokeless tobacco, snuff, chewing tobacco, and all other tobacco products.

There are several cessation programs available to students looking to quit smoking, including counseling, quitlines, and group support. For more information on cessation programs please visit [www.uttyler.edu/tobacco-free](http://www.uttyler.edu/tobacco-free).

**Grade Replacement/Forgiveness and Census Date Policies**

Students repeating a course for grade forgiveness (grade replacement) must file a Grade Replacement Contract with the Enrollment Services Center (ADM 230) on or before the Census Date of the semester in which the course will be repeated. Grade Replacement Contracts are available in the Enrollment Services Center or at <http://www.uttyler.edu/registrar>. Each semester's Census Date can be found on the Contract itself, on the Academic Calendar, or in the information pamphlets published each semester by the Office of the Registrar. Failure to file a Grade Replacement Contract will result in both the original and repeated grade being used to calculate your overall grade point average. Undergraduates are eligible to exercise grade replacement for only three course repeats during their career at UT Tyler; graduates are eligible for two grade replacements. Full policy details are printed on each Grade Replacement Contract.

The Census Date is the deadline for many forms and enrollment actions of which students need to be aware. These include:

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- Submitting Grade Replacement Contracts, Transient Forms, requests to withhold directory information, approvals for taking courses as Audit, Pass/Fail or Credit/No Credit.
- Receiving 100% refunds for partial withdrawals. (There is no refund for these after the Census Date)
- Schedule adjustments (section changes, adding a new class, dropping without a “W” grade)
- Being reinstated or re-enrolled in classes after being dropped for non-payment
- Completing the process for tuition exemptions or waivers through Financial Aid

### **State-Mandated Course Drop Policy**

Texas law prohibits a student who began college for the first time in Fall 2007 or thereafter from dropping more than six courses during their entire undergraduate career. This includes courses dropped at another 2-year or 4-year Texas public college or university. For purposes of this rule, a dropped course is any course that is dropped after the census date (See Academic Calendar for the specific date).

Exceptions to the 6-drop rule may be found in the catalog. Petitions for exemptions must be submitted to the Enrollment Services Center and must be accompanied by documentation of the extenuating circumstance. Please contact the Enrollment Services Center if you have any questions.

### **Disability/Accessibility Services**

In accordance with Section 504 of the Rehabilitation Act, Americans with Disabilities Act (ADA) and the ADA Amendments Act (ADAAA) the University of Texas at Tyler offers accommodations to students with learning, physical and/or psychological disabilities. If you have a disability, including a non-visible diagnosis such as a learning disorder, chronic illness, TBI, PTSD, ADHD, or you have a history of modifications or accommodations in a previous educational environment, you are encouraged to visit

<https://hood.accessiblelearning.com/UTTyler> and fill out the New Student application. The Student Accessibility and Resources (SAR) office will contact you when your application has been submitted and an appointment with Cynthia Lowery, Assistant Director of Student Services/ADA Coordinator. For more information, including filling out an application for services, please visit the SAR webpage at <http://www.uttyler.edu/disabilityservices>, the SAR office located in the University Center, # 3150 or call 903.566.7079.

### **Student Absence due to Religious Observance**

Students who anticipate being absent from class due to a religious observance are requested to inform the instructor of such absences by the second class meeting of the semester.

### **Student Absence for University-Sponsored Events and Activities**

If you intend to be absent for a university-sponsored event or activity, you (or the event sponsor) must notify the instructor at least two weeks prior to the date of the planned absence. At that time the instructor will set a date and time when make-up assignments will be completed.

### **Social Security and FERPA Statement**

It is the policy of The University of Texas at Tyler to protect the confidential nature of social security numbers. The University has changed its computer programming so that all students have an identification number. The electronic transmission of grades (e.g., via e-mail) risks violation of the Family Educational Rights and Privacy Act; grades will not be transmitted electronically.

### **Emergency Exits and Evacuation**

Everyone is required to exit the building when a fire alarm goes off. Follow your instructor's directions regarding the appropriate exit. If you require assistance during an evacuation, inform your instructor in the first week of class. Do not re-enter the building unless given permission by University Police, Fire department, or Fire Prevention Services.

### **Student Standards of Academic Conduct**

Disciplinary proceedings may be initiated against any student who engages in scholastic dishonesty, including, but not limited to, cheating, plagiarism, collusion, the submission for credit of any work or materials that are

attributable in whole or in part to another person, taking an examination for another person, any act designed to give unfair advantage to a student or the attempt to commit such acts.

- i. "Cheating" includes, but is not limited to:
  - copying from another student's test paper;
  - using, during a test, materials not authorized by the person giving the test;
  - failure to comply with instructions given by the person administering the test;
  - possession during a test of materials which are not authorized by the person giving the test, such as class notes or specifically designed "crib notes". The presence of textbooks constitutes a violation if they have been specifically prohibited by the person administering the test;
  - using, buying, stealing, transporting, or soliciting in whole or part the contents of an unadministered test, test key, homework solution, or computer program;
  - collaborating with or seeking aid from another student during a test or other assignment without authority;
  - discussing the contents of an examination with another student who will take the examination;
  - divulging the contents of an examination, for the purpose of preserving questions for use by another, when the instructors has designated that the examination is not to be removed from the examination room or not to be returned or to be kept by the student;
  - substituting for another person, or permitting another person to substitute for oneself to take a course, a test, or any course-related assignment;
  - paying or offering money or other valuable thing to, or coercing another person to obtain an unadministered test, test key, homework solution, or computer program or information about an unadministered test, test key, home solution or computer program;
  - falsifying research data, laboratory reports, and/or other academic work offered for credit;
  - taking, keeping, misplacing, or damaging the property of The University of Texas at Tyler, or of another, if the student knows or reasonably should know that an unfair academic advantage would be gained by such conduct; and
  - misrepresenting facts, including providing false grades or resumes, for the purpose of obtaining an academic or financial benefit or injuring another student academically or financially.
- ii. "Plagiarism" includes, but is not limited to, the appropriation, buying, receiving as a gift, or obtaining by any means another's work and the submission of it as one's own academic work offered for credit.
- iii. "Collusion" includes, but is not limited to, the unauthorized collaboration with another person in preparing academic assignments offered for credit or collaboration with another person to commit a violation of any section of the rules on scholastic dishonesty.
- iv. All written work that is submitted will be subject to review by plagiarism software.

#### **UT Tyler Resources for Students**

- [UT Tyler Writing Center](https://www.uttyler.edu/writingcenter) (903.565.5995), [writingcenter@uttyler.edu](mailto:writingcenter@uttyler.edu)
- [UT Tyler Tutoring Center](https://www.uttyler.edu/tutoring) (903.565.5964), [tutoring@uttyler.edu](mailto:tutoring@uttyler.edu)
- The Mathematics Learning Center, RBN 4021, this is the open access computer lab for math students, with tutors on duty to assist students who are enrolled in early-career courses.
- [UT Tyler Counseling Center](https://www.uttyler.edu/counseling) (903.566.7254)

### **Appendix A: Special Topics Projects Rubric**

APA Formatted Resource List (2 books, 5 peer reviewed journal articles, 3 credible websites)	20 Points Possible
Synthesis of main points from resources	20 Points Possible
Theory of use and appropriateness for presenting concern of child/adolescent	20 Points Possible

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Creative Counseling Activity/Experience

20 Points Possible

APA Format of Paper (Title Page, Grammar, Spelling, Etc.)

10 Points Possible

**TOTAL**

**90 Points Possible**