Course Syllabus

Course Information:
PSYC 5330 Counseling Children and Adolescents
Summer 2017

Instructor Information:
Erin M. West, Ph.D.
Time: On Line
Office: BEP 226
Email: ewest@uttyler.edu (preferred contact)
Phone: 903.566.7208
Office Hours: I will be on Zoom every Thursday between 1:00 and 3:00 PM CT. Feel free to let me know if this time does not work for you and you would like to meet at another time, my schedule is flexible this summer.

Instructions to Join Zoom Office Hours:
To join from PC, Mac, Linux, iOS or Android, copy and paste the link below into your web browser: https://uttyler.zoom.us/j/5045494045
Or iPhone one-tap (US Toll): +16465588656,5045494045# or +14086380968,5045494045#
Or Telephone:
Dial: +1 646 558 8656 (US Toll) or +1 408 638 0968 (US Toll)
Meeting ID: 504 549 4045

Readings/Required Text:
All course readings and materials are on the course Canvas site

Course Catalog Description:
Examines the relevant counseling theories and techniques as they apply to children and adolescents. Includes interventions for children with emotional behaviorally disorders.

Student Learning Outcomes and Assessments:
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.
Evaluation and Grading

Quizzes: There are four quizzes in this course, each quiz is 10 questions and worth 10 points. There is a study guide for each quiz in the module with which it corresponds. For example, in Module 1 there is a study guide for Quiz 1 and Quiz 2; in Module 3 there is a study guide for Quiz 3; in Module 5 there is a study guide for Quiz 4. Quizzes must be completed by the deadlines indicated on the syllabus. You can complete quizzes within the module, or they can be accessed by clicking on the “quizzes” tab on the left hand column of our Canvas course and then completing the appropriate quiz.

Final Exam: The final exam is 60 questions worth a total of 60 points. The final exam is comprehensive.

Classroom Guidance Lesson: You will develop a classroom guidance lesson for the age group of your choosing (young elementary, older elementary, middle school, or high school). This lesson should be prevention based, and appropriate for a one hour classroom guidance lesson. Prevention based topics include those which promote wellness, mental well being, resiliency, and equip students with important skills which help them to develop into healthy, happy individuals. Examples of appropriate topics include, self awareness, healthy relationships, social skills, self regulation, healthy coping skills, etc. This, however, is not an exhaustive list, you are welcome to propose your own topic. You must email the course instructor for approval of your topic prior to June 18th! In efforts to gain diversity of topics, repetitions will not be permitted. So, for example, if student Monica Gellar decided she wanted to do her lesson on healthy relationships with young elementary children, student Rachel Green could not do the same topic with young elementary children, but she could do healthy relationships with middle school children. More information on this assignment is provided in Appendix A at the end of this syllabus.

Quizzes: 10 points each (x 4 Quizzes) = 40 points
Final Exam = 60 points
Classroom Guidance Lesson = 50 points
Total Points Possible = 150 points

Tentative Class Schedule

<table>
<thead>
<tr>
<th>Dates/Week</th>
<th>Module to be Completed</th>
<th>Assignments Due</th>
</tr>
</thead>
<tbody>
<tr>
<td>Week 1</td>
<td>Complete getting started module</td>
<td></td>
</tr>
<tr>
<td>May 22 – May 28</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Week 2</td>
<td>Module 1: Behavioral interventions</td>
<td>Complete Quiz 1 before 11:59 PM CT on Sunday June 4th</td>
</tr>
<tr>
<td>May 29 – June 4</td>
<td>Complete Items 1-6 in the module</td>
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<tr>
<td>Week 3</td>
<td>Module 1: Behavioral Interventions</td>
<td>Complete Quiz 2 before 11:59 PM CT on Sunday June 11th</td>
</tr>
<tr>
<td>June 5 – June 11</td>
<td>Complete Items 7-12 in the module</td>
<td></td>
</tr>
</tbody>
</table>
| Week 4 | June 12 – June 18 | Module 2: Cognitive Therapy  
Complete Items 1-5 In the Module  
Items 6-8 are recommended but not required | Send Dr. West an email prior to 11:59 PM CT on Sunday June 18th notifying her of your topic for the Classroom Guidance Lesson |
|---|---|---|---|
| Week 5 | June 19 – June 25 | Module 3: Solution Focused Therapy  
Complete Items 1-4 in the module under “Solution-Focused Therapy Overview” | |
| Week 6 | June 26 – July 2 | Module 3: Reality Therapy  
Complete Items 1-5 in the module under “Reality Therapy Overview” | Complete Quiz 3 before 11:59 PM CT on Sunday July 2nd |
| Week 7 | July 3 – July 9 | Module 4: Treatment of Childhood Depression  
Complete Items 1-6 in the module | Classroom Guidance Lesson Due before 11:59 PM CT on July 9th. |
| Week 8 | July 10 – July 16 | Module 5: Treatment of Anxiety Disorders in Children and Adolescents | Complete Quiz 4 before 11:59 PM CT on Sunday July 16th |
| Week 9 | July 17 – July 23 | Module 6: Externalizing Disorders CD, ODD, and ADHD | |
| Week 10 | July 24 – July 30 | Comprehensive Final Exam | Complete Final Exam Prior to 11:59 PM CT Sunday, July 30th |

**COURSE AND DEPARTMENTAL POLICIES**

**Diversity**
Case studies and other examples inherent in this course will approach counseling from a cultural perspective. This course examines many sensitive areas. Because our student population is very diverse, sensitivity to gender/race/age/ethnicity/ability/sexuality is expected and disrespectful language and/or behavior will not be tolerated.

**Attendance**
Regular attendance is expected. You are allotted one absence without penalty, each further absence will negatively impact your grade.

**Late Work**
All assignments are due according to the timeline established by the syllabus unless otherwise noted by the instructor. The maximum number of points awarded will decrease by ten percent for each business day that the assignment is late. Assignments will be accepted up to two days late.

**Informed Consent Statement for Counseling Courses**
Faculty members are dedicated to the educational, personal, and professional growth and development of our students. Faculty members are in a unique position as both instructors who assess students’
academic skills and members of the counseling profession with an ethical obligation to the profession. In both of these roles, it is the faculty’s responsibility to evaluate student competencies within the realm of professional counseling and to address any concerns regarding students’ professional competence. As such please be aware of the following information regarding this course:

- The counseling profession encourages that counselors fully integrate their own personal attributes and identity, as well as their strengths and weaknesses, into therapeutic processes. Therefore, self-awareness is critical because this knowledge relates to being an effective therapist.
- There will be an emphasis in many courses on self-awareness/exploration, as well as giving feedback to peers. Although uncomfortable at times, we encourage students to be open to self-exploration, since we frequently ask clients to do so.
- At times, class may include experiential and self-awareness exercises. It is important to distinguish between sharing one’s emotional reactions to such experiential class activities and revealing information about one’s personal history. Self-disclosure of personal history is not required in order to successfully pass any course; however, students may be expected to share their reactions to experiential activities.
- Self-disclosures will not be used as a basis for grading in any course. However, should a student disclose information indicating impairment or the potential for harm to clients, the faculty member may take appropriate action in accordance with the ACA Code of Ethics (2014).
- Students often experience personal growth as they progress through the program. However, the courses are not meant to be a means of personal therapy. The focus in classes is on self-awareness and the enhancement and growth of necessary counselor skills.
- Please be aware that, although all instructors strive to create a safe environment for any personal disclosures, we cannot guarantee that other students will maintain the confidentiality of any such disclosures that are made.
- It is each student’s responsibility to determine an appropriate level of self-disclosure (i.e. the content and depth of personal information that you share) in experiential learning activities.

Psychology and Counseling Retention Policy
Faculty, training staff, supervisors, and administrators of the Psychology and Counseling graduate programs at the University of Texas at Tyler have a professional, ethical, and potentially legal obligation to: (a) establish criteria and methods through which aspects of competence other than, and in addition to, a student-trainee’s knowledge or skills may be assessed (including, but not limited to, emotional stability and well-being, interpersonal skills, professional development, and personal fitness for practice); and, (b) ensure, insofar as possible, that the student-trainees who complete our programs are competent to manage future relationships (e.g., client, collegial, professional, public, scholarly, supervisory, teaching) in an effective and appropriate manner. Because of this commitment, and within the parameters of our administrative authority, our faculty, training staff, supervisors, and administrators strive not to advance, recommend, or graduate students or trainees with demonstrable problems (e.g., cognitive, emotional, psychological, interpersonal, technical, and ethical) that may interfere with professional competence to other programs, the profession, employers, or the public at large.

As such, within a developmental framework, and with due regard for the inherent power difference between students and faculty, students and trainees should know that the faculty, training staff, and supervisors of our programs will evaluate their competence in areas other than, and in addition to, coursework, seminars, scholarship, or related program requirements. These evaluative areas include, but are not limited to, demonstration of sufficient: (a) interpersonal and professional competence (e.g., the ways in which student trainees relate to clients, peers, faculty, allied professionals, the public, and
individuals from diverse backgrounds or histories); (b) self-awareness, self-reflection, and self-evaluation (e.g., knowledge of the content and potential impact of one’s own beliefs and values on clients, peers, faculty, allied professionals, the public, and individuals from diverse backgrounds or histories); (c) openness to processes of supervision (e.g., the ability and willingness to explore issues that either interfere with the appropriate provision of care or impede professional development or functioning); and (d) resolution of issues or problems that interfere with professional development or functioning in a satisfactory manner (e.g., by responding constructively to feedback from supervisors or program faculty; by the successful completion of remediation plans; by participating in personal counseling/therapy in order to resolve issues or problems). [Adapted from the Comprehensive Evaluation of Student-Trainee Competence in Professional Psychology Programs statement developed by the Student Competence Task Force of the APA Council of Chairs of Training Councils (CCTC), (http://www.apa.org/ed/graduate/cctc.html), approved March 25, 2004. (2012-2014 Graduate Catalog)

Evaluating Student Fitness and Performance

Members of the faculty, using professional judgment, continuously evaluate each student’s fitness and performance. Students receive information related to their fitness and performance from faculty members, their advisors, and their supervisors. The criteria used by the faculty to make such judgments include instructor’s observations of course performance, evaluations of students’ performances in simulated practice situations, supervisors’ evaluations of students’ performances in practice situations, and the disciplines’ codes of ethics. Students are formally evaluated at least annually by the program faculty. Detailed information about procedures for student evaluations, progress review, retention, and for addressing concerns about student progress are available at the department website: http://www.uttyler.edu/psychology/.

Students who are not making satisfactory progress or who are not meeting program standards should consider withdrawing from the program. In this context, the term “unsatisfactory progress in the program” refers to an academic judgment made regarding the student’s fitness and performance. It is a determination that the student has failed to meet academic and/or professional standards.

Course Expectations

Students are strongly encouraged to read The University of Texas at Tyler’s Graduate Catalog especially regarding issues such as academic grievance, plagiarism and cheating, etc. The policies stipulated in the catalog will be strictly enforced.

Please turn all cell phones, pagers, and other electronic equipment to off, silent, or vibrate during face-to-face and synchronous classes. To create a respectful class environment, please refrain from texting, checking messages, etc. In the case of an emergency, please alert the instructor prior to class.

Papers and presentations are expected to follow APA format. Please see Blackboard course content or the APA Publication Manual, 6th edition, for more information. If you do not have a copy of the APA Manual, *purchase one*.

Many assignments for this course will be electronically submitted through a plagiarism checker. It is strongly suggested that students check their papers for plagiarism and grammatical errors and make any necessary adjustments before submitting them. For help writing papers without plagiarism, please consult the APA Manual, 6th edition, or visit the Writing Center.

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.

**Student 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.

**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:

- 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 the 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
Student Accessibility and Resources:
In accordance with Section 504 of the Rehabilitation Act, Americans with Disabilities Act (ADA) and the ADA Amendments Act (ADAAA) the University of Tyler at Texas offers accommodations to students with learning, physical and/or psychological disabilities. If you have a disability, including non-visible a 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](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 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](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 email) 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 dishonest, 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.

a. “Cheating” includes, but is not limited to:
   a. copying from another student’s test paper;
   b. using during a test materials not authorized by the person administering the test;
   c. failure to comply with instructions given by the person administering the test;
   d. 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 un-administered test, test key, homework solution, or computer
program; using, buying, stealing, transporting, or soliciting in whole or part the contents of an unadministered test, test key, homework solution or computer program;
e. 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;
f. divulging the contents of an examination, for the purpose of preserving questions for use by another, when the instructor 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;
g. substituting for another person, or permitting another person to substitute for oneself to take a course, a test, or any course-related assignment;
h. 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, homework solution, or computer program;
i. falsifying research data, laboratory reports, and/or other academic work offered for credit;
j. 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
k. 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.

b. “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.
c. “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.
d. All written work that is submitted will be subject to review by SafeAssign™, available on Blackboard.

UT Tyler Resources for Students
1. UT Tyler Writing Center (903.565.5995), writingcenter@uttyler.edu
2. UT Tyler Tutoring Center (903.565.5964), tutoring@uttyler.edu
3. 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.
4. UT Tyler Counseling Center (903.566.7254)

CEP Vision and Mission and Program Standards

Vision
The College of Education and Psychology is nationally recognized and respected for its academic programs and opportunities. It is a center of academic excellence, scholarly inquiry, and public service. The College prepares leaders to meet the critical challenges of the 21st Century, to make significant contributions to local and global communities, and to work toward individual and cultural equity.

Mission
The mission of the College of Education and Psychology is to provide a positive environment that fosters the acquisition of knowledge and skills. The mission is individually and collectively realized through a community of scholars that contributes to knowledge through scholarly inquiry; organizes
knowledge for application, understanding and communication; and provides leadership and service. Additionally, the College is committed to affirming and promoting global perspectives, cultural diversity, and respect for individual differences as a means of enhancing learning, service, and scholarship.

**Appendix A**

**Classroom Guidance Lesson Rubric**

Title of Lesson (indicate age range for which lesson is intended): (5 Points)

Brief Statement of the Purpose of the Lesson: (5 Points)

Three Learning Objectives: (15 Points)
- These learning objectives should be written in SMART terms (Specific, Measurable, Attainable, Realistic and Time Oriented)
- Link each of your objectives with an American School Counseling Association (ASCA) Standard

Describe the lesson in detail: (25 Points)
- What will you be doing?
- What will students be engaging in (activities, etc.)?
- What materials will you need?
  - Make sure to attach materials to this proposal and appropriately site them (i.e., videos, handouts, discussion questions, instructions for group work, etc.)

This lesson should be detailed enough that if you were to give it to a school counselor with the materials he/she would be able to conduct the lesson and understand how to do so from start to finish.

**You are welcome to get as creative as you would like with this project. You can use Prezi, other forms of on line presentation, video record yourself conducting a lesson, develop a computer based module, or stick to a written lesson. Just be sure to cover the areas described above.**