

AMBERTON UNIVERSITY
e-COURSE SYLLABUS

CSL6833.E1 Counseling Children and Adolescents
Spring 2025

PROFESSOR INFORMATION:

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COURSE INFORMATION:

CSL6833.E1 Counseling Children and Adolescents
Level: Graduate
Beginning Date of Session: Saturday, March 15, 2025
Ending Date of Session: Thursday, May 22, 2025

Student access available to the Student Portal: Saturday, March 15.

Students enrolled in distance learning courses are not assessed any additional fees for security or identity verification.

COURSE PREREQUISITES:

None

TEXTBOOK(S) AND REQUIRED MATERIALS:

Title: Counseling Children and Adolescents; Connecting Theory, Development, and Diversity t
Author: Smith-Adcock, Sondra & Tucker Catherine
Publisher: Sage
Year Published: 2023d
Edition: 2nd
ISBN: 13: 978-1544385990
Price: Available at <http://amberton.ecampus.com>

Amberton University has an agreement with eCampus.com to provide a full-service online bookstore to students. The Amberton University Virtual Bookstore is accessible through the University's website, www.Amberton.edu. There is also a bookstore link in the Student Portal.

The AU Virtual Bookstore provides an easy-to-use interface, online buyback of books, and same day shipment of most titles with an average delivery time of 2-3 days depending on the student's location. Textbook options include new, used, rental, and electronic media as available.

Since no books are sold on campus, students should plan accordingly and purchase their books in advance of the first day of class, allowing time for shipping. Be certain you are enrolled in the course before purchasing your book(s). All textbook information (Title, Author, ISBN, etc.) is available in the course syllabi so students can shop competitively. Most textbooks can be purchased from many different textbook vendors. Some textbooks may only be available on the University's Virtual Bookstore. Students should be careful to obtain the exact resource(s) required for the course.

LINKS TO COUNSELING HANDBOOKS

MA in Professional Counseling

https://amberton.edu/wp-content/uploads/2023/12/LPC_Handbook_2023_2024.pdf

MA in Marriage and Family Therapy

https://amberton.edu/wp-content/uploads/2023/06/MFT_Handbook_2023_2024.pdf

MA in School Counseling

APA Requirement

APA (American Psychological Association) style is most commonly used to cite sources within the social sciences. This resource, revised according to the 7th edition, offers examples for the general format of APA research papers, in-text citations, endnotes/footnotes, and the reference page. For more information, please consult the *Publication Manual of the American Psychological Association*, (7th ed.). All coursework at Amberton University will comply with the standards contained in the APA Publication Manual.

SCHOOL COUNSELING PROFESSIONAL CERTIFICATE PROGRAM CHANGE

Beginning Fall 2019, there will be three practicums: CSL6870, CSL6875, AND CSL6880. The TExES (Texas Examination of Educator Standards) must be passed before enrolling in CSL6870. The TExES application form and practice tests are located in the TExES Review Course in Moodle. The Application and Contract are required at the first meeting of CSL6870 Practicum I and are in the Review Course. Effective September 1, 2019, the Master of Arts School Counseling degree will be a forty-eight (48) hour degree program for students entering the program

COURSE COMPETENCIES:

The following represents the course competencies for this class. Competencies are equivalent for all lecture and distance learning courses. Following each competency is the assignment used to gain mastery of this area of study.

The course addresses the major issues related to counseling children and adolescents within a developmental, familial, and social framework. A conceptual model for treatment planning, clinical assessment and protocols are discussed including areas of developmental adjustment, abuse and neglect and individual interpersonal issues. Treatment approaches will include an examination of behavioral, art and play therapy options. Issues of professional practice include codes, ethical standards, documentation and safe practice counseling children and adolescents.

UPON COMPLETION OF THE COURSE, THE STUDENT WILL BE COMPETENT IN:

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| 1. Thinking critically about what it means to grow up in the 21st century. |
| 2. Describing a developmental perspective for counseling with children. |
| 3. Describing a developmental perspective for counseling with adolescents. |
| 4. Exploring the relevance of growing up in an abusive and/or neglectful environment. |
| 5. Developing a conceptual framework for assessment and treatment planning with children, adolescents, and their families. |
| 6. Developing a conceptual model for collaborating with social institutions and communities in providing counseling services for children, adolescents, and their families. |
| 7. Developing skills sets for working both individually and in groups with children, adolescents, and their families, utilizing the diagnostic criteria of Diagnostic and Statistical Manual of Psychological Disorders. |
| 8. Discussing appropriate codes and policies to provide ethical, safe counseling for children and adolescents. |
| 9. Including parents and families in the overall treatment of issues in children and adolescents. |
| 10. Clarifying protocols for addressing serious developmental, behavioral, or interpersonal issues that the profession has identified as being high priority, expressly including knowledge of dyslexia and related concerns educationally. |
| 11. Writing and maintaining appropriate documentation of counseling work with children and adolescents. |
| 12. Addressing issues related to developing one's own clinical style for counseling with children and adolescents. |
| 13. Investigating professional issues that arise across various treatment settings. |
| 14. Identifying the value of utilizing play therapy with children. |
| 15. Researching developmentally appropriate play-based therapeutic interventions to be used with children. |
| 16. Developing child-focused treatment plans that include necessary parental psychoeducational components, empowering the child and their family towards health and healing. |

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| 17. | Incorporating expressive arts strategies into work with children and adolescents. |
| 18. | Developing cognitive behavioral approaches to practice with children, adolescents, and families. |

COURSE POLICIES:

(Privacy and Confidentiality in the Classroom: One of the highlights of the Amberton University academic experience is that students can draw upon workplace examples in class discussions and in their written work. However, it is imperative that students not share information that is confidential, privileged, or proprietary in nature.

Written Assignments: Use the Moodle format to submit written assignments. Include your name and assignment # in the subject line. It is highly recommended to turn work in earlier than the scheduled due date to avoid any technical difficulties. Technical difficulties are not an excuse for late assignments. All written assignments are due by 11pm on the designated due date.

Late Work: Assignments are due by 11pm on the designated day. If these are turned in after 11pm, (but within 24 hrs. will receive a 30% grade deduction. If assignments are turned in between 24-48 hours late, you will receive a 50% deduction. If it is later than 48 hours, the assignment will not be accepted. Also, please note that all assignments must be submitted in a readable Microsoft Office file type (i.e. .doc). No credit will be awarded for an assignment in an unreadable or incompatible file format. Please feel free to reach out and arrange any accommodations you need in order to promote your success submitting assignments.)

Students' Responsibilities

This syllabus contains information, policies, and procedures for a specific course. By enrolling, the student agrees to read, understand, and abide by the policies, rules, regulations, and ethical standards of Amberton University as contained in the current university catalog and schedule of classes.

Attendance Policy:

Regular and punctual class attendance and engagement is expected at Amberton University. In case of an absence, it is the student's responsibility to contact the professor as soon as possible. If a student intends on withdrawing from a course, it is the student's responsibility to follow the university's policy on formally withdrawing from a course. **Ceasing to attend classes does not constitute an official withdrawal.**

Attendance in a lecture course is defined as punctual arrival to, and engagement in, a full lecture session. A Student in a lecture course missing more than 20% (two class periods for weekday classes or one class period for Saturday classes) of the class meetings may be assigned a grade of an "F" or withdrawn at the discretion of Amberton University.

Attendance in a distance learning course is defined as active participation in the weekly online class sessions. "Active participation" can be defined as: submitting an academic assignment, taking an exam, engaging in an interactive tutorial, participating in an online discussion forum (or chat session), or initiating (or responding to) a communication with a faculty member about an academic assignment or the subject matter of the course. A student not meeting these requirements may be assigned a grade of an "F" or withdrawn at the discretion of Amberton University.

Plagiarism Policy

Plagiarism is the presentation of someone else's work as though it were your own. If you use another person's words, ideas, or information; or if you use material from an outside source – whether a book, magazine, newspaper, business publication, broadcast, speech, or electronic media – you must acknowledge that source. Plagiarism is a violation of the University's code of student ethical conduct and is one that is taken seriously. Amberton University operates on an honor system; therefore, honesty and integrity are essential characteristics of all who are associated with the institution. All Amberton students are expected to abide by the honor system and maintain academic integrity in all their work. Amberton University and its instructors monitor student work for plagiarism and reserve the right to submit such work to technology-based plagiarism detection services and applications at any time.

Self-plagiarism means reusing work that you have already published or submitted for a class. It can involve:

- Resubmitting an entire paper
- Copying or paraphrasing passages from your previous work

Self-plagiarism misleads your readers by presenting previous work as completely new and original. Students may not submit the same paper in substance in two or more classes without prior written permission of the instructors involved.

Amberton University students who use Artificial Intelligence (AI) generated content must adhere to the following policies:

Originality: Students must avoid presenting AI generated content as their own original work. It is essential to acknowledge the involvement of AI in the content creation process in order to maintain academic and ethical standards.

Paraphrasing: When using AI generated content, students must rephrase and/or modify the generated text. Paraphrased AI generated content should also be properly cited.

Acknowledgement: When using AI generated content in any assignment, proper credit must be given to the AI system that generated the content. <https://apastyle.apa.org/blog/how-to-cite-chatgpt>

Students agree that by taking this course, all required assignments may be subject to submission for a textual similarity review to Turnitin.com for the detection of plagiarism and self-plagiarism. All submitted papers will be included as source documents in the Turnitin.com reference database solely for the purpose of detecting plagiarism in future papers. Use of Turnitin.com service is subject to the Usage Policy posted on the Turnitin.com website.

Turnitin is a writing improvement and plagiarism prevention tool which uses special algorithms, to compare text-based student submissions to the Turnitin database and other online sources. Turnitin produces a detailed **similarity report** that can be customized and viewed by instructors and students.

Turnitin “Draft Coach” is a Google based add-on to Turnitin which supports students in developing high-quality academic writing; and serves as an integrity coach. Draft Coach helps address errors and improve the quality of student’s writing by highlighting grammar mistakes, identifying incorrectly cited sources, and scanning for similarity across several databases. By providing formative feedback on how to address citation issues, incorrect grammar, and matches with the Turnitin database, Draft Coach provides explanations to help students become more confident writers, capable of producing higher quality work both in academics and in the workplace.

COURSE OUTLINE AND CALENDAR:

This is an online course, but there will be optional zoom sessions held throughout the semester in order to clarify expectations or extend on the concepts covered in the textbook and course activities.

This comprehensive online graduate course is designed to equip students with both theoretical and practical knowledge in child and adolescent counseling. The class is divided into two distinct phases to provide an in-depth understanding of developmental and counseling processes.

In the initial phase, students will explore the sequential developmental stages of children, gaining insights into the emotional, cognitive, and social growth that spans from early childhood through young adulthood. This foundational knowledge will serve as a crucial framework for understanding the unique challenges and strengths that children and adolescents experience during these stages.

The second half of the course will delve into various counseling modalities tailored to children, teens, and young adults. Students will learn about evidence-based strategies and interventions that effectively address the diverse needs of this population. There will be a strong emphasis on supporting neurodiverse clients, including those with Autism Spectrum Disorder, Attention Deficit Hyperactivity Disorder (ADHD), and Dyslexia. Through case studies and practical applications, students will develop the skills necessary to foster an inclusive and supportive counseling environment.

By the end of the course, participants will be prepared to provide effective counseling to children and adolescents, employing a comprehensive understanding of their developmental processes and tailored approaches to meet their unique needs.

| Week | Topic | Assignment | Competencies Covered | Due Date |
|---------------------------------|--|--|----------------------|--|
| March 15-21 | Chapter 1 Historical and Contextual Trends and Counseling Children and Adolescents | Discussion 1 Begin Dyslexia Learning modules, working at your own pace to be submitted any time throughout the semester, but no later than May 17 th | 1 | See Discussion Post Guidelines in Moodle |
| March 22-28 | Chapters 10 & 11 Young Children (ages 0-4 & 5-8) | Discussion 2 | 2, 10 | See Discussion Post Guidelines in Moodle |
| March 29- April 4 | Chapters 12 & 13 Older Children (ages 9-11 & 12-14) | Discussion 3 Case Study 1 | 2, 3, 10 | See Discussion Post Guidelines in Moodle Case Study 1 due |
| April 5- 11 | Chapters 14 & 15 Older Adolescents/ young adults ages 15-19, 18-24 | Discussion 4 | 2, 3, 10, 11, 15 | See Discussion Post Guidelines in Moodle |
| April 12- 18 | Chapters 2 & 4 Legal Issues & The Therapeutic Alliance | Discussion 5 | 4, 5, 6, 12 | See Discussion Post Guidelines in Moodle |
| April 19-25 HAPPY EASTER | Chapter 3 Attachment & Trauma | Discussion 6 Case Study 2 | 5, 6, 13, 17 | See Discussion Post Guidelines in Moodle |
| April 26-May 2 | Chapters 5 & 6 Psychodynamic & Humanistic Theories | Discussion 7 | 5, 6, 14 | See Discussion Post Guidelines in Moodle |
| May 3-9 | Chapters 7 Cognitive/Behavioral Theories | Discussion 8 Case Study 3 | 7, 8, 9, 14 | See Discussion Post Guidelines in Moodle |
| May 10- 16 | Chapters 8, & 9 Family Systems, & Constructivist Approaches | Discussion 9 Final Project | 7, 8, 9, 14 | See Discussion Post Guidelines in Moodle |
| May 17- 20 | Reflections Week | Discussion 10 Dyslexia Learning Modules | 1, 2, 3, 8, 15, 16 | See Discussion Post Guidelines in Moodle |

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| | | | | Dyslexia Learning Modules due May 17, 11pm |
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GRADING CRITERIA:

- 10 Discussion posts (10 @ 3 points= 30 points)
- Completed Dyslexia Learning Modules= 10 points
- Case Studies (10 @ 3 points each= 30 points)
- Parent Child Interview Project (Final Exam) = 30 points
- =Total of 100 possible points

(*Notice: Grades are based on cumulative points and not assignment averages.)

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| Graduate | |
| 92 – 100 | A |
| 82 – 91 | B |
| 72 – 81 | C |
| 62 – 71 | D |
| Below 62 | F |

GRADE NOTIFICATION AND INSTRUCTOR FEEDBACK:

A successful distance learning experience requires a flow of communication between instructor and student throughout the session. Instructor comments are considered essential to the learning process. Therefore, each assignment/exam submitted will be reviewed, graded, and returned to the student in a timely manner along with the appropriate commentary. Students should carefully review all comments.

Final grades are processed approximately one week after the last day of the session and may be located in the My Grades section of the online registration portal as well as being emailed to the student’s Amberton University email. Amberton University staff will not release grades over the phone. University instructors will not leave a message with comments or grades in any type of media that is not secure.

For questions regarding grades after the semester has ended, students should use their university email account and contact the instructor at the faculty email address as provided above in *Professor Information* area.

Incomplete Grades

An “I” (incomplete grade) is given at the discretion of the professor and may be given only when an emergency or illness prevents the student from completing course requirements. Should an “I” be granted, the student has 30 days from the end of the session to complete the conditions of the incomplete. An “I” which is not properly removed within 30 days following the session enrolled will become an “F” grade.

How To Withdraw From a Course

To be official, the class withdrawal must be in writing and signed by the student requesting the withdrawal; no withdrawal is accepted verbally. Please review the “Schedule of Classes” (online or in-print) for procedures for class changes or withdrawals and the refund policy and schedule.

COURSE DELIVERY METHODOLOGY:

This course is offered as a distance-learning course through the Moodle Learning Platform. Amberton’s distance learning courses, called e-Courses, are identical to classroom courses in terms of learning outcomes, competencies, and instructor expectations. A student choosing to take an e-Course must have the following skills and technical capabilities:

1. Access to the Internet
2. General knowledge in:
 - Internet browser settings and configuration
 - e-mail and file attachments
 - Uploading and downloading files
 - Using a word processing package
3. Ability to conduct on-line research

Students who have not mastered these skills should not enroll for this course but should consider enrolling in MIS2110 Computer Concepts and Internet Technologies for instruction in these areas.

HOW TO ACCESS YOUR COURSE:

Through the Amberton University Student Portal

Students enrolled in distance learning courses using the Moodle Learning Platform may access the course through the Amberton University Student Portal. The site may be accessed through the University's main page (<http://www.Amberton.edu>) or at <http://apps.Amberton.edu>. After selecting the "Student Portal" link, you will be prompted for a Username and Password.

Use your assigned **username and password** (AUID) as described below to enter the AU Student Portal:

Username = your capitalized firstname **initial**+lastname+last 3 digits of your SSN.

* Use your name exactly as it is listed on the University's records, including any suffixes or hyphenations, such as Jr, Sr, or II, as a part of your username.

For example: James Jones, Jr. SSN: 123-45-6789
Username: JJonesJr789

Password = your Amberton University ID# (AUID) including the dashes

For example: 04-999-999

Once your login has been validated, you may select from a variety of menu options, including your individual E-Course, email account, Remote Research, General Tools, all Syllabi and Research Tutorials.

If you are accessing the Student Portal from a public or shared computer, close the browser completely when finished, or click on the Logout button. For security purposes, no other person should have access to your Username or Password. If you feel your information has been compromised or if you experience technical difficulties, contact the e-course system administrator at: e-sysop@amberton.edu

If you have lost or do not know your Amberton ID#, please contact the Student Services Office 972/279-6511 or advisor@Amberton.edu for a replacement AUID card. You must know your Amberton ID# to gain access to the course and to send email to your professor.

Through the Amberton University Moodle Website

Students enrolled in distance learning courses using the Moodle Learning Platform may also access the course by going to: <http://moodle.Amberton.edu>

For those utilizing Moodle for the first time, the **username and password** for the Moodle Learning Platform will be emailed to the student's University email account prior to the start of the course. For those returning to Moodle who do not remember their username and password, click on the link "*Forgotten your username or password*" available on the Moodle log in page (<http://moodle.Amberton.edu>). Otherwise use the same username and password as previous session.

Moodle Tutorial:

Upon successful log in and access to the Moodle learning platform, there is a *Student Moodle Tutorials* course available, to learn about the basics of Moodle. Simply click on the link for the *Student Moodle Tutorials* and read through the various learning topics: Navigating; Communicating; Assignments & Exams; Grades; and Student Resources.

COURSE COMMUNICATIONS:

Students will communicate with faculty through the Moodle Learning Platform or the Amberton University email system.

Email Communication

Each student enrolled is assigned an Amberton email account, which gives the student access to the Amberton email system (my.Amberton.edu). This email account is provided by Google Apps for Education. Students are encouraged to check their email regularly for University news, notices, and to communicate with instructors.

The student's assigned email address would be Username@my.Amberton.edu

Example: LJones-Smith789@my.Amberton.edu

The student Username is determined by:

firstname initial+lastname+last 3 digits of student ssn.

For example: Linda Jones-Smith SSN: 123-45-6789
Email Address = LJones-Smith789@my.Amberton.edu

Students will be prompted for a Username and Password when accessing their email account. Use the Username portion of the email address as the username (Example: LJones-Smith789) and your Amberton ID# (including the dashes) as the password.

If you already have a Google Gmail account, you might be prompted to add this account to your current account. Click 'Yes' and you will be logged into your my.Amberton.edu email account. It will be a separate email account from your personal Gmail account.

If you need assistance with your email account, please visit <https://support.google.com/mail>

Students are responsible for reviewing the "Communication Guidelines" provided on the individual E-Course for specific instructor requirements.

Upon completion of a session, all communication and course specific information is removed from the Moodle system. If a student needs to maintain a record of communications or assignments, the student is strongly encouraged to print out or download these items to a disk for their own records.

FORMAT AND SUBMISSION OF ASSIGNMENTS:

Assignments are to be submitted to the appropriate assignment Drop Box in the Moodle system. Specific directions and guidelines for submission of assignments are located on-line in the "Communication Guidelines" of the e-course. Due to compatibility issues, Office 2007 files cannot be read by earlier versions of Microsoft Office. Before submitting an exercise file, confirm the file is in the proper format for grading by the instructor.

INSTRUCTOR/COURSE EVALUATION:

Each session, all Amberton students are provided with the opportunity to evaluate their courses and instructors. The evaluation process is an important one and provides students with an anonymous and confidential way to give meaningful feedback to the University. Summary information and comments are provided to faculty after the close of the session. All information provided is anonymous.

The Instructor/Course Evaluation will be open for completion during week 9 of the session. An evaluation assignment will be placed in week 9 of the Moodle course, along with the instructions on how to complete the evaluation. Prior to week 9, the University will send out an email containing instructions and dates for the evaluation period.

TEXAS EDUCATION AGENCY COMPETENCIES

This course addresses the School Counselor Competencies set forth by the Texas Education Agency.

RESEARCH RESOURCES:

The Library provides access to full-text, and peer reviewed articles, and digital research tools. Students can search Library holdings through the online catalog and databases search engines available on the Library website or browse the physical library space and holdings located at the Garland campus.

Research items not contained in the Amberton Library collection can be located through interlibrary Loan (ILL) or through the TexShare program with the help of the Library staff. Students with questions about available services, resources, or research, may contact the Library via email at Library@amberton.edu.

RESEARCH ACCESS:

Databases can only be accessed by authorized users, and students at Amberton must enter their Amberton ID credentials-same as Moodle login-to gain access when off-campus. Use an Amberton website, such as the University site (Amberton.edu) or the library site (Library.amberton.edu) to find links to databased and digital books. Online resources are available all day, every day.

Library Live Chat Feature

Library staff are available to assist students with research problems or questions during Library hours through a live online chat feature, telephone, email, "How-to" videos, or in person. The library telephone is (972-279-6511 ext. 185. You can email questions to library@amberton.edu or visit the library in person on the Garland campus for assistance.