

AMBERTON UNIVERSITY
SYLLABUS FOR LECTURE/CLASSROOM COURSE

CSL6833.21 Counseling Children and Adolescents
Summer 2025
Location: Frisco Center

PROFESSOR INFORMATION:

Name: Dr. Carla J. Moffitt, LPC-S
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COURSE INFORMATION:

CSL6833.21 Counseling Children and Adolescents
Level: Graduate
Beginning Date of Session: Saturday, June 14, 2025
Ending Date of Session: Thursday, August 21, 2025
The first class meeting is **Saturday, June 14, 2025**, in Room **1 of Frisco Center**)

All Monday-Thursday lecture classes begin promptly at 6:30 p.m.
All Saturday lecture classes begin promptly at **8:30 a.m.**

Holiday Closings:

Juneteenth Observance- There will be no classes held and no assignments due on Thursday June 19, 2025.

4th of July Holiday: There will be no classes held and no assignments due on Friday, July 4, 2025.

COURSE PREREQUISITES:

None

TEXTBOOK(S) AND REQUIRED MATERIALS:

Title: Counseling Children & Adolescents
Author: Ann Vernon and Christine J. Schimmell
Publisher: Cognella Academic Publishing
Year Published: 2024
Edition: 6th
ISBN: 13: 9781793585660
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 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 Clinical Mental Health 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

https://amberton.edu/wp-content/uploads/2024/10/School_Counseling_Handbook_2425.pdf

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:

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.
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:

All due dates are listed on Moodle. Always follow dates listed on Moodle. **Students are expected to meet all deadlines.**

Weekly assignments will receive a minimum penalty of one letter grade for all late work. No late weekly assignments will be accepted after seven (7) days.

The Amberton Attendance policy will be in effect for this in-person course.

Student's 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 DELIVERY METHODOLOGY:

This course is offered as a Lecture/Classroom course. This course requires that students meet at a designated time in the classroom.

Learning activities that will be used in the classroom include lecture, group presentations, oral reports, written reports, and a parent-child interview project.

COURSE OUTLINE AND CALENDAR:

All due dates are listed on Moodle. Always follow dates listed on Moodle. **Students are expected to meet all deadlines.**

Weekly assignments will receive a minimum penalty of one letter grade for all late work. No late weekly assignments will be accepted after seven (7) days.

The Amberton Attendance policy will be in effect for this in-person course.

Week	Topic	Assignment	Competencies Covered	Due Date
Week 1	Working With Children,	Chapter 1	Course Competencies	Consult Moodle Calendar for all

June 14 – 20 Meet on Frisco Campus – Room 1 – on June 14 @ 8:30 a.m.	Adolescents, and Their Parents: Practical Applications of Developmental Theory Counseling Children and Adolescents With Exceptionalities	Chapter 8	1 - 18	Assignments and Due Dates
Week 2 June 21 – 27	The Individual Counseling Process	Chapter 2	Course Competencies 1 - 18	Consult Moodle Calendar for all Assignments and Due Dates
Week 3 June 28 – July 4 Meet on Frisco Campus – Room 1 – on June 28 @ 8:30 a.m.	Play Therapy Guest Speaker Scheduled	Chapter 4	Course Competencies 1 - 18	Consult Moodle Calendar for all Assignments and Due Dates
Week 4 July 5 – 11	Creative Arts Interventions	Chapter 3	Course Competencies 1 - 18	Consult Moodle Calendar for all Assignments and Due Dates
Week 5 July 12 – 18 Meet on Frisco Campus – Room 1 – on July 12 @ 8:30 a.m.	Solution-Focused Brief Counseling Reality Therapy Rational Emotive Behavior Therapy Guest Speaker Scheduled	Chapter 5 Chapter 6 Chapter 7	Course Competencies 1 - 18	Consult Moodle Calendar for all Assignments and Due Dates
Week 6 July 19 – 25	Counseling Children and Adolescents from Diverse Backgrounds Counseling At-Risk Children and Adolescents	Chapter 9 Chapter 11	Course Competencies 1 - 18	Consult Moodle Calendar for all Assignments and Due Dates
Week 7	Working With Parents	Chapter 14	Course Competencies	Consult Moodle Calendar for all

July 26 – Aug. 1 Meet on Frisco Campus – Room 1 – on July 26 @ 8:30 a.m.	Working With Families	Chapter 15	1 - 18	<div>Assignments and Due Dates</div>
Week 8 August 2 – 8	Small Group Counseling	Chapter 13	Course Competencies 1 - 18	<div>Consult Moodle Calendar for all Assignments and Due Dates</div>
Week 9 August 9 – 15 Meet on Frisco Campus – Room 1 – on August 9 @ 8:30 a.m.	Trauma Counseling with Children and Adolescents Children and Challenges: Counseling from a Growth Mindset Perspective	Chapter 10 Chapter 12	Course Competencies 1 - 18	<div>Consult Moodle Calendar for all Assignments and Due Dates</div>
Week 10 August 16 - 21		Final Project Due (Parent-Child Case Study)	Course Competencies 1 - 18	<div>Consult Moodle Calendar for all Assignments and Due Dates</div>

GRADING CRITERIA:

Attendance & Participation	10%
Discussion Posts (5)	20%
Show & Tell Post (1)	10%
TEA Learn – Dyslexia Modules	15%
Group Presentation OR Individual Paper	20%
Final Project (Parent-Child Case Study)	25%

Total Points Possible: 100%

Graduate

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

GRADE NOTIFICATION AND INSTRUCTOR FEEDBACK:

Each assignment/exam submitted will be reviewed, graded, and returned to the student in a timely manner, along with appropriate commentary.

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 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" for procedures for class changes or withdrawals and the refund policy and schedule.

COURSE COMMUNICATIONS:

This course is offered as a lecture course; however, several technological options are available to faculty and students that can enhance communication both during the session and after the session has ended. The **Student Portal** is the gateway to email, Remote Research and General Tools. The Student Portal may be accessed through a link on the University's website, <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:

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 online course materials, email access, Remote Research, General Tools, all Syllabi, and Research Tutorials.

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 settings. 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>

The Amberton University Moodle Website

Students enrolled in this course will also be using the Moodle Learning Platform, with access available through the Student Portal or 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 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.

INSTRUCTOR/COURSE EVALUATION:

Each session, all Amberton students are requested to evaluate their courses. 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. Students' identities are not disclosed.

Students will be notified through the Amberton email system of the Course Evaluation procedures. Usually, the evaluations take place in class during week 9 of the session. Please take advantage of this opportunity and participate in the evaluation process.

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.

Microsoft Office 365 Education:

Amberton University students have access to a license for Office 365 Education, a comprehensive suite of productivity tools. This package includes:

- Microsoft Word for document creation
- Excel for spreadsheets and data analysis
- PowerPoint for presentations
- OneNote for digital note-taking
- Microsoft Teams for collaboration
- Additional classroom tools to enhance your learning experience

To set up your student account and access these resources, please follow the instructions provided in our step-by-step guide: https://amberton.edu/wp-content/uploads/2025/01/Office365_Setup_Students.pdf

Google Workspace for Education:

All students are assigned a Gmail account in Google Workspace for Education.

To set up your student account and access these resources, please follow the instructions provided in our step-by-step guide: https://amberton.edu/wp-content/uploads/2025/01/Google_Drive_Students.pdf

Once logged into your student account, you'll have access to a suite of tools designed to enhance your learning experience:

- Google Docs: Create and edit essays, reports, and other written assignments
- Google Slides: Develop engaging presentations for projects and class discussions
- Google Sheets: Perform data analysis, create charts, and manage calculations
- Google Drive: Store, organize, and easily access all your files in the cloud
- Google Calendar: Schedule study sessions, track assignment deadlines, and manage your academic timetable
- Google Keep: Take and organize quick notes during lectures or study sessions
- Google Meet: Attend virtual classes, participate in group study sessions, or meet with teachers
- Google Classroom: Access course materials, submit assignments, and receive feedback from instructors
- Google Forms: Create surveys for research projects or participate in class quizzes
- Google Sites: Build websites or digital portfolios to showcase your work