

AMBERTON UNIVERSITY
e-COURSE SYLLABUS

CSL6833.E1 Counseling Children and Adolescents
Fall 2026

PROFESSOR INFORMATION:

Professor: Kimberlee Flatt, PhD, LPC, LBA
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COURSE INFORMATION:

CSL6833.E1 Counseling Children and Adolescents
Level: Graduate
Beginning Date of Session: Saturday, September 12, 2026
Ending Date of Session: Thursday, November 19, 2026

Student access available to the Student Portal: Saturday, September 12, 2026.

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

PREREQUISITES:

None

TEXTBOOK(S) AND REQUIRED MATERIALS:

Title: Counseling Children and Adolescents: Connecting Theory, Development, and Diversity
Author: Smith-Adcock, Sondra & Tucker, Catherine
Publisher: Sage
Year Published: 2023
Edition: 2nd
ISBN: 13: 9781544385990
Price: Available at <http://amberton.ecampus.com>

Title: Mindful Moments: Meditations & Coloring with ACT Therapy Metaphors to Anchor Your Mind
Author: Dr. Kimberlee Flatt
Publisher: BookBaby
Year Published: 2025
Edition: 1st
ISBN: 13: 9798317808501
Price: Available at <http://amberton.ecampus.com>

Title: More Mindful Moments: Meditations & Coloring with ACT Therapy Metaphors to Anchor Your Mind
Author: Dr. Kimberlee Flatt
Publisher: BookBaby
Year Published: 2025
Edition: 1st
ISBN: 13: 9798317817923
Price: Available at <http://amberton.ecampus.com>

Students should verify enrollment in course before purchasing textbooks. Textbook information and ordering options are available through the Amberton Virtual Bookstore. 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.

LINKS TO COUNSELING HANDBOOKS

MA in Clinical Mental Health Counseling

<https://amberton.edu/wp-content/uploads/2026/01/CMH-Handbook-1-5-26.pdf>

MA in Marriage and Family Therapy

<https://amberton.edu/wp-content/uploads/2026/01/MFT-Handbook-1-5-26.pdf>

MA in School Counseling

<https://amberton.edu/wp-content/uploads/2025/06/MA-SC-Handbook-June-2025.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:

This course addresses the major issues related to counseling children and adolescents within a developmental, familial, and social framework, with a focus on supporting both typical and neurodiverse learners. Students enrolled in children and adolescent counseling graduate programs will benefit from a conceptual model of treatment planning, clinical assessment, and protocols discussed in class, including areas of developmental adjustment, abuse and neglect, and individual interpersonal issues. The course applies to those pursuing a children and adolescent counseling certification, professional counseling, school counseling, or others who will work with children or adolescents in a therapeutic or educational setting. Treatment approaches will include an extension of behavioral, art, and play therapy options. Issues of professional practice include codes, ethical standards, documentation, and safe practice in 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. Compare historical social and economic patterns to recent trends experienced as adolescents transition to young adulthood.
5. Exploring the relevance of growing up in an abusive and/or neglectful environment.
6. Developing a conceptual framework for assessment and treatment planning with children, adolescents, and their families.
7. Developing a conceptual model for collaborating with social institutions and communities in providing counseling services for children, adolescents, and their families.
8. Developing skill sets for working with both individually and in groups with children, adolescents, and their families, utilizing the diagnostic criteria of diagnostic and statistical manual of psychological disorders.
9. Discussing appropriate codes and policies to provide ethical, safe counseling for children and adolescents.
10. Including parents and families and the overall treatment of issues and children and adolescents.
11. Clarifying protocols for addressing serious developmental behavioral or interpersonal issues that the profession has identified as being high priority.

12. Writing and maintaining appropriate documentation of counseling work with children and adolescents utilizing AI and technology to streamline processes, enhance accuracy, and ensure confidentiality.
13. Addressing issues related to developing one's own clinical style for counseling with children and adolescents.
14. Investigating professional issues that arise across various treatment settings.
15. Identifying the value of utilizing play therapy with children by researching developmentally appropriate play-based therapeutic interventions to be used with children.
17. Developing child focused treatment plans that include necessary parental psychoeducational components, empowering the child and their family towards health and healing.
18. Incorporating expressive art strategies into work with children and adolescents.
19. Developing cognitive behavioral approaches to practice with children, adolescents, and families.
21. Understanding the impact of artificial intelligence tools in assessing and supporting the mental health needs of children and adolescents.

ACQUIRED SKILLS

1. Therapeutic Treatment Planning for Children and Adolescents
2. Therapeutic Goal Writing for Children and Adolescents
3. TEA Dyslexia Continuing Education Certificate

COURSE POLICIES:

(Due dates for all assignments are provided at the beginning of the class. All assignments must be submitted by the due dates listed. Late assignments are unacceptable. Careful planning and close attention to detail is required to enable students to meet all deadlines. If a student falls behind and is unable to meet deadlines for course assignments, dropping the course may be recommended. Weekly Assignments are due according to the information listed on the Moodle page.

All assignments are due on Fridays at midnight. Assignments may be submitted in Word or Pages formatting only. Assignments submitted in PDF format will not be accepted. All assignments must be submitted by the due date listed for each assignment. In emergency situations, late assignments may be accepted with a 50% penalty for up to 7 days. No exceptions. This is a graduate-level course. Graduate-level work and professionalism will be expected at all times. By enrolling in and remaining in this course, you are indicating that you have read and accepted Dr. Flatt's course requirements and guidelines for professional conduct and have agreed to meet all deadline.)

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 online 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
Week 1 Sept. 12–18	Introduction to Child & Adolescent Counseling Developmental Foundations	Read assigned chapters. Complete all weekly Moodle assignments.	1, 2, 3	See Moodle for due dates. Optional Zoom Q&A: Wednesday, Sept. 16, 6:30 p.m.
Week 2 Sept. 19–25	Assessment, Treatment Planning, and Case Conceptualization	Read assigned chapters. Complete all weekly Moodle assignments.	6, 12, 17	See Moodle for due dates.
Week 3 Sept. 26–Oct. 2	Developmental Disorders, Neurodiversity, and DSM-5-TR Considerations	Read assigned chapters. Complete all weekly Moodle assignments.	2, 3, 8, 11	See Moodle for due dates. Optional Zoom Q&A: Wednesday, Sept. 30, 6:30 p.m.
Week 4 Oct. 3–9	Abuse, Neglect, Trauma, and Crisis Response	Read assigned chapters. Complete all weekly Moodle assignments.	5, 9, 11, 14	See Moodle for due dates.
Week 5 Oct. 10–16	Parents, Families, Schools, and Systems Collaboration	Read assigned chapters. Complete all weekly Moodle assignments.	7, 10, 14, 17	See Moodle for due dates.
Week 6 Oct. 17–23	Play Therapy, Expressive Arts, and Developmentally Appropriate Interventions	Read assigned chapters. Complete all weekly Moodle assignments. Personal Reflection Paper due Friday at 11:59 p.m.	13, 15, 18	See Moodle for due dates. Optional Zoom Q&A: Wednesday, Oct. 21, 6:30 p.m. Reflection Paper due Friday.
Week 7 Oct. 24–30	Cognitive Behavioral Therapy with Children and Adolescents	Read assigned chapters. Complete all	6, 17, 19	See Moodle for due dates.

		weekly Moodle assignments.		
Week 8 Oct. 31–Nov. 6	Ethics, Documentation, AI, and Professional Practice	Read assigned chapters. Complete all weekly Moodle assignments. Interview with Professional Counselor due Friday at 11:59 p.m.	9, 12, 14, 21	See Moodle for due dates. Interview due Friday.
Week 9 Nov. 7–13	Course Integration and Review	Complete all weekly Moodle assignments. Final Exam due Friday at 11:59 p.m.	1–21	See Moodle for due dates. Final Exam due Friday.
Week 10 Nov. 14–19	Course Wrap-Up and Looking Ahead	No additional assignments.	1–21	End of session: Thursday, Nov. 19, 2026.

GRADING CRITERIA:

10 Discussion posts or activity (10 @ 4 points= 40 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.)

Graduate

92 – 100 A

82 – 91 B

72 – 81 C

62 – 71 D

Below 62 F

GRADE NOTIFICATION AND INSTRUCTOR FEEDBACK:

Students should review instructor feedback provided through Moodle or Amberton CampusWeb Portal. Final grades are processed approximately one week after the session and may be viewed through the student portal. Grades will not be released by phone or through unsecured channels. 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 granted only at the professor's discretion for emergencies or illness.

Students have 30 days from the end of the session to complete the course requirements. If the conditions are not met within this 30-day window, the "I" automatically converts to an "F".

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 delivered through Moodle. Students are expected to have reliable internet access, basic computer skills, the ability to upload/download files, use Amberton email, and submit assignments in the required format. Students needing assistance should use the Amberton SSO support/ticket process.

HOW TO ACCESS YOUR COURSE:**SINGLE SIGN-ON (SSO) INSTRUCTIONS FOR AMBERTON UNIVERSITY:**

Students should access Amberton systems through the Single Sign-On portal at <https://sso.amberton.edu>. After logging in, students can access Moodle, Amberton email, CampusWeb, and other assigned applications. Students who need help accessing SSO should submit a support request through the SSO support option or contact support@amberton.edu.

MOODLE TUTORIAL:

Upon successful log in and access to the Moodle learning platform, there is a Student Moodle Tutorial course available, to learn about the basics of Moodle. Simply click on the link for the Student Moodle Tutorial 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:

Students are expected to use their Amberton email account and Moodle for course communications. Students must use their official university email account for all university related communication and should check their Amberton emails regularly for course and university notices.

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 must be submitted through the appropriate Moodle assignment link unless otherwise directed by the instructor. Students are responsible for submitting files in the format required by the instructor.

INSTRUCTOR/COURSE EVALUATION:

Students will have the opportunity to complete an anonymous course and instructor evaluation near the end of the session. Instructions and dates will be provided through Moodle and/or Amberton email.

RESEARCH RESOURCES:

The Amberton Library provides access to full-text articles, peer-reviewed databases, and research tools, with options like Interlibrary Loan (ILL) and TexShare for items outside its collection. For research assistance, students can connect with library staff during operating hours via email (library@amberton.edu), phone (972-279-6511 ext. 185), "How-to" videos, live online chat, or in person at the Garland campus. The online library is available through Single Sign On (SSO).

MICROSOFT OFFICE 365 EDUCATION:

Amberton University students may access Microsoft 365 Education resources as provided by the university.

GOOGLE WORKSPACE FOR EDUCATION:

Amberton students are assigned a Google Workspace for Education account, including Amberton Gmail, Google Drive, Google Docs, Sheets, and Slides. Students should use their Amberton Google account for course-related work when required.