
TENNESSEE TECH UNIVERSITY

College of Education
Counseling and Psychology

COUN 6385 Counseling Children and Adolescents *Tentative Course Syllabus*

Course Description

COUN 6385. *Counseling Children and Adolescents.* This course will focus on specific counseling strategies related to children and adolescents. Cognitive, social, emotional and physical domains of this population will be examined with assessment, preliminary diagnosis and treatment options for individuals as primary issues. Course will satisfy both national accreditation and state licensing requirements. (3 credit hours)

Instructor & Course Information

Instructor:

Katherine M. Hermann-Turner, Ph.D., PLPC, NCC

- Office: TJ Farr 303C
- Phone (O): 931-372-3057
- Phone (C): 361-331-5170
- E-mail: khturner@tntech.edu
- Office Hours: By Appointment

Course Information:

- Meeting Time & Location: Hybrid Format
- Zoom: Monday & Wednesday: 1PM – 3:50PM
- Online: Tuesday

Conceptual Framework



Conceptual Framework Statement

Prepare effective, engaging professionals through clinically rich, evidence-based programs with a network of mutually beneficial partnerships.

Prerequisites

Advanced graduate standing and permission from the instructor.

Texts and References

Required:

Vernon, A., & Schimmel, C. J. (2019). *Counseling children & adolescents* (5th ed.). Cognella Academic Publishing.
ISBN-13: 978-1516531196

Preston, J. D., O'Neal, J. H., Talaga, M. C., & Moore, B. A. (2021). *Child and adolescent clinical psychopharmacology made simple* (4th ed.). New Harbinger Publications.
ISBN-13: 978-1684035120

Other reading posted on iLearn as indicated on course syllabus

Tk20 assessment system. [Link to Tk20](#)

Recommended:

Bannik, F. (2010). *1001 Solution-focused questions* (2nd ed.). Norton.
ISBN-13: 978-0393706826

Vernon, A. (2002). *What works when with children and adolescents: A handbook of individual counseling techniques*. Research Press.

Vernon, A. (2009). *More what works when with children and adolescents: A handbook of individual counseling techniques*. Research Press.

IDEA Essential and Important Learning Objectives Associated to this Course

1. Learning to apply course material (to improve thinking, problem solving, and decisions).
2. Developing specific skills, competencies, and points of view needed by professionals in the field most closely related to this course.
3. Learning to apply knowledge and skills to benefit others or serve the public good.

Tk20 at TTU

TTU's College of Education uses Tk20, a comprehensive data and reporting system to improve our processes, manage student transition points, and track key assessments in program coursework. All students, regardless of affiliated major and college, enrolled in courses requiring Tk20 must purchase an account and submit the appropriate coursework. Failure to purchase Tk20 can result in a zero for Tk20 assignments and/or final course grade reduced a full letter. The one-time-only system cost is \$133.33 at the university bookstore, and your account is

valid for seven years. You will be asked to access Tk20 for a variety of tasks, including coursework, advisement, field/clinical experiences, portfolios, and key program assessments. Access the [TTU Tk20 website](#) for more details.

Course CACREP Objectives/Student Learning Outcomes

CACREP Standards			
Standard/Objective	Reading	Formative Assessment	Summative Assessment
5.G.1.d. models of school-based collaboration and consultation	<i>Counseling Children & Adolescents (CC&A)</i> Chapters 13, 14, & assigned articles	Quizzes Chap 13 & 14	Counseling Children & Adolescent Competency Paper
5.G.2.g. characteristics, risk factors, and warning signs of students at risk for mental health and behavioral disorders	CC&A Chapter 11	Quiz 11	Counseling Children & Adolescent Competency Paper
5.G.2.h. common medications that affect learning, behavior, and mood in children and adolescents	<i>Child and Adolescent Clinical Psychopharmacology Made Simple</i>	Medication Roundtable assignment	Counseling Children & Adolescent Competency Paper
5.G.2.i. signs and symptoms of substance abuse in children and adolescents as well as the signs and symptoms of living in a home where substance use occurs	CC&A Chapters 11 & assigned article	Quiz 11	Counseling Children & Adolescent Competency Paper
5.G.3.f. techniques of personal/social counseling in school or mental health settings	CC&A Chapters 5, 6, and 7	Quizzes 5, 6, & 7	Counseling Children & Adolescent Competency Paper

5.G.3.h. skills to critically examine the connections between social, familial, emotional, and behavior problems and academic achievement	CC&A Chapters 1- 3; 5 - 14	Quizzes 1-3; 5 - 14	Counseling Children & Adolescent Competency Paper
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Student Responsibilities

The following dispositions summarize the responsibilities accepted by the student participating in this course. Counseling and Psychology Graduate Program Information

1. **Scholarship** (mastery in coursework and competency in application)
2. **Responsibility** (acceptance of ownership of personal, academic, and professional development and behavior)
3. **Respect for Diversity** (recognition of the needs and values of individuals)
4. **Effective Communication** (ability to communicate clearly verbally and in writing, and to accept new ideas and constructive feedback)
5. **Reflection** (ability to asses one’s own decision making process and recognize consequences of behavior)
6. **Professional Behavior** (recognition of ethical, legal, and professional standards of conduct)
7. **Critical Thinking** (capability for critical thinking and real world problem-solving)

Major Teaching Methods

Instruction will consist of lecture, group participation, small reflection and writing assignments.

Special Instructional Platform/Materials:

- A. Course Requirements - iLearn, Tk20, Laptop/Computer
- This class will be delivered in hybrid format via Zoom, iLearn, and Tk20.
 - You must have access to the Internet, an up-to-date web browser and basic computer literacy.
 - If you are having difficulty accessing iLearn/Tk20 and retrieving information, taking tests, etc., immediately notify the Help Desk at 931-372-3975 for assistance.
 - You must use a standard word processor such as Word.
 - All assignments will be submitted electronically.
 - All course materials will be found in your texts, on iLearn, in scholarly articles, or through the Internet.

Grading and Evaluation Procedures

The following assessment procedures will be used to evaluate students’ knowledge of the course.

Evaluation and Assessment Procedures

Assignment	Weight
Chapter Quizzes	25%
Discussion Forum	20%
Medication Roundtable	5%
Special Topic Presentation	30%
Counseling Children and Adolescent Competencies Paper	20%
Total	100%

All course requirements will be used to determine student’s achievement of the course objectives listed under section “assignments and related policy” of this syllabus. All required assignments would be given a specific grade. Final course grades will incorporate the grading system as follows:

Grading Scale

A	93 -100
B	85 – 92
C	77 – 84
D	69 – 76
F	<68

A grade of an A or B demonstrates Competency Skills level, while any grade C and below does not. In addition, a grade of an "I" is given only when a valid rationale for such a grade is presented and terms for completion of the course are agreed upon.

Late Assignments

All submitted work is final. Your submissions should reflect your best professional effort. **All assignments should be completed on or before the announced due date.** Ten points will be deducted from an assignment each day it is late. It is the student’s responsibility to ensure assignments are submitted on time.

Assignment Format

ALL assignments should be typed, double-spaced, 12-point Times New Roman font, and adhere to APA guidelines (APA Publication Manual, 7th ed.). Assignments not meeting these minimum standards will be returned and counted as late.

Academic Misconduct Policy

Tennessee Tech University Student Handbook – Plagiarism (Academic Regulations)

Cheating on quizzes and exams or other course work also violates the TTU academic misconduct policy. You can find more information about TTU's Academic Integrity Policy at <http://www.tntech.edu/ttustudenthandbook/academic-regulations/>. Academic misconduct undermines the integrity of the academic process, and cannot be tolerated in an institution of higher learning. Therefore, students who participate in academic dishonesty may receive an "F" or a "0" for the assignment, or an "F" for the course.

Attendance

Attendance, on-time arrival, and working video capabilities (screens on the entire class) are expected and of the utmost importance in a class of this nature. If you foresee missing more than one class over the course of the semester, please see me. *Arriving late or leaving early is a disruption to the entire class; therefore, I ask that all candidates inform their classmates and myself if they are required to leave early or arrive late.* You are responsible for making sure you receive the necessary assignments and class notes you miss.

Class Participation

Participation in class is essential to the value of the learning experience within this course. A candidate's grade may be affected negatively by low participation.

Assignments and Related Policy

ONLINE ACTIVITIES

During each online class (Tuesdays), students are required to (1) complete a reading assignment, (2) review any posted PowerPoint lectures, (3) complete an online quiz, (4) write and respond on topic's discussion board, and (5) review other materials as posted for that course session.

A) Reading Assignments

Students are expected to complete all reading assignments per the Course Schedule.

B) Quizzes

Students will complete online quizzes on chapters from the Vernon & Schimmel (2019) textbook. These quizzes will test your knowledge of the individual chapter's content. You have 30 minutes to complete each 20-question quiz. You are permitted to use your textbook as a resource, but you are not permitted to use the internet. See the course calendar for more details.

C) Discussion Forum

Throughout the course there are six required online discussions. Questions to guide each of these discussions are posted on the course schedule. Students are required to write a post based on the question and respond to two of their classmates' posts before the assigned due date. Comments must reflect original thought, analysis, assimilation, and application of course content and can be in bulleted format or short phrases.

D) Medication Roundtable Discussion

Student will select one chapter/disorder from the *Child and Adolescent Clinical Psychopharmacology Made Simple* (4th ed) text via the following link: shorturl.at/dqDS7
Together with a partner, students will read the chapter and research their selected topic.

In a round table discussion during Class 7, each pair will briefly describe their selected diagnosis and present the most commonly used medications to treat this diagnosis. This is not a formal presentation. The purpose of this roundtable is to have an informal discussion to understand different medically based treatments for common diagnosis. Student pairs are required to provide classmates with a handout containing the medications discussed.

E) Special Topic Presentation

Students will complete a 40-minute presentation over a special topic (see Appendix A) selected at the following link: shorturl.at/esuH3. This presentation should be grounded in recent research. Students are required to include at least six resources, four of which must be from peer reviewed sources; all sources should be current (2010 – present; last five years is optimal).

How you present the material is entirely up to you. For example, you may show videotapes (YouTube), engage the class in a group activity, conduct a role-play, etc. An outline of suggested sections is available in Appendix C; it is not necessary to cover all sections, but these topics may help to guide your research. The most important considerations include: (a) effectively engaging the audience (please do not read directly from a presentation or notecards), (b) adequately introducing how the topic affects children and adolescents (primary, middle, and high school; i.e., what is it like to be an elementary [middle, and high] school student with a learning disability), (c) effectively addressing the most significant counseling interventions, (d) presenting current information, and (e) adhering to the 40-minute timeframe. You are required to provide a handout for your classmates and be prepared to answer questions. Students will be evaluated based on the rubric in Appendix B.

F) Counseling Children and Adolescent Competencies Paper

Students are required to demonstrate their counseling children and adolescents' competencies to CACREP standards. The paper will account for 20% of your final grade. ***PLEASE NOTE: This paper must be submitted on both iLearn and the Tk20 assessment program.***

Throughout the course, students will write a discussion post on four of the five standards. For this final paper, students will combine those four previously written discussion posts (not including any comments) with one additional response: Communicate skills to critically examine the connections between social, familial, emotional, and behavior problems and academic achievement (CACREP SC Practice Standards h).

Submissions should have the following five sections in this order:

1. Student will communicate models of school-based or community-based collaboration and consultation (CACREP SC Foundation Standards d).
2. Student will describe common medications that affect learning, behavior, and mood in children and adolescents (CACREP SC Contextual Standards h).
3. Student will explain signs and symptoms of substance abuse in children and adolescents as well as the signs and symptoms of living in a home where substance use occurs (CACREP SC Contextual Standards i).

4. Student will describe techniques of personal/social counseling in school or mental health settings (CACREP SC Practice Standards f).
5. Student will communicate skills to critically examine the connections between social, familial, emotional, and behavior problems and academic achievement (CACREP SC h)

Disability Accommodation

Students with a disability requiring accommodations should contact the Office of Disability Services (ODS). An Accommodation Request (AR) should be completed as soon as possible, preferably by the end of the first week of the course. The ODS is located in the Roaden University Center, Room 112; phone 372-6119. (Disability Accommodation Policy and Procedures - Tennessee Tech University Faculty Handbook and Student Handbook <http://www.tntech.edu/facultyhandbook/disabilityaccom/>)

Technology Statement

Because of the personal, interactive nature of the counseling profession and this course, students are asked to refrain from using technology (cell phones, laptops, iPads, etc.) for purposes other than videoconferencing during the class meetings. Cameras should be on for the entire class. Phones should be turned off or set to “silent” prior to class.

Flexibility Statement

The aforementioned requirements, assignments, policies, evaluation procedures, etc. are subject to change. Students’ experiences and needs, as well as emerging knowledge and competencies will be used to modify the course syllabus. **I am happy to meet with you and discuss ways you can be more successful.**

COVID – 19

1. Students must take personal responsibility in following the recommended CDC COVID-19 guidelines. Students are expected follow all COVID-19 directives published by Tennessee Tech including, but not limited to, notices on Tennessee Tech’s webpage, building and facilities signage, and similar publications. The university’s Return to Campus Student Handbook can be found at <https://www.tntech.edu/return/index.php>.
2. According to Tennessee Tech University’s protocols, face coverings must be worn (covering the mouth and nose) by students in the classroom at all times.
3. Students must abide by predetermined social distancing guidelines and seating arrangements. Movement during class sessions should be limited as to not endanger other students or faculty. Students should be conscious and respectful of others and their health concerns.
4. Students who refuse to comply with university protocols on these matters will be reported to the Tennessee Tech Dean of Students.
5. Students should direct all requests for excused class absences related to COVID-19, regardless of where the COVID-19 testing is performed, to Tennessee Tech’s Health

Services. The Office of Student Affairs will provide notifications to faculty members of student absences and the expected length of the absence.

Class Plan by Weeks or Days

Please see Course Schedule

Appendix A: Student Presentation Topics

1. Social Relationships
 - Peer groups
 - Gangs
 - Bullying
 - In-group/out-group
 - Athletics

2. Relationships/Dating
 - Sex vs. abstinence
 - Pregnancy
 - Risky behaviors
 - Sexual orientation

3. Physical Disabilities
 - Early diagnosis
 - Late onset

4. Crisis Experiences
 - Crisis in the home
 - Crisis in the community
 - Personal experience
 - Close relative/friend experiences

5. Physical Abuse
 - Identifying abuse
 - Recovering from abuse
 - Emotional abuse

6. Sexual Abuse
 - Identifying abuse
 - Recovering from abuse

7. Talking to Children and Adolescents about Sex
 - Age-appropriate discussions and conversations
 - Settings
 - Who should be involved in discussions?
 - Teenage Pregnancy

8. Divorce
 - Separation & divorce
 - Process & impact
 - Blended families
 - Family (parents & sibling) Relationships

9. Education/Academic Concerns

- Grades
- Learning disabilities
- School drop-out

10. Grief/Loss

- Loss of friend or relative
- Chronic sorrow
- Incarceration

11. Social Media

- Communication
- Cell phones
- Constant connection

12. Preparing for the Future

- Post-secondary education
- Setting goal
- First generation college aspirations

***Topic descriptions are suggestions/recommendations – feel free to elaborate, expand, of focus according to what you feel will be most beneficial to your classmates and your development and work as a counselor.

Appendix B: Special Topic Presentation Rubric

Content Area	Possible Points	Points Earned
Clarity of Presentation	15	
<ul style="list-style-type: none"> • Prepared for presentation • Presented information in well-organized logical manner • Engaged audience • Length of presentation/time management 		
Completeness of Presentation	30	
<ul style="list-style-type: none"> • Fully explored topic • Provides background/history on topic • Describes effects of topic on children <u>across developmental stages</u> 		
Counseling Interventions	25	
<ul style="list-style-type: none"> • Provides techniques/interventions that can be used to address topic • Relevant – connected to current clinical needs • Offered suggestions for implementing technique into clinical work • Provides depth of information necessary to implement with a client 		
Response to Questions	10	
<ul style="list-style-type: none"> • Ability to respond to questions • Completeness of answers • Preparation for questions 		
Handout	10	
<ul style="list-style-type: none"> • Develops a useful resource for counseling • Clearly describes how to address topic in counseling • Incorporated instructional techniques • APA, grammar, editing, etc. 		
Referenced material	10	
<ul style="list-style-type: none"> • Quality of sources • Integration of referenced material into presentation • Current: up-to-date research • Proper citation of sources during presentation • APA, grammar, editing, etc. 		
TOTAL	100	

Appendix C: Special Topic Presentation Outline

- I. Overview
Thorough overview of the topic: background, definitions, current statistics, etc.
- II. Special Considerations
Special considerations when working with these populations (primary, middle, and high school age children/youth). Socio-cultural considerations, risk factors, red flags, etc.).
- III. Effective Interventions
Counseling interventions that have been researched and proven to be effective in addressing selected topic. What does literature in the last 5 years say is effective? (Use recent professional counseling and psychology journal articles for your summary of interventions).
- IV. Working with Parents, Teachers, Clinicians and Other Helping Professionals
Issues and interventions related to working with parents, teachers, clinicians, other helping professionals.
- V. Ethical and Legal Issues
Discuss relevant ethical and legal issues.
(Remember: in counseling, there are *always* ethical issues that are tapped into, especially with minor clients).

Appendix D:
 Counseling Children & Adolescents Competencies Rubric
 Submitted On iLearn And Tk20
 2016 CACREP Standards

Criteria	Exceeds Expectations/ Demonstrates Competencies 20 points	Meets Expectations/ Demonstrates Competencies 19-17	Nears Expectations/ Developing Competencies 16-15	Below Expectations/ Insufficient/ Unacceptable 14 and below
Student will communicate models of school-based or community-based collaboration and consultation (CACREP SC Foundation Standards d)	Student has exceeded all the requirements of explaining models of school-based or community-based collaboration and consultation	Student has met the requirements of explaining models of school-based or community-based collaboration and consultation	Student has met minimal requirements of explaining models of school-based or community-based collaboration and consultation	Student has not met the requirements of explaining models of school-based or community-based collaboration and consultation
Student will describe common medications that affect learning, behavior, and mood in children and adolescents (CACREP SC Contextual Standards h).	Student has exceeded all the requirements of identifying common medications that affect learning, behavior, and mood in children and adolescents	Student has met the requirement of identifying common medications that affect learning, behavior, and mood in children and adolescents	Student has met minimal requirements of identifying common medications that affect learning, behavior, and mood in children and adolescents	Student has not met the requirements of identifying common medications that affect learning, behavior, and mood in children and adolescents
Student will explain signs and symptoms of substance abuse in children and adolescents as well as the signs and symptoms of living in a home where substance use occurs (CACREP SC Contextual Standards i).	Student has exceeded all the requirements of identifying signs and symptoms of substance abuse in children and adolescents as well as the signs and symptoms of living in a home where substance use occurs	Student has met the requirements of identifying signs and symptoms of substance abuse in children and adolescents as well as the signs and symptoms of living in a home where substance use occurs	Student has met minimal requirements of identifying signs and symptoms of substance abuse in children and adolescents as well as the signs and symptoms of living in a home where substance use occurs	Student has not met the requirements of identifying signs and symptoms of substance abuse in children and adolescents as well as the signs and symptoms of living in a home where substance use occurs

<p>Student will describe techniques of personal/social counseling in school or mental health settings (CACREP SC Practice Standards f).</p>	<p>Student has exceeded all the requirements of identifying techniques of personal/social counseling in school or mental health settings</p>	<p>Student has met the requirements of identifying techniques of personal/social counseling in school or mental health settings</p>	<p>Student has met minimal requirements of identifying techniques of personal/social counseling in school or mental health settings</p>	<p>Student has not met the requirements of identifying techniques of personal/social counseling in school or mental health settings</p>
<p>Student will communicate skills to critically examine the connections between social, familial, emotional, and behavior problems and academic achievement (CACREP SC Practice Standards h).</p>	<p>Student has exceeded all the requirements of identifying skills to critically examine the connections between social, familial, emotional, and behavior problems and academic achievement</p>	<p>Student has met the requirements of identifying skills to critically examine the connections between social, familial, emotional, and behavior problems and academic achievement</p>	<p>Student has met minimal requirements of identifying skills to critically examine the connections between social, familial, emotional, and behavior problems and academic achievement</p>	<p>Student has not met the requirements of identifying skills to critically examine the connections between social, familial, emotional, and behavior problems and academic achievement</p>

PLEASE NOTE THAT DEMONSTRATION OF COMPETENCY ALSO ENTAILS: grammatically correct sentences and ease of readability; absence of comma splices, run-ons, fragments; absence of usage and grammatical errors; accurate spelling; careful proofreading; appropriate tone of voice; attractive and appropriate form. *Points will also be deducted off the final grade for APA formatting issues.*

**COUN 6385: Counseling Children and Adolescents
Course Schedule**

Date	Topic/Activity	Assignment – Due on date listed
Week One – Understanding & Counseling Children		
Class 1 5/24/21 – M Zoom	Introductions Syllabus Review Course Overview Lecture – Working with Children & Adolescents	Reading Assignment <ul style="list-style-type: none"> • Counseling Children & Adolescents (CCA): Chapter 1
Class 2 5/25/21 – Tu Online	Individual Counseling Process	Reading Assignment <ul style="list-style-type: none"> • CCA: Chap. 2 Complete Quiz <ul style="list-style-type: none"> • Chapter 2 Quiz Discussion: <ul style="list-style-type: none"> • Discussion One: What are some of the specific considerations when working with children and adolescents? Discuss three in your post. • Respond to <u>two</u> peers • Post One: Due by 5 PM, Tuesday, May 25th • Response Posts: Due before class Wednesday, May 26th at 1PM
Class 3 5/26/21 - W Zoom	Creative Interventions – Let’s Do It!	Reading Assignment <ul style="list-style-type: none"> • CCA: Chap. 3 Complete Quiz <ul style="list-style-type: none"> • Chapter 3 Quiz
Week Two – Theory and Technique for Counseling Children		
Class 4 5/31/21 – M	NO CLASS – Memorial Day	

<p>Class 5 6/1/21 – Tu Online</p>	<p>Solution Focused Brief Counseling & Reality Therapy</p>	<p>Reading Assignment</p> <ul style="list-style-type: none"> • CCA: Chap. 5 & 6 • Recommended: <i>1001 Solution-focused questions</i> <p>Complete Quiz</p> <ul style="list-style-type: none"> • Chapters 5 & 6 Quizzes <p>Discussion:</p> <ul style="list-style-type: none"> • Discussion Two: CACREP Standard f: Describe techniques of personal/social counseling in school or mental health settings (1.5 – 2 pages) • Respond to <u>two</u> peers • Post One: Due by 5 PM, Tuesday, June 1st • Response Posts: Due before class Wednesday, June 2nd 1PM
<p>Class 6 6/2/21 – W Zoom</p>	<p>Theory in Counseling! What We Need to Remember.</p> <p>Rational-Emotive Behavior Therapy</p>	<p>Reading Assignment</p> <ul style="list-style-type: none"> • CCA: Chap. 7 <p>Complete Quiz</p> <ul style="list-style-type: none"> • Chapter 7 Quiz
<p>Week Three – Having All the Tools</p>		
<p>Class 7 6/7/21 – M Zoom</p>	<p>Medication Roundtable</p>	<p>Reading Assignment</p> <ul style="list-style-type: none"> • Child and Adolescent Clinical Psychopharmacology: Chapter 1, 8, and individually selected chapter (sign-up) <p>No Quiz</p> <p>Assignment</p> <ul style="list-style-type: none"> • Prepare for roundtable discussion on assigned presenting concern with partner
<p>Class 8</p>	<p>Culture: An Integral Part of the</p>	<p>Reading Assignment</p>

<p>6/8/21 - Tu Online</p>	<p>Equation</p>	<ul style="list-style-type: none"> • CCA: Chap. 9 <p>Complete Quiz</p> <ul style="list-style-type: none"> • Chapter 9 Quiz <p>Discussion:</p> <ul style="list-style-type: none"> • Discussion Three: CACREP Standard h: Describe common medications that affect learning, behavior, and mood in children and adolescents. (1.5 – 2 pages) • Respond to <u>two</u> peers • Post One: Due by 5 PM, Tuesday, June 8th • Response Posts: Due before class Wednesday, June 9th 1PM
<p>Class 9 6/9/21 – W Zoom</p>	<p>Acceptionalities</p> <p>Lecture: Gifted Individuals -</p> <ul style="list-style-type: none"> • Video: 2e • Modern Family 	<p>Reading Assignment</p> <ul style="list-style-type: none"> • CCA: Chap. 8 <p>Complete Quiz</p> <ul style="list-style-type: none"> • Chapter 8 Quiz
<p>Week Four - Counseling Unique Children</p>		
<p>Class 10 6/14/21 – M Zoom</p>	<p>Small Group Counseling</p> <p>Student Presentation 1: Social Relationships</p> <p>Student Presentation 2: Dating and Relationships</p> <p>Guest Speaker: Julie Galloway – ASD: Perspectives, Experiences, and Lessons Learned</p>	<p>Reading Assignment</p> <ul style="list-style-type: none"> • CCA: Chap. 12 <p>Complete Quiz</p> <ul style="list-style-type: none"> • Chapter 12 Quiz
<p>Class 11 6/15/21 – Tu Online</p>	<p>Growth Mindset</p>	<p>Reading Assignment</p> <ul style="list-style-type: none"> • CCA: Chap. 10 <p>Complete Quiz</p> <ul style="list-style-type: none"> • Chapter 10 Quiz

		<p>Discussion:</p> <ul style="list-style-type: none"> • Discussion Four: Of all the issues discussed in the chapter, which ones do you think you will see most often in your school or clinical setting? Are there any preventive approaches you could take in addressing these issues? • Respond to <u>two</u> peers • Post One: Due by 5 PM, Tuesday, June 15th • Response Posts: Due before class Wednesday, June 16th 1PM
<p>Class 12 6/16/21 – W Zoom</p>	<p>At-Risk & Substance Abuse</p> <p>Student Presentation 4: Crisis Experiences</p> <p>Student Presentation 5: Physical Abuse</p> <p>Student Presentation 6: Sexual Abuse</p>	<p>Reading Assignment</p> <ul style="list-style-type: none"> • CCA: Chap. 11 • Assigned readings posted on iLearn <p>Complete Quiz</p> <ul style="list-style-type: none"> • Chapter 11 Quiz <p>Discussion:</p> <ul style="list-style-type: none"> • Discussion Five: CACREP Standard i: Explain signs and symptoms of substance abuse in children and adolescents as well as the signs and symptoms of living in a home where substance use occurs. (1.5 – 2 pages) • Respond to <u>two</u> peers • Post One: Due by 5 PM, Friday, June 18th • Response Posts: Due before class Monday, June 21st 1PM
<p>Week Five – Working with the Whole System: Consultation</p>		
<p>Class 13 6/21/21 – M Zoom</p>	<p>Parents: Another Piece of the Puzzle</p> <p>Student Presentation 7: Talking to Children and Adolescents about Sex</p> <p>Student Presentation 8: Divorce</p> <p>Student Presentation 9:</p>	<p>Reading Assignment</p> <ul style="list-style-type: none"> • CCA: Chap. 13 <p>Complete Quiz</p> <ul style="list-style-type: none"> • Chapter 13 Quiz

	Education/Academic Concerns	
<p>Class 14 6/22/21 – Tu Online</p>	Working with Families	<p>Reading Assignment</p> <ul style="list-style-type: none"> • CCA: Chap. 14 • Posted Article: <i>Potential Benefits of School Counselor Consultation to Enhance Student Social Emotional Learning</i> • Psychotherapy.net video: Consultation: Creating School Based Interventions (1:51) <p>Complete Quiz</p> <ul style="list-style-type: none"> • Chapter 14 Quiz <p>Discussion:</p> <ul style="list-style-type: none"> • Discussion Six: CACREP Standard d: Communicate models of school-based or community-based collaboration and consultation. (1.5 – 2 pages) • Respond to <u>two</u> peers • Post One: Due by 5 PM, Tuesday, June 22nd • Response Posts: Due before class Wednesday, June 23rd 1PM
<p>Class 15 6/23/21 – W Zoom</p>	<p>Putting It All Together</p> <p>Student Presentation 10: Grief/Loss</p> <p>Student Presentation 11: social media</p> <p>Student Presentation 12: Preparing for the Future</p>	
<p>6/25/21 Friday 8PM</p>	<p>Counseling Children and Adolescents Competencies Paper – iLearn & TK20</p>	

