



Virtual Campus – Spring 2009
Feb 23, 2009 – May 16, 2009

Mission: Wayland Baptist University exists to educate students in an academically challenging, learning focused and distinctively Christian environment for professional success, lifelong learning and service to God and humankind.

CNSL 5317: Topics in Child Counseling Course Syllabus

- A. **Instructor: Shannon Mitchell, Ph.D., LPC, NCC**
 - B. **Office Hours: By Appointment**
 - C. **Class Meeting Times and Location: Virtual Campus – Blackboard**
 - D. **Email: dr.shannonmitchell@gmail.com**
-

General Instructions for contacting me

- 1) I will check the email address dr.shannonmitchell@gmail.com each weekday, so I should reply within 12 hours. I rarely log on to the Internet on the weekends. I try to set healthy boundaries in between work and family. Therefore, ** I strongly suggest that you look over assignments during the week, so that you will have time to ask questions during the weekdays, even if you will not have time to complete them until the weekend. This will allow you to get any information you need before the weekend.
 - 2) Use dr.shannonmitchell@gmail.com email (as opposed to blackboard email or communication and other addresses) for course-related items.
 - 3) However, be sure to check (***several times a week***) the course outline, and the announcement section for instructions. I will send out emails that provide information or may require a response from you.
 - 4) Most of you will also be taking another classroom course this term. Therefore, I will give your assignments (readings in text and articles to read) at the beginning of the term in order for you to have plenty of time to work through the course requirements. All assignments must be completed by the end of the assigned week in order to receive credit and to maintain on schedule. ***Late posts will not receive points.***
-

UNIVERSITY MISSION:

Wayland Baptist University exists to educate students in an academically challenging and distinctively Christian environment for professional success, lifelong learning, and service to God and humankind. The University has both an academic and a service mission. Its academic mission is to prepare, in a Christian environment, broadly educated individuals who can move productively into a variety of professions or into further academic pursuits. The Wayland experience is guided by a dedicated, well-qualified, accessible faculty who value teaching and learning and exhibit both reverence and enthusiasm for that truth which has its ultimate source in God.

COURSE DESCRIPTION: The course will include an overview of the different approaches to counseling children and how to apply the models of counseling to children with varying social/emotional problems. Diagnosis, assessment, case formulations/treatment plans, and ethical considerations will be reviewed. Parent and child interviewing strategies will be covered. The class is designed to help students obtain knowledge on different approaches for counseling children. This course will include reading and research which leads the student to examine the physical, mental, psychological, and spiritual factors of childhood. The course will acquaint the student with problems in development, family structure, cultural influence, which affect the developing child. The student will focus on contemporary counseling techniques and parenting skills that would be helpful in working with children in the counseling process.

- TEXTBOOKS:**
1. Strategies for Counseling with Children and their Parents (1997) by Geraldine L. Orton (Brooks/Cole Publishing) and Student Manual to Accompany Strategies for Counseling with Children and their Parents (1997) by Geraldine L. Orton (Brooks/Cole).
 2. Counseling Children through the World of Play (1997) by Daniel S. Sweeney (Wipf and Stock Pub.)

Textbooks are an information source and a means of explaining and stimulating interest in the material. It does not contain all the information students need to know, however.

COURSE OBJECTIVES: By the conclusion of the course, successful students will be able:

- A. To understand the development of children--physical, mental, emotional, and spiritual.
- B. To examine major problem areas for children--and recognize types of pathology and make proper judgments regarding the need for consultation and/or referral.
- C. To examine techniques used in counseling the child.

EVALUATION OF STUDENT'S PERFORMANCE/COURSE REQUIREMENTS

1) Attendance: Students enrolled in the University's Virtual Campus should make every effort to participate fully in the class. In order to make up incomplete work, the student must explain the reason for the deficiency to the instructor, who will then determine whether the omitted work may be made up. When a student shows a lack of participation considered by the instructor to be excessive, the instructor will so advise the student. Any student who misses 25 percent or more of the class assignments will receive a grade of "F" in the course. The discussion board will be part of the class attendance. Additional participation policies for each course, as defined by the instructor in the course syllabus, are considered a part of the University's attendance policy. This will be measured off of completing discussion boards and exams on time.

2) Readings / Online Discussion: Discussion board Assignments over articles & textbook readings: (100 points total/ 10pts. Per week/module= 25% of final grade) – Assigned readings are to be completed **prior** to the class session for which they are assigned. Students should read the section at a time prior to any online discussion boards so that they can participate in class discussions as well as ask and answer questions.

* Each week you will need to be involved in the online discussion threads. Spread out your responses so that not all responses are on the same day. These responses will be tallied at the end of the semester and also count for your attendance as well as 25% of your total grade. Make sure that you respond appropriately please. I will log on and read responses and occasionally make posts or comments.

3.) Exams: (75% of the entire grade (300 points total) /100 points each) – Three will be administered during the course of the semester. The exams may consist of objective questions such as multiple choice or “fill-in-the-blank” questions, or may also include “expressive” questions such as short answer or essay questions which will allow you to write your own responses and will allow students the maximum opportunity to demonstrate what they know and that they can analyze information and reach defensible conclusions. The tests may consist of items from either the textbook(s) or from material discussed on the discussion board as well as from handouts posted in the weekly assignment sections. The three exams will not be comprehensive.

General notes on tests in online courses

1) The test will be administered on the computer. You will be able to take it in your home. How do we know you aren't cheating? The short answer is that we don't! But there are a few things we do to reduce cheating. One is to call upon your sense of decency. You are in a counseling program to help people. How in the world will you help people if you cheated your way through school? The things we teach have been carefully chosen to help you help others. Secondly, the online test will be timed. This means you better know your stuff when you start because you will not have time to go back and re-read everything during the test. So, even if your book is open or your notes are out, you will have had to have taken time to really get to know your book or to have taken notes in order to cheat effectively. The 3 exam will count at 75% of your final grade.

2) You will also be required to participate in online discussions. Each section will link you to discussion board threads that will allow you to respond to questions that I pose as well as to make your own comments and pose your own questions. This is generally one of the most popular elements of online courses. It allows you to interact with the rest of the class. This will allow me to know that you are thinking and applying the ideas that you are reading about. The discussion board is meant to be a site of free-thinking and free communication. But it is only good if everyone contributes their 2 cents worth. You will be graded according to your participation. I will not grade your grammar 'quality' of responses (unless some smart-alek starts posting stuff like “ssscilndi blah blah ssciihsi”). I will read for content and quality. I want your input, insight, opinions and interpretations as well as your experiences and questions. I will monitor responses to see who is active and who is slacking. Responses such as “me too” or “I agree” are not sufficient. You must respond to the questions posted and also to other students. Your participation and submissions will count 25% (100 points) of your final grade. Assignments will be due by the last day of the week (a Sunday) for that section. **Postings should be at least 150 words.** Postings with less than 150 will receive less points
Weeks will start on Mondays and end on Sundays.

****One other note:** I hope I don't have to say this, but I will expect postings to be respectful of others. You do not have to agree with others, but please find polite ways to disagree. Also respect others sense of decency. We do not need foul language or other inappropriate remarks.

GRADING SCALE

TOTAL POSSIBLE POINTS:

	400 points
1. Exams (3 @ 100 points each)	300 points
2. Discussion Board Questions over articles and the textbooks (10 points per wk) ~There are 2 discussion threads for each week. ~ (1) discussion board thread is on the textbook content (5 possible pts.) ~ (2) discussion board thread is on the article assigned on that wk.(5 possible pts)	100 points

University Grading Scale: The University has a standard grading scale as follows: 90 - 100 = A (excellent); 80 - 89 = B (good); 70 - 79 = C (average); 60 - 69 = D (acceptable but below average); below 60 = F (unacceptable); W=the student withdrew from the course before the deadline; I=incomplete. A grade of "incomplete" is given only if circumstances beyond the student's control prevented completion of work during the semester enrolled and any attendance requirements have been met. A grade of "incomplete" is changed if the deficiency is made up by midterm of the next regular semester; otherwise, it becomes an "F". X=no grade given; Cr=for Credit; NCR=no credit; IP=In Progress. Consult catalog for more information.

ADDITIONAL CONSIDERATIONS

1) Academic Integrity: - Students are expected to abide by the rules for academic integrity. Any violations of these rules will be reported to the proper authorities for disciplinary action (please consult your student catalog). Students caught cheating in the class will be given a grade of "F" for the course. Cheating includes plagiarism—taking credit for someone else's work (e.g., cutting and pasting text from someone else's work from the internet or some other electronic form or directly quoting or paraphrasing someone's work and not properly referencing the source).

2) Americans with Disabilities Act Statement: - It is university policy that no otherwise qualified disabled person be excluded from participation in, be denied the benefits of, or be subject to discrimination under any educational program or activity in the university. Any student who requires special arrangements in order to meet course requirements should inform the instructor immediately.

TENTATIVE COURSE SCHEDULE

<u>WEEK/MODULE</u>	<u>TOPIC</u>
ONE	Ch. 1 Growing up in the 21 st Century
TWO	Ch. 2 Childhood Development/ Ch. 3 Vulnerable Child

THREE	Ch. 4 Assessment, childhood disorders, IQ and other testing, & treatment planning Exam#1
FOUR	Ch. 5 Individual/group counseling with children
FIVE	Ch. 6 and 7 Play and Art Therapy
SIX	Ch. 8 Bibliotherapy Exam#2
SEVEN	Ch. 9 Behavioral Approaches with Children
EIGHT	C. 10 Safeguarding Children's Rights
NINE	Ch. 11 Parents as partners in child counseling
TEN	Ch. 12 Child-focused parent groups/School counseling and career/vocational counseling with children/ special topic—crisis intervention
ELEVEN	Exam#3-Final Exam

Professor reserves right to modify syllabus as needed. This outline may be altered somewhat so please review the posted syllabus and email messages periodically throughout the semester for clarification and updated information. Consult catalog for important deadlines such as add/drop, withdrawal, etc.

Resource Links

Ethics:

<http://www.apa.org/ethics/code.html>
<http://www.counseling.org/resources/codeofethics.htm>
<http://www.schoolcounselor.org/ethics/standards.htm>

Multicultural Issues:

http://www.emicrotraining.com/links/links_multiculturalism.html
<http://www.omhrc.gov/clas/cultural1a.htm>

Efficacy of Psychotherapy:

<http://www.apa.org/practice/peff.html>

 Cognitive Therapy, Rational Emotive Behavior Therapy, etc.:
<http://www.fenichel.com/Beck-Ellis.shtml>
<http://www.ship.edu/~cgboeree/ellis.html>
<http://www.rebt.org/>
<http://www.managingstress.com/ellis2.htm>
<http://www.managingstress.com/ellis1.htm>
<http://mindstreet.com/cbt.html>
<http://www.cts.com/crash/habtsmrt/cogtitle.html>

Behavior Therapy:

<http://www.aabt.org/>
 Client-Centered, Person-Centered therapy:
<http://portents.ne.mediaone.net/~matt/cct.html>

Counseling:

<http://www.counseling.org/>
<http://www.amhca.org/home2.html>

Child Abuse:

<http://www.jimhopper.com/abstats/>
<http://www.calib.com/nccanch/>
http://www.smith-lawfirm.com/mandatory_reporting.htm

Mental Health Services:

<http://www.surgeongeneral.gov/library/mentalhealth/home.html>

School wide discipline web sites:

http://www.pbis.org/english/main.php3?name=School-wide_PBIS
http://www.ed.gov/databases/ERIC_Digests/ed417515.html
<http://darkwing.uoregon.edu/~jeffs/3-10/>
http://darkwing.uoregon.edu/~ivdb/documents/ivdb/discipline_evaluation.htm
<http://www.air-dc.org/cecp/resources/recon/recon.htm>
<http://www.coe.ufl.edu/CRPM/wholertext.html>
<http://www.howard.k12.md.us/staffdevelopment/schoolsupport.html>
http://www.pbis.org/english/main.php3?name=Center_Products
<http://www.cec.sped.org/osep/art4.htm>
<http://brt.uoregon.edu/ebs/whatisubs2.htm>
<http://idea.uoregon.edu/~ncite/documents/techrep/tech25.html>
<http://www.bus.duq.edu/charter/EffectiveBehaviorSupport.htm>
<http://www.stemnet.nf.ca/~glassman/partii.htm>
<http://www.stemnet.nf.ca/~glassman/parti.htm>