



School of Behavioral and Social Sciences

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 5317VC03: Topics in Child Counseling
Course Syllabus**

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- A. **Office Hours:** By Appointment
- B. **Class Meeting Times and Location:** Virtual Campus – Blackboard
- C. **Email:** You may either: 1) email me at the address above or 2) email me from the “messages” tab under the “communications” heading. Go into Blackboard on the WBU Virtual Campus, click on the “communications” tab on the left, then on the “messages” tab. ****I will do my best to respond with an email reply. If you do not receive a response from me, I may not have not received your email.**

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: Orton, G. L. (1997). *Strategies for counseling with children and their parents*. Boston, MA: Brooks/Cole Publishing.

Sweeney, D. S. (1997). *Counseling children through the world of play*. Eugene, OR: Wipf and Stock Publishers.

OPTIONAL – Student manual to accompany Strategies for Counseling with Children and their Parents (1997) also by Geraldine L. Orton (Brooks/Cole Publishing).

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. Additional articles, handouts, websites, & other resources may be a part of this course's content.

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. All medical reasons for absences must have accompanying paperwork submitted either by fax or online document. When a student shows a lack of participation considered by the instructor to be excessive, the instructor will so advise the student as well as report the lack of participation to the Virtual Campus office and Graduate School. Any student who misses 25 percent or more of the class assignments will receive a grade of "F" in the course. The discussion board is a part of the course requirements and 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.
- 2) **Readings / Online Discussion: (100 points/ 10pts. per week/module)** – Assigned readings are to be completed **prior** to the class session for which they are assigned. Students should read the section prior to any online discussion boards so that they can participate in class discussions as well as ask and answer questions. *Postings are due no later than 9:00 pm by the Sunday of each module week.* This gives others time to respond to your discussion board postings before Monday.

* 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 in your total grade. Make sure that you respond appropriately please. *Points are tallied based on: 5 points for your own original post and 5 points for your response to another student's post. Remember, no credit will be given for late postings.*

I usually do not grade grammar or "quality" of responses (**unless** your grammar is really in need of an overhaul). I will monitor responses to see who is active and who is slacking. *Simple responses such as "me too" or "I agree" are not sufficient.* You must respond to the questions posted and also to other students. Assignments will be due by the last day of the week (a Sunday) for that section. **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

- 3) **Exams: (300 points total – 3 @ 100 points each)** – Three exams will be administered during the course of the semester. The exams may consist of objective questions such as multiple choice, true/false, matching 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 the textbook(s), from material discussed on the discussion board and/or from handouts posted in the weekly assignment sections. The three exams will not be comprehensive.

General notes on tests in online courses

The tests will be administered on the computer. You will be able to take it in your home. How do I know you aren't cheating? The short answer is that I don't! But there are a few things I 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 I 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.

GRADING SCALE

TOTAL POSSIBLE POINTS:

		<u>400 points</u>
1.	Exams (3 @ 100 points each)	300 points
2.	Discussion Board Questions over Textbooks & Articles (10 points per wk)	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) **Plagiarism Policy:** Intellectual integrity and truthfulness are fundamental to scholarship. Scholars, whether they are performing as students or as teachers, are engaged in a search for truth. Plagiarism

is a form of cheating and also a form of theft. Plagiarism occurs when a student fails to give proper credit when information is either quoted or paraphrased. In essence, plagiarism takes place when you take credit for someone else's work. This happens when you copy someone's exam or when you fail to explain which parts of a paper reflect your own ideas and which came from someone else. Looking at or copying someone else's test, answer sheet, and/or paper is counted as cheating. Carelessness is no excuse. As such, it is a breach of scholarly responsibility. It is also unethical, immoral, and in some cases, illegal. Plagiarism may result in an "F" in the course or in your being expelled from the class.

- 3) **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</u>	<u>MODULE</u>	<u>TOPIC</u>
02.23.09 - 03.01.09	ONE	Ch. 1 Growing up in the 21 st Century = Orton Introduction & Ch. 1 = Sweeney
03.02.09 - 03.08.09	TWO	Ch. 2 The Developing Child = Orton Ch. 2 = Sweeney – Children Communicate through Play ** OPTIONAL CHAPTER – CHAPTER 14
03.09.09 - 03.15.09	THREE	Ch. 3 The Vulnerable Child = Orton Ch. 3 = Sweeney – Play Therapy **OPTIONAL CHAPTER = CHAPTER 11 Exam#1
SPRING BREAK *+*+*+*+* 3.16.09 - 3.20.09		
03.23.09 - 03.29.09	FOUR	Ch. 4 – Assessment and Treatment Plan = Orton Ch. 9 = Sweeney – Issues in Counseling Children
03.30.09 - 04.05.09	FIVE	Ch. 5 – Individual & Group Counseling = Orton Ch. 5 = Sweeney **OPTIONAL CHAPTER = 13
04.06.09 - 04.12.09	SIX	Ch. 6 – Play Therapy = Orton Ch. 6 = Sweeney Exam#2
04.13.09 - 04.19.09	SEVEN	Ch. 7 – Art Therapy = Orton Ch. 8 = Sweeney – Using Stories, Sandplay, etc.
04.20.09 - 04.26.09	EIGHT	Ch. 9 – Behavioral Approaches = Orton Ch. 7 = Sweeney – Therapeutic Limit Setting ** OPTIONAL CHAPTER = 12
04.27.09 - 05.03.09	NINE	Ch. 10 – Safeguarding Children's Rights = Orton Ch. 15 = Sweeney - Psychopharmacology
05.04.09 - 05.10.09	TEN	Ch. 11 – Parents as Partners = Orton Ch. 4 = Sweeney; Appendix B = Sweeney
05.11.09 - 05.16.09	ELEVEN	Exam#3

Last day of spring term for virtual campus = 5.16.09

** OPTIONAL CHAPTER –

Means this is an optional chapter found in the Sweeney text that you can read but it is not required (although, the chapters contain very useful information).

Professor reserves right to modify syllabus as needed. Any modification will be posted in the “announcement” section of your Blackboard course. Consult catalog for important deadlines such as add/drop, withdrawal, etc.