



The Counseling and Career Development program prepares professional counselors to help people of all ages develop the self awareness, exploration and decision making skills needed to live effective lives within a pluralistic society.

The mission of the Colorado State University graduate program in the School of Education is to model and guide leadership by facilitating learning, discovery, inclusion, and positive change.

The mission and goal are captured in the following theme:
“Leading learning communities.”

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Class Website:

<https://ramct.colostate.edu/webct/urw/lc5116011.tp0/cobaltMainFrame.doweabt>

Credits: 3 (3-0-0)

Office Hours: 3:00-4:00 M, W and by appt.

Prerequisites: None

Catalogue Description: Administrative, supervisory process in relationship to guidance program; law, ethics; program development; other aspects of pupil-personnel services.

Required Texts

Dugger, S. M., & Carlson, L. A. (2007). *Critical incidents in counseling children*.
Alexandria, VA: American Counseling Association..

Course Description: The topics examined in this course include the following: (a) the physical, cognitive, self, social and emotional development of children and adolescents; (b) relevant counseling theories for working with children and adolescents; (c) stage-related professional skills essential for providing counseling services to young clients; (d) exposure to intervention techniques and strategies critical for effective service provision; (e) examination of critical issues central to counseling children and adolescents; (f) orientation to providing comprehensive services within multiple systems; (g) measuring the effectiveness of counseling interventions with children and adolescents.

Student Learning Objectives:

Upon completion of this course students will be able to:

1. Identify the important childhood and adolescent stages of development from the physical, cognitive, self, social and emotional perspectives and articulate how existent developmental theory informs one's work with young clients.
2. Identify and describe the important counseling theories appropriate to working with children and adolescents.
3. Utilize a variety of strategies and techniques (including play and creative) to establish a positive working relationship with children and adolescents and to clarify client concerns.
4. Utilize a variety of strategies and techniques (including play and creative) to create goals and appropriate action plans with children and adolescents.
5. Identify typical developmental issues experienced by children and adolescents and demonstrate intervention competence.
6. Identify school/academic issues experienced by children and adolescents and demonstrate intervention competence.
7. Identify critical intrapersonal issues experienced by children and adolescents and demonstrate intervention competence.
8. Identify critical interpersonal issues experienced by children and adolescents and demonstrate intervention competence.
9. Accurately discuss factors that can contribute to critical counseling cases as well as possible intervention strategies.
10. Demonstrate competence in terminating a counseling relationship with a child/adolescent client.
11. Utilize appropriate evaluation strategies in documenting the effectiveness of counseling interventions with young clients.

Knowledge Base: This course is an advanced level course for students enrolled in the graduate program, Counseling/Career Development. The knowledge base of this course is founded in the experience of the instructor, current and historical literature related to counseling children and adolescents, and textual material as well as computer and video resources utilized in the course. The overall purpose of this course is to provide the preparation necessary for professional counselors to effectively plan, implement, and evaluate counseling services with child and adolescent clients.

Instructional Methodology: This course is designed to model a constructivist learning environment that honors the skills and knowledge of the students in the course. Course content will be covered primarily through student-led discussions and interactive classroom activities. There will also be some lecture and video delivery of materials.

Core CACREP Standards Addressed :

CACREP Program Standards: II.K.5.c,g and II.K.6.d-g

Evaluation Criteria for all Assignments: It is expected that enrolled students will (a) attend class, (b) be on-time for class meetings, (c) read the textbooks and supplemental materials, (d) and participate through discussions, role-plays and other class activities.

Student evaluation will be based upon the student's successful completion of an individual learning contract. Each student will be allowed to choose from the provided list of acceptable assignments. The student is required to complete the learning contract (through RamCT) prior to the end of session meetings (June 26), and must complete all items on the learning contract no later than midnight of July 25, 2008.

Assessment: Grades will be determined by points earned through the successful completion of the following possible assignments:

<i>Assignment</i>	<i>Points Possible</i>
Critical Incident Authorship	50
Professional Book Review	40
Learning Module	40
Play Session Video and Reflection	30
Child/Adolescent Book Review	30
Creative Counseling Toolkit	20
Movie Critique	20
Professional Interview	20
Observation and Field Notes	10
Resource List	10
Office Design Project	10
Professional Development Plan	10

Grades will be assigned according to the following scale:

A+ = 98-100 / 98%-100%	C = 73-76 / 73%-76%
A = 93-97 / 93%-97%	C- = 70-72 / 70%-72%
A- = 90-92 / 90%-92%	D+ = 67-69 / 67%-69%
B+ = 87-89 / 87%-89%	D = 63-66 / 63%-66%
B = 83-86 / 83%-86%	D- = 60-62 / 60%-62%
B- = 80-82 / 80%-82%	F = Below 60 / Below 60%
C+ = 77-79 / 77%-79%	

Writing Expectations: *** All writing assignments must adhere to the formats presented in the Publication Manual of the American Psychological Association (5th ed.). Follow the guidelines specifically set forth in chapters 1-3 and 5 regarding work for publication. As graduate students, I expect a high degree of independence and responsibility.*

COMMONLY ASKED QUESTIONS

1. Can I turn in assignments late? *I expect all assignments to be completed and handed in by midnight July 18, 2008. If you hand in your assignments late, grades are deducted as follows: 1 calendar day late = starts at a "B"; 2 calendar days late = starts at a "C"; etc. If in the case of unforeseen or very serious personal circumstances, please contact*

me through email or make an appointment to see me.

2. Can I have my work reviewed prior to turning it in for a grade? *I am willing to review each assignment once before it is due, but I must receive it at least one week prior to the due date so there is adequate time to review it and return it. Keep in mind that large class sizes may require a longer review period.*

3. Are there any opportunities to redo work or earn extra credits? *There are no extra credit opportunities in this course. However, if in grading assignments, I believe that your work is below a graduate standard (typically a “C” or lower), I will return your work and give you the option of a re-do.*

4. What is the most effective way to resolve any questions or concerns regarding assignments or class expectations? *In general, it is not effective to address individual issues regarding assignments and course expectations during class time (this includes arrangements for absences). Most questions and concerns can not be addressed properly at the beginning of class or during class breaks. Every issue deserves my thoughtful and complete attention, so please make arrangements to see me in private.*

5. Will there be a final exam? *There will not be a final exam.*

Other Important Considerations:

1. Academic Integrity and other Student Responsibilities: The application of Colorado State University’s policies on student responsibilities, including academic integrity, as outlined in the college catalog, will be fully adhered to in this course. Grades and degrees earned by dishonest means devalue those earned by all students. Further, disruptive and/or disrespectful behavior in the classroom impedes learning for all students. Disruptive behavior will be addressed, and the student may be asked to leave the classroom if such behavior continues.

2. Class Attendance: Class attendance is an important part of the learning process. As graduate students, I expect that you will make adult and appropriate decisions concerning the need to miss class, therefore, attendance will not be considered in your grade. However, be advised that you are responsible for material covered when you are not in class. This includes arranging for another student to take notes for you and collect handouts.

3. Inclement Weather: Unless the university has closed for weather related reasons, you can assume that the class is meeting. If you are unsure, call my office and check on the status of class (I have scheduled office hours prior to every class meeting). If the university has not closed and class is meeting, but you feel that coming to class would endanger yourself or others, please make the right decision for yourself. I trust that you are capable of making adult decisions concerning such matters, and I do not want anyone to put themselves at risk.

4. Accommodations for Successful Learning: If you have a documented disability that warrants accommodations in the course, please make an appointment to see me at your earliest convenience. I am committed to facilitating your success. I am willing to make appropriate accommodations that will increase your learning opportunities in this class. If you have not already contacted the Office of Resources for Disabled Students, please do so. They are located at: 100 General Services Building; Telephone Number: (970) 491-6385.

Course Resources:

American School Counselors Association. (Refereed Professional Journal).

Professional school counselor. Alexandria, VA: Author.

Berg, I. K., & Steiner, T. (2003). *Children's solution work*. New York: W.W. Norton and Company.

Carlson, J., & Lewis, J. (2007). *Counseling the adolescent: Individual, family, and school interventions (5th ed.)*. Denver, CO: Love Publishing.

Frost, J. L., Wortham, S. C., & Reifel, S. (2005). *Play and child development (2nd ed.)*. Upper Saddle River, NJ: Pearson Merrill Prentice Hall.

Golden, L. B. (1998). *Case studies in child and adolescent counseling (2nd ed.)*. Upper Saddle River, NJ: Pearson Merrill Prentice Hall.

Hoghugh, M. (1992). *Assessing child and adolescent disorders: A practice manual*. London: SAGE Publications.

Sommers-Flanagan, J., & Sommers-Flanagan, R. (2008). *Tough kids, cool counseling: User-friendly approaches with challenging youth (2nd ed.)*. Alexandria, VA: American Counseling Association.

Vernon, A. (2004). *Counseling children & adolescents (3rd ed.)*. Denver, CO: Love Publishing.

Vernon, A., & Kottman, T. (2009). *Counseling theories: Practical applications with children and adolescents in school settings*. Denver, CO: Love Publishing.

Winslade, J. M., & Monk, G. D. (2007). *Narrative counseling in schools: Powerful & brief (2nd ed.)*. Thousand Oaks, CA: Corwin Press.

Class Calendar

Date (session)	Reading Covered	Topics Covered	Objective/s Addressed	RamCT Learning Module
June 15 (1)	Chapters 5, 13, 17	Overview- Syllabus Intro. to RamCT Using the foundation of child and adolescent development theory	1	Developmental Theories
June 16 (2)	Chapters 1, 4, 22, 23	Revisiting counseling theory appropriate to children and adolescents	2	Counseling Theories
June 17 (3)	Chapters 10, 11, 12	Using play, dolls, sand, puppets, clay, legos, games, and other manipulative tools in working with young clients	3, 4	Play and Creativity Sand Tray Therapy
June 18 (4)	Chapters 6, 9, 21, 27	Establishing the relationship, clarifying issues, and establishing a working alliance	3	Rapport and Relationship Building
June 19 (5)	Chapters 18, 25, 29	Articulating goals and developing action plans with young clients	4	Goals and Action
June 22 (6)	Chapters 7, 19, 24, 26	Helping children and adolescents experiencing typical developmental and adjustment issues	5, 9	Typical Developmental/ Adjustment Issues
June 23 (7)	Chapters 32, 33, 34, 36	Helping children experiencing school and academic issues	6, 9	School and Academic Issues
June 24 (8)	Chapters 2, 8, 30, 35	Helping children experiencing clinical/critical intrapersonal issues	7, 9	Critical Intrapersonal Issues
June 25 (9)	Chapters 3, 14, 16, 31	Helping children experiencing clinical/critical interpersonal issues	8, 9	Critical Interpersonal Issues
June 26 (10)	Chapters 15, 20, 28	Effective termination and evaluation of counseling with children and adolescents across a broad spectrum of situations	10, 11	Termination and Evaluation