



## Child, Adolescent, and Family Therapy

The University of Toledo  
 College of Health and Human Services  
 COUN 6220/7220  
 3 CR HRS

**Instructor:** Madeline Clark, PhD, LPC (VA), NCC, ACS  
**Office Hours:** By Appointment via WebEx  
**Office Location:** HH 3100B  
**Office Phone:** 419-530-4775  
**Email:** madeline.clark@utoledo.edu

**Term:** Fall 2020  
**Class Location/Times:** Online Asynchronous

\*office located on occupied Maskwahki-asa-hina (Fox), Peoria, Bodewadmiakiwen (Potawatomi), and Miami territories (<https://native-land.ca/>)

### COURSE/CATALOG DESCRIPTION

Specialized study of therapeutic techniques commonly emphasized in working with children, adolescents and their families. Approaches to family therapy in a multicultural context, family assessment and ethical issues will be emphasized.

### COURSE OVERVIEW

This course contributes to meeting some of the 2016 standards of the Council for Accreditation of Counseling and Related Educational Programs (CACREP) accreditation general program objectives and curriculum standards related to growth and development (Section II, J.1.) and helping relationships (Section II, J.3).

### COURSE OBJECTIVES

Upon completion of this course, the student will be able to:

1. Identify the methods essential to evaluating and assessing children, adolescents, and families in a counseling setting.
2. Describe the theories and principles of children, adolescent, and family counseling.
3. Utilize critical thinking in the application of theories and treatment planning for children, adolescents, and families.
4. Demonstrate knowledge of effective counseling skills when working with children, adolescents, and families.
5. Analyze major differences between children, adolescent, and family counseling theories and interventions.
6. Evaluate selected literature for relevance to presenting concerns in children, adolescents, and families.

### TEACHING STRATEGIES

This course will be taught online asynchronously; we not have a class or online meeting time. Your learning in this course will be primarily self-directed. It will be necessary for you to stay current with readings and assignments in order for you to be successful in this course.

Blackboard will be used as a course enhancement tool. Students should have a computer or access to a computer running Windows XP, Vista, or 7, or a Macintosh with the latest system software and the ability to play audio and video. A high-speed Internet connection with latest versions of Chrome, Firefox, Safari, or Internet Explorer are recommended as these browsers appear to work best with Blackboard. If you have a problem accessing, reading, displaying, or playing any of the content on the Blackboard site, DO NOT contact your instructor. Instead, contact Learning Ventures (419.530.8835) for assistance.

### **WORKWEEK**

In this fully online course, weeks run from Mondays through Sundays: specifically, they begin at 12:01 AM Monday morning and end at 11:59 PM on Sunday night. All assigned work for any week is to be completed by the end of Sunday in that week. The materials for any week will be posted by Monday morning of that week, if not earlier, under the appropriate module folder. Begin each week on Monday by checking the schedule and then viewing the content for the week under Weekly Content.

### **PREREQUISITES**

None

### **REQUIRED TEXTS AND MATERIALS**

- 1) Vernon, A. & Schimmel, C. J. (2019). *Counseling Children & Adolescents* (5<sup>th</sup> Ed.) San Diego, CA: Cognella. ISBN: 9781516531196
- 2) Other readings as assigned (see course schedule)

### **TECHNOLOGY REQUIREMENTS**

#### **Browser Check Page**

Students need to have access to a properly functioning computer throughout the semester. [The Browser Check Page](#) will enable you to perform a systems check on your browser, and to ensure that your browser settings are compatible with [Blackboard](#), the learning management system that hosts this course.

#### **Software**

Student computers need to be capable of running the latest versions of plug-ins, recent software and have the necessary tools to be kept free of viruses and spyware. The computer needs to run the following software, available in the [UT Online Download Center](#).

- Word Processing Software
- Adobe Acrobat Reader
- Java Plugin Console
- Adobe Flash Player
- Adobe Shockwave Player
- Google Chrome Browser - **Recommended**

#### **Internet Service**

High-speed Internet access is recommended, as dial-up may be slow and limited in downloading information and completing online tests. This course does contain streaming audio and video content.

#### **Use of Public Computers**

If using a public library or other public access computer, please check to ensure that you will have access for the length of time required to complete tasks and tests. A list and schedule for on-campus computer labs is available on the [Open Lab for Students](#) webpage.

#### **UT Virtual Labs**

Traditionally, on-campus labs have offered students the use of computer hardware and software they might not otherwise have access to. With UT's Virtual Lab, students can now access virtual machines loaded with all of the software they need to be successful using nothing more than a broadband Internet connection and a web browser.

The virtual lab is open 24/7 and 365 days a year at [VLAB: The University of Toledo's Virtual Labs](#).

## COURSE AND INSTITUTIONAL POLICIES

### Nondiscrimination on the Basis of Disability

The University is an equal opportunity educational institution. Please read [The University's Policy Statement on Nondiscrimination on the Basis of Disability – Americans with Disabilities Act Compliance](#).

### Academic Dishonesty

Academic dishonesty will not be tolerated. Please read [The University's Policy Statement on Academic Dishonesty](#).

### Copyright Notice

The materials in the course website are only for the use of students enrolled in this course for purposes associated with this course, and may not be retained or further disseminated.

## GRADING POLICIES

Learners will be assessed as follows. Specific guidelines and grading criteria will be provided with each assignment. Grades and instructor feedback for each assignment will be posted to the Grade Book within one week, if not earlier, after each assignment has been completed.

Assignments/Assessments	Total Points
12 Weekly Assignments (5 points each)	60
Observation Assignment	10
Assessment, Intervention, and Resource Project	30
<b>Total</b>	<b>100</b>

**\*Please note that students enrolled in COUN 7220 will have addendums to the above assignments to fulfill doctoral course requirements. Please carefully review assignment descriptions below.**

Learners are expected to complete and submit all assignments by the due date listed in the Course Schedule. Late assignments and make-up tests will not be permitted unless arrangements are discussed and approved well before the required due date. Ask questions as soon as possible by email if you do not understand an assignment. Due to the nature of this course, no extra credit will be offered.

The grading scale for this course is as follows:

A	95+	C	73-76.9
A-	90-94.9	C-	70-72.9
B+	87-89.9	D+	67-69.9
B	83-86.9	D	63-66.9
B-	80-82.9	D-	60-62.9
C+	77-79.9	F	59.9 or less

## COURSE ASSIGNMENTS

### Weekly Assignments, 5 points per assignment, 60 points total (Due in various weekly modules, see syllabus):

Students will complete weekly assignments within specific weekly modules. Some weeks these will be short individual assignments, other weeks they will include discussion board posts or short quizzes on content. These assignments are designed to be a brief assessment of learning from the module in which they are embedded.

### Child, Adolescent, and Family Observation Assignment, 10 points (Due October 11th):

Each student will be required to conduct a one-hour observation of children or adolescents in a naturalistic setting. This might include a school setting, a nursery-care setting, an athletic setting, or other setting appropriate for child/adolescent interactions. The student will act as non-obtrusive observer (e.g., you are not the group facilitator or teacher).

Students will then be required to write an APA 7 formatted (include a cover page, no abstract or references are necessary) paper outlining what they observed and learned during the experience. The paper should focus on observations that occur in the group or individual environment and should address the following areas (use these questions as headings for your reflection) and should be **2 to 3 pages** in length:

- Briefly describe the observational setting/context **(2 points)**
- How did you feel during this observation (i.e., comfortable, uncomfortable, awkward, isolated, old, young, etc.) and why? **(2 points)**
- What specific behaviors or interactions stood out to you? Were these interactions expected, unexpected, surprising or shocking in any way based on the developmental level of the children? If so, how? How did you respond to them? **(2 points)**
- How did the teachers/adults in supervisory roles interact with the children? Were you impressed or discouraged with the behavior of the adults in this setting? **(2 points)**
- If you were the counselor in this setting, what would be areas of concern for you? What would you see as one of your goals in working with the population in this setting? **(2 points)**

#### Rubric:

Domain	Point Value
Clear description of observational setting and context.	/2
Reflection of feelings during observation.	/2
Thorough description of behaviors, interactions which occurred during observation along with observe expectations.	/2
Clear report of how adults interacted with children and student's reaction to these interactions.	/2
Detailed explanation of areas of concerns and counseling goals for working with this population as a professional counselor.	/2
<b>Total</b>	<b>/10</b>

### Assessment, Intervention, and Resource Project, 30 points (Due November 29th):

The goal of this assignment is to prepare you for work with a child, adolescent, or family with a particular presenting concern. This paper should be in APA 7 format (abstract not necessary).

Your first step will be to pick a presenting concern that a child, adolescent, or family that may lead a person/family to come to counseling in a school or clinical setting. Pick something you are interested in, a population you plan to work with, or a group you know you will see in your professional work.

**Step 1:** Write a brief vignette of your chosen problem/diagnosis. You can be creative with the demographic details of the child/family (e.g., Charlie presents for counseling with their family because they are experiencing gender dysphoria. The family insists Charlie is a boy while Charlie experiences their world as a girl.) This should be two to three paragraphs and contain comprehensive details necessary to conceptualize client case such as demographic information, presenting concerns, socioemotional issues, and family systems. **(2 points)**

**Step 2:** Conduct a brief literature outlining the following **(6 points; about two pages)**:

- The definition of this presenting concern (this may be a diagnostic definition such as ADHD or it could be a socioemotional concern, such as parent separation). Use scholarly literature to establish this definition.
- The background and prevalence of this concern, specifically the statistics, demographics and other information describing the population/phenomenon you've selected. Use scholarly literature to provide these descriptions.

**Step 2:** Select **three** appropriate assessments to use with this client/family. These assessments could be psychometric (e.g., BDI) or projective (House/Person/Tree, Kinetic Family Drawing, etc.). **(6 points)**

- Briefly describe the assessment (number of questions, how to give/score, interpret results).
- Justify why you chose this particular assessment.
- Approximately one paragraph for each assessment

**Step 3:** Briefly describe what **theory** you would use to work with this client/family and why you would choose this theory (approximately ½ page). Then provide and describe **three** theory-based interventions you would use in this case and why you would choose to use them (one to two pages). **(6 points)**

**Step 4:** Identify **three** resources/referrals you would provide to child/family and justify the use of these resources (approximately 1 page). Provide examples of your resources (if relevant) as appendices. **(6 points)**

**Step 5:** Include multicultural considerations for this client/family (at least ½ page). What cultural concerns may the client/family present with? How will your own cultural experience/competency influence your counseling work with this client/family? Are there additional sociopolitical considerations for this case (e.g., Charlie's case, anti-trans legislation, cissexism, transmissia). **(3 points)**

**\*Doctoral Students Only:** Include a treatment plan with three long term goals to include one short term objectives and intervention for each goal. Please ask for examples if necessary.

#### Rubric:

Domain	Point Value
Clear and through vignette of client case outlining a counseling issue experienced by a child, adolescent, or family.	/2
Brief literature review including: <ul style="list-style-type: none"> <li>- The definition of this presenting concern using scholarly literature to establish this definition.</li> </ul>	/6

- The background and prevalence of this concern, specifically the statistics, demographics and other information describing the population/phenomenon using scholarly literature to provide these descriptions.	
Discussion of no less than three (3) appropriate assessment for client presenting concern. This will include: <ul style="list-style-type: none"> <li>- A description of each assessment (such as scoring, interpretation, length, reliability and validity)</li> <li>- Justification of each assessment selection</li> </ul>	/6
A thorough description of the counseling theory you would use with client. Then, a clear presentation of three (3) theory-based interventions to include: <ul style="list-style-type: none"> <li>- A description of each intervention</li> <li>- A justification of each intervention</li> </ul>	/6
Identification of three resources/referrals you would provide to this client/family, justifications for these resources/referrals.	/6
In-depth discussion of multicultural considerations relevant to the client/family, the client-counselor relationship, and other sociopolitical considerations for multiculturalism and advocacy.	/3
APA Format	/1
<b>Total</b>	<b>/30</b>

### AMERICANS WITH DISABILITIES ACT

The University of Toledo is committed to providing equal access to education for all students. If you have a documented disability or you believe you have a disability and would like information regarding academic accommodations/adjustments in this course, please contact the [Student Disability Services Office](#) at 419-530-4981 (voice) or 419-530-2612 (TDD).

### GENERAL ACCESSIBILITY STATEMENT ON COURSE TECHNOLOGY

In conjunction with The University's commitment to ensuring equal access to all technology-based information, this course contains technologies that learners can use regardless of age, ability or situation. The course's platform, [Blackboard Learn](#), is a certified web-accessible platform, satisfying Level AA conformance criteria of Web Content Accessibility Guidelines (WCAG 2.0). External sites used in the course, such as [Echo360](#), are compliant with Section 508 standards, and the media players used in the course support closed captioning, are keyboard operable, and compatible with screen reading software.

If any accommodations, beyond what is provided, are needed for equal access to any of this course content, please contact the instructor as soon as possible. The University of Toledo's [Office of Student Disability Services](#) processes closed captioning requests for videos and other media from the instructor, which may take up to four (4) business days to complete.

### COMMUNICATION GUIDELINES

#### Email:

Students are expected to check their UT email account frequently for important course information.

**Netiquette:**

It is important to be courteous and civil when communicating with others. Students taking online courses are subject to the communication regulations outlined in the Student Handbook. To ensure your success when communicating online, take time to familiarize yourself with the "dos" and "don'ts" of [Internet etiquette](#).

**TECHNICAL SUPPORT**

**\*\*If you encounter technical difficulties with Blackboard, please contact the [UT Online Help Desk](#)\*\*** at (419) 530-8835 or [utdl@utoledo.edu](mailto:utdl@utoledo.edu). The Help Desk offers extended hours in the evenings and on weekends to assist students with technical problems. When calling after hours, leave a detailed message, including your Rocket Number and phone number, and a UT Online staff member will respond on the next business day.

**\*\*Technical questions related to on-campus Internet access, virtual labs, hardware, software, personal website hosting, and UTAD account management can be directed to UT's [IT Help Desk](#)\*\*** at (419) 530-2400 or [ithelpdesk@utoledo.edu](mailto:ithelpdesk@utoledo.edu).

**LEARNER SUPPORT**

The University of Toledo offers a wide range of academic and student support services that can help you succeed:

**eTutoring Services**

[The Ohio eTutoring Collaborative](#), in partnership with The University of Toledo, now provides online tutoring support for all UT students. eTutoring Services are offered in a wide array of subjects, including Writing, Math, Calculus, Statistics, Accounting, Biology, Chemistry, and Anatomy and Physiology.

**eLibrary Services Portal**

The [eLibrary](#) is a customized gateway to UT Libraries for online students. It was designed to help you locate the best online library resources without leaving Blackboard.

**Student Disability Services**

[Student Disability Services](#) provides accommodations and support services to students with disabilities.

**Counseling Center**

[The Counseling Center](#) is The University's primary facility for personal counseling, psychotherapy, and psychological outreach and consultation services. The Counseling Center staff provide counseling (individual and group), mental health and wellness programming, and crisis intervention services to help students cope with the demands of college and to facilitate the development of life adjustment strategies.

**Military Service Center**

UT's [Military Service Center](#) recognizes the sacrifices of our service members and their families and is dedicated to helping them achieve continued success in life. They provide accessible educational and degree completion opportunities and a wide range of customized support services, including educational benefit processing, mentoring, advocacy, and networking.

**Services for Online Students**

Knowing what to do, when to do it, and who to contact can often be overwhelming for students on campus - even more so for distance learners. Visit the [Resources for Current Students](#) webpage to learn more about the wide range of services for online students.

## Course Outline

Module	Date	Topic
1	8/17-23	<p><b>Introduction to Counseling Children, Adolescents and Families</b></p> <p><b>Readings:</b></p> <p>Syllabus</p> <p>CH1</p> <p>Milestone Checklist</p> <p>Developmental Milestones</p> <p><b>Assignments: Assignment 1 Due on Sunday by 11:59p on BB</b></p>
2	8/24-30	<p><b>Individual Counseling with Children and Adolescents</b></p> <p><b>Readings:</b></p> <p>CH2</p> <p>Blanco &amp; Sheely-Moore, 2012</p> <p>Lawrence &amp; Kurpius, 2000</p> <p><b>Assignments: Assignment 2 Due on Sunday by 11:59p on BB</b></p>
3	8/31-9/6	<p><b>Creative Arts Interventions with Children and Adolescents</b></p> <p><b>Readings:</b></p> <p>CH3</p> <p>Leggett, 2009</p> <p>Kress et al., 2010</p> <p><b>Assignments: Assignment 3 Due on Sunday by 11:59p on BB</b></p>
4	9/7-13	<p><b>Play Therapy</b></p> <p><b>Readings:</b></p> <p>CH4</p> <p>Glossary of Play Therapy Terms</p> <p>Landreth et al., 1999</p> <p>Jayne &amp; Ray, 2016</p> <p>Peterson &amp; Boswell, 2015</p> <p><b>Assignments: Assignment 4 Due on Sunday by 11:59p on BB</b></p>
5	9/14-20	<p><b>SFBT with Children and Adolescents</b></p> <p><b>Readings:</b></p>



Module	Date	Topic
		CH5 SFBT with Children in Brief <b>Assignments: Assignment 5 Due on Sunday by 11:59p on BB</b>
6	9/21-27	<b>Reality Therapy with Children and Adolescents</b> <b>Readings:</b> CH6 Davis & Pereira, 2013 <b>Assignments: Assignment 6 Due on Sunday by 11:59p on BB</b>
7	9/28-10/4	<b>REBT with Children and Adolescents</b> <b>Readings:</b> CH7 Anxiety in Children Practice Brief Wilde, 2008 Grey, 2010 REBT Activity <b>Assignments: Assignment 7 Due on Sunday by 11:59p on BB</b>
8	10/5-11	<b>Counseling Exceptional Children and Adolescents</b> <b>Readings:</b> CH8 School Counselors and Students with Disabilities Disability and the Counseling Relationship Portrie-Bethke et al., 2009 <b>Assignments: Observation Assignment Due on Sunday by 11:59p on BB</b>
9	10/12-18	<b>Counseling Diverse Children and Adolescents</b> <b>Readings:</b> CH9 Liu & Clay, 2002 Villalba, 2007 <b>Assignments: Assignment 8 Due on Sunday by 11:59p on BB</b>

Module	Date	Topic
10	10/19-25	<p><b>Children and Challenges: Utilizing Growth Mindset with Children and Adolescents</b></p> <p><b>Readings:</b></p> <p>CH10</p> <p>Suicide Prevention in School Aged Students</p> <p>School-Based Suicide Interventions</p> <p>Divorce and Children</p> <p>Grief Reactions Across the Lifespan</p> <p><b>Assignments: Assignment 9 Due on Sunday by 11:59p on BB</b></p>
11	10/26-11/1	<p><b>Counseling At-Risk Children and Adolescents</b></p> <p><b>Readings:</b></p> <p>CH11</p> <p>Disaster and Trauma Practice Brief</p> <p>ACES Infographic</p> <p>ACES Module</p> <p><b>Assignments: Assignment 10 Due on Sunday by 11:59p on BB</b></p>
12	11/2-8	<p><b>Small Group Counseling with Children and Adolescents</b></p> <p><b>Readings:</b></p> <p>CH12</p> <p>Derk et al., 2010</p> <p><b>Assignments: Assignment 11 Due on Sunday by 11:59p on BB</b></p>
13	11/9-15	<p><b>Working with Children and their Parents</b></p> <p><b>Readings:</b></p> <p>CH13</p> <p>Positive Discipline</p> <p>Parenting Education</p> <p><b>Assignments: Assignment 12 Due on Sunday by 11:59p on BB</b></p>
14	11/16-22	<p><b>Working with Children and their Families</b></p> <p><b>Readings:</b></p> <p>CH14</p> <p>Griffin &amp; Steen, 2010</p>

Module	Date	Topic
		Systems Theory in Family Therapy Vetere, 2001 Families as Allies for QTCOC <b>Assignments:</b> No assignment due this week, enjoy Thanksgiving!
15	11/23-29	<b>Assessment, Intervention, and Resource Project due by Sunday night at 11:59pm</b>

***\*\*The above schedule and procedures are subject to change at the discretion of the instructor.***