



**RHODE ISLAND COLLEGE**  
**FEINSTEIN SCHOOL OF EDUCATION & HUMAN DEVELOPMENT**  
**Department of Counseling, Educational Leadership & School Psychology**

**CEP 553 Counseling Children and Adolescents**

Spring Semester, 2011

Wednesday Evenings: 4:00-6:50pm

Whipple Hall, Room 204A

Instructor: Dr. Tom Dukes  
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Office Hours: Monday and Wednesday 2-4pm

**Required Text:**

Prout, H.T. & Brown, D.T. (2007). Counseling and psychotherapy with children and adolescents: theory and practice for school and clinical settings. 4<sup>th</sup> Ed. John Wiley & Sons, Hoboken, New Jersey.

**Course Description:**

This course will provide students with an opportunity to integrate and apply developmental understandings, literature on evidence-based practice, and adapted counseling theory to clinical work with children and adolescents.

**Relationship of Course to the Professional Program:**

This course is currently offered as an elective to graduate students in the masters degree programs in agency counseling, school counseling, and school psychology. Building upon the content of the foundations courses in counseling theory and human development across cultures, this course is intended to further prepare students for direct clinical practice with children and families in diverse settings through the integration and application of developmental understandings, evidence-based practices, and adapted clinical theory.

**Relationship of Course to the Conceptual Framework of the Feinstein School of Education and Human Development:**

In keeping with the conceptual framework of the Feinstein School of Education and Human Development, this course focuses specifically on the development of reflective practitioners who will serve as child and adolescent counselors in a variety of settings. Accordingly, the course is designed to provide a foundation for best professional practice by increasing knowledge of applied developmental theory, facilitating critical analysis of evidence-based practices, and adapting counseling theory for use with children and adolescents. These goals are achieved by providing students with theoretical and practical grounding in the conceptualization and delivery of child and adolescent services, by sensitizing them to issues of diversity, and by reflecting on ethical, legal, and professional conduct issues for clinicians who work with children and adolescents. Opportunities will be provided for knowledge and skill development in the areas of case conceptualization, service coordination, consultation, program planning, and outcomes assessment.

<b><u>Course Learning Objectives</u></b>	<b><u>SPA</u></b>	<b><u>Conceptual Framework: Advanced Competencies</u></b>
1. Demonstrate knowledge of theoretical counseling approaches to working with children and adolescents	CACREP 5a, 5b, 5c, 5d, 5e, 5g	Knowledge 1
2. Discuss current best practices, issues and trends in child and adolescent counseling	CACREP 3d, 3f, 3h	Knowledge 1
3. Demonstrate knowledge of ethical and legal issues pertinent to the practice of child and adolescent counseling	CACREP 1j	Knowledge 4
4. Understand the impact of developmental issues on the counseling process	CACREP 3a, 3b, 3c, 3d, 3e, 3f, 3g, 3h	Knowledge 1
5. Understand and discuss issues related to diversity and the practice of child and adolescent counseling	CACREP 2a, 2b, 2c, 2d, 2e, 2f	Knowledge 3
6. Comprehend and discuss issues related to assessment, case conceptualization, intervention, outcome evaluation, and the use of research in practicing child and adolescent counseling	CACREP 2b, 2c, 2d, 3a, 3f, 5d, 8a, 8e	Knowledge 1, 2 Practice 1
7. Reflect upon developing professional identity as a child	CACREP	Knowledge 4 Practice 4

	and adolescent counselor		
8.	Utilize technology in preparation and presentation of course requirements	CACREP	Practice 2

<u>Course Requirements</u>	Points	Course learning objectives
<u>Reflection Papers:</u> In order to promote the development of the habits of mind that will result in ongoing reflective practice, two short reflection papers (3 to 5 pages) will be assigned during the course of the semester. These will be evaluated on the basis of depth of thought, integration of course material, and observance of standard conventions of grammar and usage.	20	1-7
<u>Peer Reviewed Journal Article Summary:</u> In order to encourage and model the process of referring to the research literature to inform professional practice, each student will be required to research, review, and make a brief in-class presentation on a relevant, peer-reviewed journal article. Presentations should be no more than 10 minutes in length. The use of instructive technology is not necessary for this presentation.	15	1-6
<u>Online Responses to Journal Article Summaries:</u> Via the online Blackboard9 course management system students will be expected to post online responses to at least three of the journal article summary presentations made by their classmate colleagues.	15	1-6
<u>Final Project Presentation:</u> The final group project will be a formal, in-class presentation of your assessment, case conceptualization, treatment planning, and planned outcome assessment for a hypothetical client. Group assignments will be made by the instructor. Presentations should be approximately 30 minutes in length and incorporate appropriate instructive technology.	30	1-8
<u>Professional Conduct:</u> In the classroom, professional conduct includes coming to class well prepared to actively contribute. Class input and written work should be thoughtful, articulate, and respectful. I expect that you will be open to feedback as well as responsive to your peers. The ability to manage your time and work load also falls under professional conduct. Consequently, all assignments are to be turned in on time.	20	7

**Course Evaluation:**

Reflection Papers (2)	20
Peer Reviewed Journal Article Summary	15
Online Responses to Journal Article Summaries (3)	15
Final Project & Presentation	30
Professional Conduct	20
<b>Total</b>	<b>100</b>

CEP 553 - Alignment of Course Requirements with:

Performance assessment	Course learning objectives	Conceptual framework	SPA
Reflection Papers	1-7	Knowledge 1, 3, 4 Practice 1	CACREP 1j, 2a-f, 3a-h, 5a-e & g, 8a, 8e
Peer Reviewed Journal Article Summary	1-6	Knowledge 2 Practice 1, 4	CACREP 1j, 2a-f, 3a-h, 5a-e & g, 8a, 8e
Online Responses to Journal Article Summaries	1-6	Knowledge 1, 2, 3, 4 Practice 1	CACREP 1j, 2a-f, 3a-h, 5a-e & g, 8a, 8e
Final Project Presentation	1-8	Knowledge 1, 2, 3, 4 Practice 1, 2, 3, 4	CACREP 1j, 2a-f, 3a-h, 5a-e & g, 8a, 8e
Professional conduct and dispositions	7	Knowledge 4 Practice 4	CACREP 1j

***Note: Rhode Island College is committed to making reasonable efforts to assist students with documented disabilities. If you are seeking reasonable accommodations under the Americans with Disabilities Act, and/or Section 504 of the Rehabilitation Act of 1973, you are required to register with the Student Life Office in Craig-Lee Hall Room 127 (456-8061). To receive accommodations, please obtain the proper forms from the Student Life Office and meet with me at the beginning of the semester.***

## ACADEMIC HONESTY STATEMENT

Students in this course are expected to abide by the principles of academic honesty. Students who willfully violate these principles (e.g., by cheating on examinations and assignments, plagiarizing, altering or changing records, etc.) cheat themselves, destroy any presumption of personal integrity, and degrade the value of education.

It is especially important that all students understand the nature of plagiarism, for their written work will be judged rigorously for honesty. There are various forms of plagiarism of which the following are most common:

**1. Word-for-word plagiarism:** This includes (a) the submission of another student's work as one's own; (b) the submission of work from any source whatever (book, magazine or newspaper article, unpublished paper or thesis) without proper acknowledgement by footnote or reference within the text of the paper; (c) the submission of any part of another's work within your paper use of quotation marks.

**2. Patchwork plagiarism:** This consists of a piecing together of unacknowledged phrases and sentences quoted verbatim (or nearly verbatim) from a variety of sources. The mere reshuffling of other people's words does not constitute original work.

**3. Unacknowledged paraphrase:** It is perfectly legitimate to set forth another author's facts or ideas in one's own words, but if one is genuinely indebted to the other author for these facts or ideas, the debt must be acknowledged by footnote or reference with the text of the paper.

4. Many facts, ideas, and expressions are common property and need not be acknowledged, (e.g., the fact that the Declaration of Independence was signed in 1776; the idea that universal public education is essential to the survival of democratic institutions; such proverbial expressions as "A rolling stone gathers no moss," or "New York-It's a great place to visit, but I wouldn't want to live there"), to acknowledge indebtedness.

(Note: The above paragraphs are based largely on D. Sears, Harbrace Guide to the Library and the Research, p. 39). It is especially important that all students understand the nature of plagiarism; for further explanation, see Sears, Harbrace, *Guide to the Library and Research paper*. Student Handbook, pg 35

**5. Self-plagiarism:** Unauthorized multiple submissions of work for credit is a form of academic dishonesty. It occurs when a student, who has not been given permission to do so, submits for academic credit work that is the same or substantially the same as work that has been submitted for credit in another course. Many professors allow re-working or building on prior work; however, multiple submissions are permitted only with the prior permission of the instructor(s), and only when the student acknowledges the multiple submission in the work itself. *Adopted by the Rhode Island College Council, spring 2006.*

A student who commits academic dishonesty will incur one of the following penalties depending on the severity of the infraction:

1. A low or failing grade on the assignment in which the offense occurred.
2. An additional assignment.
3. Reduction of the final grade up to and including course failure
4. Any combination of the above.

Students who willfully violate the principles of academic honesty (e.g., through cheating on examinations or assignments, plagiarism [see below], altering or changing records, etc) are subject to consequences ranging from an effect on their grade to academic probation or expulsion depending on the seriousness of the act. Any student accused of academic dishonesty may appeal to the Board of College Discipline.