

 <p>MTSU Professional Counseling Program</p>	<p align="center">Professional Counseling Program Middle Tennessee State University 1301 East Main Street Murfreesboro, TN 37132 http://www.mtsu.edu/edu_leadership/professional_counseling/</p>
	<p align="center">COUN 6886 TRAUMA FOCUSED ASSESSMENT AND TREATMENT OF CHILDREN AND ADOLESCENTS SEMESTER</p> 
<p>Professor Office: Office Number: Cell Number:</p>	<p>Email: Office Hours: By appointment Class: Class Time:</p>

I. Course Description

This course offers in-depth perspectives of theories and techniques pertaining to child and adolescent counseling, with an emphasis on the impact of traumatic events on children and adolescents’ cognitive, neurobiological, and psychological development. Information will be presented through lectures, discussions, small group activities, trainings, and viewing current and relevant videos. Students will develop skills that can be implemented in their work with children and adolescents via role play and hands on experiential learning activities. This course highlights the role of development, culture and empirical evidence in trauma-specific assessment, referral, and interventions with children, adolescents and their families. The impact of crises, disasters, sexual assault and other Adverse Childhood Events (ACEs) on individuals and communities will be addressed.

Required Text

Smith-Adock, S., & Tucker, C. (2017). *Counseling Children and Adolescents: Connecting Theory, Development, and Diversity*. Los Angeles, CA: Sage.

Required Supplies

- One standard sized shoe box with a lid
- One medium sized plastic storage box (with lid) at least 17oz
- One 10 lb. bag of play sand
- \$10 worth of small toys and figures
- Three ring binder

II. Objectives

The objectives are for students to develop an understanding of essential elements of child and adolescent counseling. Specifically:

- Objective 1: Students will be able to demonstrate understanding of counseling theories that are relevant to child and adolescent counseling in school and community settings (CACREP 2016-Section 2- Professional Counseling Identity- Standard F.5.a, c, & d.)
- Objective 2: Students will develop self-understanding and self-awareness (CACREP 2016-Section 2- Professional Counseling Identity- Standard F.1.k & l.).
- Objective 3: Students will develop the ability to identify appropriate involvement of play therapy as an assessment and treatment tool when working with children and adolescents (CACREP 2016-Section 2- Professional Counseling Identity- Standard F.5.a & d).

- Objective 4: Students will develop the ability to identify statements that describe the role of the leader of a counseling group with children and adolescents in a school or community setting (CACREP 2016-Section 2- Professional Counseling Identity- Standard F.6. b., c., & d).
- Objective 5: Students will gain an increased understanding of group skills that are appropriate for children and adolescents who have been affected by traumatic events (CACREP 2016-Section 2- Professional Counseling Identity- Standard F.6. b., c., & d).
- Objective 6: Students will gain the ability to explain and identify appropriate counseling approaches to address issues that affect the development of children and adolescents related to adverse childhood events, such as loss, abuse and domestic violence (CACREP 2016-Section 2- Professional Counseling Identity- Standard F.7. d., & e).
- Objective 7: Students will be able to demonstrate basic counseling skills through role plays and one on one supervised interactions with children & adolescents (CACREP 2016-Section 2- Professional Counseling Identity- Standard F.5. f., & g).
- Objective 8: Students will be able to describe the use and value of expressive art techniques with children and adolescents (CACREP 2016-Section 2- Professional Counseling Identity- Standard F.5. a).
- Objective 9: Students will develop an intervention resource binder pertaining to practical and effective techniques, appropriate in the treatment of children and adolescents (CACREP 2016-Section 2- Professional Counseling Identity- Standard F.5. j).
- Objective 10: Students will complete an online training geared towards helping professionals, in order to increase their general knowledge and understanding of the cognitive, neurobiological, psychological, and psychosocial effects of Adverse Childhood Events (ACEs) on the development of children and adolescents (CACREP 2016-Section 2- Professional Counseling Identity- Standard F.3. g; 5.m).
- Objective 11: Students will gain awareness and understanding surrounding appropriate interventions and assessments to address trauma related issues including suicidal ideation in children and adolescents (CACREP 2016-Section 2- Professional Counseling Identity- Standard F.7. c, d, & e).
- Objective 12: Students will examine the manner in which culture is closely interrelated to traumatic experiences, responses and recovery in children and adolescents (CACREP 2016-Section 2- Professional Counseling Identity- Standard F.2. a, & d).
- Objective 13: Students will gain understanding of how interventions with trauma exposed children, adolescents, and their family need to address ethical and legal issues as they arise (CACREP 2016-Section 2- Professional Counseling Identity- Standard F.3.i; 5. c;).

III. Requirements

- a. Attendance
- b. Chapter Discussion Questions (various objectives)
- c. Counseling Relationship Paper (Objective 2)
- d. Expressive Arts Resource Binder Contribution & Demonstration (Objectives 8 & 9)
 - ❖ **Handout**
The intervention handout should include the following:
 - Title
 - Issue/topic/problem area to be addressed or changed
 - Purpose/goal
 - Appropriate population
 - Supplies to be used

- A description of how the intervention will work/ be prepared to demonstrate in role play
- Reference for material

❖ **Demonstration**

Students will be assigned a “client” where the student will interact with the “client” and demonstrate the use of the expressive arts intervention of their choosing. Students will receive feedback from the instructor and classmates, and will have the opportunity to process their experience.

Students will reflect on the following:

- Overall experience
- Strengths and weaknesses of their interpersonal counseling skills
- Things they could have done differently
- Conceptualization of the client’s presenting problem

- e. **Case Study Assignments** (Objectives 1, 6, & 12)
- f. **In-Class/ Independent Activities** (Various Objectives)
- g. **Online ACEs Training** (Objectives 6, 10, 11, 12, & 13)
- h. **Midterm & Final Exam** (Various Objectives)

IV. Grading

Evaluation	
Class Participation	100 points
Reading Discussion Questions	150 points
Counseling Relationship Paper	100 points
Expressive Arts Resource Binder Contribution & Demonstration	200 points
Case Study Assignments (3- 10 Opts each)	300 points
In-Class/Independent Activities (5)	100 points
Online ACEs Training	150 points
Total Potential Points	1000 points

V. Program Disposition Statement

Students in the Professional Counseling Program are required to demonstrate Program Dispositions (being collaborative, ethical, professional, reflective, self-directed, critical thinkers, and have acceptable counseling skills) in this class and in all other academic and professional endeavors. Information regarding demonstration of these dispositions will be used as a component of the faculty’s continuous evaluation of student progress. (See Professional Counseling Program Handbook for further details.)

VI. Reasonable Accommodations for Students with Disabilities

If you have a documented disability described by Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act (ADA) and would like to request academic and/or physical accommodations, please contact Director, Disabled Student Services, KUC 120 (898-2783) as soon as possible. Course requirements will not be waived, but reasonable accommodations may be provided as appropriate.

VII. Professional Organizations

The MTSU Professional Counseling Program strongly recommends that you obtain membership in the American Counseling Association (ACA), American School Counselor Association (ASCA), the Tennessee Licensed Professional Counselors Association (TLPCA), and/or the Tennessee Counseling Association (TCA). Student memberships are available at a reduced rate, and allow you to become actively involved in local, state, and national activities, which serve to enhance your professional repertoire.

VIII. Academic Misconduct

The use of a third party to submit a student's work is only allowed when accommodations are approved by the Disabled Student Services Office. Students found to be in violation of this policy will be reported to the faculty member and Dean of Student Affairs. Students should be familiar with the "[MTSU Students Rights and Responsibilities](#)" handbook which outlines academic misconduct including plagiarism, cheating, fabricating or facilitating any such act. The Handbook also provides a statement of community standards of civil behavior and code of computer use.

IX. Academic Honesty

It is expected that all work you complete for this course is your own. You are expected to include appropriate citations (when applicable) in all of your work for this course. The University policy for academic misconduct will be followed. Academic misconduct includes the following behaviors: plagiarism, cheating, fabrication, or facilitating any such act. The following definitions apply:

- **Plagiarism** – the adoption or reproduction of ideas, words, statements, images, or works of another person as one's own without proper acknowledgement.
- **Cheating** – using or attempting to use unauthorized materials, information, or study aids in any academic exercise. The term academic exercise includes all forms of work submitted for credit or hours.
- **Fabrication** – unauthorized falsification or invention of any information or citation in an academic exercise.
- **Facilitation** – helping or attempting to help another to violate a provision of the institutional code of academic misconduct.

X. The True Blue Pledge

As a member of this diverse community, I am a valuable contributor to its progress and success. I am engaged in the life of this community. I am a recipient and a giver. I am a listener and a speaker. I am honest in word and deed. I am committed to reason, not violence. I am a learner now and forever. I am a BLUE RAIDER. **True Blue!**

XI. Electronics Policy

Please refrain from texting, browsing, or using cell phones in class. Please refrain from usage of laptops or tablets if not related to class material. I will ask you to leave, if you do not adhere to this policy.