Course Syllabus  
CNS 568  
Counseling Children & Adolescents

**Department:** Counseling & Student Affairs  
**Course Number:** 568  
**Credit Hours:** 3 Semester Hours  
**Course Title from the Catalog:** Counseling Children & Adolescents  
**Catalog Description:** Theories and techniques of development counseling with children and adolescents. Topics include: self-concept, social skills, values, moral development, multicultural awareness, child abuse, wellness and sexual development.  
**Enrollment Restriction for Course:** Graduate Status  
**Professor:** Fred E. Stickle, Ph.D.  
**Phone #'s:** Office: 270-745-4953  
Home: 270-782-0381  
**E-Mail Address:** fred.stickle@wku.edu  

**Purpose of this Course:** The overall objectives of the course is to help the student gain a better understanding of the emotional needs of children and adolescents and how the helping professional can assist in meeting the emotional needs of this particular group of individuals and their parents. This course is designed to meet the following Council for Accreditation of Counseling & Related Educational Programs (CACREP) 2009 standards.

**School Counseling**

- **A-6** Understands the effects of (a) atypical growth and development, (b) health and wellness, (c) language, (d) ability level, (e) multicultural issues, and (f) factors of resiliency on student learning and development.

- **E-3** Understands the ways in which educational policies, programs, and practices can be developed, adapted, and modified to be culturally congruent with the needs of students and their families.
Course Objectives:
Upon completion of CNS 568, the student shall have gained the following:

1. Knowledge of the developmental needs of children and adolescents.
2. Knowledge of the effects of ability levels, factors of resiliency and health and wellness has on student learning and development. (CACREP A-6)
3. Knowledge of counseling skills and techniques.
4. Knowledge of the effects of atypical growth, language and multicultural issues has on student learning and development (CACREP A-6)
5. Knowledge of responding to wellness and crisis counseling needs of children and adolescents.
6. Knowledge of ways in which educational policies, programs, and practices can be developed to be culturally congruent with the needs of students and their families (CACREP E-3)
7. Knowledge of the uniqueness of each child and adolescent and how to empower the individual to develop and use their resources.

<table>
<thead>
<tr>
<th>Standard</th>
<th>Objective</th>
<th>Addressed</th>
<th>Measured</th>
</tr>
</thead>
<tbody>
<tr>
<td>A-6</td>
<td>2, 4</td>
<td>Weekends 1-3</td>
<td>Portfolio Assignment #1</td>
</tr>
<tr>
<td>E-3</td>
<td>6</td>
<td>Weekends 1-3</td>
<td>Portfolio Assignment #2</td>
</tr>
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</table>

Textbook:


Methods of Instruction:

This course will use a combination of lecture, class discussion, experimental activities and class presentations to achieve course learning objectives. The course is web enhanced and will include Blackboard discussions.

Assignments:

The attached list entitled Web Assignments for 568 will give detail for each assignment and due dates. The course is a web enhanced course and will meet one Friday and three Saturdays.
Grading and Requirements:

C Grade (To receive a final grade of a C, a student must do the following):

- Attend at least 85% of the class meetings
- Score an average of at least 80% on the three unit exams
- Satisfactory complete all web assignments

B Grade (To receive a final grade of a B, a student must do the following):

- Attend at least 90% of the class meetings
- Score an average of at least 85% on the three unit exams
- Satisfactory complete all web assignments

A Grade (To receive a final grade of a A, a student must do the following):

- Attend at least 95% of the class meetings
- Score an average of at least 92% on the three unit exams
- Satisfactory complete all web assignments
- Successfully complete the term project*

*students seeking an A will be required to do a term project. Complete details will be given in class the first weekend.

Plagiarism:

The Western Kentucky University Handbook of University Life describes plagiarism as follows:

"To represent written work taken from another source as one's own is plagiarism. One must give any author credit for source material borrowed from him. To lift content directly from a source without giving credit is a flagrant act. To present a borrowed passage without reference to the source after having changed a few words is also plagiarism." In addition, for the purposes of this course, to lift material verbatim or to paraphrase from a source and then not to cite that source is unacceptable. Plagiarism will result in a score of zero (0) for that work.

Academic Integrity:

Academic integrity is an essential component of an academic community. Every student is responsible for fostering and maintaining a culture of academic honesty by making a commitment to the academic values of honesty, integrity, responsibility, trust, respect for self and others, fairness, and justice. In addition, students are expected to abide by the code of ethics for their profession and the student code of conduct for the university.

Violations of academic integrity include cheating, plagiarism, or lying about academic matters. Plagiarism is defined as any use of another writer’s words, concepts, or sequence of ideas without acknowledging that writer properly. This includes not only direct quotations of another writer’s words, but also paraphrases or summaries of another writer’s concepts or ideas without
acknowledging the writer properly (i.e., citing them). Cheating includes behaviors such as giving or receiving data or information under any circumstances not permitted by the instructor. Lying about academic matters includes falsification of data or information as part of an academic exercise, or knowingly providing false information to a faculty member.

Academic dishonesty is a profoundly serious offense because it involves an act of fraud, jeopardizing genuine efforts by faculty and students to teach and learn together. Students who are determined to have plagiarized an assignment or otherwise cheated in their academic work or examination may expect an “F” for the assignment in question or an “F” for the course, at the discretion of the instructor. All incidents of cheating or plagiarism, reported by the instructor, will follow the Student Remediation Process as described in the departmental handbook. Please note: The University does use web-based products to detect plagiarism.

**Disabilities:**

Students with disabilities who require accommodations (academic adjustments and/or auxiliary aids or services) for this course must contact the Office for Student Disability Services, Room 445, Potter Hall. The OFSDS telephone number is (270) 745-5004.

**Graduate Student Handbook:**

Students are responsible for understanding the content and procedures contained in the most recent version of the Department of Counseling and Student Affairs Graduate Student Handbook. The handbook is found on the department’s web site. Included in that document is the process that requires all students to be routinely evaluated using the Professional Performance Review process and rubric. The handbook discusses this and other important information.
## Course Schedule

<table>
<thead>
<tr>
<th>Time Period</th>
<th>Content</th>
<th>CACREP Standard</th>
<th>Evaluation</th>
</tr>
</thead>
<tbody>
<tr>
<td>1&lt;sup&gt;st&lt;/sup&gt; Friday P.M. Class</td>
<td>Basic Counseling Skills</td>
<td></td>
<td>Test</td>
</tr>
<tr>
<td>1&lt;sup&gt;st&lt;/sup&gt; Saturday A.M. Class</td>
<td>Basic Counseling Skills</td>
<td></td>
<td>Test</td>
</tr>
<tr>
<td>1&lt;sup&gt;st&lt;/sup&gt; Saturday P.M. Class</td>
<td>Factors effecting student learning (lecture &amp; discussion)</td>
<td>A-6</td>
<td>Portfolio Assignment #1</td>
</tr>
<tr>
<td>2&lt;sup&gt;nd&lt;/sup&gt; Saturday A.M. Class</td>
<td>Counseling Children</td>
<td></td>
<td>Test</td>
</tr>
<tr>
<td>2&lt;sup&gt;nd&lt;/sup&gt; Saturday P.M. Class</td>
<td>Developing education to meet the needs of students (lecture &amp; discussion)</td>
<td>E-3</td>
<td>Portfolio Assignment #2</td>
</tr>
<tr>
<td>3&lt;sup&gt;rd&lt;/sup&gt; Saturday A.M. Class</td>
<td>Counseling Adolescents</td>
<td></td>
<td>Test</td>
</tr>
<tr>
<td>3&lt;sup&gt;rd&lt;/sup&gt; Saturday P.M. Class</td>
<td>Counseling Adolescents</td>
<td></td>
<td>Test</td>
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Note: ALL Students MUST create an account in the CEBS Electronic Portfolio System.

Please note that the College of Education and Behavioral Sciences mandates that all students create an account in the CEBS Electronic Portfolio system. Additionally, you are expected to upload assignments for specific classes that indicate that you have met a critical performance standard, which is any piece of evidence (document, image, video, etc.) required by a program and produced by the student that demonstrates the student has met a standard (in whole or in part). For CNS 568, you are required to upload your Portfolio Reaction Paper #1 and #2. Also, please note that this is a requirement for NCATE (the National Council for Accreditation of Teacher Education).

If you have not registered for the CEBS Electronic Portfolio, Create a New Student Account. If you need directions, please follow the instructions at:
http://edtech2.wku.edu/portfolio/studenthelp/student_instructions.php

Please note the following directions:

***Your paper should be saved as a Microsoft Word document.

- Go to http://www.wku.edu
- Select "Academics" (on left side)
- Select "College of Education & Behavioral Sciences"
- Select Electronic Portfolio System (under Educational Technology)
- Select "Student Login" (you need your WKU ID and password)
- Select CNS 568 (click on "View Critical Performances")
- You will see "Reaction Paper"
- Click on "Upload/View Files"
- Follow the directions to upload your document (this is similar to adding an email attachment)
Critical Performance

Portfolio Reaction Paper #1, Web Assignment #4 for CNS 568

For the following open response questions provide a detailed answer, the response will be opinions you have based on your knowledge of counseling children and adolescents. I am not expecting a specific answer but your views on the open response. Please do not exceed six pages. You may use various sources BUT all answers must be in your own words. Your reaction paper must be sent electronically to your WKU portfolio by the second weekend class. Please respond to the following:

Explain the effects of atypical growth and development, health and wellness, language, ability level, multicultural issues, and factors of resiliency on student learning and development.

Your reaction paper will be evaluated using the following rubrics:

(A 4 or 3 is required for meeting this assignment)

Rubric #1: Portfolio Reaction Paper #1

<table>
<thead>
<tr>
<th>Specific CACREP Knowledge Outcomes</th>
<th>Student demonstrates insufficient knowledge (1)</th>
<th>Student demonstrates minimal knowledge (2)</th>
<th>Student meets knowledge requirements (3)</th>
<th>Student exceeds knowledge expectations (4)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Understands the effects of atypical growth and development on student learning and development. (CACREP Standard A6 Part A for School Counseling)</td>
<td>Student has not met the requirements for this assignment as described in the syllabus and that reflects little, if any progress in the knowledge and understanding of counseling children and adolescents including a framework for understanding the effects of atypical growth and development on student learning and development.</td>
<td>Student has met minimal requirements as described in the syllabus with minimal progress in the knowledge and understanding in counseling children and adolescents including a framework for understanding the effects of atypical growth and development on student learning and development.</td>
<td>Student has met the requirement for this activity as described in the syllabus and reflects satisfactory progress in the knowledge and understanding in counseling children and adolescents including a framework for understanding the effects of atypical growth and development on student learning and development.</td>
<td>Student has exceeded all the requirements of this assignment as described in the syllabus and reflects significant progress in the knowledge and understanding in counseling children and adolescents including a framework for understanding the effects of atypical growth and development on student learning and development.</td>
</tr>
<tr>
<td>Understands the effects of health and wellness on student learning and development. (CACREP Standard A6 Part B for School Counseling)</td>
<td>Student has not met the requirements for this assignment as described in the syllabus and that reflects little, if any progress in the knowledge and understanding of counseling children and adolescents including a framework for understanding the effects of health and wellness on student learning and development.</td>
<td>Student has met minimal requirements as described in the syllabus with minimal progress in the knowledge and understanding in counseling children and adolescents including a framework for understanding the effects of health and wellness on student learning and development.</td>
<td>Student has met the requirement for this activity as described in the syllabus and reflects satisfactory progress in the knowledge and understanding in counseling children and adolescents including a framework for understanding the effects of health and wellness on student learning and development.</td>
<td>Student has exceeded all the requirements of this assignment as described in the syllabus and reflects significant progress in the knowledge and understanding in counseling children and adolescents including a framework for understanding the effects of health and wellness on student learning and development.</td>
</tr>
<tr>
<td>Understands the effects of language on student learning and development. (CACREP Standard A6 Part C for School Counseling)</td>
<td>Student has not met the requirements for this assignment as described in the syllabus and that reflects little, if any progress in the knowledge and understanding of counseling children and adolescents including a framework for understanding the effects of language on student learning and development.</td>
<td>Student has met minimal requirements as described in the syllabus with minimal progress in the knowledge and understanding in counseling children and adolescents including a framework for understanding the effects of language on student learning and development.</td>
<td>Student has met the requirement for this activity as described in the syllabus and reflects satisfactory progress in the knowledge and understanding in counseling children and adolescents including a framework for understanding the effects of language on student learning and development.</td>
<td>Student has exceeded all the requirements of this assignment as described in the syllabus and reflects significant progress in the knowledge and understanding in counseling children and adolescents including a framework for understanding the effects of language on student learning and development.</td>
</tr>
<tr>
<td>Understands the effects of ability level on student learning and development. (CACREP Standard A6 Part D for School Counseling)</td>
<td>Student has not met the requirements for this assignment as described in the syllabus and that reflects little, if any progress in the knowledge and understanding of counseling children and adolescents including a framework for understanding the effects of ability level on student learning and development.</td>
<td>Student has met minimal requirements as described in the syllabus with minimal progress in the knowledge and understanding in counseling children and adolescents including a framework for understanding the effects of ability level on student learning and development.</td>
<td>Student has met the requirement for this activity as described in the syllabus and reflects satisfactory progress in the knowledge and understanding in counseling children and adolescents including a framework for understanding the effects of ability level on student learning and development.</td>
<td>Student has exceeded all the requirements of this assignment as described in the syllabus and reflects significant progress in the knowledge and understanding in counseling children and adolescents including a framework for understanding the effects of ability level on student learning and development.</td>
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<tr>
<td>Understands the effects of multicultural issues on student learning and development. (CACREP Standard A6 Part E for School Counseling)</td>
<td>Student has not met the requirements for this assignment as described in the syllabus and that reflects little, if any progress in the knowledge and understanding of counseling children</td>
<td>Student has met minimal requirements as described in the syllabus with minimal progress in the knowledge and understanding in counseling children and adolescents</td>
<td>Student has met the requirement for this activity as described in the syllabus and reflects satisfactory progress in the knowledge and understanding in counseling children and adolescents</td>
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| Understands the effects of factors of resiliency on student learning and development. (CACREP Standard A6 Part F for School Counseling) | Student has not met the requirements for this assignment as described in the syllabus and that reflects little, if any progress in the knowledge and understanding of counseling children and adolescents including a framework for understanding the effects of factors of resiliency on student learning and development. | Student has met minimal requirements as described in the syllabus with minimal progress in the knowledge and understanding in counseling children and adolescents including a framework for understanding the effects of factors of resiliency on student learning and development. | Student has met the requirement for this activity as described in the syllabus and reflects satisfactory progress in the knowledge and understanding in counseling children and adolescents including a framework for understanding the effects of factors of resiliency on student learning and development. | Student has exceeded all the requirements of this assignment as described in the syllabus and reflects significant progress in the knowledge and understanding in counseling children and adolescents including a framework for understanding the effects of factors of resiliency on student learning and development. |

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**Critical Performance**

**Portfolio Reaction Paper #2, Web Assignment #6 for CNS 568**

For the following open response questions provide a detailed answer, the response will be opinions you have based on your knowledge of counseling children and adolescents. I am not expecting a specific answer but your views on the open response. Please do not exceed four pages. You may use various sources **BUT** all answers must be in your own words. Your reaction paper must be sent electronically to your WKU portfolio by the third weekend class. Please respond to the following:

Explain the ways in which educational policies, programs, and practices can be developed, adapted, and modified to be culturally congruent with the needs of students and their families.

Your reaction paper will be evaluated using the following rubrics:

(A 4 or 3 is required for meeting this assignment)
<table>
<thead>
<tr>
<th>Specific CACREP Knowledge Outcomes</th>
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<th>Student demonstrates minimal knowledge (2)</th>
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</tr>
</thead>
<tbody>
<tr>
<td>Understands the ways in which educational policies can be developed, adapted, and modified to be culturally congruent with the needs of students and their families. (CACREP Standard E-3 for School Counselors)</td>
<td>Student has not met the requirements for this assignment as described in the syllabus and that reflects little, if any progress in the knowledge and understanding of counseling children and adolescents including a framework for understanding the ways in which educational policies can be developed, adapted, and modified to be culturally congruent with the needs of students and their families.</td>
<td>Student has met minimal requirements as described in the syllabus with minimal progress in the knowledge and understanding of counseling children and adolescents including a framework for understanding the ways in which educational policies can be developed, adapted, and modified to be culturally congruent with the needs of students and their families.</td>
<td>Student has met the requirement for this activity as described in the syllabus and reflects satisfactory progress in the knowledge and understanding of counseling children and adolescents including a framework for understanding the ways in which educational policies can be developed, adapted, and modified to be culturally congruent with the needs of students and their families.</td>
<td>Student has exceeded all the requirements of this assignment as described in the syllabus and reflects significant progress in the knowledge and understanding of counseling children and adolescents including a framework for understanding the ways in which educational policies can be developed, adapted, and modified to be culturally congruent with the needs of students and their families.</td>
</tr>
<tr>
<td>Understands the ways in which educational programs can be developed, adapted, and modified to be culturally congruent with the needs of students and their families. (CACREP Standard E-3 for School Counselors)</td>
<td>Student has not met the requirements for this assignment as described in the syllabus and that reflects little, if any progress in the knowledge and understanding of counseling children and adolescents including a framework for understanding the ways in which educational programs can be developed, adapted, and modified to be culturally congruent with the needs of students and their families.</td>
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Understands the ways in which educational practices can be developed, adapted, and modified to be culturally congruent with the needs of students and their families. (CACREP Standard E-3 for School Counselors) | Student has not met the requirements for this assignment as described in the syllabus and that reflects little, if any progress in the knowledge and understanding of counseling children and adolescents including a framework for understanding the ways in which educational practices can be developed, adapted, and modified to be culturally congruent with the needs of students and their families. | Student has met minimal requirements as described in the syllabus with minimal progress in the knowledge and understanding of counseling children and adolescents including a framework for understanding the ways in which educational practices can be developed, adapted, and modified to be culturally congruent with the needs of students and their families. | Student has met the requirement for this activity as described in the syllabus and reflects satisfactory progress in the knowledge and understanding of counseling children and adolescents including a framework for understanding the ways in which educational practices can be developed, adapted, and modified to be culturally congruent with the needs of students and their families. | Student has exceeded all the requirements of this assignment as described in the syllabus and reflects significant progress in the knowledge and understanding of counseling children and adolescents including a framework for understanding the ways in which educational practices can be developed, adapted, and modified to be culturally congruent with the needs of students and their families. |