

UAF Counseling Program
Developmental Interventions (COUN F627) – 3 credits
4:10-7:10pm; Gruening Building

Instructor: Christine Rojas Cook E-Mail: crcook@alaska.edu
Office: 708A Gruening Building Office Hours: Monday & Thursday 1:30-3:30; or by appt.
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Audio Conference Codes: 1-800-570-3591 Participant Pin: 3709703

Course Description: This course is designed to give students an opportunity for limited practice in applying developmental theory to work with children and youth. Attention is placed on assisting children and youth to accomplish developmental tasks appropriate to their psychosocial growth. Prerequisites: COUN 628; or permission of instructor.

Course Goals: The major goal of this course is to provide students with an understanding and experience in the fundamental techniques commonly employed in counseling interventions with children and youth.

Course Learning Outcomes:

- Reflect on and examine attitudes and beliefs about counseling intervention topics, and thoughts, feelings, biases related to counseling children and youth in crisis
- Demonstrate knowledge of issues, dynamics, and challenges related to counseling children and youth
- Utilize beginning assessment skills to understand a client's background and problem
- Prepare an intervention plan which employs intervention techniques and methods appropriate to the developmental level and level of risk of the client
- Recognize risk and protective factors that determine the level of client risk in suicide and violence
- Develop a resource bank of tools, methods, websites, texts, etc., to use for increasing competence with assessment and intervention with children and youth

Instructional Methods: This is a synchronous course where attendance is required during the specified course time. It is a mixture of local students and distance-based students, therefore it will utilize audio and video conferencing. The course is primarily lecture based, but class participation is required. The class utilizes blackboard regularly for information sharing, but also for class discussion. Students will be expected to participate in small group discussion, group presentations, and whole class instruction.

DC Video: It is highly recommended all distance-based students utilize video conferencing. In order to use DC Video, all participants must be certified with the software by Video Conferencing Services. Training can be scheduled using the [Request Form](http://www.alaska.edu/oit/services/video-conferencing/desktop-collaboration/) located on the [VCS Desktop Collaboration](http://www.alaska.edu/oit/services/video-conferencing/desktop-collaboration/) site (<http://www.alaska.edu/oit/services/video-conferencing/desktop-collaboration/>) . This form needs to be submitted at least 1 week prior to the start date of the course/conference. If you have any questions or concerns, please do not hesitate to contact video conferencing: from Fairbanks call 450-8390, outside Fairbanks call 1-800-910-9601 or email video@alaska.edu.

Required Texts:

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

Capuzzi, D. & Gross, D. (Editors). (2008). *Youth At Risk: A Prevention Resource for Counselors, Teachers, and Parents* (5th Ed). Alexandria, VA: American Counseling Association.

Halstead, R.W., Pehrsson, D.E., & Mulen, J.A. (2011). *Counseling Children, A Core Issues Approach*. Alexandria, VA: American Counseling Association.

Recommended Text:

American Psychological Association (2010). *Publication Manual of the American Psychological Association* (6th Ed.). Washington, DC: American Psychological Association.
ISBN-13: 978-1-4338-0561-5

Please utilize the edition specified. Other readings may be assigned by the instructor throughout the term.

Course Evaluation: Students will be evaluated based on four major criteria: class participation, written papers, group presentation, and a final exam. All assignments need to be turned in via the Assignments link on blackboard, but local students must also turn in a hard copy at the **start** of the class in which it is due. Please title your documents using the course number, assignment name, and your initials (i.e., COUN627_BookAnalysis_CC).

All papers need to be word-processed, double-spaced, and include a list of references where applicable. Papers are expected to be well-written, well thought out, and be grammatically correct. According to William Stunk Jr. in *Elements of Style*:

Vigorous writing is concise. A sentence should contain no unnecessary words, a paragraph no unnecessary sentences, for the same reason that a drawing should have no unnecessary lines and a machine no unnecessary parts. This requires not that the writer make all his sentences short, or that he avoid all detail and treat his subjects only in outline, but that every word tell.

Furthermore, use quotes sparingly. When citing from another source, summarize material unless there is no better way to capture the information. APA recommends using no more than 3 tables or figures in a paper, and similar guidelines should be followed for the use of quotes.

Unless stated otherwise, writing should conform to APA style, including citations and references. It should NOT have a title page, an abstract, or be bound in a binder. Papers need to be in final form when turned in – papers will not be allowed to be re-done. Whereas well constructed papers tend to receive higher marks, poorly written papers will receive lower grades.

1. **Class Participation:** Attendance and participation in class is required. It is expected that students will come to class prepared – having completed readings, completed assignments, and ready to participate in discussion. You will be held accountable for the information in the texts whether it is discussed in class or not. At times students will be asked to participate in blackboard discussions. Students must answer all required blackboard posts with a minimum of a paragraph of directly related content. Absence does not relieve a student from the responsibility of completing all assignments prior to the due date, or for material presented in a missed class session. Late assignments will

not be accepted without prior approval from the instructor, and if accepted will reflect an automatic minimum 10% decrease in grade, which will increase to 50% if the paper is not turned in by the next course date in which the paper was originally due (emergency situations will be considered). Although it is expected students will attend all class sessions, *if a session is missed students are expected to complete a 3-page review of the readings assigned for that session along with their personal reaction* – i.e., what stands out most, what questions and/or concerns might you have regarding the topics discussed, what information was most beneficial and what type of information would have been beneficial to include. The review is due prior to the beginning of the next session after the missed class.

Your participation grade will reflect your attendance, your ability to integrate information, adequately discuss your viewpoints, and appropriately respond to feedback.

All personal information shared in class, or within the course blackboard site, should be kept confidential. Instructors do keep information confidential, but there may be times that other teaching professionals may be consulted if deemed necessary, or may have access to your work for grading purposes. (40 points)

2. **Written Papers:** All papers need to be typed, double-spaced, and include a list of references where applicable. Papers are expected to be well-written, well thought out, and be grammatically correct. Unless stated otherwise, writing should conform to APA style, including citations and references. It should NOT have a title page, an abstract, or be bound in a binder.
 - a. **Journal Critiques:** Two critical reviews of recent journal articles (2005 or later) relevant to different developmental intervention techniques/topics. Students are expected to read, analyze, react and report on their articles. Briefly summarize the key points and include your own critique – i.e., how well was this article written/researched, how is this article significant to the field of counseling, to this course, and to you personally. Discuss how you would apply the article's information to your own work as a professional counselor. A copy of the journal article is to be attached to the final product. Students will be expected to discuss their article with the class. Papers should be approximately 3 pages (25 points each).
 - b. **Interviews:** Interview two counselors (1 from a community setting and 1 from a school setting). Discuss intervention processes and strategies they use, difficulties, successes and failures, etc. Analyze how the interventions fit into the developmental process. Papers should be approximately 3-4 pages (25 points each).
 - c. **Case Studies:** Students are expected to evaluate two cases and develop appropriate interventions. Include a problem overview, developmental considerations, assessments, interventions, and evaluations you might use given the particular scenario. Papers should be approximately 3-4 pages (25 points each).
3. **Group Presentation/Book Analysis:** Design an in-service to be presented to the faculty or personnel of an agency setting or an elementary, middle, or high school. The audience should be presented with the current literature on the topic and appropriate interventions – this should be very practical information for faculty/personnel to utilize in their work settings. Students are each to read a different book written about their specific topic and utilize the material from the book to assist in preparing their presentation. Ideas for topics include: Eating Disorders, Gangs, Fetal Alcohol Syndrome, Self-Mutilation, Asberger's Syndrome, Autism, Bullying, Suicide, etc. The length of the presentation should be approximately one hour and needs to utilize a visual format in presenting the material

(i.e., PowerPoint). Each student is to write an analysis of their book that discusses specific dimensions involved in counseling children or adolescents presenting with this specific issue (techniques, developmental considerations, etc.) and describes how they can apply the information from the book to their own work as professional counselors. Additionally, students need to construct a one-page handout that summarizes the relevant information and your review of the book for their classmates – remember to include appropriate citations on the handout. The paper is to be approximately 8 pages. (Presentation 50 points; Paper 50 points; Handout 10 points)

4. **Final Exam:** The final examination may cover all material presented throughout the course. This includes lectures, speakers, videos, presentations, and all readings. The final examination will be a combination of take home and timed examination questions. The examination format will be essay. If necessary, students must make arrangements with the instructor to schedule a make-up exam, which must be completed prior to the scheduled final exam (100 points).

Grading: Your course grade will be determined on a point system as follows:

Class Participation	40 points	372 points and up (93%)	A
Written Papers	150 points	320 points to 371 (80%)	B
Presentation	50 points	280 points to 319 (70%)	C
Book Analysis/Handout	60 points	240 points to 279 (60%)	D
Final Exam	100 points	Less than 240 points	F
Total	400 points		

Course Policies:

Students are required to obtain a university-issued username for use of email and Blackboard. If the university server is not your primary email address, you are expected to set it up so that all emails are forwarded from the university server account. Additionally, students are required to access Blackboard regularly for announcements, documents, and other postings.

An incomplete grade (I) will be assigned only if two conditions have been met. First, the student must have completed the majority of course work, written assignments, presentation, and examinations, and earned a grade of "C" or better. Normally, a grade of "I" will be given only when there has been participation until at least the last three weeks of the semester. Second, documented evidence must be submitted to substantiate the fact that course completion was prevented because of personal problems, such as a medical or family emergency. Failing to complete the course, whether due to negligence or indifference, will result in a grade of "F" unless there has been an official course withdrawal. If an "I" is assigned, completion of all course work is the responsibility of the student. All course work must be completed within one year following the semester that the "I" was given.

Students must abide by academic integrity standards as outlined in the Student Code of Conduct found in the UAF Catalog: Academic and Regulations Chapter. The UAF Code of Conduct can be found online at http://www.uaf.edu/catalog/current/academics/regs3.html#Student_Conduct. In this course if it is found that a student has knowingly plagiarized they may receive a failing grade for the course. Remember to use proper citation to avoid plagiarism.

Plagiarism is representing someone else's ideas and work as your own. Plagiarism includes not only copying verbatim, but also rephrasing the ideas of another without

properly acknowledging the source. As they prepare and submit work to meet course requirements, whether a draft or a final version of a paper or project, students must take great care to distinguish their own ideas and language from information derived from sources. Sources include published primary and secondary materials, electronic media, and information and opinions gained directly from other people. (Capella University Learner Handbook, 2006, p. 14)

Support Services:

Writing support services are available on the UAF Campus in the Writing Center, located in 801 Gruening Building, or can be reached at 907-474-5314 or 1-800-478-5246. The web site address is <http://www.uaf.edu/english/writing-center/>

Disability Services: The Office of Disability Services (ODS) implements the Americans with Disabilities Act (ADA), and ensures that UAF students have equal access to the campus and course materials. Disability Services, a part of UAF's Center for Health and Counseling, provides academic accommodations to enrolled students who are identified as being eligible for services. The faculty of the Counseling Program makes every effort to work in conjunction with ODS to provide the necessary accommodations for all identified students enrolled in our courses. If you believe you are eligible, please contact Disability Services on the UAF campus at 208 Whitaker, 907-474-5655, uaf-disabilityservices@alaska.edu, or visit <http://www.uaf.edu/disability> on the web or contact a student affairs staff person at your nearest local campus.

Class Session	Readings to be Discussed	Assignments Due
Week 1	McWhirter: Intro (1), & Framework (12)	
Week 2	Halstead: Intro (1), Client Core Issues (2 & 3);	
Week 3	McWhirter: Environment (2), Interventions (15) Halstead: Designing Interventions (4)	Journal Critiques
Week 4	Halstead: Therapeutic Relationship (5); Consulting (10) McWhirter Legal & Ethical Issues (3)	
Week 5	McWhirter: Ind. Characteristics (6), Components (13) Drugger: Diversity Issues (13, 14, 15, 17)	Case Study #1
Week 6	Halstead: Narratives (6); Child-Centered (7) Drugger: Physical Ailments (26-27)	
Week 7	Halstead: Sand Work (8); Artwork (9) Drugger: Anxiety, Mood, & Psychotic Disorders (1-5)	Case Study #2
Week 8	Drugger: Child Abuse & Other Trauma (6-12)	Interviews
	Spring Break – no class	
Week 9	McWhirter: Family Problems (4); Drugger: Family Problems (18-21, 24)	Presentation #1
Week 10	McWhirter: School Issues (5); Dropouts (7); Peer Interventions (14) Drugger: Academic Difficulties (32)	Presentation #2
Week 11	McWhirter: Antisocial Behavior (10); Drugger: Behavior, Bullying, Defiance, Violence (33-36)	Presentation #3
Week 12	McWhirter: Substance Use (8); Drugger: Substance Abuse (22 & 31)	Presentation #4
Week 13	McWhirter: Teen Pregnancy & Sexual Behavior (9) Drugger: Sexual Orientation (16)	Book Analysis
Week 14	McWhirter: Youth Suicide (11); Drugger: Grief (23-25) Drugger: Protecting Children from Themselves (28-30)	
Week 15	Final Exam	

Calendar is subject to revision as necessary

**Developmental Interventions
Presentation Evaluation (F627)**
Topic: _____

Name of Presenters: _____

Clear description of the presentation topic and the necessity to explore – 10 points

Clear description of the target audience and the developmental aspects of the target population
(i.e. elementary, middle, high school; agency setting clients) – 10 points

Description of a variety of possible interventions in this area – 10 points

Reviewed literature, school or agency policies, and/or state laws related to the topic – 10 points

Effective communication of material; creative and interesting presentation – 10 points

Other comments:

Total Score (50 possible) _____