

## School of Health & Social Sciences

CPC 600: Child and Adolescent Counselling  
[Cohort Number/Descriptor]

3 Credits

Effective Date (01/01/2022)

Course Dates: MM/DD/YYYY – MM/DD/YYYY

### Faculty & Contact Information

Primary Faculty: [Name, Highest Degree, & Registration]

Email: [CityU Email Address]

Secondary Faculty: [Name, Highest Degree, & Registration]

Email: [CityU Email Address]

*Access to the Internet is required.*

*All written assignments must be in Microsoft-Word-compatible formats.*

*See the library's APA Style Guide tutorial for a list of APA resources.*

### **Territorial Acknowledgement & Statement of Inclusion**

We acknowledge that many of the staff, faculty and students in the Master of Counselling Program at City University in Canada live, work and study on the traditional territory of the [List Specific Nations] First Nations in [Campus Location].

CityU honours human diversity in all its forms and is committed to the principle of universal human dignity. We further acknowledge that our learning community is greatly enriched through the voices and perspectives of staff, faculty, and students from all intersections of society including LGBTQ+, BIPOC and diversely-abled communities.

### **Course Description**

In this course, students will critically examine a range of therapeutic approaches to working with children and youth. Issues such as sexual identity, mental health, substance use, and peer relations will be explored from a range of theoretical perspectives.

### **Consideration of Social Justice Issues**

City University in Canada is committed to social justice, access, and inclusion. Throughout their studies in the Master of Counselling Program, students are invited to reflect on a range of social justice questions as follows:

- What systemic barriers are faced by minority children and adolescents in Canada?
- How do persistent microaggressions influence their overall developmental trajectory?
- What culturally inclusive practices will you implement when counselling minority children and adolescents?

### **Course Resources**

Smith-Adcock, S. & Tucker, C. (2016). *Counselling children and adolescents: Connecting theory, development, and diversity*. Sage. (9781483347745). **Required.**

Malchiodi, C., Duffy, S., Echterling, L., Elbrecht, C., Ghetti, C. (Eds.). (2021). *Creative interventions with traumatized children* (2nd ed.). Guilford Press. (9781462548491). **Required.**

## Course Outcomes

In this course, students...

- Analyze the strengths and weaknesses of select therapeutic interventions for children and adolescents
- Assess concerns related to ethics, law, and duty of care for children and adolescents
- Evaluate a range of theoretical perspectives utilized with children and adolescents
- Critically examine developmental issues facing children and adolescents

## Additional Information

Core concepts/knowledge/skills.

- Common psychological issues affecting children and adolescents
- Legal consideration of working with minors
- Sociological factors affecting child and adolescent experiences in Canada
- Treatment planning for children and adolescents

## Grading Scale

The grades earned for the course will be calculated using City University of Seattle's decimal grading system, found in the current University Catalog (<https://www.cityu.edu/catalog/>).

<b>Scale</b>	100.00 – 92.00	91.99-82.00	81.99 – 75.00	74.99 – 0.00
Decimal Grade Equivalent	4.0 – 3.7	3.6 – 2.7	2.6 – 2.0	1.9 - 0.0
	<b>Exceeds Standard</b>	<b>At Standard</b>	<b>Approaching Standard</b>	<b>Below Standard</b>

Grading rubrics with details on how each assignment will be graded are located under Assignments and/or in My Grades in the online course menu. Students should review the rubric for each assignment prior to completing their work in order to understand how it will be assessed.

## Course Assignments and Grading

The grades earned for the course will be derived using CityU's decimal grading system, based on the following:

<b>Overview of Required Assignments</b>	<b>% of Final Grade</b>
Therapeutic Activity	20%
Peer-Review Group Report	10%
Case Conceptualization & Treatment Paper	30%
Instructor Determined Assignment	40%
<b>Total</b>	<b>100%</b>

## Course Assignment Details

### Therapeutic Activity

Students will design and present a therapeutic activity or game for use with children and/or families. The therapeutic activity will take into account the developmental level of the child, issues specific to that child and/or family and the most effective way to use the activity with the child/family. Each group will submit a 1- 2-page written summary of the objectives of the exercise along with instructions to be shared with the class.

Grading Criteria	Grade Points
Innovative Activity	10 Points
Treatment Intervention	20 Points
Applied Course Concepts	20 Points
Professional Ethics	20 Points
Cultural Competence	20 Points
Design & Engagement	10 Points
<b>Total</b>	<b>100 Points</b>

### Peer Review Group Report

Peer review is a core academic activity in which colleagues support one another's professional development by offering feedback on each other's scholarly work. Working in small groups, students will provide classmates with feedback on one assignment addressing the following questions:

- 1) What did we appreciate about one another's work?
- 2) What did we find challenging about one another's work?
- 3) What changes did we recommend to improve one another's work?

Students will report on their learning in the form of a traditional 3 - 4 page, APA paper or in an alternative format such as blogging, podcasts, Wikis, expressive arts etc.

Grading Criteria	Grade Points
Organization and Coherence	10 Points
Evidence and Support	20 Points
Analysis and use of Course Concepts	20 Points
Evaluating Information	20 Points
Self-reflection	20 Points
APA	10 Points
<b>Total</b>	<b>100 Points</b>

### Case Conceptualization & Treatment Paper

Students will develop a case conceptualization/treatment plan for a case study provided by the instructor. The plan will be based on the following:

1. Gather additional information (as one would in a real counselling situation) from other sources, including school personnel, individuals (name them) and family members, in accord with specific theoretical ideas that guide a practice;

2. Using the information given in the case studies and the additional information “gathered,” design a general therapy plan for the child/adolescent, including frequency of sessions and duration of treatment, appropriate diagnosis and/or working hypothesis, systemic considerations (including family issues and dynamics), possible referrals and/or case management. Note that the plan must integrate key considerations pertaining to diversity, intersectionality, and social justice;
3. Establish a general plan of action that coordinates a specific treatment model/procedure with the clinical problem, and context;
4. Identify some strengths to build upon or to utilize in therapy, e.g., a positive relationship with a teacher, an interest in sports, and family strengths, such as, a positive sibling relationship? Imagine some and how one might use them;
5. Detail three short-term (3-month) therapeutic goals. Be as specific and objective as possible, e.g., child will learn one self-relaxation technique; recognize situations where relaxation will help; develop a plan of action when or if she/he feels like harming her/himself. These goals could be for the child, youth, family or system in which they function;
6. Describe how one decides it is time to end therapy and describe at least one closure activity. Be as specific and objective as possible, e.g., child will be involved in at least one after-school or extracurricular activity. With whom and how will this be determined;
7. Briefly reflect on any personal discoveries or insights that emerged from this process.

This paper will be 7-9 pages double spaced and include a minimum of 8 scholarly references from the past 5 years. APA formatting and citations are mandatory as the failure to cite sources appropriately constitutes plagiarism.

<b>Grading Criteria</b>	<b>Grade Points</b>
Organization and Coherence	10 Points
Case Conceptualization/Treatment	20 Points
Application	20 Points
Professional Ethics	20 Points
Cultural Competence	20 Points
APA	10 Points
<b>Total</b>	<b>100 Points</b>

### **Instructor Determined Assignment**

Students will complete an Instructor Determined Assignment integrating their understanding of course concepts through critical reflection and effective application to counselling settings.

<b>Grading Criteria</b>	<b>Grade Points</b>
Organization and Coherence	10 Points
Evidence and Support	20 Points
Analysis and use of Course Concepts	20 Points
Professional Ethics	20 Points
Cultural Competence	20 Points
APA	10 Points
<b>Total</b>	<b>100 Points</b>

## **Course Policies**

### **Late Assignments**

Graduate students are expected to submit all assignments by the due dates stated in the syllabus. A late assignment is one that is submitted after the due date and time or after any extension has expired.

If circumstances prevent a student from meeting the due date, students should contact the instructor and request an extension at least 48 hours prior to the date the assignment is due. Emergency situations will be considered on a case-by-case basis. Being busy, pressured with outside work, or having competing academic commitments are not usually considered valid reasons to receive extensions.

A student who receives an extension in advance of the due date and abides by the agreement with the instructor is not subject to late penalties. The guideline for late penalties is a deduction of one point per day from the overall grade for the first 10 days and 5 points per day after 10 days. Instructors may vary these guidelines in response to the specific conditions and requirements of each course. In the absence of an alternative announced by the Instructor the default policy is the general guideline cited above. Assignments may be re-written only with the express consent of the Instructor and under exceptional circumstances.

### **Participation**

All MC courses encourage active engagement in discussion, dialogue, role plays and similar exercises in order to receive the maximum educational benefits. Participation includes constructive criticism and the negotiation of different perspectives and ideas. Recognizing that there are many forms of participation a range of forms and styles are welcomed. Active engagement means being attentive. Similarly, it is recognized that there are situations in which learning to hold one's counselor to not participate verbally are valuable learning experiences.

Consistent attendance and a willingness to be actively involved in classroom discussions, small group activities, and at times classroom presentations or role plays assists in creating a vibrant learning community.

Many MC courses include a participation component and, in some cases, assignments specify that participation will be graded. In such cases the criteria for participation will be made known along with the requirements for grade achievement.

### **Professional Writing**

Assignments require error-free writing that uses standard English conventions and logical flow of organization to address topics clearly, completely, and concisely. CityU requires the use of APA style.

## University Policies

Students are responsible for understanding and adhering to all of CityU's academic policies. The most current versions of these policies can be found in the University Catalog that is linked from the CityU Web site.

### **Non-Discrimination & Prohibition of Sexual Harassment**

City University of Seattle, its staff and its faculty are deeply committed to supporting our students. We value equity, diversity, and inclusion as a way of life as well as for the educational opportunities it provides. CityU will not tolerate any form of discrimination based on race, color, ethnicity, sexual orientation, gender identification, socioeconomic status, or religious values. Any student who has experienced discrimination based on the above criteria is encouraged to report this to the University. Students may report an experience of discrimination to their course instructor. If they do not feel safe reporting to their instructor, students may report an experience of discrimination directly to the university Provost or the Vice President of Student Affairs.

CityU adheres to all federal, state, and local civil rights laws prohibiting discrimination in employment and education. The University is committed to ensuring that the education environment is bounded by standards of mutual respect and safety and is free from discriminatory practices.

In the U.S., the University is required by Title IX of the Education Amendments of 1972 to ensure that all of its education programs and activities do not discriminate on the basis of sex/gender. Sex include sex, sex stereotypes, gender identity, gender expression, sexual orientation, and pregnancy or parenting status. Sexual harassment, sexual assault, dating and domestic violence, and stalking are forms of sex discrimination, which are prohibited under Title IX and by CityU policy. CityU also prohibits retaliation against any person opposing discrimination or participating in any discrimination investigation or complaint process internal or external to the institution. Questions regarding Title IX, including its application and/or concerns about noncompliance, should be directed to the Title IX Coordinator. For a complete copy of the policy or for more information, visit <https://my.cityu.edu/titleix> or contact the Title IX Coordinator.

In Canada, in compliance with the British Columbia Human Rights Code, the Alberta Human Rights Act, WorksafeBC, and the Workers' Compensation Board of Alberta, the University believes that its environment should at all times be supportive and respectful of the dignity and self-esteem of individuals. Discrimination, harassment and bullying conduct, whether through person to person behaviour or via electronic communications such as email or social media is not acceptable and will not be tolerated. As an educational institution, it is our responsibility to cultivate an environment of excellence, equity, mutual respect and to recognize the value and potential of every individual. The University will take all necessary steps to meet or exceed the requirements of the law to prevent discrimination, harassment and bullying. The Respectful Workplace Policy for the prevention of discrimination, harassment and bullying policy and procedure can be found at <https://www.cityu.edu/discover-cityu/about-cityu/> under the Policies section or at <https://www.cityuniversity.ca/about/>.

### **Religious Accommodations**

CityU has a policy for accommodation of student absences or significant hardship due to reasons of faith or conscience, or for organized religious activities. The University's policy, including more information about how to request an accommodation, is available in the University Catalog and on the my.cityu.edu student portal. Accommodations must be requested

by the 20% mark of this course (e.g. day 14 of a ten-week course, day 7 of a 5-week course) using the Religious Accommodations Request Form found on the student dashboard in the my.cityu.edu student portal.

### **Academic Integrity**

Academic integrity in students requires the pursuit of scholarly activity that is free from fraud, deception and unauthorized collaboration with other individuals. Students are responsible for understanding CityU's policy on academic integrity and adhering to its standards in meeting all course requirements. A complete copy of this policy can be found in the University Catalog under *Student Rights and Responsibilities* on the page titled *Academic Integrity Policy*.

### **Attendance**

Students taking courses in any format at the University are expected to be diligent in their studies and attend class regularly. Regular class attendance/contact is important in achieving learning outcomes in the course and correlates in many cases with participation. As such it may be a valid consideration in determining the final grade. At the beginning of each course, the instructor will inform students of the relevance of class attendance/contact to the final grade.

Attendance in this class is vital to learning the required course material and demonstrates professionalism and respect for fellow students and the instructor. All students are required to attend every class for the full duration of the class. Arriving late or leaving early will constitute an unexcused absence. It is expected that students who will not be attending or who will be arriving late notify the instructor before class starts.

Excused absences are limited to ILLNESS OR EMERGENCY. Absences related to illness may require verification from a medical doctor. All other absences will be considered unexcused.

In the event of inclement weather, students will be notified by a CityU representative and / or faculty of site closures. As student and faculty safety is a priority, students who feel that driving conditions are unsafe will be permitted an excused absence without penalty. Students are responsible for notifying the instructor before class starts that they will not be attending class due to inclement weather.

Students with more than 2 unexcused absences will be directed to meet with the local Program Director to discuss continued participation in the course. 3% of students' overall course grade will be deducted for each unexcused absence.

A complete copy of CityU's policy can be found in the University Catalog under *Student Rights and Responsibilities* on the page titled *Attendance*.

### **Final Assignment Due Date**

Final assignments for each class at CityU must be due on or before the final date of the course as indicated in the university's course information system. Due dates that extend beyond the final date of the course may negatively impact tuition funding for students.



## **Support Services**

### **Disability Services Accommodations Statement**

Students with a documented disability who wish to request academic accommodations are encouraged to contact Disability Support Services to discuss accommodation requests and eligibility requirements. Please contact Disability Support Services at [disability@cityu.edu](mailto:disability@cityu.edu) or 206.239.4752 or visit the [Disability Support Services](#) page in the my.cityu.edu portal. Confidentiality will be observed in all inquiries. Once approved, information about academic accommodations will be shared with course instructors.

### **Library Services**

CityU librarians are available to help students find the resources and information they need to succeed in this course. Contact a CityU librarian through the [Ask a Librarian](#) service, or access [library resources and services online](#), 24 hours a day, seven days a week.

### **Smarthinking Tutoring**

CityU students have 24/7 access to free online tutoring offered through Smarthinking, including writing support from certified tutors. Contact CityU's Student Support Center at [mycityusupport@cityu.edu](mailto:mycityusupport@cityu.edu) to request a username and password.

### **Master of Counselling's Professional Code (2.0)**

In addition to City University's general student code of conduct located in the Registrar's City U Calendar, counselling students are further expected to conduct themselves in a manner that is consistent with the core values of the profession they are entering. Students will be encouraged to adopt the following behaviours and are accountable to their peers, faculty, and CityU to sincerely undertake the development of these hallmarks of maturity:

1. Respect the dignity of classmates, faculty, and administrators without prejudice in all forms of behaviour and communication in matters of race, religion, skin colour, ethnicity, gender, orientation, physical presentation, age, ancestry or birthplace. This includes, but is not limited to, standing up against and/or reporting behaviours such as bullying, scapegoating, gossip, slander etc.
2. Maintain a positive approach to managing course-related, administrative, or relationship challenges in line with the core values of the profession. This includes, but is not limited to, directly approaching specific individuals regarding concerns of note and attempting to collaborate and independently problem-solve prior to involving faculty or administrators in the matter. Students who feel unable to independently resolve the issue should seek the support of cohort representatives, faculty, or staff.
3. Demonstrate exemplary personal conduct consistent with the values of the profession including integrity, accountability, reflexivity, generosity, compassion, inclusiveness, honesty, courage, maturity, thoughtfulness, good judgment, patience, and fairness. Demonstrate a commitment to modelling the standards and ethics of the counselling profession in all aspects of personal conduct in both the university and community at large.
4. Access City University's campuses or resources ONLY with approval from an authorized representative of the university.
5. Recognize that students with formal academic accommodations are expected to meet the same academic standards as their peers with the help of additional supports and reasonable, penalty free extensions.
6. Recognize that consistent face-to-face and online class attendance is a basic, non-negotiable requirement of the program and that the program's attendance policies will be enforced without exception. Students who are absent for any reason are required to make up all instructional hours and assignments at the discretion of the instructor.
7. Ensure that all requests for assignment extensions (with and without accommodations) are submitted to faculty a minimum of 48 hours in advance of the assignment due date. Extensions may not be granted after assignment due dates have passed.
8. Respect and behave in accordance with the appropriate professional boundaries inherent in faculty, administrative, and evaluative roles.
9. As an ambassador for the City University program, conduct themselves in a manner that strengthens the reputation of the profession, one's peers, and the program.
10. Actively develop and practice the core counselling skills of attunement, presence, and empathy in all program-related interpersonal interactions.
11. Respond to feedback from faculty and administrators in ways that facilitate personal growth, preserve our collaborative learning environment, and reflect the standards of the counselling profession.
12. Balance enthusiastic contributions to classroom discussion with ensuring there is sufficient space for all voices to be heard. This involves actively staying aware of the dynamics of class discussions and actively encouraging everyone's participation.
13. Commit to active course participation that contributes to one's own and others learning.
14. Embrace both positive and challenging academic learning opportunities and consider how these experiences can be applied in the service of personal and professional growth.