



WINEBRENNER
THEOLOGICAL SEMINARY

“Winebrenner equips leaders for service in God’s Kingdom.”

Term: Term Year; (Day, Time)

Course: CC 6200; Counseling Children and Adolescents

Instructor:

Phone:

Email:

Office/Contact Hours: By appointment by phone and/or before/after class.

MACC Syllabus

COURSE DESCRIPTION

This course prepares students to work effectively with children and adolescents by using assessment procedures specific to children and adolescents in diagnosis and treatment planning. Students will learn and implement various evidenced-based prevention and intervention strategies for counseling children and adolescents. (3 hours)

COURSE OUTCOMES

This course addresses the following 2024 CACREP Standards for Clinical Mental Health Counseling programs. At the conclusion of this course, the successful student will meet the following standards:

1. The effects of various socio-cultural influences, including public policies, social movements, and cultural values, on mental and physical health and wellness (3.B.6).
 - Assessment occurs through role plays, individual project, group presentations and final exam.
2. The disproportional effects of poverty, income disparities, and health disparities toward people with marginalized identities (3.B.7).
 - Assessment occurs through role plays, individual project, group presentations and final exam.

3. The role of sexual development and sexuality related to overall wellness **(3.C.9)**.
 - Assessment occurs through role plays, individual project, group presentations and final exam.
4. Application of technology related to counseling **(3.E.5)**.
 - Assessment occurs through role plays, individual project, group presentations and final exam.
5. Culturally sustaining and responsive strategies for establishing and maintaining counseling relationships across service delivery modalities **(3.E.7)**.
 - Assessment occurs through role plays, individual project, group presentations and final exam.
6. Evidence-based counseling strategies and techniques for prevention **(3.E.10)**.
 - Assessment occurs through role plays, individual project, group presentations and final exam.
7. Suicide prevention and response models and strategies **(3.E.19)**.
 - Assessment occurs through role plays, individual project, group presentations and final exam.
8. Use of environmental assessments and systematic behavioral observations **(3.G.9)**.
 - Assessment occurs through role plays, individual project, group presentations and final exam.
9. Procedures for identifying and reporting signs of abuse and neglect **(3.G.15)**.
 - Assessment occurs through role plays, individual project, group presentations and final exam.
10. Procedures to identify client characteristics, protective factors, risk factors, and warning signs of mental health and behavioral disorders **(3.G.16)**.
 - Assessment occurs through role plays, individual project, group presentations and final exam.
11. Strategies to advocate for people with mental, behavioral, and neurodevelopmental conditions **(5.C.8)**.
 - Assessment occurs through role plays, individual project, group presentations and final exam.
12. Etiology, nomenclature, diagnosis, treatment, referral, and prevention of mental, behavioral, and neurodevelopmental disorders **(5.C.1)**.
 - Assessment occurs through role plays, individual project, group presentations and final exam.

REQUIRED TEXTBOOKS

American Psychiatric Association (2022). *Diagnostic and statistical manual of mental disorders* (5th ed.), text revision. Author. ISBN: 978-0-89042-576-3.

American Psychological Association. (2020). *Publication manual of the American Psychological Association* (7th ed.). Author. ISBN: 978-1-433-83215-4.

Smith-Adcock, S. & Tucker, C. (Eds.), (2023). *Counseling children and adolescents: Connecting theory, development, and diversity* (2nd ed.). SAGE Publications. ISBN: 978-1-54438-599-0.

RECOMMENDED TEXTBOOKS:

Jongsma, A., Peterson, L. M., McInnis, W. P., & Bruce, T. J. (2014). *The adolescent psychotherapy treatment planner* (5th ed.). John Wiley & Sons. ISBN: 978-1-11806-784-0.

Jongsma, A., Peterson, L. M., McInnis, W. P., & Bruce, T. J. (2014). *The child psychotherapy treatment planner* (5th ed.). John Wiley & Sons. ISBN: 978-1-11806-785-7.

Additional required reading available on Populi.

METHODOLOGY

This course will include: didactic and experiential learning activities, interaction with reading assignments, class handouts, in-class discussions, small group discussions, chats, multimedia, field experiences, written assignments, in-class and out of class assignments, development of critical thinking skills, demonstration of desired skills, and purposeful experiences.

Class discussions are powered and enriched by everyone processing and sharing what has been discovered from assigned reading and from personal experiences, etc. Learning is synergistic; it deals with abstract or theoretical ideas that have not yet been fully understood or internalized, and constructing learning and mastering concepts requires the community of learners sharing together. It's not a repetition of facts; if that's all we were interested in we could just do a quiz on the reading and be done. Our class sessions are where we all can ask questions, make assertions, share concerns or doubts, express opinions, navigate new ideas, and encounter new ways of thinking. Everyone's input is vital to the learning environment.

EVALUATION AND GRADE SCALE

Grade Scale

Letter Grade	Percentage
A+	99-100%
A	94-98%
A-	90-93%
B+	87-89%
B	83-86%
B-	80-82%
C+	77-79%
C	73-76%
C-	70-73%
F	Below 70%

A course grade of F will not meet the requirements for degree credit.

Pluses and minuses are regularly assigned. The student's GPA is determined by dividing the total points by the number of trimester hours completed.

COURSE REQUIREMENTS

Calculation of grade will be based on the following:

Participation	50 pts.
Devotionals	50 pts.
In-class group work (case studies)	200 pts.
Counseling assignments	200 pts.
Presentation Project	300 pts.
Documentary Reviews	150 pts.
Final Exam	50 pts.
TOTAL	1000 pts.

Students must satisfactorily complete each of the course projects. Grades will be calculated on a total of 1000 points for the course. Format for projects is double-spaced with appropriate documentation of sources, utilizing the *Publication manual of the American Psychological Association*, 7th edition.

1. Participation – A portion of your grade will depend upon your level of participation during class each week. Students are expected to arrive to class on time, stay for the duration of class, and remain focused during the allotted class time. Students are also expected to be prepared for class by bringing textbooks, articles, and other course material to class each week. Additionally, reading required materials and viewing required videos prior to class time is essential as students cannot enter class discussions and activities with relevant questions and comments if they are not prepared. Spontaneous assessments may be given to assess student preparedness. As we strive to provide a biblically-based approach to counseling, it is expected that you evaluate all

readings and discussions from a Christian perspective and work to integrate biblical truth into your life, thought, and work.

2. Devotionals – Students will work in dyads to provide a short devotional (5-8 minutes) based on Tyler Staton’s book *Praying like monks living like fools*.

3. Case Studies (KPI 2) – Students will complete case studies over various childhood diagnoses which will be provided by the instructor.

4. Counseling Assignments – Students will complete (5) counseling exercises from textbook to review in class. (List to be provided)

5. Presentation Project (KPI 1) – Students will be assigned either a diagnosis (for example: autism, anxiety, or depression) OR a topic (such as bullying). They will research and create the following presentation for the class.

- Summary of 2-3 peer reviewed journal article within the past 8 years on the topic.
- Generate a game or other “creative activity” as an expressive technique for this topic or disorder. (You can use an existing board game such as Trouble and tweak it to make it fit your topic.) A list with game instructions **MUST** be included. Be as detailed as possible.
- Create a list of 10 resources on the topic that could be used as resources for the family or child/adolescent.
- Describe cultural and social justice considerations pertaining to this topic.
- Include an outline of an individual and group exercise/counseling technique that you would use with a client struggling with the assigned topic/diagnosis. Group technique will be led by presenters and classmates will participate as “clients” in this exercise/activity.

6. Documentary Reviews – Students will watch assigned documentaries/interviews (3) and will complete a 1-page review (template on Populi).

7. Final Exam – There will be one exam for this course. The final exam will be objective (multiple-choice) and comprehensive.

CLASS SCHEDULE *All class meetings will be offered online via Teams meetings.*

Week	Topic	Readings/Assignments
1	Syllabus review Introduction to child and adolescent counseling	Syllabus review Ch. 1 Smith-Adcock
2	Legal and Ethical Considerations Neurobiology	Ch. 2 & 3 Smith-Adcock Counseling assignment # 1 due
3	The Counseling Process	Ch. 4 Smith-Adcock Devotional due Ch. 3 Stanton Video review #1 due
4	Psychodynamic Theories	Ch. 5 Smith-Adcock Devotional due Ch. 4 Stanton Counseling assignment # 2 due
5	Humanistic Theories	Ch. 6 Smith-Adcock Devotional due Ch. 5 Stanton Counseling assignment # 3 due
6	Cognitive Behavioral Approaches-	Ch. 7 Smith-Adcock Devotional due Ch. 6 Stanton Video review #2 due
7	Family Systems	Ch. 8 Smith-Adcock Devotional due Ch. 7 Stanton
8	Constructivists Approaches Presentations	Ch. 9 Smith-Adcock Devotional due Ch. 8 Stanton
9	Counseling Young and Very Young Children Presentations	Ch. 10 & 11 Smith-Adcock Devotional due Ch. 9 Stanton Counseling assignment # 4 due
10	Counseling Older Children and Adolescents Presentations	Ch. 12-14 Smith-Adcock Video review #3 due
11	Older Adolescents/Emerging Adults Presentations	Ch. 15 Smith-Adcock Counseling assignment # 5 due
12	Presentations	Final Exam on Populi

WEBSITES

The American Association of Christian Counselors

<https://www.aacc.net/>

American Academy of Child and Adolescent Psychiatry (AACAP)

<http://www.aacap.org/>

DSM 5

www.dsm5.org

Society of Clinical and Adolescent Psychology
<http://effectivechildtherapy.org/>

Child Mind Institute
Childmind.org

National Institute of Mental Health
<https://www.nimh.nih.com>

Therapist Aid
www.TherapistAid.com

PROFESSIONAL DISPOSITIONS

The Master of Arts in Clinical Counseling Program has adopted a set of dispositions to be demonstrated by all students. These dispositions include:

- **Commitment** – including counselor identity, investment, advocacy, collaboration, and interpersonal competence.
- **Openness to ideas** – including learning, identifying needed changes, giving and receiving feedback to and from others, and engaging in self-development.
- **Respect for self and others** – including honoring diversity, self-care, and wellness.
- **Integrity** – including personal responsibility, maturity, honesty, courage, and congruence.
- **Self-awareness** – including humility, self-reflection, and understanding of place in history.

These dispositions represent the values of the Department of Counselor Education at Winebrenner Theological Seminary. All students should embody these dispositions inside and outside the classroom to the greatest extent possible.

DIGITAL DELIVERY GUIDELINES

(Since all of this course is digitally delivered, the following guidelines will be followed.)

Teams Online Meeting Etiquette

Students attending class via Microsoft Teams should do so in a distraction free environment and a learning posture. Taking class while driving or engaged in other activities that requires direct attention should be avoided. **For class sessions** you will need your computer with camera and microphone and a stable Internet connection. Your instructor recommends using a desktop or laptop that is stationary to avoid making your classmates “seasick” with a moving image of you on the screen. It is optimal that you can look straight into the camera rather than down or to the side to give everyone in the class session a sense that we are all “present” and

looking at each other. You can have the session on one side of your screen and take notes or view documents beside it in a split screen.

Except during breaks, all cameras should be turned on, and you must be present; no blank screens or avatars during class session. **Exercising, walking on a treadmill, driving your car, or rocking in a chair can also disrupt the classroom environment; please refrain from engaging in distracting activities during class sessions.** Unless otherwise specified by the instructor, please mute yourself until ready to speak to avoid having the class disrupted by background noise. You may use headphones if background noise is present. **Participation grades do include students' attentiveness whether in-person or online.**

Secure Environment

An adequate and appropriate learning environment is necessary when working within digital delivery systems. Students enrolled in the MACC digital delivery program must adhere to the following guidelines:

- Students should attend class meetings in a distraction-free environment that is secure from inadvertent breaches of privacy and confidentiality.
- Students should attend class from a webcam equipped computer or tablet with keyboard and use headphones if background noise is present.

Video Submissions

For class assignments requiring submission of a video displaying your skills in working with another individual, guidelines have been created to uphold privacy. Creating secure videos and submitting them for grading involves several key steps to ensure both the integrity of the content and the privacy of the individuals involved. To create secure videos for grading, **follow these guidelines:**

- *Use Secure Recording Tools:* Utilize software that offers encryption to protect your video files from unauthorized access.
- *Ensure Privacy:* Make sure to record in a private, quiet environment to avoid capturing sensitive information or background noise.
- *File Protection:* Save your videos in a secure format and use strong passwords for any file-sharing services.
- *Submission Protocols:* Videos will be submitted through Populi (Winebrenner's Learning Management System). Due to size limitations, links may be submitted. Again, ensure that links are secured with access limited to only the course instructor.
- *Data Backup & Deletion:* Keep a backup of your videos in a secure location to prevent data loss. Upon completion of the assignment and instructor grading, all data should be permanently deleted.

By adhering to these practices, you can ensure that your videos are both secure and ready for grading while protecting the privacy of individuals and confidentiality of the content.

THE SEMINARY POLICIES FOR PAPERS AND LATE WORK

All work is due to the instructor on or before the final day of class, according to the syllabus schedule.

Late Work During the Term

A student who submits assigned written work late during the trimester, when the lateness is not due to a serious illness or death of a family member or extreme life/ministry situations outside his/her control, and reported to the instructor at the time of the late submission, will have his or her grade on such late work reduced a total of 10% for the first week's lateness (from one to seven days). The reduction will be an additional 10% for the second week's lateness (from eight to fourteen days, for a cumulative total of 20% penalty); and another 10% for the third week's lateness, after which the grade on the late work becomes an F. This same policy will also apply to scheduled examinations or tests. Students may petition the instructor in writing for an exception to this policy. When such exceptions last longer than the initial one week, the Chief Academic Officer (CAO) shall be notified by the instructor.

The instructor may have a stricter policy provided they consult with the CAO to make a final determination. It must be clearly stated in the syllabus with corresponding reasons for the exception, such as multiple assignments building on each other.

Coursework extensions are negotiated with the course instructor during the term. Late work may not be submitted after the end of a term without filing a request for a course extension of the course through the CAO no later than one week prior to the end of the term.

DISABILITY INFORMATION

If you are a student with a diagnosed disability, it is your responsibility to notify your instructor and the Chief Academic Officer at least one week prior to beginning of the trimester so that reasonable accommodations can be made. Students with approved ISAPs are responsible for providing each of their instructors with a copy of their ISAP and having a careful conversation with each instructor regarding how the ISAP can best be followed within the specific parameters of the course. See the Graduate Catalog for the full policy.

ACADEMIC INTEGRITY

Academic integrity is the personal responsibility of students to represent as their own work in reports, papers, or examinations only what they are entitled to honestly present. Violations of academic integrity include dishonesty and plagiarism. If a student violates the standard on academic integrity, he or she will be subject to disciplinary action determined by the instructor and CAO.

A growing concern in graduate work is the use of artificial intelligence (AI) to compose or contribute to some or all written work. Please be aware that this is considered plagiarism. Doing respected, scholarly work requires that the work submitted is the learner's own, original work. Something written by AI is not considered the original work of the learner, but the work of the AI. Academic integrity at Winebrenner requires that all learners submit work that is their own.

Using helpful tools or apps to check spelling and grammar are permissible. For example, tools like MS Word autocorrect, spell-check, grammar-check features, or the Grammarly app can scan for errors and may make suggestions for edits. A translation app may help improve the readability of a paper for those whose first language is not English. However, using a translation app to improve another translation app can appear to be plagiarism. These helpful, rule-based, non-generative AI programs are very different from an AI program that composes writing from a few suggestions.

There are some educational benefits of using generative AI, so Winebrenner does not unilaterally prohibit all use of AI. Generative AI may only be used in very specific courses and assignments with the express permission of the instructor of record.

GRADE DISPUTE

When a student wishes to dispute a grade assigned in a course, the student should contact the Chief Academic Officer. This appeal process must be started within three weeks of the grade in dispute being posted. A Committee of Arbitration will be convened, whose decision shall be final. (See the Graduate Catalog for full details.)

INFORMED CONSENT

The MACC faculty members are dedicated to the educational, personal, spiritual, and professional growth and development of Winebrenner students. Faculty are in a unique position as both instructors who assess students' academic skills and members of the counseling profession with an ethical obligation to the profession. All students are cautioned that the MACC courses are not meant to be a means of personal therapy. The focus in classes is on self-awareness and the enhancement and growth of necessary counselor knowledge and skills. Should a student disclose information indicating impairment or the potential for harm to themselves, future clients, and/or others (including animals), the faculty member may take

appropriate action in accordance with the state laws and the ACA Code of Ethics (2014). It is each student's responsibility to determine *an appropriate level of self-disclosure balanced with reactions* in experiential learning activities. A more detailed Informed Consent Statement is available from the CAO. It will also be made available to all students. Please contact Dr. Iames if you have any questions of concerns about the Informed Consent Statement.

All students are subject to policies outlined in the Winebrenner Graduate Catalog.

Syllabus revised: 01/01/2026