



**Course Title:** Counseling Children COUN 6023 (School Counseling)  
**Semester Credits: 3**  
**Midwestern State University**  
**Gordon T. & Ellen West College of Education**

**Contact Information:**

Professor: Dr. Wendy Helmcamp, PhD, LPC-S

Semester: Summer II 2023; 5 weeks

Office: Bridwell Hall 327

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Classroom/Class Times: Online

Office Hours: I am available to meet online through Zoom by appointment.

**\*Optional (but encouraged) Zoom Classes:**

- July 17, Monday, at 5 pm
- July 24, Monday, at 5 pm
- July 31, Monday, at 5 pm
- August 7, Monday, at 5 pm

**Required Texts:**

Landreth, G. (2012). The art of the relationship. (3rd ed.) New York: Routledge.

Straus, B. (1999). No talk therapy for children and adolescents. New York, NY. Norton & Company.

**Helpful Websites:**

[Association for Play Therapy](#)

[Center for Play Therapy](#)

**In this syllabus, you will find:**

- Content areas
- Knowledge and skills outcomes
- Methods of instruction
- Required text or reading
- Student performance evaluation criteria and procedures

- A disability accommodation policy and procedure statement

### **Instructor Response Policy:**

During the week (Monday – Friday), I will respond within 24 hours. Please do not hesitate to contact me. However, in an effort to model good self-care, I will not respond on the weekends or holidays.

**\*The MSU Clinical Mental Health and School Counseling programs require at least a B average. C's are unacceptable, and more than 2 C's will put you in danger of being removed from the program. Please consult the Student Handbook for more information.**

**COVID-19:** Scientific data shows that being fully vaccinated is the most effective way to prevent and slow the spread of COVID-19 and has the greatest probability of avoiding serious illness if infected in all age groups. Although MSU Texas is not mandating vaccinations in compliance with Governor Abbott's executive orders, we highly encourage eligible members of our community to get a vaccination. If you have questions or concerns about the vaccine, please contact your primary care physician or health care professional. Given the recent rise in cases, individuals are also strongly encouraged to wear facial coverings when indoors among groups of people, regardless of vaccination status. Although MSU Texas is not currently requiring facial coverings, they have been an effective strategy in slowing the spread.

### **COURSE DESCRIPTION**

This course is designed to explore counseling from the perspective of a child. Emphasis is given to various theoretical approaches to children's counseling and will include special populations. You will learn about play therapy and other creative approaches to working with children.

### **LEARNING OUTCOMES**

- Define play therapy.
- Learn play therapy and other creative approaches to working with adolescents and children.
- Learn to encourage expression through the utilization of play, sand tray, puppets, expressive arts, games, and activities.
- Recognize the developmental stage of the child client, i.e., physical, emotional, and social.
- Describe the history and development of play therapy.
- Identify the primary categories of toys in a play therapy room.
- Name and describe basic play therapy skills.
- Verbalize the unique aspects of the therapist-child relationship within the play therapy environment.

- Reflect on multicultural considerations within play therapy relationships (with caregivers and with children) as well as within the play therapy environment.
- Examine and report on research that is relevant to the efficacy of play therapy.
- Understand numerous ways of counseling adolescents through a “No-Talk Therapy Approach.”
- Engage in and utilize creative approaches with adolescents.

**CACREP Standards Addressed:**

- Section 2: 3.a. theories of individual and family development across the lifespan.
  - Addressed by lectures, weekly assignments, online class discussions, paper.
- Section 2: 3.i. ethical and culturally relevant strategies for promoting resilience and optimum development and wellness across the lifespan.
  - Addressed by lectures, weekly assignments, online class discussions, counseling video, paper.
- Section 2: 5.a. theories and models of counseling.
  - Addressed by lectures, weekly assignments, online class discussions, paper, counseling video assignment.
- Section 5C: 2.j. cultural factors relevant to clinical mental health counseling.
  - Addressed by lectures, weekly assignments, online class discussions, paper.
- Section 5C: 2.i. legal and ethical considerations specific to clinical mental health counseling.
  - Addressed by lectures, weekly assignments, online class discussions.
- Section 5C: 3.b. techniques and interventions for prevention and treatment of a broad range of mental health issues.
  - Addressed by lectures, weekly assignments, online class discussions, counseling video, paper.

**TEA Standards Addressed:**

- Standard I, 2: counseling and consultation theories and practices.
  - Addressed by lectures, weekly assignments, online class discussions, counseling video, paper.
- Standard I, 14: counseling-related research techniques and practices.
  - Addressed by lectures, weekly assignments, online class discussions, counseling video, paper.
- Standard II, 3: counsel individuals and small groups using appropriate counseling theories and techniques in response to students' needs.
  - Addressed by counseling video, paper.
- Standard IV, 4: take a positive, strength-based approach that builds on commonalities versus differences in all learners.
  - Addressed by lectures, weekly assignments, online class discussions.

- Standard IV, 5: understand how environment and behavior may impact or influence individual learners.
  - Addressed by lectures, weekly assignments, online class discussions.
- Standard VI, 2: use counseling-related research techniques and practices as well as technology and other resources to facilitate continued professional growth.
  - Addressed by lectures, weekly assignments, online class discussions, counseling video, paper.

**TExES Standards:**

Domain I (Competency 001)

- A. Demonstrate knowledge of developmental progressions in the social, emotional, physical, motor, language, and cognitive domains in children and adolescents; developmental challenges at different stages of development; and how to support students' development across domains.
  - Assessed by: Video and Paper, Final Paper
- B. Demonstrate knowledge of developmental variation, the interrelatedness of developmental domains, and how this interrelatedness may affect students' performance and behavior.
  - Assessed by: Final Paper
- G. Apply knowledge of how to plan and implement developmentally appropriate activities, experiences, and interventions that are responsive to students' needs and facilitate optimal development across the life span.
  - Assessed by: Video and Paper

Domain I (Competency 002)

- B. Apply knowledge of strategies for promoting understanding of, sensitivity to, and interaction with students' diverse characteristics and for fostering awareness, appreciation, and respect for diversity. TEC 239.15.e.2
  - Assessed by: Video and Paper

Domain II (Competency 004)

- A. Distinguish between preventive, remedial, and crisis levels of responsive services.
  - Assessed by: Video and Paper
- H. Apply knowledge of strategies for helping students clarify problems, consider causes, and identify alternative solutions and possible consequences in order to take appropriate actions and cope with developmental or environmental challenges.
  - Assessed by: Video and Paper, Final Paper

Domain II (Competency 007)

- E. Apply knowledge of strategies for communicating information about the comprehensive school counseling program to stakeholders, including teachers, parents/guardians, administrators, district personnel, and community partners.
  - Assessed by: Video and Paper, Online Assignments
- F. Apply knowledge of processes and techniques for engaging in ongoing data collection and analysis to assess, adapt, and improve the comprehensive school counseling program and demonstrate accountability; processes for defining

- Assessed by: Video and Paper
- G. Demonstrate knowledge of how to select appropriate and nondiscriminatory instruments, measures, methods, and materials for gathering information and the importance of collecting data and other information across environments (e.g., home, school, community).
  - Assessed by: Video and Paper, Final Paper, Online Assignments

#### Domain III (Competency 008)

- A. Demonstrate knowledge of procedures and strategies for effective communication, consultation, and collaboration in the educational environment, including the use of face-to-face, written, and technology-based communication methods.
  - Assessed by: Final Paper, Online Assignments
- B. Demonstrate knowledge of the components of culturally responsive, school-based consultation.
  - Assessed by: Video and Paper

#### Domain III (Competency 009)

- C. Identify elements of the professional school counselor orientation; the roles and responsibilities of the school counselor in various educational contexts; and strategies for articulating, modeling, and advocating for an appropriate school counselor identity.
  - Assessed by: Online Assignments

#### Domain IV (Competency 010)

- B. Integrate knowledge of effective counseling approaches and best practice to select a developmentally appropriate intervention for addressing an identified student need.
  - Assessed by: Final Paper

## COURSE EXPECTATIONS

The Clinical Mental Health Counseling Program, its faculty, and its students adhere to the University Code of Conduct, State of Texas licensure laws and regulations, and the American Counseling Association's Code of Ethics (2014). The program has a professional responsibility to ensure that all students display ethical, professional, and personal behaviors that comply with these guidelines. Students are strongly encouraged to review, understand, and consult the [American Counseling Association website](#) for details related to these guidelines.

Department of Counseling students are expected to demonstrate appropriate classroom behavior, consistent with their counselor-in-training roles. Counselors-in-training are expected to convey attentiveness and respect in all professional and classroom settings.

**Online Etiquette:** It is expected that students use formal, professional language when corresponding online. It is expected that you use complete sentences, address one another

with respect, follow the American Counseling Association Code of Ethics (2014), and treat all members of the class with respect.

**Diversity:** It is my intent to present material and activities that are respectful of diversity. It is also my intent that students from all perspectives and diverse backgrounds be well-served by this course, that students' learning needs be addressed both in and out of class, and that the diversity that students bring to this class be viewed as a resource, strength, and benefit. Your suggestions about how to improve the value of diversity in this course are encouraged and appreciated.

**Confidentiality:** Upholding confidentiality is a major responsibility of the student. Anything discussed during supervision, online in this class, or shared by individual students about themselves is considered confidential. Please do not share any information shared to you by other students.

**Academic Dishonesty:** Students at Midwestern State University are an essential part of the academic community and enjoy substantial freedom within the framework of the educational objectives of the institution. The freedom necessary for learning in a community so rich in diversity and achieving success toward our educational objectives requires high standards of academic integrity. Academic dishonesty has no place in an institution of advanced learning. It is each student's responsibility to know what constitutes academic dishonesty and to seek clarification directly from the instructor if necessary. Examples of academic dishonesty include, but are not limited to:

- Submission of an assignment as the student's original work that is entirely or partly the work of another person.
- Failure to appropriately cite references from published or unpublished works or print/non-print materials, including work found on the World Wide Web.
- Observing or assisting another student's work.
- Multiple Submission - Submitting a substantial portion or the entire same work (including oral presentations) for credit in different classes without permission or knowledge of the instructor.

**Statement of Disability:** Disability Support Services (DSS) provides services to students with disabilities to insure accessibility to university programs. DSS offers information about accommodations and disability, evaluation referral, adaptive technology training and equipment, and interpreter services for academically related purposes.

If you suspect you have a disability that is impacting your academic performance or have been previously documented as a person with a disability, you will need to apply and provide documentation of that disability to the Disability Support Services. This documentation must be supplied by a qualified professional who is licensed or certified to diagnose the disability in question.

The Disability Support Services office is in Room 168 of the Clark Student Center. If you need assistance, you can also contact them at (940) 397-4140.

**Attendance:** You will be required to post at least three academic paragraphs on each week's discussion board. An academic paragraph needs to include at least five sentences. You are also required to reply to at least one other student's discussion board post. This is seen as your weekly attendance in class. Failing to post, reply, or both each week results in loss of points and would be the same as if you did not attend class that week.

**Late Work:** All papers and assignments must be turned in the day they are due. **\*No exceptions.** If you have an emergency, please let me know in advance. Any late papers will be lowered **\*10%**. Please observe that your assignments are worth a considerable number of points and skipping even one assignment will significantly lower your grade. Please begin planning your semester schedule accordingly.

### Course Requirements

- Internet connection and D2L access are mandatory.
- Students are required to complete weekly readings.
- Students are required to enter and experience the world of the child client through active participation in all assignments and class discussions.
- Each student will turn in one video counseling session (20 minutes in length) demonstrating counseling with a child or adolescent.
- Along with the video, the student will complete a paper describing the session, the modalities utilized, and a completed skills self-assessment.
- A final paper is required in the class.
- Weekly assignments will be required in addition to the reading.

### Grading Criteria:

| Assignments                     | Points                                |
|---------------------------------|---------------------------------------|
| Weekly Discussion Board Posts   | 5 points                              |
| Weekly Chapter Review Questions | 35 points                             |
| Video and Paper <b>*Tk20</b>    | 40 points (20 for video/20 for paper) |
| Final Paper                     | 20 points                             |
| Total Points                    | 100 points                            |

- 100 – 90 points = A
- 89 – 80 points = B
- 79 – 70 points = C (C's are unacceptable in the program; after 2 C's, you will be placed on academic probation)
- 69 – 60 points = D (D's are unacceptable in the program)
- 59 – below = F (F's are unacceptable in the program)

## ASSIGNMENTS

**Weekly Discussion Board Posts (5 Points):** Once a week, you are required to complete an online discussion board post using at least three academic paragraphs, including at least five sentences in each paragraph. You will be required to comment on one classmate's post as well. The discussion board posts are due Sunday by 11:59 pm every week (except the last week is Thursday). CACREP Section 2: 3a, 3i, 5a; Section 5C: 2j, 2l, 3b; TEA Standard I: 2, 14; Standard IV: 4, 5; Standard VI: 2

**Weekly Chapter Review Questions (35 Points):** There will be questions that accompany the reading that you will be required to answer, called chapter review questions. The chapter review questions are due Sunday by 11:59 pm every week (except the last week is Thursday). CACREP Section 2: 3a, 3i, 5a; Section 5C: 2j, 2l, 3b; TExES Domain 2: 007E, 007G; Domain 3: 008A, 009C; TEA Standard I: 2, 14; Standard IV: 4, 5; Standard VI: 2

**Child Counseling Video and Analysis Paper (40 Points): (see rubric in appendix)** You are required to create a 20-minute video counseling session of yourself with a child or adolescent demonstrating what you have learned in this class about developmentally appropriate counseling approaches with children. You are required to use a game or activity in your video. You must demonstrate basic counseling skills using either Child-Centered Play Therapy or an experiential "No Talk Approach" to counseling based on what you have learned in this class. You are expected to apply a theory and demonstrate evidence-based approaches to working with children or adolescents. In your video and analysis of your video, you should show the following: theory, developmentally appropriate counseling skills, specific child-centered or experiential approach in the video, positive regard and therapeutic relationship, and culturally sensitive approach to working with children. For the video, you are required to find a child or adolescent who is willing to be recorded for a mock counseling session. You must obtain parent consent in writing and review informed consent with the child/adolescent at the beginning of the video session. You are required to obtain materials for use with your child. Art supplies, sand trays, toys, and other materials are required in your work with children. Your paper will analyze your use of skills and provide rationale for the interventions you utilized in your counseling video. Make sure you address: 1.) human development and learning, 2.) guidance, 3.) responsive services, 4.) systems support, and 5.) analysis and response (SEE THE RUBRIC). Your paper should follow the template and be in APA 7 format. CACREP Section 2: 3i, 5a; Section 5C: 3b; TExES Domain 1: 001A, 001G, 002B; Domain 2: 004A, 004H, 007E, 007F, 007G; Domain 3: 008B; TEA Standard I: 2, 14; Standard II: 3; Standard VI: 2; **\*Turn in to D2L and Tk20**

**Final Paper (20 Points):** You are required to write a paper about one of the approaches to counseling with children that you have learned about in this class. You can choose: Child-Centered (or another theory, i.e., Adlerian, CBT), Play Therapy, Art Therapy, Experiential, or creative approaches to working with children based on "No Talk Therapy for Children and Adolescents." If you choose art therapy, you still need to frame the paper within your chosen theory such as CBT, humanistic, etc. Whichever approach you



choose, you are required to write about the: 1) history and creators of the approach, 2) theory of personality or beliefs about human nature; 3) structure of therapy, goals, approach, and methods of conducting the therapy; 4) techniques; 5) research and evidence that supports the approach (citations required); 6) populations with which you would like to use the approach; 7) why the approach appeals to you and how you will apply the approach. Your paper should follow the template and be in APA 7 format. You must cite at least **\*five sources** (other than your books). CACREP Section 2: 3a, 3i, 5a; Section 5C: 2j, 3b; TExES Domain 1: 001A, 001B; Domain 2: 004H, 007G; Domain 3: 008A; Domain 4: 010B; TEA Standard I: 2, 14; Standard II: 3; Standard VI: 2

| Week                 | CACREP/TEExES/TEA Standards  | Reading   | Class Theme   |
|----------------------|--|---|---|
| Week 1<br>July 10-16 | <ul style="list-style-type: none"> <li>• CACREP Section 2: 3a, 3i, 5a; Section 5C: 2j, 2l, 3b</li> <li>• TExES Domain 2: 007E, 007G; Domain 3: 008A, 009C</li> <li>• TEA Standard I: 2, 14; Standard IV: 4, 5; Standard VI: 2</li> </ul> | <ul style="list-style-type: none"> <li>• Read Straus: Chapters 1-5</li> <li>• Discussion Board Post &amp; Chapter Review Questions<br/>Due: Sunday by 11:59 pm</li> </ul>   | <ul style="list-style-type: none"> <li>• A No-Talk Kid</li> <li>• Why Talk Does Not Work</li> <li>• Praise &amp; Support</li> <li>• The Therapist's Job</li> </ul>                    |
| Week 2<br>July 17-23 | <ul style="list-style-type: none"> <li>• CACREP Section 2: 3a, 3i, 5a; Section 5C: 2j, 2l, 3b</li> <li>• TExES Domain 2: 007E, 007G; Domain 3: 008A, 009C</li> <li>• TEA Standard I: 2, 14; Standard IV: 4, 5; Standard VI: 2</li> </ul> | <ul style="list-style-type: none"> <li>• Read Straus: Chapters 6-10</li> <li>• Discussion Board Post &amp; Chapter Review Questions<br/>Due: Sunday by 11:59 pm</li> <li>• <b>*Optional (but encouraged) Zoom: July 17 at 5 pm</b></li> </ul> | <ul style="list-style-type: none"> <li>• Fun, Food, &amp; Flexibility</li> <li>• Diagnosis &amp; Assessment</li> <li>• Therapy Termination</li> <li>• Burn-Out &amp; Games</li> </ul> |

| Week                       | CACREP/TE <sub>x</sub> ES/TEA Standards  | Reading   | Class Theme   |
|----------------------------|--|---|---|
| Week 3<br>July 24-30       | <ul style="list-style-type: none"> <li>• CACREP Section 2: 3i, 5a; Section 5C: 3b</li> <li>• TE<sub>x</sub>ES Domain 1: 001A, 001G, 002B; Domain 2: 004A, 004H, 007E, 007F, 007G; Domain 3: 008B</li> <li>• TEA Standard I: 2, 14; Standard II: 3; Standard VI: 2</li> </ul> | <ul style="list-style-type: none"> <li>• Read Landreth: Chapters 1-5</li> <li>• Discussion Board Post, Chapter Review Questions, &amp; Video/Paper Due: Sunday by 11:59 pm</li> <li>• <b>*Turn in to D2L and Tk20</b></li> <li>• <b>*Optional (but encouraged) Zoom: July 24 at 5 pm</b></li> </ul> | <ul style="list-style-type: none"> <li>• Relationships &amp; Play</li> <li>• History &amp; Development of Play Therapy</li> <li>• Child-Centered Play Therapy</li> <li>• <b>*Video &amp; Paper Due: July 30</b></li> <li>• <b>*Turn in to D2L and Tk20</b></li> </ul> |
| Week 4<br>July 31-August 6 | <ul style="list-style-type: none"> <li>• CACREP Section 2: 3a, 3i, 5a; Section 5C: 2j, 2l, 3b</li> <li>• TE<sub>x</sub>ES Domain 2: 007E, 007G; Domain 3: 008A, 009C</li> <li>• TEA Standard I: 2, 14; Standard IV: 4, 5; Standard VI: 2</li> </ul>                          | <ul style="list-style-type: none"> <li>• Read Landreth: Chapters 6-11</li> <li>• Discussion Board Post &amp; Chapter Review Questions Due: Sunday by 11:59 pm</li> <li>• <b>*Optional (but encouraged) Zoom: July 31 at 5 pm</b></li> </ul>   | <ul style="list-style-type: none"> <li>• The Play Therapist</li> <li>• Parents, Playroom, Materials</li> <li>• The Child's Time</li> <li>• Facilitative Responses</li> <li>• Setting Limits</li> </ul>  |
| Week 5<br>August 7-10      | <ul style="list-style-type: none"> <li>• CACREP Section 2: 3a, 3i, 5a; Section 5C: 2j, 3b</li> <li>• TE<sub>x</sub>ES Domain 1: 001A, 001B; Domain 2: 004H, 007G; Domain 3: 008A; Domain 4: 010B</li> <li>• TEA Standard I: 2, 14; Standard II: 3; Standard VI: 2</li> </ul> | <ul style="list-style-type: none"> <li>• Read Landreth: Chapters 12-17</li> <li>• Discussion Board Post, Chapter Review Questions, &amp; Final Paper Due: Thursday by 11:59 pm</li> <li>• <b>*Optional (but encouraged) Zoom: August 7 at 5 pm</b></li> </ul>                                       | <ul style="list-style-type: none"> <li>• Play Therapy Problems &amp; Issues</li> <li>• Cases</li> <li>• Termination</li> <li>• Short-term</li> <li>• Research</li> <li>• <b>*Final Paper Due: August 10</b></li> </ul>  |

## DEPARTMENT OF COUNSELING STATEMENT OF EXPECTATIONS

The counselor education program is charged with the dual task of nurturing the development of counselors-in-training and ensuring quality client care. In order to fulfill these dual responsibilities, faculty must evaluate students based on their academic,

professional, and personal qualities. A student's progress in the program may be interrupted for failure to comply with academic standards or if a student's interpersonal or emotional status interferes with training-related requirements. For example, in order to ensure proper training and client care, a counselor-in-training must abide by relevant ethical codes and demonstrate professional knowledge, technical and interpersonal skills, professional attitudes, and professional character. These factors are evaluated based on one's academic performance and one's ability to convey warmth, genuineness, respect, and empathy in interactions with clients, classmates, staff, and faculty. Students should demonstrate the ability to accept and integrate feedback, be aware of their impact on others, accept personal responsibility, and be able to express feelings effectively and appropriately. For further clarification on student review and retention please refer to the handbook.

**Classroom Behaviors:** Department of Counseling students are expected to demonstrate appropriate classroom behavior, consistent with their counselor-in-training roles. Counselors-in-training are expected to convey attentiveness and respect in all professional and classroom settings. Specifically, these include:

- Avoiding tardiness and late arrival to class.
- Being attentive and participative in class and online.
- Not using cell phones and text messaging during class.
- Not surfing the web, emailing, tweeting, or using instant messaging (IM) during class.
- Minimizing eating and disruptive snacking during class.
- Avoiding personal conversations with students during class, which are disruptive to fellow students and the learning environment.

## **STUDENT ETHICS AND OTHER POLICY INFORMATION**

**Ethics:** For further information about Midwestern State University's policies regarding student ethics and conduct, please contact 940-397-4135 (Student Support Services).

**Special Notice:** Students whose names do not appear on the class list will not be permitted to participate (take exams or receive credit) without first showing proof of registration (Schedule of Classes and Statement of Account).

**Campus Carry:** Senate Bill 11 passed by the 84th Texas Legislature allows licensed handgun holders to carry concealed handguns on campus, effective August 1, 2016. Areas excluded from concealed carry are appropriately marked, in accordance with state law. For more information regarding campus carry, please refer to the University's webpage at: [Campus Carry](#). As this is an online class, this policy should not apply, but please familiarize yourself with this and other campus policies. **\*Please note, open carry of handguns, whether licensed or not, and the carrying of all other firearms, whether open or concealed, are prohibited on campus.**

**Limited Right to Intellectual Property:** By enrolling in this course, the student expressly grants MSU a “limited right” in all intellectual property created by the student for the purpose of this course. The “limited right” shall include but shall not be limited to the right to reproduce the student’s work product in order to verify originality and authenticity, and for educational purposes.

**Midwestern State University Mission Statement:** MSU is a leading public liberal arts university committed to providing students with rigorous undergraduate and graduate education in the liberal arts and the professions. Through an emphasis upon teaching, augmented by the opportunity for students to engage in research and creative activities alongside faculty and to participate in co-curricular and service programs, Midwestern State prepares its graduates to embark upon their careers or pursue advanced study. The university’s undergraduate education is based upon a comprehensive arts and sciences core curriculum. The understanding that students gain of themselves, others, and the social and natural world prepares them to contribute constructively to society through their work and through their private lives.

**Midwestern State University Values:**

1. People-Centered. Engage others with respect, empathy, and joy.
  - Honor and act upon the unique needs of all people.
  - Celebrate the accomplishments and contributions of every person in every role.
  - Empower others through personal attention to unlock groundbreaking potential.
  - Commit to attract, recruit, and retain a diverse workforce reflective of our students.
  - Create a welcoming environment that fosters trust, teamwork, well-being, and fun.
  - Develop activities embracing meaningful traditions.
2. Community. Cultivate a diverse and inclusive campus environment.
  - Promote a culture of equity, diversity, and belonging.
  - Nurture a safe and open environment for difficult conversations.
  - Welcome honest communication and constructive feedback.
  - Recognize, acknowledge, and dismantle barriers to equity, inclusion, and success.
  - Provide meaningful and accessible support to the MSU community.
3. Integrity. Always do the right thing.
  - Act honorably and respectfully in all situations.
  - Take responsibility for our words and actions.
  - Learn and grow from successes and failures.
  - Communicate and act with honesty, humility, and transparency.
  - Make courageous and ethical decisions.
4. Visionary. Adopt innovative ideas to pioneer new paths.
  - Inspire and empower others through and beyond the educational experience.
  - Foster an environment of critical thinking, problem-solving, and creativity.
  - Champion continuous institutional progress.
  - Collaborate to explore opportunities and overcome challenges.
5. Connections. Value relationships with broader communities.

- Forge pathways for experiential learning beyond the campus.
- Encourage open communication, service, and collaboration wherever we go.
- Create genuine bonds where each person feels recognized and valued.
- Collaborate to develop programs that benefit our communities.
- Share and celebrate the Mustangs can-do spirit.

**Midwestern State University Counseling Program Objectives:**

1. Reflect current knowledge and projected needs concerning counseling practice in a multicultural and pluralistic society.
2. Reflect input from all persons involved in the conduct of the program, including counselor education program faculty, current and former students, and personnel in cooperating agencies.
3. Address student learning
4. Written so they can be evaluated.

**\*Please refer to your Clinical Mental Health student handbook, and or your practicum and internship manual located within the D2L shell for review.**

**Desire-to-Learn (D2L):** Extensive use of the MSU D2L program is a part of this course. Each student is expected to be familiar with this program as it provides a primary source of communication regarding assignments, examination materials, and general course information. You can log into [D2L](#) through the MSU Homepage. If you experience difficulties, please contact the technicians listed for the program or contact your instructor.

**Online Computer Requirements:** Taking an online class requires you to have access to a computer (with Internet access) to complete and upload your assignments. It is your responsibility to have (or have access to) a working computer in this class. ***\*Assignments and tests are due by the due date, and personal computer technical difficulties will not be considered reason for the instructor to allow students extra time to submit assignments, tests, or discussion postings.*** Computers are available on campus in various areas of the buildings as well as the Academic Success Center. ***\*Your computer being down is not an excuse for missing a deadline!*** There are many places to access your class! Our online classes can be accessed from any computer in the world that is connected to the internet. Contact your instructor immediately upon having computer trouble. If you have technical difficulties in the course, there is also a student helpdesk available to you. The college cannot work directly on student computers due to both liability and resource limitations; however, they are able to help you get connected to our online services. For help, log into [D2L](#).

**Change of Schedule:** A student dropping a course (but not withdrawing from the University) within the first 12 class days of a regular semester or the first four class days of a summer semester is eligible for a 100% refund of applicable tuition and fees. Dates are published in the [Schedule of Classes](#) each semester.

**Refund and Repayment Policy:** A student who withdraws or is administratively withdrawn from Midwestern State University (MSU) may be eligible to receive a refund for all or a portion of the tuition, fees and room/board charges that were paid to MSU for the semester. However, if the student received financial aid (federal/state/institutional grants, loans and/or scholarships), all or a portion of the refund may be returned to the financial aid programs. Two formulas (federal and state) exist in determining the amount of the refund. (Examples of each refund calculation will be made available upon request).

**Smoking/Tobacco Policy:** College policy strictly prohibits the use of tobacco products in any building on campus. Adult students may smoke only in the outside designated-smoking areas at each location.

**Alcohol and Drug Policy:** To comply with the Drug Free Schools and Communities Act of 1989 and subsequent amendments, students and employees of Midwestern State are informed that strictly enforced policies are in place which prohibits the unlawful possession, use or distribution of any illicit drugs, including alcohol, on university property or as part of any university-sponsored activity. Students and employees are also subject to all applicable legal sanctions under local, state, and federal law for any offenses involving illicit drugs on university property or at university-sponsored activities.

**Grade Appeal Process:** Update as needed. Students who wish to appeal a grade should consult the Midwestern State University [MSU Catalog](#)

**Notice:** Changes in the course syllabus, procedure, assignments, and schedule may be made at the discretion of the instructor.

## **Tote bag Playroom**

The following toys and materials are the minimal requirements for conducting a play therapy session and are recommended because they encourage a wide range of expressions and can be easily transported in a tote bag or stored out of the way in a closet or in a corner.

- Aggressive hand puppet (alligator, wolf, or dragon)
- Band-aids
- Bendable doll family
- Bendable Gumby (nondescript figure)
- Blunt scissors
- Costume jewelry
- Cotton rope
- Crayons (eight-count box)
- Dart gun
- Doll
- Dollhouse (use box that holds reams of paper, box lid serves as dollhouse, draw lines on inside of lid to mark rooms, box doubles as storage container for toys)
- Dollhouse furniture (at least bedroom, kitchen, and bathroom)
- Handcuffs
- Lone Ranger-type mask
- Medical mask (white dust mask will suffice)
- Nerf ball (a rubber ball bounces too much)
- Newsprint
- Nursing bottle (plastic)
- Pipe cleaners
- Playdough
- Popsicle sticks
- Rubber knife
- Small airplane
- Small car
- Spoons (avoid forks because of sharp points)
- Telephone (two)
- Toy soldiers (20-count size is sufficient)
- Transparent tape
- Two play dishes and cups (plastic or tin)

If storage space is available, an inflatable vinyl bop bag (Bobo) would be a special asset. A dishpan-size plastic container with an inch of sand in the bottom would also be useful in a more permanent setting. Rice could be used in place of the sand if clean-up is a problem. A bucket with an inch or so of water would be helpful.

Above an excerpt from:

Landreth, G. (2012). *The art of the relationship*. (3rd ed.) New York: Routledge.



# APPENDIX

## COUN 6023 COUNSELING CHILDREN PAPER RUBRIC

| <b>Counseling<br/>Children Paper<br/>Rubric</b>   | <b>Accomplished<br/>4</b>   | <b>Expected<br/>3</b>  | <b>Needs Improvement<br/>2</b>   | <b>Unacceptable<br/>1</b>   |
|---|---|--|--|---|
| <p><b>SC Competency 001 (Human Development and Learning):</b><br/>Understand theories and processes of human development and learning as well as factors that influence development and learning.</p> <p><i>TEC 239.15.IV</i></p> | <p>The candidate demonstrates an understanding of theories and processes of human development AND learning as well, as factors that influence development and learning including knowledge of</p> <ul style="list-style-type: none"> <li>a. developmental progressions of children and adolescents</li> <li>b. developmental variation</li> <li>c. learning theories</li> </ul> <p>AND application of knowledge for</p> <ul style="list-style-type: none"> <li>d. variables that influence student development</li> <li>e. needs of students within special populations</li> <li>f. developmentally appropriate strategies</li> <li>g. capacity to plan developmentally appropriate activities</li> </ul> | <p>The candidate demonstrates an understanding of theories and processes of human development OR learning and factors that influence development and learning including knowledge of</p> <ul style="list-style-type: none"> <li>a. developmental progressions of children and adolescents</li> <li>b. developmental variation</li> <li>c. learning theories</li> </ul> <p>AND application of knowledge for</p> <ul style="list-style-type: none"> <li>d. variables that influence student development</li> <li>e. needs of students within special populations</li> <li>f. developmentally appropriate strategies</li> <li>g. capacity to plan developmentally appropriate activities</li> </ul> | <p>The candidate demonstrates knowledge of theories OR processes of human development OR learning and factors that influence development and learning including knowledge of</p> <ul style="list-style-type: none"> <li>a. developmental progressions of children and adolescents</li> <li>b. developmental variation</li> <li>c. learning theories</li> </ul> <p>However, the candidate is not able to apply knowledge of</p> <ul style="list-style-type: none"> <li>d. variables that influence student development</li> <li>e. needs of students within special populations</li> <li>f. developmentally appropriate strategies</li> <li>g. capacity to plan developmentally appropriate activities</li> </ul> | <p>The candidate does not demonstrate an understanding of theories and processes of human development NOR learning NOR factors that influence development and learning including the knowledge of</p> <ul style="list-style-type: none"> <li>a. developmental progressions of children and adolescents</li> <li>b. developmental variation</li> <li>c. learning theories</li> </ul> |

**Counseling  
Children Paper  
Rubric**

|  | <p><b>Accomplished<br/>4</b></p>   | <p><b>Expected<br/>3</b></p>   | <p><b>Needs Improvement<br/>2</b></p>   | <p><b>Unacceptable<br/>1</b></p>   |
|--|--|--|---|--|
| <p><b>SC Competency<br/>003 (Guidance):</b><br/>Understand instructional practices and strategies for facilitating students' educational, career, personal, and social growth and development as articulated in <i>The Texas Model for Comprehensive School Counseling Programs</i>.<br/><b>TEC 239.15.1</b></p> | <p>The candidate demonstrates an understanding of instructional practices and strategies for facilitating students' educational, career, personal, and social growth and development as articulated in The Texas Model for Comprehensive School Counseling Programs including knowledge of</p> <ul style="list-style-type: none"> <li>a. procedures for engaging in ongoing review of student knowledge and skill</li> <li>b. curriculum design and pedagogy</li> <li>c. scope and sequence</li> </ul> <p>AND ability to</p> <ul style="list-style-type: none"> <li>d. analyze various types of data</li> <li>e. apply pedagogy</li> <li>f. promote social skills</li> </ul> | <p>The candidate demonstrates an understanding of instructional practices and strategies for facilitating students' educational, career, personal, and social growth and development as articulated in The Texas Model for Comprehensive School Counseling Programs including knowledge of</p> <ul style="list-style-type: none"> <li>a. procedures for engaging in ongoing review of student knowledge and skill</li> <li>b. curriculum design and pedagogy</li> <li>c. scope and sequence</li> </ul> <p>However, the candidate has not demonstrated ability to apply knowledge of</p> <ul style="list-style-type: none"> <li>d. analyzing various types of data</li> <li>e. applying pedagogy</li> <li>f. promoting social skills</li> </ul> | <p>The candidate demonstrates an understanding of instructional practices for students' educational, career, personal, OR social growth and development but is not necessarily aligned with the Texas Model for Comprehensive School Counseling Programs.</p> | <p>The candidate does not demonstrate an understanding of instructional practices and strategies for facilitating students' educational, career, personal, and social growth, and development.</p> |

**Counseling  
Children Paper  
Rubric**

|  | <p><b>Accomplished<br/>4</b></p>  | <p><b>Expected<br/>3</b></p>   | <p><b>Needs Improvement<br/>2</b></p>  | <p><b>Unacceptable<br/>1</b></p>  |
|--|---|--|--|---|
| <p><b>SC Competency<br/>004 (Responsive<br/>Services):</b><br/>Understand techniques for designing supports and interventions to address the needs, concerns, and challenges affecting students' continued educational, career, personal, and social development.<br/><i>TEC 239.15.11</i></p> | <p>The candidate demonstrates an understanding of techniques for designing supports and interventions to address the needs, concerns, and challenges affecting students' continued educational, career, personal, and social development including knowledge of</p> <ul style="list-style-type: none"> <li>a. levels of responsive services</li> <li>b. how to implement preventive services</li> <li>c. how to implement multi-tiered systems of support</li> <li>d. how to utilize individual and group counseling theories</li> <li>e. consultative theories</li> <li>f. strategies for helping students clarify problems</li> <li>g. consultative skills for parents/guardians</li> <li>h. decision making techniques</li> <li>i. signs and symptoms of mental health trauma</li> </ul> | <p>The candidate demonstrates knowledge of techniques for supports OR interventions to address the needs, concerns, and challenges affecting students' continued educational, career, personal, OR social development including knowledge of</p> <ul style="list-style-type: none"> <li>a. levels of responsive services</li> <li>b. how to implement preventive services</li> <li>c. how to implement multi-tiered systems of support</li> <li>d. how to utilize individual and group counseling theories</li> <li>e. consultative theories</li> <li>f. strategies for helping students clarify problems</li> <li>g. consultative skills for parents/guardians</li> <li>h. decision making techniques</li> <li>i. signs and symptoms of mental health trauma</li> </ul> | <p>The candidate demonstrates knowledge of techniques for supports to address the needs, concerns, and challenges affecting students' including knowledge of</p> <ul style="list-style-type: none"> <li>a. levels of responsive services OR</li> <li>b. how to implement preventive services OR</li> <li>c. how to implement multi-tiered systems of support OR</li> <li>d. how to utilize individual and group counseling theories OR</li> <li>e. consultative theories OR</li> <li>f. strategies for helping students clarify problems OR</li> <li>g. consultative skills for parents/guardians OR</li> <li>h. decision making techniques OR</li> <li>i. signs and symptoms of mental health trauma</li> </ul> | <p>The candidate does not demonstrate an understanding of techniques for designing supports and interventions to address the needs, concerns, and challenges affecting students' continued educational, career, personal, and social development.</p> |

**Counseling  
Children Paper  
Rubric**

|  | <b>Accomplished<br/>4</b>  | <b>Expected<br/>3</b>  | <b>Needs Improvement<br/>2</b>   | <b>Unacceptable<br/>1</b>  |
|--|--|--|--|--|
| <p><b>SC Competency 006 (Systems Support):</b><br/>Understand procedures, processes, and strategies for providing systems support.<br/><i>TEC 239.15.III</i></p> | <p>The candidate demonstrates an understanding of the procedures, processes, and strategies for providing systems support including knowledge of</p> <ul style="list-style-type: none"> <li>a. system support of a comprehensive school counseling program</li> <li>b. school counselor’s role in decision making teams</li> <li>c. strategies for facilitating teamwork</li> </ul> <p>AND the ability to apply knowledge of</p> <ul style="list-style-type: none"> <li>d. procedures for implementing school-wide programs for student needs</li> <li>e. procedures for implementing professional growth to school personnel</li> </ul> | <p>The candidate demonstrates an understanding of the procedures, processes, and strategies for providing systems support including knowledge of</p> <ul style="list-style-type: none"> <li>a. system support of a comprehensive school counseling program</li> <li>b. school counselor’s role in decision making teams</li> <li>c. strategies for facilitating teamwork</li> </ul> <p>However, the candidate does not demonstrate the ability to apply knowledge of</p> <ul style="list-style-type: none"> <li>d. procedures for implementing school-wide programs for student needs</li> <li>e. procedures for implementing professional growth to school personnel</li> </ul> | <p>The candidate has knowledge of the procedures, processes, and strategies for providing systems support.</p> | <p>The candidate does not demonstrate an understanding of the procedures, processes, and strategies for providing systems support.</p> |

**Counseling  
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Rubric**

|   | <p style="text-align: center;"><b>Accomplished<br/>4</b></p>  | <p style="text-align: center;"><b>Expected<br/>3</b></p>  | <p style="text-align: center;"><b>Needs Improvement<br/>2</b></p>   | <p style="text-align: center;"><b>Unacceptable<br/>1</b></p>  |
|---|---|---|---|---|
| <p><b>SC Competency 010 (Analysis and Response):</b> In a written response, analyze and interpret qualitative and quantitative data to identify a given student's strengths and needs and design an effective intervention.</p> | <p>The candidate demonstrates the ability to analyze and interpret qualitative and quantitative data to identify a given student's strengths and needs and design an effective intervention including the knowledge to</p> <ul style="list-style-type: none"> <li>a. analyze student data</li> <li>b. integrate knowledge of effective counseling approaches based on data</li> <li>c. utilize collaboration to explain methods for involving others in interventions</li> <li>d. select methods for evaluating effectiveness of an intervention</li> </ul> | <p>The candidate demonstrates the ability to analyze and interpret qualitative and quantitative data to identify a given student's strengths and needs but the design of the intervention does not include all of the following knowledge to</p> <ul style="list-style-type: none"> <li>a. analyze student data</li> <li>b. integrate knowledge of effective counseling approaches based on data</li> <li>c. utilize collaboration to explain methods for involving others in interventions</li> <li>d. select methods for evaluating effectiveness of an intervention</li> </ul> | <p>The candidate demonstrates the ability to analyze and interpret qualitative and quantitative data to identify a given student's strengths and needs but is not able to design an effective intervention.</p> | <p>The candidate does not demonstrate the ability to analyze and interpret qualitative and quantitative data to identify a given student's strengths and needs to design an effective intervention.</p> |

## COUN 6023 COUNSELING CHILDREN VIDEO RUBRIC

| Criteria   | Accomplished<br>2  | Needs Improvement<br>1.5   | Unacceptable<br>1   | Total Points |
|--|--|--|---|--------------|
| Reviewed informed consent in a developmentally appropriate manner    | Student accurately reviewed informed consent in a developmentally appropriate manner.    | Student did not review informed consent in a developmentally appropriate manner.               | Student did not review informed consent and did not do so in a developmentally appropriate manner.    |              |
| Incorporated a creative activity into the session                    | Student accurately incorporated a creative activity into the session.                    | Student incorporated an activity into the session, but it was not creative.                    | Student did not incorporate a creative activity into the session.                                     |              |
| Incorporated a developmentally appropriate activity into the session | Student accurately incorporated a developmentally appropriate activity into the session. | Student incorporated an activity into the session, but it was not developmentally appropriate. | Student did not incorporate an activity into the session, and it was not developmentally appropriate. |              |
| Processed the activity with the client in an in-depth manner         | Student accurately processed the activity with the client in an in-depth manner.         | Student processed the activity with the client.  | Student did not process the activity with the client and did not do so in an in-depth manner.         |              |
| Was fully present with the client during the session                 | Student was fully present with the client during the session.                            | Student was fully present with the client most of the time during the session.                 | Student was not fully present with the client during the session.                                     |              |

| Criteria   | Accomplished<br>2   | Needs Improvement<br>1.5   | Unacceptable<br>1  | Total Points |
|--|---|--|--|--------------|
| Utilized open body language with the client during the session | Student utilized open body language with the client during the session. | Student utilized open body language with the client most of the time during the session. | Student did not utilize open body language with the client during the session. |              |
| Used silence with the client throughout the session            | Student used silence with the client throughout the session.            | Student used silence with the client at times during the session.                        | Student did not use silence with the client during the session.                |              |
| Used mainly open-ended questions during the session            | Student used mainly open-ended questions during the session.            | Student used some open-ended questions during the session.                               | Student did not use open-ended questions during the session.                   |              |
| Focused session solely on the client                           | Student was focused solely on the client during the session.            | Student was focused solely on the client most of the time during the session.            | Student did not focus solely on the client during the session.                 |              |
| Led by the client during the session                           | Student allowed the client to lead the session.                         | Student allowed the client to lead the session most of the time.                         | Student did not allow the client to lead the session.                          |              |
| Total Points   |   |  |  | Out of 20    |