



**COUN 6023 Counseling Individual Children (School Counseling)**  
**Midwestern State University**  
**West College of Education & Professional Studies**

**Contact Information**

**Instructor:** Dr. Wendy Helmcamp, PhD, LPC-S, CSC

**Semester:** Summer II 2026; 5 weeks

**Office:** Bridwell Hall 327

**Telephone:** 940-397-4983

**Email:** [wendy.helmcamp@msutexas.edu](mailto:wendy.helmcamp@msutexas.edu)

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

**Optional Zoom Classes:** Mondays 5:00-6:00 pm CST

- Techniques used in counseling children will be modeled in the zoom meetings.  
Materials needed: playdough, white paper, crayons, markers, colored pencils, pens, pencils, etc.

*\*Please note this class ends on a Thursday!*

**Required Texts:**

Fried, K., & McKenna, C. (2020). *Healing through play using the Oaklander Model: a guidebook for Therapists and Counselors Working with Children, Adolescents and Families*.

Kottman, T., & Meany-Walen, K. K. (2018). *Doing play therapy: From building the relationship to facilitating change*. The Guilford Press.

**Helpful Websites & Recommended Reading:**

- [Oaklander Training](#)
- [Association for Play Therapy](#)
- [Center for Play Therapy](#)
- 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.

**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 to emails during holidays and weekends.

\*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.

### **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**

- Demonstrate a comprehensive understanding of the various stages of child development, including cognitive, emotional, and social aspects.
- Gain a solid foundation in the principles and techniques of Gestalt therapy, emphasizing its application in the context of counseling children.
- Develop cultural competence to effectively work with children, considering the influence of culture, ethnicity, and socio-economic factors on the counseling process.
- Acquire the skills to establish and maintain a therapeutic relationship with children, fostering trust, safety, and openness in the counseling setting.
- Learn age-appropriate assessment tools and diagnostic techniques to understand the unique needs and challenges of children, ensuring accurate and ethical practice.
- Demonstrate the ability to adapt Gestalt therapy techniques to the developmental levels and communication styles of children, enhancing their self-awareness and promoting positive change.
- Explore and integrate creative expression and play therapy techniques within the Gestalt framework to facilitate communication and self-expression in child counseling.
- Analyze and understand the impact of family dynamics on a child's well-being, incorporating family systems thinking into the counseling process.
- Develop a strong awareness of ethical principles and legal considerations in counseling children, ensuring responsible and accountable professional practice.
- Apply theoretical knowledge and practical skills to formulate comprehensive case conceptualizations and develop effective treatment plans tailored to the individual needs of each child.

- Encourage ongoing self-reflection and professional development, fostering commitment to continuous improvement in counseling skills and awareness of personal biases.
- Understand the importance of collaboration with other professionals involved in a child's life, such as teachers, parents/guardians, and healthcare providers, to provide holistic and integrated support.

**CACREP 2024 Standards Addressed:**

- Section 3: C.1. theories of individual and family development across the lifespan
- Section 3: C.12. the influence of mental and physical health conditions on coping, resilience, and overall wellness for individuals and families across the lifespan
- Section 3: E.1. theories and models of counseling, including relevance to clients from diverse cultural backgrounds
- Section 5: C.5. techniques and interventions for prevention and treatment of a broad range of mental health issues
- Section 5: C.8. strategies to advocate for people with mental, behavioral, and neurodevelopmental conditions
- **KPI 3. Human Development & Systems**  
Students demonstrate knowledge of human development and systemic/environmental influences and apply developmentally appropriate and contextually relevant interventions.

**TEA Standards Addressed:**

- Standard I, 2: counseling and consultation theories and practices.
  - Addressed by zoom lectures, weekly reading, online class discussions, 3 counseling videos, paper, final exam.
- Standard I, 14: counseling-related research techniques and practices.
  - Addressed by zoom lectures, weekly reading, online class discussions, 3 counseling videos, paper, final exam.
- Standard II, 3: counsel individuals and small groups using appropriate counseling theories and techniques in response to students' needs.
  - Addressed by zoom lectures, weekly reading, online class discussions, 3 counseling videos, paper.
- Standard IV, 4: take a positive, strength-based approach that builds on commonalities versus differences in all learners.
  - Addressed by zoom lectures, weekly reading, online class discussions.
- Standard IV, 5: understand how environment and behavior may impact or influence individual learners.
  - Addressed by zoom lectures, weekly reading, 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 zoom lectures, weekly reading, online class discussions, 3 counseling videos, paper, final exam.

## **TEExES 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 3 Videos and Paper
- B. Demonstrate knowledge of developmental variation, the interrelatedness of developmental domains, and how this interrelatedness may affect students' performance and behavior.
  - Assessed by 3 Videos and 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 3 Videos 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 3 Videos and Paper

### **Domain II (Competency 004)**

- A. Distinguish between preventive, remedial, and crisis levels of responsive services.
  - Assessed by 3 Videos 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 3 Videos and Paper, Final Exam

### **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 3 Videos and Paper, Online discussions
- 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 criteria for the evaluation of the program; and methods for reporting results of program evaluations.
  - Assessed by Child 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 Child Video and Paper, Final Exam

### **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 Paper, Online Discussions
- B. Demonstrate knowledge of the components of culturally responsive, school-based consultation.
  - Assessed by Child 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 discussions

### **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 Child Video & 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 will 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.

**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 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.
- Usage of Artificial Intelligence (AI) software, this does not include editing tools of Word or Grammarly i.e., spell check or rewriting suggestions for clarity.

**Statement of Disability:** Disability Support Services (DSS) provides services to students with disabilities to ensure 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 on 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 The Wellness 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 discussion board posts are not accepted.

**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 by **\*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 and discussion board posts.
- 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 two mock sessions with a peer (20 minutes in length).
- Along with the mock session videos, students will turn in a rubric grading themselves and a rubric in which their peer graded them.
- Each student will turn in one video counseling session (20 minutes in length) demonstrating counseling with a child or adolescent.
- Along with the child/adolescent video, the student will complete a paper describing the session, the modalities utilized, and a completed skills self-assessment.
- Students will complete a final exam.

**Grading Criteria:**

Assignment	Points
Weekly Discussion Board Posts	5
Peer Mock Session #1	20
Peer Mock Session #2	20
Child Video and Paper *Tk20	40 (20 for video, 20 for paper)
Final Exam	15
Total Points	100

Points	Grade	Note
100-90	A	
89-80	B	
79-70	C	3 C's are unacceptable
69-60	D	D's are unacceptable
59-below	F	F's are unacceptable

**ASSIGNMENTS**

**\*Please note that in order to pass the course, all required Tk20 assignments must be submitted to Tk20. This is a mandatory requirement.**

**Weekly Discussion Board Posts (5 Points):** Once a week, you are required to complete an online discussion board post using 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 each week (except the last week's deadline is Thursday). CACREP 3.C.1, 3.C.12, 3.E.1, 5.C.5, 5.C.8; TEA Standard I: 2, 14; Standard II: 3; Standard IV: 4, 5; Standard VI: 2; TExES Domain 3: 009C

**Peer Mock Session #1 (20 Points):** You are required to create a 20-minute video counseling session with a peer from your class. Your peer will pretend to play the role of a child or adolescent while you play the role of the counselor. You are required to use an

activity from *Healing through play using the Oaklander Model* in your video. You will use the rubric to grade yourself honestly on the session, and your peer will use the rubric to grade you on the session as well. You will share your video in google drive with your professor's email address. You will turn in your video, your rubric grading yourself, and your peer's rubric in which they graded you. CACREP 3.C.1, 3.C.12, 3.E.1, 5.C.5, 5.C.8; TExES Domain 1: 001A, 001B, 001G, 002B; Domain 2: 004A, 004H, 007E, 007F, 007G; Domain 3: 008A, 008B; Domain 4: 010B; TEA Standard I: 2, 14; Standard II: 3; Standard VI: 2

**Peer Mock Session #2 (20 Points):** You are required to create a 20-minute video counseling session with a peer from your class. Your peer will pretend to play the role of a child or adolescent while you play the role of the counselor. You are required to use an activity from *Healing through play using the Oaklander Model* in your video. You will use the rubric to grade yourself honestly on the session, and your peer will use the rubric to grade you on the session as well. You will share your video in google drive with your professor's email address. You will turn in your video, your rubric grading yourself, and your peer's rubric in which they graded you. CACREP 3.C.1, 3.C.12, 3.E.1, 5.C.5, 5.C.8; TExES Domain 1: 001A, 001B, 001G, 002B; Domain 2: 004A, 004H, 007E, 007F, 007G; Domain 3: 008A, 008B; Domain 4: 010B; TEA Standard I: 2, 14; Standard II: 3; 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 an activity from *Healing through play using the Oaklander Model* in your video. You will share your video in google drive with your professor's email address. You must demonstrate basic counseling skills using Gestalt therapy based on what you have learned in this class. You are expected to apply Gestalt therapy techniques and demonstrate evidence-based approaches to working with children. 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/guardian consent in writing and review informed consent with the child/adolescent at the beginning of the video session in a developmentally appropriate manner. You are required to obtain materials for use with your child/adolescent. Art supplies, sand trays, toys, and other materials are required in your work with children. There is a play therapy room available for you to use if you wish at MSU in Bridwell Hall, Room 315. Email Carley Johnston to schedule an appointment. 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 3.C.1, 3.C.12, 3.E.1, 5.C.5, 5.C.8, **KPI #3**; TExES Domain 1: 001A, 001B, 001G, 002B; Domain 2: 004A, 004H, 007E, 007F, 007G;

Domain 3: 008A, 008B; Domain 4: 010B; TEA Standard I: 2, 14; Standard II: 3; Standard VI: 2; **\*Turn in paper to D2L & Tk20**

**Final Exam (15 Points):** You will be given a final exam online with questions from the 9 chapters in *Doing play therapy: From building the relationship to facilitating change*. CACREP 3.C.1, 3.C.12, 3.E.1, 5.C.5, 5.C.8; TEA Standard I: 2, 14; Standard VI: 2; TExES Domain 2: 004H, 007G

**Course Schedule**

<b>Week</b>	<b>CACREP, TEA, &amp; TExES Standards</b>	<b>Reading &amp; Assignments</b>	<b>Class Theme</b>
<b>Week 1</b> July 6-12	CACREP 3.C.1, 3.C.12, 3.E.1, 5.C.5, 5.C.8  TEA Standard I: 2, 14; Standard II: 3; Standard IV: 4, 5; Standard VI: 2; TExES Domain 3: 009C	Read <i>Doing play therapy</i> : Chapters 1-2  Discussion Board Post Due: Sunday  *Optional Zoom Monday 5:00 pm CST <ul style="list-style-type: none"> <li>Techniques will be modeled in zooms</li> </ul>	<ul style="list-style-type: none"> <li>An Introduction to Play Therapy</li> <li>Pick a Theory, Any Theory</li> </ul>
<b>Week 2</b> July 13-19	CACREP 3.C.1, 3.C.12, 3.E.1, 5.C.5, 5.C.8  TEA Standard I: 2, 14; Standard II: 3; Standard IV: 4, 5; Standard VI: 2; TExES Domain 3: 009C	Read <i>Doing play therapy</i> : Chapters 3-4  Discussion Board Post Due: Sunday  Plan mock sessions  *Optional Zoom Monday 5:00 pm CST	<ul style="list-style-type: none"> <li>Broad Play Therapy Strategies</li> <li>Building a Relationship</li> </ul>

Week	CACREP, TEA, & TExES Standards	Reading & Assignments	Class Theme
<b>Week 3</b> July 20-26	CACREP 3.C.1, 3.C.12, 3.E.1, 5.C.5, 5.C.8  TExES Domain 1: 001A, 001B, 001G, 002B; Domain 2: 004A, 004H, 007E, 007F, 007G; Domain 3: 008A, 008B; Domain 4: 010B; TEA Standard I: 2, 14; Standard II: 3; Standard VI: 2	Read <i>Doing play therapy</i> : Chapters 5-6  Discussion Board Post & Peer Mock Session #1 Due: Sunday  *Optional Zoom Monday 5:00 pm CST	<ul style="list-style-type: none"> <li>Exploring Intrapersonal and Interpersonal Dynamics</li> <li>Helping Clients Gain Insight</li> </ul> <p><b>Peer Mock Session #1: July 26</b></p>
<b>Week 4</b> July 27-August 2	CACREP 3.C.1, 3.C.12, 3.E.1, 5.C.5, 5.C.8  TExES Domain 1: 001A, 001B, 001G, 002B; Domain 2: 004A, 004H, 007E, 007F, 007G; Domain 3: 008A, 008B; Domain 4: 010B; TEA Standard I: 2, 14; Standard II: 3; Standard VI: 2	Read <i>Doing play therapy</i> : Chapters 7-8  Discussion Board Post & Peer Mock Session #2 Due: Sunday  *Optional Zoom Monday 5:00 pm CST	<ul style="list-style-type: none"> <li>Helping Clients Make Changes in Play Therapy</li> <li>Working with Parents, Teachers, and Families</li> </ul> <p><b>Peer Mock Session #2: August 2</b></p>
<b>Week 5</b> August 3-6	CACREP 3.C.1, 3.C.12, 3.E.1, 5.C.5, 5.C.8, <b>KPI #3</b>  TExES Domain 1: 001A, 001B, 001G, 002B; Domain 2: 004A, 004H, 007E, 007F, 007G; Domain 3: 008A, 008B; Domain 4: 010B; TEA Standard I: 2, 14; Standard II: 3; Standard VI: 2	Read <i>Doing play therapy</i> : Chapter 9  Discussion Board Post, Child Video & Paper: <b>Turn in paper to D2L &amp; Tk20,</b> & Final Exam Due: <b>*Thursday</b>  *Optional Zoom Monday 5:00 pm CST	<ul style="list-style-type: none"> <li>Challenging Situations in the Playroom</li> </ul> <p><b>Child Video &amp; Paper Due: August 6, Thursday; Turn in paper to D2L &amp; Tk20</b> <b>Final Exam Due: August 6, Thursday</b></p>

## **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 or 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.**

**Active Shooter:**

The safety and security of our campus is the responsibility of everyone in our community. Each of us has an obligation to be prepared to appropriately respond to threats to our campus, such as an active aggressor. Please review the information provided by MSU Police Department regarding the options and strategies we can all use to stay safe during difficult situations. For more information, visit [Safety / Emergency Procedures](#). Students are encouraged to watch the video entitled “*Run. Hide. Fight.*” Which may be electronically accessed via the University police department’s webpage: [“Run. Hide. Fight.”](#)

**Obligation to Report Sex Discrimination under State and Federal Law:**

Midwestern State University is committed to providing and strengthening an educational, working, and living environment where students, faculty, staff, and visitors are free from sex discrimination of any kind. State and federal law require University employees to report sex discrimination and sexual misconduct to the University’s Office of Title IX. As a faculty member, I am required to report to the Title IX Coordinator any allegations, personally observed behavior, or other direct or indirect knowledge of conduct that reasonably may constitute sex discrimination or sexual misconduct, which includes sexual assault, sexual harassment, dating violence, or stalking, involving a student or employee. After a report is made, the office of Title IX will reach out to the affected student or employee in an effort to connect such person(s) with resources and options in addressing the allegations made in the report. You are also encouraged to report any incidents to the office of Title IX. You may do so by contacting:

Laura Hetrick  
Title IX Coordinator  
Sunwatcher Village Clubhouse  
940-397-4213

[laura.hetrick@msutexas.edu](mailto:laura.hetrick@msutexas.edu)

You may also file an online report 24/7 at  
[https://cm.maxient.com/reportingform.php?MSUTexas&layout\\_id=6](https://cm.maxient.com/reportingform.php?MSUTexas&layout_id=6)

Should you wish to visit with someone about your experience in confidence, you may contact the MSU Counseling Center at 940-397-4618. For more information on the University’s policy on Title IX or sexual misconduct, please visit  
<https://msutexas.edu/titleix/>

**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
2. Community
3. Integrity
4. Visionary
5. Connections

\*Please refer to your Clinical Mental Health student handbook, and 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 as a 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 on 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. As described below, 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 A: COUN 6023 COUNSELING CHILDREN PAPER RUBRIC

<b>Counseling Children Paper Rubric</b>	<b>Accomplished 4</b>	<b>Expected 3</b>	<b>Needs Improvement 2</b>	<b>Unacceptable 1</b>
<p><b>SC Competency 001 (Human Development and Learning):</b> Understand theories and processes of human development and learning as well as factors that influence development and learning. <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 style="text-align: center;"><b>Accomplished 4</b></p>	<p style="text-align: center;"><b>Expected 3</b></p>	<p style="text-align: center;"><b>Needs Improvement 2</b></p>	<p style="text-align: center;"><b>Unacceptable 1</b></p>
<p><b>SC Competency 003 (Guidance):</b> 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>. <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>

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	<p><b>Accomplished 4</b></p>	<p><b>Expected 3</b></p>	<p><b>Needs Improvement 2</b></p>	<p><b>Unacceptable 1</b></p>
<p><b>SC Competency 004 (Responsive Services):</b> Understand techniques for designing supports and interventions to address the needs, concerns, and challenges affecting students' continued educational, career, personal, and social development. <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  
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Rubric**

	<b>Accomplished 4</b>	<b>Expected 3</b>	<b>Needs Improvement 2</b>	<b>Unacceptable 1</b>
<p><b>SC Competency 006 (Systems Support):</b> Understand procedures, processes, and strategies for providing systems support. <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**

	<b>Accomplished 4</b>	<b>Expected 3</b>	<b>Needs Improvement 2</b>	<b>Unacceptable 1</b>
<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>

## APPENDIX B: COUN 6023 COUNSELING CHILDREN VIDEO RUBRIC

Criteria	Accomplished 2	Developing 1.5	Needs Improvement 1	Unacceptable 0
1. Reviewed informed consent in a developmentally appropriate manner	Student accurately reviewed informed consent in a developmentally appropriate manner.	Student reviewed informed consent in a mostly developmentally appropriate manner with minor omissions or unclear explanations.	Student reviewed informed consent but did so in a limited or inconsistently developmentally appropriate manner.	Student did not review informed consent and did not do so in a developmentally appropriate manner.
2. Incorporated an activity from <i>Healing through play using the Oaklander Model</i> into the session	Student accurately incorporated a creative activity into the session from the textbook.	Student incorporated an activity from the textbook with limited creativity or minimal connection to the session goals.	Student incorporated an activity into the session, but it was not creative or clearly connected to the textbook.	Student did not incorporate a creative activity from the textbook into the session.
3. Incorporated a developmentally appropriate activity into the session	Student accurately incorporated a developmentally appropriate activity into the session.	Student incorporated an activity that was somewhat developmentally appropriate with minor inconsistencies.	Student incorporated an activity into the session, but it was minimally developmentally appropriate.	Student did not incorporate an activity into the session and did not demonstrate developmental appropriateness.
4. 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 with some depth, but exploration was somewhat limited.	Student minimally processed the activity with the client.	Student did not process the activity with the client in a meaningful manner.

<b>Criteria</b>	<b>Accomplished 2</b>	<b>Developing 1.5</b>	<b>Needs Improvement 1</b>	<b>Unacceptable 0</b>
5. Was fully present with the client during the session	Student was fully present with the client during the session.	Student was present and attentive during most of the session with only minor distractions.	Student demonstrated inconsistent attention and presence with the client during the session.	Student was not fully present with the client during the session.
6. Utilized open body language with the client during the session	Student utilized open body language with the client during the session.	Student generally utilized open body language with occasional inconsistencies.	Student demonstrated limited use of open body language during the session.	Student did not utilize open body language with the client during the session.
7. Used silence with the client throughout the session	Student used silence with the client throughout the session.	Student appropriately used silence at several points during the session, though opportunities were missed.	Student demonstrated minimal use of silence during the session.	Student did not use silence with the client during the session.
8. Used mainly open-ended questions during the session	Student used mainly open-ended questions during the session.	Student used a combination of open-ended and closed-ended questions with a moderate emphasis on open-ended questions.	Student demonstrated limited use of open-ended questions during the session.	Student did not use open-ended questions during the session.
9. Focused session solely on the client	Student was focused solely on the client during the session.	Student remained focused on the client with only occasional shifts away from client-centered focus.	Student demonstrated inconsistent client-centered focus during the session.	Student did not focus solely on the client during the session.

<b>Criteria</b>	<b>Accomplished 2</b>	<b>Developing 1.5</b>	<b>Needs Improvement 1</b>	<b>Unacceptable 0</b>
10. Led by the client during the session	Student allowed the client to lead the session.	Student generally allowed the client to lead the session but occasionally directed the session unnecessarily.	Student inconsistently allowed the client to lead the session.	Student did not allow the client to lead the session.