Instructor: Steffany J. Homolka, Ph.D.
Office: Academic Building 204H
Office Hours: Monday 10-4, Wednesday 10-12, and Thursday 12-2 by appointment (see below instructions)
Email: steffany.homolka@angelo.edu
Phone: (325) 486-6167
Google Phone: (325) 261-3283
Course Prerequisite: None

Required Text:

Optional:

Additional Readings may be posted to Blackboard, such as selections from the following:

Course Catalog Description: A study of clinical interventions which integrates multicultural and relational approaches in therapy with children and adolescents. Emphasis is placed on translating conceptualizations of client’s problems into specific treatment plans and interventions. The course examines various disorders including depression, anxiety, attention deficit/hyperactivity, eating disorders, and conduct disorders.

Course Content: The purpose of this course is to equip students with the foundational knowledge they will need in order to conduct counseling with children and adolescents. Please note that in order to be competent in counseling this population, students should pursue further training and experience in counseling children and adolescents, supervised by a qualified professional, prior to providing such services independently. This course will cover the developmental psychopathology context of mental health disorders among youth, bio-psycho-social/cultural case conceptualization, and evidence-based treatment of such disorders (including comorbid presentations). Given that youth can experience a wide variety of mental health problems, this course will focus on the most common disorders (e.g., depression, anxiety, trauma-related disorders, conduct problems, ADHD, eating disorders, and ASD).

Course Objectives:
1. Gain factual knowledge (terminology, classifications, methods, trends)
2. Develop specific skills, competencies, and points of view needed by professionals in counseling children and adolescents
3. Learn to apply course material (to improve thinking, problem solving, and decisions)
4. Apply knowledge and skills to benefit others and serve the public good

**Student Learning Outcomes:**

By the end of the semester you should be able to:

1. Articulate a knowledge of evidence-based theories of counseling children and adolescents
2. Demonstrate a knowledge of therapeutic factors and mechanisms of change in counseling children and adolescents
3. Identify appropriate goals for counseling in a variety of settings with different child and adolescent clients

**Policies/Expectations**

1. Read the syllabus thoroughly. If anything is unclear, then read the syllabus. If you still have concerns, then contact the professor.
2. Use of cell phones and laptops for anything other than taking notes or participating in class activities is restricted to before and after class and during breaks. You will be asked during class to shut down your electronics if you are observed using them for anything but class-related notes and activities. If you are waiting for an important call, please inform the instructor before class begins.
3. Cheating, plagiarism, and misrepresenting yourself or another student will not be tolerated. Familiarize yourself with the ASU academic honesty regulations at http://www.angelo.edu/content/files/17358-university-honor-code
4. You are responsible for taking your own notes during class. If you miss a regular class, you should get notes from your classmates.
5. You are responsible for all material covered in class, including announcements, discussion and lecture material, and changes to the syllabus.
6. Students are expected to take responsibility for their success in class. You are encouraged to be active participants in the education process by asking questions and being alert in class.
7. Distracting or disrespectful students will be asked to leave the class (this includes use of cell phones and other electronic devices). Please be respectful of others in all ways.
8. If you have any concerns related to this class, you are encouraged to speak with your instructor in a timely manner. As a general rule, you should raise any issues within one week of receiving a grade or completing a given project.
9. Material from class will be posted to Blackboard. Students will be expected to access their email and Blackboard online classroom on a regular basis for announcements, course materials, assignments, and grades.
10. The instructor reserves the right to use plagiarism prevention software.
11. **The syllabus is tentative and is subject to revision during class.**
12. Feedback on assignments graded other than complete/incomplete (see grade point distribution) will be provided in as timely a manner as possible.
13. **Late Submission Policy:**
   a. Late submissions of typed material will not be penalized if they are received in a timely manner, which will be determined at the professor’s discretion. Please email the professor with a message that the typed material will be late if this happens (and sign your name to the email). I strongly encourage you to submit your assignments before their due dates.
   b. All activities designed to help you learn the material must be completed prior to class or you will be penalized.
   c. If proof of attendance is required by the professor (e.g., class selfie), these will only be accepted via Blackboard within the time frame allowed on Blackboard. Emailed attendance submissions will NOT be accepted.
**Class Sessions**
- The majority of the class will be discussion-based with some lecture.
- You MUST take your own notes in class in order to pass.
- Media presentations and demonstrations may be used to help illustrate the concepts being discussed.
- Classes may include discussions, group projects, films, and activities.
- Questions and comments are always encouraged.
- This class examines cultural factors and may expose students to ideas and material that they may find disagreeable. If students are unable or unwilling to tolerate other perspectives or their own value systems in the context of the class, then they are encouraged to speak with the instructor regarding their concerns. Should you have any questions, concerns, or suggestions at any time during the semester, please feel free to contact me.
- Some students may experience distress in regards to values conflicts, diversity, multiculturalism, or other sensitive topics explored in the course. Please speak with me during my office hours if these do not resolve themselves in a timely manner or if they are causing you such distress that they are interfering with any important aspect of your life (e.g., academics, social life, family, and work).

**Communication**
- The best and most efficient way to communicate with me is to text me at my Google phone number at (325) 261-3283. This is especially true in matters that are time sensitive. Unless otherwise requested in writing by a student, I will never save students’ phone numbers to my Google phone account or initiate contact with a student via this method. I will only text back to texts you initiate. Hence, please state who you are at the beginning of each text correspondence.
  - I reserve the right to respond to text messages within a reasonable amount of time, to refuse to respond to unprofessional messages and messages unrelated to class, and to block any students who abuses this privilege. I also reserve the right to withdraw this privilege from any and all students, to shut down the number, to change the nature of this privilege, etc., at any point in time and for any reason.
- The second best but less efficient way to communicate with me is to schedule office hours to meet with me. See the below instructions on how to do so.
- The least efficient way to communicate with me is email. If you email me, please include the course title or number in the subject line and your first and last name. Unless I have responded to your email, there is no guarantee that I have received it. If you ask me whether I received your email, please be specific about the content of the email to which you are referring. That said, in order to respect the faculty-student boundary, if I need to initiate communication with a student, I will do so via the student’s ASU email (unless otherwise requested in writing by the student).

**Office Hours:**
In an effort to make signing up for my office hours convenient, my office hours sign-up is online. Please reserve office hours at least 24 hours in advance. If you reserve your time slot with less than 24 hours notice, I may not be in the office when you visit. To reserve office hours, go to https://goo.gl/tAoJoz
1. Using the arrows near the top left side of the page, choose the correct week for which you want to schedule office hours.
2. Select the time you want to meet. These are set for 30-minute time slots. If you need more than 30 minutes, then you will need to reserve multiple time slots. If you need less than 30 minutes, please schedule the time slot(s) that would be during those 15 minutes.
3. When you select a time slot, type your first and last name in the text box titled "What" and, if necessary, describe why you are scheduling office hours in the Description section.
4. Click Save
If my office hours do not work well with your schedule, please feel free to contact me to schedule a meeting at a time that works for best for both of us.
Course Requirements:

Reading: There is a lot of reading assigned in this course and it is important that students read all assigned readings. Most of the readings will be from the required texts but some will be posted to Blackboard. Since students are unable to practice therapy techniques they are learning in a realistic manner (i.e., with children/adolescents and their parents), the texts are designed to provide students not only with the most up-to-date treatment information, but also strong case studies describing the conceptualization and treatment of youth. The MATCH-ADTC text also details individual sessions, many of which we will role-play in class. Read all of the assigned material before their assigned class, during which we will discuss the material. In order to have meaningful class discussions and be ready to role-play, you must come to class having read the assigned material. Some material in the text may be challenging upon first read, but lectures and discussions will be easier and more advantageous if you have read the assigned reading. Just remember that reading prior to class is really to your benefit. Students may request a final bibliography of the required readings at the end of the semester for the purposes of submitting your syllabi for licensure, if so desired.

Attendance & Participation: The nature of the activities for this course makes attendance and active participation critical. Students who do not attend class meetings regularly, arrive late consistently, or who fail to participate in meaningful ways (e.g., discussions, role plays) may receive up to 5% deducted from their final grade at the professor’s discretion.

Response Notes: You are required to turn in brief, informal comments and questions in response to the readings each week. The purpose of these response notes is to (a) prepare you for class discussion (b) demonstrate that you read the material, and (c) engage your interest regarding the readings. Notes should be approximately 1-2 pages, double-spaced, 12 pt. Times New Roman font. The notes should:

1. Reference each reading
2. List at least one question the student may still have based on the readings
3. Explore any information they found interesting within the readings and why
4. Explore any information the student found helpful within the readings and why
5. Describe any reading material that was confusing to the student
6. Describe any reading material with which the student disagrees
7. Include any other applicable comments.

Mandated Reporter and Trauma-Informed Care Training: Students will be required to participate in mandated reporter training and trauma informed care training. Trauma-informed care training is vital for mental health professionals, especially in situations in which you are mandated to report child trauma. It will take 1-3 hours to complete, so be sure to set aside some time to complete this. Please complete the training at the following links and upload the certificates to Blackboard by the date listed in the course schedule:

- https://www.dfps.state.tx.us/Training/Reporting/default.asp
- https://www.dfps.state.tx.us/Training/Trauma_Informed_Care/begin.asp

Students who have previously completed the above training are strongly encouraged to review the training material. However, you may submit certificates from previous training.

Co-facilitator: Throughout the course, students will take turns being responsible for co-facilitating class discussions of particular readings. Facilitation will include preparing a brief overview of the content of a given reading to refresh everyone’s memory, and being prepared to help generate a lively discussion of the reading materials (including soliciting discussion questions from your fellow-students ahead of time). Co-facilitators may also select additional readings to supplement the readings on a given week, and may wish to generate role-play scenarios, etc., to foster engagement with the materials. While not required, I recommend that you meet with me beforehand to discuss co-facilitating class.
Assignments:
You will be required to complete a few assignments throughout the semester. These may include papers, activities, and more. Please see the Course Assignment Options document for detailed information.

Grade Points Distribution:

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<thead>
<tr>
<th>Grade Points Distribution:</th>
<th>Grade Percentage</th>
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<tbody>
<tr>
<td>Attendance &amp; Participation*</td>
<td>---</td>
</tr>
<tr>
<td>Response Notes</td>
<td>30%</td>
</tr>
<tr>
<td>Mandated Reporter and Trauma-Informed Care Training</td>
<td>15%</td>
</tr>
<tr>
<td>Co-Facilitator</td>
<td>15%</td>
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<tr>
<td>Assignments</td>
<td>40%</td>
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</tbody>
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*Students with poor attendance or participation may be docked up to 5% of their final grade.

Final Grades:

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<thead>
<tr>
<th>Grade</th>
<th>Percentage Range</th>
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<tbody>
<tr>
<td>A</td>
<td>89.5-100%</td>
</tr>
<tr>
<td>B</td>
<td>79.5-89.4%</td>
</tr>
<tr>
<td>C</td>
<td>69.5-79.4%</td>
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<tr>
<td>F</td>
<td>(\leq 69.4%)</td>
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Student Support
I love talking with and mentoring students! Throughout the semester I am available to meet with students for further exploration of the class’ topics, academic support for those who may struggle with the class’ requirements or topics, and professional mentoring. If there is a particular professional development topic not covered in class that interests you, please let me know. I would be happy to help you further explore different professional development topics outside of class and may even consider incorporating such topics into the course. I encourage you to speak with me before or after class or set up a time to meet with me.

Any student who has difficulty affording groceries or accessing sufficient food to eat every day, or who lacks a safe and stable place to live, and believes this may affect their performance in the course, is urged to contact the Dean of Students for support. Furthermore, please notify me if you are comfortable in doing so. This will enable me to provide any resources that I may possess.

Students registered with the Office of Disability Services are especially encouraged to set up a time to meet with me so we can discuss any needs for additional individual arrangements.

Identity:
I want all students to feel welcome and safe in my class. If you prefer to be addressed by a preferred/alternate name or gender pronoun, please share this with me early in the semester so that I may address you correctly throughout the semester. I will do my best to address any negative stereotypes, discrimination, prejudice, microaggressions, racism, sexism, etc. that I may observe in my class. However, if you ever feel uncomfortable in class for any reason, please contact me. Be aware, though, that if you share with me that you or someone you know experience sexual harassment, sexual assault, domestic or dating violence, stalking, or discrimination, I am required to contact ASU’s Title IX Coordinator, Michelle Boone at 325-486-6357. You are also encouraged to do so (see Title XI).

Parents:
Currently, the university does not have a formal policy on children in the classroom. The policy described here is thus a reflection of my own beliefs and commitments to student parents.
1. All exclusively breastfeeding babies are welcome in class as often as is necessary to support the breastfeeding relationship. Because not all women can pump sufficient milk, and not all babies will take a bottle reliably, I never want students to feel like they have to choose between feeding their baby and continuing their education. You and your nursing baby are welcome in class anytime.

2. For older children and babies, I understand that minor illnesses and unforeseen disruptions in child care often put parents in the position of having to choose between missing class to stay home with a child and leaving him or her with someone you or the child does not feel comfortable with. While this is not meant to be a long-term childcare solution, occasionally bringing a child to class in order to cover gaps in care is perfectly acceptable.

3. In all cases where babies and children come to class, I ask that you sit close to the door so that if your little one needs special attention and is disrupting learning for other students, you may step outside until their need has been met. Non-parents in the class, please reserve seats near the door for your parenting classmates.

4. Finally, I understand that often the largest barrier to completing your coursework once you become a parent is the tiredness many parents feel in the evening once children have finally gone to sleep. I hope that you will feel comfortable disclosing your student-parent status to me. This is the first step in my being able to accommodate any special needs that arise. While I maintain the same high expectations for all student in my classes regardless of parenting status, I am happy to problem solve with you in a way that makes you feel supported as you strive for school-parenting balance.

**Tutoring:** The ASU Writing Center and ASU Tutor Center are available and I strongly encourage you to take advantage of these resources. These services are likely to increase students’ grades and future academic performance. The ASU Tutor Center (C301) and ASU Writing Center (C305; 942-2093) are located on the third floor of the ASU Library. Writing Center and Tutor Center can work with students in any discipline and at any skill level. Both centers are free to all ASU students. Students struggling to understand the material or keep up with class are also encouraged to contact me. I am happy to offer whatever support I can provide within reason.

**Title IX:** Angelo State University is committed to the safety and security off all students. If you or someone you know experience sexual harassment, sexual assault, domestic or dating violence, stalking, or discrimination, you may contact ASU’s Title IX Coordinator, Michelle Boone at 325-486-6357.

**Student Absence for Observance of Religious Holy Days:** A student who intends to observe a religious holy day should make that intention known in writing to the instructor prior to the absence.

**Academic Honesty & Honor Code:** Angelo State University expects its students to maintain complete honesty and integrity in their academic pursuits. Students are responsible for understanding the Academic Honor Code, which is available on the web at: [http://www.angelo.edu/forms/pdf/honorcode5.pdf](http://www.angelo.edu/forms/pdf/honorcode5.pdf). Academic honesty is expected on all work. Any student found guilty of any form of dishonesty in academic work is subject of disciplinary action and possible expulsion from ASU.

The Department of Psychology and Sociology adheres to the academic honesty statement as set forth in the Angelo State University Student Handbook (2017-2018) [http://www.angelo.edu/student-handbook/](http://www.angelo.edu/student-handbook/). The University "faculty expects all students to engage in all academic pursuits in a manner that is above reproach and to maintain complete honesty and integrity in the academic experience both in and out of the classroom setting and may initiate disciplinary proceedings against a student accused of any form of academic dishonesty, including but not limited to, cheating on an examination or other academic work, plagiarism, collusion, and the abuse of resource materials."

**Writing Support & Plagiarism**
Plagiarism and self-plagiarism at ASU is a serious topic. The Angelo State University’s Honor Code gives specific details on plagiarism and what it encompasses. Plagiarism is the action or practice of taking someone else's work, idea, etc., and passing it off as one's own. Plagiarism is literary theft. Self-plagiarism is when you submit part or all of your own work (e.g., a paper) that you have previously submitted for a different assignment without proper citation and my express permission. In your assignments, it is unacceptable to copy word for word without quotation marks and the source of the quotation. Plagiarism and self-plagiarism will NOT be tolerated in this course and will result in a 0 for the assignment in question. Further actions may be taken if such behavior appears to be blatant or repetitive.

We use the APA Style Manual of the American Psychological Association as a guide for all writing assignments. Quotes should be used sparingly. It is expected that you will summarize or paraphrase ideas, giving appropriate credit to the source both in the body of your paper and the reference list. Papers are subject to be evaluated for originality via Bb Turnitin. Resources to help you understand this policy better are available at the ASU Writing Center http://www.angelo.edu/dept/writing_center/academic_honesty.php. Tips for writing and a description of how to cite sources using APA style are also available on Blackboard. You are also welcome to ask me or my Graduate Assistant for help along these lines.

**Students with Disabilities**

Angelo State University is committed to the principle that no qualified individual with a disability shall, on the basis of disability, be excluded from participation in or be denied the benefits of the services, programs, or activities of the university, or be subjected to discrimination by the university, as provided by the Americans with Disabilities Act of 1990 (ADA), the Americans with Disabilities Act Amendments Act of 2008 (ADAAA), and subsequent legislation. Educational access is the provision of classroom accommodations, auxiliary aids and services to ensure equal educational opportunities for all students regardless of their disability.

The Office of Student Affairs is the designated campus department charged with the responsibility of reviewing and authorizing requests for reasonable accommodations based on a disability, and it is the student’s responsibility to initiate such a request by contacting the Office of Student Affairs, University Center, Room 112 at (325) 942-2047 or (325) 942-2211 (TDD/FAX) or by e-mail at studentservices@angelo.edu to begin the process. The Office of Student Affairs will establish the particular documentation requirements necessary for the various types of disabilities. Reasonable accommodations will be made for students determined to be disabled or who have documented disabilities.

Persons with disabilities which may warrant academic accommodations and any student who feels they may need an accommodation based on the impact of a disability must contact the Office of Student Affairs in order to request such accommodations prior to any accommodations being implemented. You are encouraged to make this request early in the semester so that appropriate arrangements can be made.

* Please note that this syllabus is subject to change throughout the semester.