

**COUN 629-7901-FA26-1-Online:
Child and Adolescent Counseling
Fall 2026: August 24-December 18, 2026
Chadron State College**

CSC Mission Statement

Chadron State College provides accessible and transformative education, supports student success, and strengthens the people and places it serves through innovation, partnerships, and service.

Part 1: Course Information

Instructor Information

Instructor: Teri Hensley Marrow, PhD, LIMHP, LPC-S, Csc, NCC

Office: Miller 228

E-mail: tmarrow@csc.edu

Phone: (308) 432-6335

Office Hours: Monday 10:00, 1:00-3:00; Tuesday 10:00-11:00; Thursday 10:00-11:00

CSC Online Address: <https://chadron.instructure.com/>

Credit Hours

3 credit hours

COUN 629 Course Description

The purpose of this course is to prepare the student to understand the developmental aspects and levels that children and adolescents proceed through and apply them to the counseling process with children and adolescents. This course explores the best practices for providing counseling to children and adolescents.

Student Learning Outcomes

COUN 629 Counseling Children and Adolescents	CACREP 2024 and CSC Learning Objectives	Assessment
Human Growth and Development: Develop an understanding of developmental aspects of human growth and appreciation for the nature of human development and its integration within the counseling process.	F.3. CSC SLO 3	Readings, Assignments, and Quizzes from Chap 1, 14, 15 Book Review Paper
Theories of Learning	CACREP F.3.b	Readings, Assignments and Quizzes - Chapter 3,4, 5,6 7 Therapeutic Play Intervention Activity BHECN Webinar Assignment
Development of measurable outcomes for clients	CACREP F.5.a	Readings, Assignments, and Quizzes for Chapters 8, 9, 10, 11, 12 Therapeutic Play Intervention Activity BHECN Webinar Assignment

Explore theories and models related to clinical mental health counseling	CACREP C.1.b	Readings, Assignments and Quizzes for Chapters 3,4,5,6,7, 10, 13 Book Review
Developmentally relevant counseling treatment or intervention plans	CACREP F.5	Readings, Assignments, and Quizzes for Chapters 8, 9, 10, 11, 12 Therapeutic Play Intervention Activity

Textbook & Course Materials

Required Text(s):

Vernon, A. & Schimmel, C.J. (2023) *Counseling Children and Adolescents* (6th Ed.). USA: Cognella.
ISBN: 1793585660

Seigel, D. J. & Bryson, T. P. (2011). *The Whole-Brain Child, 12 Revolutionary Strategies to Nurture Your Child's Developing Mind*. Delacorte Press. **ISBN:** 10-97805533866-91

Tevera: You will receive an email from Tevera inviting you to register for this service. The Counseling Program has recently adopted Tevera software system for Practicum and Internship paperwork (e.g., site agreements, time logs, skill evaluations, etc.) and Student Key Assignments. You will gain access to this system by paying a one-time program fee and will have access to Tevera during your time in the program and beyond graduation. This helpful resource also allows you to have access to your clinical records after graduation and log clinical hours post-graduation to ease licensure/certification processes. Your invitation will direct you to register and make your one-time purchase through the CSC Bookstore or directly from [Tevera](#). Though you will see this requirement in all your syllabi, please purchase **Tevera +CCS-R©** only once. Tevera License +CCS-R© Assessment.

Recommended Texts & Instructional Materials: (Posted in Canvas)

American Counseling Association (2014). *ACA Code of Ethics*. Author.

American Psychiatric Association (2022). *Diagnostic and Statistical Manual of Mental Disorders (DSM-5-TR)* (5th ed.). Author.

Method(s) of Instruction

This course is an online course that includes group activities (forum discussions) and individual activities (chapter assignments, major paper, intervention activity, etc....) that will facilitate learning in this course. A combination of quizzes, readings, forum discussions, and online activities, and assignments will be used to meet the outcomes of this course.

Course Requirements

COUN 629 Counseling Children is an online course that explores the best practices for providing counseling to children. It is intended that all courses at the graduate level require greater intellectual effort, more independence in reading and investigation, and more constructive thinking than undergraduate levels of instruction. Requirements include active online participation through completion of all assigned work on time including chapter readings,

chapter and BHECN assignments, forum postings, and major paper assignments. Unless otherwise indicated, all written assignments must follow APA formatting guidelines:

<http://owl.english.purdue.edu/owl/resource/560/1/>

Course Assignments

1. Attendance, Professionalism, and Participation

Part of being a professional counselor requires you to adhere to a strict professional standard. This includes engaging in considerate discussions, respecting one another's opinions, displaying proper online etiquette, timely submission of assignments, among other characteristics. During this class and your future career, you must follow the APA Code of Ethics 2014.

a. Total Points: 10

2. Forum Posting

There are **15 forum postings** due during the duration of this course. The purpose of forum discussions is to have a conversation based on the week's required readings. It is expected that students read through the forum postings then will respond to at least **two classmates** after making their initial response. Initial posts must have a minimum word count of **300 words** with the response post having a minimum of the purpose of this course is to prepare the student to understand the developmental aspects and levels that children proceed through and apply them to the counseling process with children. **150 words. Students will post the word count at the bottom of their discussion post.** The expectation is that the posting be respectful of each classmate and meet a graduate level standard of writing.

a. Initial posting due Wednesday by 11:59 pm MT of the assigned week with a reply to a minimum of two classmates due Sunday at 11:59 pm MT due to Canvas.

b. Total Points: 5 points each

3. Chapter Assignments

There are 13 assignments due throughout the duration of this course. The purpose of the assignments is to either reflect on the week's readings or apply concepts introduced in the chapter. While a forum is a public discussion, an assignment is an individual response that will not be read by peers. Students will write a 2-page paper following APA 7 guidelines to provide a sufficient reflection that addresses the readings and supplied prompts. See Canvas for prompts.

Worth 10 points each

4. BHECN Webinar Assignments

Students will watch two BHECN webinars throughout this course. The webinars can be accessed through Canvas. The BHECN webinar will cover different areas in Child and Adolescent Counseling: Play Therapy 101 and Expanding our Reach: Parent-child interaction therapy. Students will complete a 2-page reflection on the BHECN webinar.

Total Points 10 points each

5. Quizzes

Each assigned chapter has an accompanying quiz in Canvas. Quizzes can be taken only once and there is no time limit on the quiz.

- a. Due Sunday at 11:59 pm MT
- b. Worth up to 15 points each

6. Therapeutic Play Intervention Assignment

After Reading Chapter 3, students will create a detailed explanation, single-spaced list of 10 therapeutic play interventions that can be used in individual and small counseling groups. Each intervention must include the following.

- a. Name of the intervention
- b. Name the age group the intervention is intended for.
- c. The purpose of the intervention.
- d. Theoretical orientation used in the intervention (CBT, Solution-focused, Person-Centered?)
- e. Step-by-step instructions on how to do the intervention.
- f. A complete materials list (if materials are needed).

This assignment will follow APA 7 guidelines: title page, cite references, a reference page.

Total Points: 40

7. Book Review – The Whole Brain Child by Dan Siegel

After reading *The Whole-Brain Child* by Dan Siegel, students will complete a book review. The book review must include the following 4 sections: Context, Purpose, Personal Reflection, and Reader's Use of the Information in Counseling. The paper must be 4-6 pages long, include citations from the paper to justify your personal reflection and use of the information in counseling, and written in APA 7 style. See rubric at end of syllabus for grading specifics

Worth 60 pts.

Part 1A: Student Wellness, Accessibility, and Support

CSC Health Services (e.g., school nurse, counseling)

As a student, you may experience unexpected stress or other challenges that affect your physical health, mental health, and/or emotional wellbeing. Signs that you may benefit from additional support include, but are not limited to, strained relationships, anxiety, depression, feeling overwhelmed, alcohol or drug misuse, or a loss of motivation or purpose. [CSC Health Services](https://www.csc.edu/healthserv/) (<https://www.csc.edu/healthserv/>) provides confidential support for students experiencing these or other concerns.

If you find yourself struggling with your physical health (i.e., cold or flu symptoms, etc.), the CSC Campus Clinic Nurse is available to serve all enrolled students, free of additional charge. The nurse sees students on a first-come, first-served basis, according to a fixed schedule. For more information, please visit <https://www.csc.edu/healthserv/medical-services/>.

Counseling services are covered through student fees and do not require insurance or additional out-of-pocket costs. Students working with a licensed counselor may also be referred for virtual psychiatry services through the University of Nebraska Medical Center when appropriate. To schedule an appointment with a licensed CSC counselor, visit the Calendly link for your preferred counselor at <https://www.csc.edu/healthserv/counseling-services/>, call 308-432-6232, or stop by the Crites Hall 3rd floor center lobby.

If you are struggling, support is available, and you are encouraged to reach out. *Seeking support is a sign of strength and will not affect your academic standing.*

ADA–Disability Services

Chadron State College is committed to providing students with a disability the same opportunity for academic success as that provided to all students consistent with state and federal law. If you already have approved accommodations through Disability Services, please contact me so that we can discuss the implementation of your accommodations in this course. If you require reasonable accommodations due to a disability, please contact Disability Services as soon as possible to begin the process. **CSC Disability Services**, King Library 201, **308-432-6467** or equalaccess@csc.edu.

CSC Learning Lab

The Chadron State College Learning Lab is your one-stop resource for tutoring, mentoring, and academic success tools. Please visit them in the King Library, Main Floor. You can also reach out to them via email at tutor@csc.edu.

Eagles360 Referral System

As your instructor, I care about your academic success and wellbeing. Eagles360 is a communication tool used by CSC faculty and staff to submit referrals to dedicated support specialists across the CSC campus when we have concerns such as inconsistent attendance, missing assignments, visible signs of stress or anxiety, or other issues that, if allowed to linger, may negatively impact your ability to successfully complete this course. If I submit a referral to Eagles360 about any concerns I may have, please know that it is truly because I want you to succeed. Another CSC staff member will reach out to you to offer support to get things back on track.

For more information, contact Student Affairs at studentaffairs@csc.edu or the Director of Academic Success Services at cmerchen@csc.edu.

Part 2: Grading and Related Academic Policies

Graded Course Activities and Letter Grade Assignment

Assignments	Percentage of Grade
Attendance, Professionalism, and Participation	10
Forum Discussion	75
Chapter Assignments	230
BHECN Webinar	20
Quizzes	225
Therapeutic Play Interventions	40

Assignments	Percentage of Grade
Book Review	60
Total	435

Letter Grade	Percentage
A	90% - 100%
B	80% - 89%
C	70% - 79%
D	60% - 69%
F	Less than 60%

Viewing Grades in CSC Online-Canvas

Assignments will typically be graded and returned with feedback within **one week** of the due date, although larger projects or exams may require up to an additional week. Students are encouraged to review instructor feedback and apply it to future assignments. Grades will be updated regularly in CSC Online–Canvas, and students are responsible for monitoring their progress throughout the course.

If you have questions about your progress, please contact the instructor.

CSC Academic Policies

As appropriate for the course content, students have the right of expression in the classroom and the responsibility to learn from the course of study according to the standards of performance established by the faculty. Student behavior in the classroom should contribute to the learning process for themselves and other students. As members of a learning community, students have an obligation to contribute to the learning of others in the process of their own learning. Communication that threatens individuals, disrupts the learning process, and/or creates a harassing environment is not a right held pursuant to this right of expression. Disruptive behavior undermines the learning environment of others.

The [Course Syllabus Policies website](#) lists other academic policies that apply to **all** CSC courses. To review these policies, please click on the link or visit:

<https://www.csc.edu/vpaa/course-syllabus-policies>

You may also search for specific academic policies on CSC's [Policy Website](#).

(<https://www.csc.edu/policy/academic-policies/>)

Course-Specific Policies

Academic Honesty

Academic Honesty

Students are encouraged and expected, with the assistance of the faculty, to conduct themselves in conformity with the highest standards regarding academic honesty. Violation of college, state, or federal standards regarding plagiarism, cheating, or falsification of

official records will not be tolerated. Students violating such standards will be advised and disciplined. Violations of these standards may result in course failure, suspension, or dismissal from the college. Students are encouraged to seek the advice of instructors as to the proper procedures to avoid such violations.

The following acts are examples of academic dishonesty:

1. Cheating – intentionally using or attempting to use unauthorized materials, information, or study aids in any academic exercise.
2. Fabrication – intentional and unauthorized falsification or invention of any information or citation in an academic exercise.
3. Facilitating Academic Dishonesty – intentionally or knowingly helping or attempting to help another in an act of academic dishonesty.
4. Artificial Intelligence – intentionally using or attempting to use artificial intelligence to imitate language, original thoughts or ideas when submitting assignments and claiming then claiming the work as one's own will result in a failing grade for the assignment.
5. Plagiarism – appropriating or imitating language, ideas, and thoughts of another author, representing them as one's own original work. The following acts are examples of plagiarism:
 1. Submitting an assignment that someone else has written and claiming the work as one's own.
 2. Submitting an assignment that contains sections, paragraphs, sentences or key phrases that someone else has written without appropriately documenting the source(s) for each portion of the assignment not written by the student submitting the assignment.
 3. Submitting an assignment that contains paraphrased ideas from another source, published or unpublished, without appropriately documenting the source for each paraphrase. (Changing around a few words in a sentence from the source is not sufficient to avoid plagiarism.)

Note: "Someone else" in the three statements above may refer to a published author, another student, an internet source, or any person other than the student claiming credit for the assignment. If an individual is unsure how to document sources used within an assignment, they are encouraged to ask their professor or the reference librarian for assistance.

View the [Academic Honesty Policy](https://app.policyiq.com/ChadronStateCollege/Content/View/3419?Key=c320bad9-cae1-4820-bac1-ec7a3b6d69ba) on CSC's Policy Website.

(<https://app.policyiq.com/ChadronStateCollege/Content/View/3419?Key=c320bad9-cae1-4820-bac1-ec7a3b6d69ba>)

Artificial Intelligence (AI)

You may use generative AI tools (e.g., ChatGPT, Claude, Copilot) only when explicitly permitted for an assignment. Any AI-assisted work must be clearly documented, including the tool used, the prompt given, and how the output was incorporated. You remain fully responsible for the accuracy,

originality, and integrity of your submissions. Misuse of AI—such as submitting AI-generated work as entirely one’s own without disclosure or violating my statements or instructions on AI use in my class—will be treated as academic misconduct under College policy.

AI Use Policy – Limited Use Allowed

Use of AI tools is permitted for specific purposes only, such as brainstorming, grammar checks, or study support. All AI-generated content must be clearly disclosed. Final submissions must represent your own understanding and critical thinking. Previous drafts may be requested for review. Unauthorized or undisclosed use may result in academic penalties.

Late Work Policy

To ensure your success in learning, you are responsible for completing all assigned work as high-quality submissions within the allotted time. You are also responsible for prioritizing your time accordingly to ensure the timely completion of assigned coursework and activities. Be sure to pay close attention to deadlines; there will be no make-up assignments, quizzes, or late work accepted without prior instructor approval.

Class Attendance/Participation Policy

The College assumes that students will seek to profit from the instructional program and will recognize the importance of attending every class meeting of courses for which credit is expected. Responsibility for notifying faculty of absences, and for arranging potential make-up, rests with the students. In courses that utilize an online format, students are expected to participate in an appropriate and frequent manner, as determined by course instructor.

View the [Class Attendance and/or Participation Policy](https://app.policyiq.com/ChadronStateCollege/Content/View/3432?Key=c320bad9-cae1-4820-bac1-ec7a3b6d69ba) on CSC’s Policy Website.
(<https://app.policyiq.com/ChadronStateCollege/Content/View/3432?Key=c320bad9-cae1-4820-bac1-ec7a3b6d69ba>)

Personal Emergency & Academic Attendance/Participation

In the event that a personal emergency (such as hospitalization, accident, death of an immediate family member, family crisis, or mental health crisis) requires an absence from courses or causes the inability to participate in class, students must contact the instructor as soon as possible. Instructors may request documentation to validate such absences.

For personal emergencies that may cause the student to be unable to participate in the course for **three or more consecutive days**, please follow all instructions listed in the **full** **“Personal Emergency & Academic Attendance/Participation”** section on the “Course Syllabus Policies” website, linked above.

Part 3: Course Topic Schedule/Outline

Week	Assigned Readings	Activities	Due Date
1 August 24-30	Chapter 1: Working with Children, Adolescents, and Their Parents: Practical Applications of Developmental Theory	Ch. 1 Quiz Syllabus Quiz Assignment 1 Forum #1	
2 August 31-Sept 6	Chapter 2: The Individual Counseling Process	Ch. 2 Quiz Assignment 2 Forum #2	
3 Sept 7-13	Chapter 3: Creative Arts Interventions Begin reading <i>The Whole-Brain Child</i>	Ch. 3 Quiz Forum #3 Therapeutic Play Intervention Assignment	
4 Sept 14-20	Chapter 4: Play Therapy	Ch. 4 quiz Forum #4 BHECN Webinar #1 – Welcome to the Play Room	
5 Sept 21-27	Chapter 5: Solution Focused Brief Counseling	Ch. 5 quiz Forum #5 Assignment 5	
6 Sept 28-Oct 4	Chapter 6: Reality Therapy	Ch 6 quiz Forum 6 Assignment 6	
7 Oct 5-Oct 11	Chapter 7: Rational-Emotive Behavior Therapy	Ch 7 quiz Forum 7 Assignment 7	
8 Oct 12-18	Chapter 8: Counseling Children and Adolescents with Exceptionalities	Ch 8 quiz Forum 8 Assignment 8	
9 Oct 19-25 Mid Term Break	Chapter 9: Counseling Children and Adolescents from Diverse Backgrounds	Ch 9 quiz Forum 9 BHECN Webinar #2- Improving Access to PCIT	
10 Oct 26-Nov 1	Chapter 10: Trauma Counselling with Children and Adolescents	Forum 10 Assignment 10	
11 Nov 2-8	Chapter 11: Counseling At-Risk Children and Adolescents	Ch 11 quiz Forum 11 Assignment 11	

Week	Assigned Readings	Activities	Due Date
12 Nov 9-15	Chapter 12: Children and Challenges: Counseling from a Growth Mindset Perspective	Ch 12 quiz Forum 12 Assignment 12	
13 Nov 16-22	Chapter 13: Small Group Counseling	Ch 13 quiz Forum 13 Assignment 13	
14 Nov 23-29	Happy Thanksgiving!	No assignments this week	
15 Nov 30- Dec 6	Chapter 14: Working with Parents	Ch 14 quiz Forum 14 Assignment 14	
16 Dec 7-13	Chapter 15: Working with Families	Ch 15 quiz Forum 15 Assignment 15 Book Review Due Sunday December 13th	
17 Dec 14-18 Finals Week			

Attendance, Professional Rubric

0-2 points	3-5 points	6-9 Points	10 Points
Either: • Repeated problems with professionalism over the course of the semester and/or • One or more major problems with professionalism	Several concerns with professionalism over the course of the semester, but no major display of unprofessional behavior.	There are no more than one or two minor concerns with professionalism during the semester.	Professionalism was displayed during the semester.

Forum

0	1= Does not meet	3= Progressing	5 = Proficient
Missing	Response is not directly related to the topic or reveals some misunderstanding of the topic. No evidence of readings being read.	Response demonstrates insight and provides depth or integration with other counseling topics. Missing either a response to classmate or initial response	Response and reply to a classmate demonstrate insight and provides depth or integration with other counseling topics. Clear evidence and integration of readings.

Assignments

0	0 = Does not meet	5 = Progressing	10 = Proficient
Missing	Assignment response is not directly related to the topic or reveals some misunderstanding of the topic.	Assignment response is relevant to the topic, lacks insight and depth.	Assignment response demonstrates insight and provides depth. Includes self-reflection.

Book Review Paper

	0 = Does not meet	2-4 points	5-9 points	10-12 points
Context	Lacks evidence of reading or understanding key	Shows minimal evidence and understanding of	Detailed and concise outline provide. Contains	A detailed and concise outline is provided. Exhibits

	concepts provided.	key concepts provided.	most of the key concepts of the book	evidence of the key concepts of the book.
Purpose	Lacks purpose statement.	Contains a purpose statement.	Contains a purpose statement. Lacking further elaboration.	The purpose of the book is clearly outlined and provided. Purpose is elaborated upon.
Personal Reflection	Little to no evidence of self-awareness and reflection.	Reflection shows minimal evidence of thought and self-awareness.	Reflection shows some evidence of depth of thought and self-awareness.	Reflection shows evidence of depth of thought and self-awareness. Connection to the individual is made.
Reader's Take Away Message as it applies to counseling	Lacks a clear purpose statement.	Reader's take away message is clear, lacking insight and elaboration.	Take away message is clear and moderately elaborated upon.	Take away message is provided, insight and elaborate is clear and evident.
APA style and Book integration	APA7 style not followed	Multiple errors throughout paper.	Minimal APA style errors. Two or fewer grammatical mistakes	APA style is followed with 1 or fewer errors. Both for book review and the textbook are cited and key concepts integrated.

Disclaimer Statement

This syllabus and schedule are articulated as an expectation of class topics, learning activities, and expected student learning "outcomes." However, the instructor reserves the right to make changes in this schedule that would result in enhanced or more effective learning. Modifications will not substantially change the intent or outcomes of this course and will be done within the policies and procedures of Chadron State College.

Faculty Academic Freedom

A teacher is entitled to full freedom in research and in the publication of the results, subject to the adequate performance of their other academic duties. A teacher is entitled to freedom in the classroom in discussing their subject but should be careful not to introduce controversial matter which has no relation to the subject. The College teacher is a citizen, a member of a learned profession, and an officer of an educational institution. As a person of learning and an educational officer, the teacher should remember that the public may judge the teaching profession and college by their utterances. Hence, a teacher should at all times be accurate, should exercise appropriate restraint, should show respect for the opinions of others, and should make every effort to indicate that they are not an institutional spokesperson.

Additional Academic Resources

Chadron State College is committed to the success of all students. Following is a list of the Academic Support Services available at CSC:

- START Advising Center (General Academic Advising/Schedule Changes)
 - Phone: 308-432-6061
 - Email: start@csc.edu
 - Location: Crites Hall, First Floor
- Career Services (Major Exploration, Job Fairs)
 - Phone: 308-432-6467
 - Email: dkennell@csc.edu
 - Location: King Library 201
- Library Services
 - Phone: 308-432-6271
 - Email: library@csc.edu
 - Location: King Library, Main Floor
- Technology Support
 - Phone: 308-432-6311
 - Email: helpdesk@csc.edu
 - Location: King Library, Main Floor