

**Kansas State University**  
**College of Education**  
**EDCEP 856 Counseling Children**  
**Summer 2024**

**General Information**

**Dr. Jessica Lane**

Associate Professor

318 Bluemont Hall

jjj3636@ksu.edu

Online office hours: Sun, & Thurs 8 p.m.- 9 p.m. CST

**Catalog Description**

The nature and philosophy of counseling in the elementary school; the function of specialized child appraisal and counseling techniques in the unique interrelationships of the professional school counselor and the teacher in the team approach to elementary school counseling.

**KSU College of Education Vision**

Preparing educators to be knowledgeable, ethical, caring decision makers for a diverse and changing world.

**Mission**

Our vision is fulfilled through:

- delivery of exemplary instruction to students at the undergraduate and graduate levels;
- production, interpretation, and dissemination of sound and useful research and scholarship;
- leadership, collaboration, and service within the profession; and
- promotion, understanding, and celebration of diversity.

**Conceptual Framework**

The Conceptual Framework serves as the guide for fulfilling our vision of preparing educators to be knowledgeable, ethical, caring decision makers for a diverse and changing world. The College of Education strives to address three major areas in preparing the teachers of tomorrow: general education, content area studies, and professional studies.

The Conceptual Framework organizes 10 standards in professional studies into the following four categories:

1. The Learner and Learning
2. Content Knowledge
3. Instructional Practice
4. Professional Responsibility

The Conceptual Framework also includes the following dispositions:

1. Values Learning and Professional Development
2. Commits to Professional, Ethical, and Legal Conduct

3. Values Positive, Caring, and
4. Embraces Diversity, Equity, and Fairness
5. Commits to Wise and Reflective Practice

The Conceptual Framework includes the following *dispositions*:

1. *Values Learning and Professional Development*: Dedicated to acquiring and applying new ideas about content, pedagogy, and students.
2. *Commits to Professional, Ethical, and Legal Conduct*: Committed to obeying the law and abiding by institutional, state, and national professional and ethical standards.
3. *Values Positive, Caring, and Respectful Relationships*: Committed to interacting with students, colleagues, and community members with care, compassion, and respect.
4. *Embraces Diversity, Equity, and Fairness*: Recognizes and values human differences and is committed to meet the educational needs of all students.
5. *Commits to Wise and Reflective Practice*: Dedicated to careful reflection on instructional decisions and takes actions to improve professional competence.

### Course Intended Learning Objectives

The following table outlines the learning objectives for this course along with the CACREP 2016 standards addressed within each objective. At the completion of this course, students will be able to:

Course Objective	CACREP Standard Assessed
Develop skills to critically examine the connections between social, familial, emotional, and behavior problems and academic achievement	V.G.3.h
Implement core curriculum design, lesson plan development, classroom management strategies, and differentiated instructional strategies	V.G.3.c
Recognize ethical and culturally relevant strategies for promoting resilience and optimum development and wellness across the lifespan	II.F.3.i
Utilize a general framework for understanding differing abilities and strategies for differentiated interventions	II.F.3.h

### Counseling Program Key Performance Indicator(s)

KPI 3-K: Student is able to effectively design counseling groups.

KPI 3 Assessment(s): [See group development rubric.](#)

### Required Reading Materials

Vernon, A., & Schimmel, C.J. (Eds.) (2019). *Counseling children and adolescents* (5<sup>th</sup> ed.). Cognella Academic Publishing.

Lane, J.J. (2019). Counselors and educators supporting parents and students: Strengthening your bedside manner during IEP's. *MSLBD Rethinking Behavior*, 3(1), 25-30.

## Recommended Reading Materials

Vernon, A. (1999). *The Passport Program: A journey through emotional, social, cognitive, and self - development (Grades 1-5)*. Research Press.

Or

Vernon, A. (1999). *The Passport Program: A journey through emotional, social, cognitive, and self - development (Grades 6-8)*. Research Press.

Brene' Brown book(s) or podcasts.

## Course Guidelines

- **Communication**

The most efficient way to reach me is through EMAIL. Please allow *at least a 24-hour turn-around on all emails unless during the given online hours*. It usually will not take that long to respond, but due to other teaching and university-related duties, it is not always possible to respond to queries within a few minutes. Online office hours are available Thursday and Sunday evenings for quick response.

- **Deadlines and Late Work**

Assignments are due on the deadline date listed in the syllabus. Late assignments are **NOT** accepted.

## Evaluation Plan

Your final grade is based on the total number of points that you earned throughout the semester. The various ways in which you earn points are listed below:

Activity	Description	Points
Class Participation	Each module will have a review or exit ticket(s) to check knowledge. Each class participation opportunity is worth five points.	<b>40 points</b>
Chapter Reflections	Thoughtful understanding and application of the material will be assessed in one page APA written chapter reflections. Each reflection is worth ten points.	<b>50 points</b>
Counselor Role Identity	Students will discern the individual and complementary roles of school counselors, school social workers, and school psychologists.	<b>30 points</b>
Cultural Beliefs Paper	Students will write a two-page paper that reviews the diverse needs of elementary school children and their own cultural experiences and beliefs.	<b>20 points</b>
Group Development	Students will explain the process of developing and implementing group counseling activities for elementary school children through the use of data and school/student needs. <b>KPI 3-K</b>	<b>20 points</b>
Classroom Lessons	Design three classroom activities (P-6) to create a comprehensive delivery of a themed guidance topic, suited to the developmental needs of young people.	<b>90 points</b>

Counseling Promotion	Students will form a communication tool (i.e. newsletter, video, blog, calendar, evaluation tool) to promote awareness and understanding of the counselor role in the elementary school. Additional directions will be provided.	<b>30 points</b>
Day with Brene'	<b>Students will select</b> a book, two podcasts, or <i>The Call to Courage</i> to review to review universal relational components of connection and self-care.	<b>20 points</b>
Why Elementary School Counselors	Students will create a presentation to showcase the work and impact of elementary school counselors. Presentations will be 8 - 10 minutes in length.	<b>40 points</b>
<b>TOTAL</b>		<b>340 points</b>

### Grading Scale

The minimum number of points for each grade is listed below:

- A= 305 points
- B= 272 points
- C= 240 points
- F= less than 240 points

## Rubric

### Group Development

This assignment assesses the student's ability to practically apply concepts to build an effective 6-session group for elementary children. **30 points are awarded to this activity.**

Points	Skills
Developmental Content	
16-20	Provides strong and clear written evidence in grasping key concepts of group development including: <ol style="list-style-type: none"><li>1) group participants</li><li>2) recruitment</li><li>3) rationale/development</li><li>4) group objectives</li><li>5) group outcomes</li><li>6) time and location</li><li>7) privacy and confidentiality and</li><li>8) group rules</li></ol>
11-15	Shows evidence of understanding most of the key concepts of group development, or offers some clear written evidence of: <ol style="list-style-type: none"><li>1) group participants</li><li>2) recruitment</li><li>3) rationale/development</li><li>4) group objectives</li><li>5) group outcomes</li><li>6) time and location</li><li>7) privacy and confidentiality and</li><li>8) group rules</li></ol>
6-10	Has limited knowledge of key concepts of a developmental group and its relation to current needs or offers few/inadequate understanding of key concepts.
0-11	Shows little to no significant understanding of the key concepts of group development or does not address all components.
Group Outline & Progression	
12-15	Strong command of group outline and provides a 6 session progression that reflects the targeted group intervention.
8-11	Group does not meet the full requirements of the group outline and 6 session progression or doesn't meet the targeted group intervention.
0-7	Underdeveloped group outline and 6 session progression for the targeted group intervention.

## Schedule Overview

Please complete all assigned readings prior to the class date listed. All assignments are due Sunday at 11:59 p.m. on the date listed.

Week 1- DATE	Readings and Topics	Assignments	CACREP Standard(s)
Module 1	Chapter 1: Working with Children, Adolescents, & Parents  Chapter 9: Counseling Children & Adolescents with Diverse Backgrounds  Chapter 13: Working with Parents	Class Participation Chapter 13 Reflection <b>Counseling Promotion Beliefs Paper</b>	V.G.3.h II.F.3.i
Week 2- DATE			
Module 2	Chapter 3: Creative Arts Interventions  Chapter 8: Counseling Children & Adolescents with Exceptionalities	Class Participation Chapter 3 Reflection Chapter 8 Reflection <b>Classroom Lessons</b>	V.G.3.h V.G.3.c II.F.3.h
Week 3- DATE			
Module 3	Chapter 2: Individual Counseling Process  Chapters 5-7: Counseling Theories  Chapter 11: Counseling At-Risk Children & Adolescents  Chapter 12: Small Group Counseling	Class Participation Chapter 11 Reflection Chapter 12 Reflection <b>Group Development</b>	V.G.3.h V.G.3.c II.F.3.h
Week 4- DATE			
Module 4	Chapter 4: Play Therapy  Brene' Brown Book or Podcast  Final Assignments	Class Participation <b>Day with Brene' Elementary Presentation</b>	V.G.3.h II.F.3.i
<b>All assignments are due Sundays at 11:59 p.m. Late work is not accepted.</b>			

## **Kansas State University Information**

### **Academic Honesty**

Kansas State University has an Honor and Integrity System based on personal integrity, which is presumed to be sufficient assurance that, in academic matters, one's work is performed honestly and without unauthorized assistance. Undergraduate and graduate students, by registration, acknowledge the jurisdiction of the Honor and Integrity System. The policies and procedures of the Honor and Integrity System apply to all full and part-time students enrolled in undergraduate and graduate courses on-campus, off-campus, and via distance learning. The Honor and Integrity System website can be reached via the following URL: [www.k-state.edu/honor](http://www.k-state.edu/honor). A component vital to the Honor and Integrity System is the inclusion of the Honor Pledge, which applies to all assignments, examinations, or other course work undertaken by students. The Honor Pledge is implied, whether or not it is stated: "On my honor, as a student, I have neither given nor received unauthorized aid on this academic work." A grade of XF can result from a breach of academic honesty. The F indicates failure in the course; the X indicates the reason is an Honor Pledge violation.

### **Students with Disabilities**

At K-State it is important that every student has access to course content and the means to demonstrate course mastery. Students with disabilities may benefit from services including accommodations provided by the Student Access Center. Disabilities can include physical, learning, executive functions, and mental health. You may register at the Student Access Center ([k-state.edu/accesscenter](http://k-state.edu/accesscenter)) or to learn more contact:

Manhattan/Olathe/Global Campus – Student Access Center  
[accesscenter@k-state.edu](mailto:accesscenter@k-state.edu)  
785-532-6441

K-State Salina Campus – Julie Rowe; Student Success Coordinator  
[jarowe@k-state.edu](mailto:jarowe@k-state.edu)  
785-820-7908

Students already registered with the Student Access Center please request your Letters of Accommodation early in the semester to provide adequate time to arrange your approved academic accommodations. Once SAC approves your Letter of Accommodation it will be e-mailed to you, and your instructor(s) for this course. Please follow up with your instructor to discuss how best to implement the approved accommodations.

### **Expectations for Classroom Conduct**

All student activities in the University, including this course, are governed by the [Student Judicial Conduct Code](#) as outlined in the Student Governing Association [By Laws](#), Article V, Section 3, number 2. Students who engage in behavior that disrupts the learning environment may be asked to leave the class.

## **Mutual Respect and Inclusion in K-State Teaching and Learning Spaces**

At K-State, faculty and staff are committed to creating and maintaining an inclusive and supportive learning environment for students from diverse backgrounds and perspectives. K-State courses, labs, and other virtual and physical learning spaces promote equitable opportunity to learn, participate, contribute, and succeed, regardless of age, race, color, ethnicity, nationality, genetic information, ancestry, disability, socioeconomic status, military or veteran status, immigration status, Indigenous identity, gender identity, gender expression, sexuality, religion, culture, as well as other social identities.

Faculty and staff are committed to promoting equity and believe the success of an inclusive learning environment relies on the participation, support, and understanding of all students. Students are encouraged to share their views and lived experiences as they relate to the course or their course experience, while recognizing they are doing so in a learning environment in which all are expected to engage with respect to honor the rights, safety, and dignity of others in keeping with the K-State Principles of Community <https://www.k-state.edu/about/values/community/>.

If you feel uncomfortable because of comments or behavior encountered in this class, you may bring it to the attention of your instructor, advisors, and/or mentors. If you have questions about how to proceed with a confidential process to resolve concerns, please contact the Student Ombudsperson Office. Violations of the [student code of conduct](#) can be reported here <https://www.k-state.edu/sga/judicial/student-code-of-conduct.html>. If you experience bias or discrimination, it can be reported here <https://www.k-state.edu/report/discrimination/>.

## **Wearing of Face Masks**

Kansas State University strongly encourages, but does not require, that everyone wear masks while indoors on university property, including while attending in-person classes. For additional information and the latest on K-State's face covering policy, see <https://www.k-state.edu/covid-19/guidance/health/face-covering.html>.

## **Discrimination, Harassment, and Sexual Harassment**

Kansas State University is committed to maintaining academic, housing, and work environments that are free of discrimination, harassment, and sexual harassment. Instructors support the University's commitment by creating a safe learning environment during this course, free of conduct that would interfere with your academic opportunities. Instructors also have a [duty to report](#) any behavior they become aware of that potentially violates the University's policy prohibiting discrimination, harassment, and sexual harassment ([PPM 3010](#)).

If a student is subjected to discrimination, harassment, or sexual harassment, they are encouraged to make a non-confidential report to the University's [Office for Institutional Equity \(OIE\)](#) using the [online reporting form](#). Incident disclosure is not required to receive resources at K-State. Reports that include domestic and dating violence, sexual assault, or stalking, should be considered for reporting by the complainant to the [Kansas State University Police Department](#) or the [Riley County Police Department](#). Reports made to law enforcement are separate from reports made to OIE. A complainant can choose to report to one or both entities. Confidential support



and advocacy can be found with the [K-State Center for Advocacy, Response, and Education \(CARE\)](#). Confidential mental health services can be found with Lafene Counseling and Psychological Services ([CAPS](#)). Academic support can be found with the [Office of Student Life \(OSL\)](#). OSL is a non-confidential resource. A comprehensive list of resources is available [here](#). If you have questions about non-confidential and confidential resources, please contact OIE at [equity@ksu.edu](mailto:equity@ksu.edu) or (785) 532-6220.

### **Statement on Mental Health**

Your mental health and good relationships are vital to your overall well-being. Symptoms of mental health issues may include excessive sadness or worry, thoughts of death or self-harm, inability to concentrate, lack of motivation, or substance abuse. Although problems can occur anytime for anyone, you should pay extra attention to your mental health if you are feeling academic or financial stress, discrimination, or have experienced a traumatic event, such as loss of a friend or family member, sexual assault or other physical or emotional abuse.

If you are struggling with these issues, do not wait to seek assistance.

Kansas State University Counseling Services ([k-state.edu/counseling/](http://k-state.edu/counseling/)) offers free and confidential services to assist you to meet these challenges.

Lafene Health Center (<https://www.k-state.edu/lafene>) has specialized nurse practitioners to assist with mental health.

The Office of Student Life ([k-state.edu/studentlife](http://k-state.edu/studentlife)) can direct you to additional resources.

K-State Family Center offers individual, couple, and family counseling services on a sliding fee scale (<https://www.hhs.k-state.edu/familycenter/>).

Center for Advocacy, Response, and Education (CARE) provides free and confidential assistance for those in our K-State community who have been victimized by violence (<https://www.k-state.edu/care/>).

Language for Kansas State Polytechnic Campus:

Kansas State Polytechnic Counseling Services ([polytechnic.k-state.edu/campus-life/health-safety/](http://polytechnic.k-state.edu/campus-life/health-safety/)) offers free and confidential services to assist you to meet these challenges.

The Kansas State Polytechnic Office of Student Life (<https://polytechnic.k-state.edu/campus-life/>) can direct you to additional resources.

*Syllabus SUBJECT TO CHANGE-A course syllabus is not a contract and may be changed if the professor deems appropriate.*