

**UAF Counseling Program**  
**Developmental Interventions (COUN F627) – 3 credits**  
**4:10-7:10pm; Gruening Building**

Instructor: Christine Rojas Cook    E-Mail: crcook@alaska.edu  
Office: 708A Gruening Building    Office Hours: Monday & Thursday 1:30-3:30; or by appt.  
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**Course Description:** This course is designed to give students an opportunity for limited practice in applying developmental theory to work with children and youth. Attention is placed on assisting children and youth to accomplish developmental tasks appropriate to their psychosocial growth. Prerequisites: COUN 628; or permission of instructor.

**Course Goals:**

**Required Texts:**

Dugger, S. M. & Carlson, L. A. (2007). *Critical Incidents in Counseling Children*. Alexandria, VA: American Counseling Association.

Capuzzi, D. & Gross, D. (Editors). (2008). *Youth At Risk: A Prevention Resource for Counselors, Teachers, and Parents* (5<sup>th</sup> Ed). Alexandria, VA: American Counseling Association.

Halstead, R.W., Pehrsson, D.E., & Mullen, J.A. (2011). *Counseling Children, A Core Issues Approach*. Alexandria, VA: American Counseling Association.

**Recommended Text:**

American Psychological Association (2010). *Publication Manual of the American Psychological Association* (6<sup>th</sup> Ed.). Washington, DC: American Psychological Association.  
ISBN-13: 978-1-4338-0561-5

Please utilize the edition specified. Other readings may be assigned by the instructor throughout the term.

**Course Evaluation:** Students will be evaluated based on four major criteria: class participation, written papers, group presentation, and a final exam. All assignments need to be turned in via the Assignments link on blackboard, but local students must also turn in a hard copy at the **start** of the class in which it is due. Please title your documents using the course number, assignment name, and your initials (i.e., COUN627\_BookAnalysis\_CC).

All papers need to be word-processed, double-spaced, and include a list of references where applicable. Papers are expected to be well-written, well thought out, and be grammatically correct. According to William Strunk Jr. in *Elements of Style*:

Vigorous writing is concise. A sentence should contain no unnecessary words, a paragraph no unnecessary sentences, for the same reason that a drawing should have no unnecessary lines and a machine no unnecessary parts. This requires not that the writer make all his sentences short, or that he avoid all detail and treat his subjects only in outline, but that every word tell.

Furthermore, use quotes sparingly. When citing from another source, summarize material unless

not be accepted without prior approval from the instructor, and if accepted will reflect an automatic minimum 10% decrease in grade, which will increase to 50% if the paper is not turned in by the next course date in which the paper was originally due (emergency situations will be considered). Although it is expected students will attend all class sessions, *if a session is missed students are expected to complete a 3-page review of the readings assigned for that session along with their personal reaction* – i.e., what stands out most, what questions and/or concerns might you have regarding the topics discussed, what information was most beneficial and what type of information would have been beneficial to include. The review is due prior to the beginning of the next session after the missed class.

Your participation grade will reflect your attendance, your ability to integrate information, adequately discuss your viewpoints, and appropriately respond to feedback.

**All personal information shared in class, or within the course blackboard site, should be kept confidential.** Instructors do keep information confidential, but there may be times that other teaching professionals may be consulted if deemed necessary, or may have access to your work for grading purposes. (40 points)

2. **Written Papers:** All papers need to be typed, double-spaced, and include a list of references where applicable. Papers are expected to be well-written, well thought out, and be grammatically correct. Unless stated otherwise, writing should conform to APA style, including citations and references. It should NOT have a title page, an abstract, or be bound in a binder.
  - a. Journal Critiques: Two critical reviews of recent journal articles (2005 or later) relevant to different developmental intervention techniques/topics. Students are expected to read, analyze, react and report on their articles. Briefly summarize the key points and include your own critique – i.e., how well was this article written/researched, how is this article significant to the field of counseling, to this course, and to you personally. Discuss how you would apply the article's information to your own work as a professional counselor. A copy of the journal article is to be attached to the final product. Students will be expected to discuss their article with the class. Papers should be approximately 3 pages (25 points each).
  - b. Interviews:





<b>Class Session</b>	<b>Readings to be Discussed</b>	<b>Assignments Due</b>
Week 1	McWhirter: Intro (1), & Framework (12)	
Week 2	Halstead: Intro (1), Client Core Issues (2 & 3);	
Week 3	McWhirter: Environment (2), Interventions (15) Halstead: Designing Interventions (4)	<b>Journal Critiques</b>
Week 4	Halstead: Therapeutic Relationship (5); Consulting (10) McWhirter Legal & Ethical Issues (3)	
Week 5	McWhirter: Ind. Characteristics (6), Components (13) Drugger: Diversity Issues (13, 14, 15, 17)	<b>Case Study #1</b>
Week 6	Halstead: Narratives (6); Child-Centered (7) Drugger: Physical Ailments (26-27)	
Week 7	Halstead: Sand Work (8); Artwork (9) Drugger: Anxiety, Mood, & Psychotic Disorders (1-5)	<b>Case Study #2</b>
Week 8	Drugger: Child Abuse & Other Trauma (6-12)	<b>Interviews</b>
	Spring Break – no class	
Week 9	McWhirter: Family Problems (4); Drugger: Family Problems (18-21, 24)	<b>Presentation #1</b>
Week 10	McWhirter: School Issues (5); Dropouts (7); Peer Interventions (14) Drugger: Academic Difficulties (32)	<b>Presentation #2</b>
Week 11	McWhirter: Antisocial Behavior (10); Drugger: Behavior, Bullying, Defiance, Violence (33-36)	<b>Presentation #3</b>
Week 12	McWhirter: Substance Use (8); Drugger: Substance Abuse (22 & 31)	<b>Presentation #4</b>
Week 13	McWhirter: Teen Pregnancy & Sexual Behavior (9) Drugger: Sexual Orientation (16)	<b>Book Analysis</b>
Week 14	McWhirter: Youth Suicide (11); Drugger: Grief (23-25) Drugger: Protecting Children from Themselves (28-30)	
Week 15	<b>Final Exam</b>	

**Calendar is subject to revision as necessary**

**Developmental Interventions  
Presentation Evaluation (F627)**  
**Topic:** \_\_\_\_\_

**Name of Presenters:** \_\_\_\_\_  
\_\_\_\_\_

Clear description of the presentation topic and the necessity to explore – 10 points

Clear description of the target audience and the developmental aspects of the target population (i.e. elementary, middle, high school; agency setting clients) – 10 points

Description of a variety of possible interventions in this area – 10 points

Reviewed literature, school or agency policies, and/or state laws related to the topic – 10 points

Effective communication of material; creative and interesting presentation – 10 points

Other comments:

**Total Score (50 possible)** \_\_\_\_\_