



COUN 5391: Child and Adolescent Counseling

SPRING 2018

COUN 5391 is a required course for M.A., M.Ed. in Counselor Education

Department of Counselor Education

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Online Office Hours: By appointment only (remote)

Day and time the class meets: online weekly at your convenience – no set day or time

Location of class: online

Class Format: ONLINE FORMAT, student must log on weekly. Students will review power points, read independently, and participate in discussion boards. Additionally, students may use internet resources to complete assignments, which include exams and view support material.

Course Description: The course will assist students in the training of identifying mental health disorders as, classified in the DSM that affect children and adolescents. Students will have experience in writing treatment plans. Additionally, we will pay attention to risk factors as well as protective factors that influence the developmental process and trajectories, and examine child and adolescent psychopathology in the context of normal child development. This course is designed to meet course objectives as well as the professional standards specified by the Council for Accreditation on Counseling & Related Educational Programs (CACREP). The curricula for this course include (1) knowledge of the literature of the discipline regarding child and adolescent psychopathology and (2) ongoing student engagement in research related to professional practice.

Textbooks:

American Psychiatric Association: *Diagnostic and Statistical Manual of Mental Disorders*, Fifth Edition. Washington, DC, American Psychiatric Association, 2013.

Weis, R. (2018). *Introduction to abnormal child and adolescent psychology*, (3rd ed.). Thousand Oaks, CA: Sage. [ISBN 978-1-5063-3976-4]

Jongsma, A., Peterson, L., and McInnis, W. (2003). *The adolescent psychotherapy treatment planner*. New York, NY: John Wiley & Sons, Inc.

Course Objectives:

- 1) Introduce the principles of developmental psychopathology
- 2) Discuss the importance of integrating science and practice
- 3) Discuss evidence-based practice
- 4) Discuss key elements of the profession as it relates to treatment

Key Performance Indicator (KPI):	Students are able to demonstrate understanding and application regarding the interplay of evidence-based research and clinical practice of mental health disorders of children and adolescents.		
Objectives/Learning Outcomes	Activities (* indicates field-based activity)	Performance Assessment	Updated Standards: • CACREP 2009 = CA09 • CACREP 2016 = CA16
Identify, and discuss, risk factors in child and adolescent diagnosing	Read assigned materials on how trauma effects development.	Participation in class discussion boards and Reflections	CA09 IIG.5.b, d, e CA16 SC G.2.g
Identify, discuss, and assess how cultural considerations may affect the interpretation of mental health disorders. Understand the impact of trauma on development.	Read assigned materials Present cultural considerations in case study in all assignments and in case study exam example	Discuss readings Written case study Exams	CA09 IIG2d, 3, 5d; 5e CA16 SC G.3.h MCFC F.2.d CMHC C.2.f.
Understand case conceptualization and treatment planning.	Watch video on case conceptualization with children and adolescents. Watch video on treatment planning and as an assignment turn in a treatment plan.	Treatment plans	CA09 IIG 3, CC A5; B2 CA16 CMHC C.1c.; C.2f
Develop case studies that illustrate a variety of mental health disorders.	Research various mental health disorders Prepare and present one case study in class Demonstrate the knowledge of etiology, nomenclature, treatment, referral, and prevention of mental and emotional disorders	Case Study	CA09 IIG 3a, 3b, 3e, 3f, 3h; CA16 5.3.b; CMHC C.2.b; C.3.b

Web address for state standards:

Web address for specialty organization standards:

CACREP: <http://www.cacrep.org/wp-content/uploads/2017/07/2016-Standards-with-Glossary-7.2017.pdf>

IDEA Objectives: In this course, our focus will be on these major objectives:

Essential Objectives:

- #1 Gaining factual knowledge (terminology, classifications, methods, trends).
- #11 Learning to analyze and critically evaluate ideas, arguments, and points of view.

Important Objectives:

- #2 Learning fundamental principles, generalizations, or theories.

Course/Instructor Requirements: Students are expected to log on weekly and participate in all activities. Your discussions and submitted work should demonstrate that you spent time preparing for all aspects of this course.

You are expected to inform your instructor when you are unable to keep up with the demands of the demands of the course. Keeping your instructor informed in part of professionalism. All work is due on the assigned due date. Late work is not accepted.



I assume:

- You will take responsibility for your own learning at a graduate level
- You will contribute to others' learning
- You will ask for help if you need it
- You will access the blackboard learning center for help with blackboard issues
- You will not wait until the last minute to gain an understanding of the technology needed for this course
- You will read and understand the syllabus requirements

COURSE OUTLINE

The following assignments are intended to facilitate your involvement in this course and serve as an opportunity for you to demonstrate you are meeting objectives. Participation at a graduate level is mandatory for full credit.

ASSIGNMENTS:

Assignment	Points Possible	Due Date
Attendance, Participation, Professionalism	100	On going
Discussion Boards	25 pts each = 75 total possible	Modules 1, 2, and 13
Assignment – Reflections <ul style="list-style-type: none">• Eric Green video• Violet Oaklander video	50 pts each = 100 total possible	Module 4 Module 7
EXAMS	100 pts each = 300 total possible	Modules 3, 6, and 11
Case of Brian Treatment Plan (substance use) Case of Marco Polo Treatment Plan (OCD)	50 pts each = 100 total possible	Modules 10 and 12
Final Assignment: Case Study (appendix A)	100 pts.	Final
Total possible points:	775 class total possible	

GRADE Determination:

- A = 697 - 775
- B = 620 - 696
- C = 543 - 619

Note to students: You will notice in the upcoming schedule on pages 4 – 5, that certain modules are color coded together. You may find it helpful to note this, since early on the colors grouped together represent material in an exam or in the example of the last grouping (a case study assignment).

Class Expectations:

1. You may consult with your peers on assignments however, you are expected to submit individually unique projects.
2. I expect that you will attempt to complete all exercises.
3. Assignments and Discussion boards should be submitted with consideration of graduate level work.
4. I expect that you will take responsibility as an adult learner for your learning.
5. I expect that your discussion boards exhibit politeness and professionalism.

TENTATIVE SCHEDULE:

Module	Dates	Topic	Readings/Assignments
1	Jan 17-21 st	Evidence-based Research	Read: Weis Ch. 1 Follow instructions for Module 1 Complete Discussion Board – Due January 21st by 11:59 p.m.
2	Jan 22-28 th	Causes of Childhood Disorders and Assessment and Diagnosis	Read: Weis Ch. 2 & 3 Follow instructions for Module 2 Complete Discussion Board – Due February 4th by 11:59 p.m.
3	Jan. 29-Feb. 4 th	EXAM 1	EXAM over chapters 1, 2, and 3 – Due February 4th by 11:59 p.m.
4	Feb 5-11 th	Treating Children, Adolescents and Families	Read: Weis Ch. 4 Follow instructions for Module 4 Assignment-Reflection: Due Feb. 11th by 11:59 p.m.
5	Feb 12-18 th	Intellectual Disabilities and Developmental Disorders and Autism Spectrum Disorder	Read: Weis Ch. 5 & 6 Follow instructions for Module 5
6	Feb 19-25 th	EXAM 2	EXAM over chapters 4, 5, and 6 – Due February 25th by 11:59 p.m.
7	Feb 26-March 4 th	ADHD and Case Consultation video	Read: Weis Ch. 8 Follow instructions for Module 7 Assignment-Reflection: Due March 4th by 11:59 p.m.
8	March 5-11	Conduct problems and Treatment Planning video	Read: Weis Ch. 9 Follow instructions for Module 8
9	March 12-18	Spring Break – Required Days of Play	

Module	Dates	Topic(s)	Readings/Assignments
10	March 19-25	Substance Use Using sandtray to gather info. for treatment planning - an audio lecture.	Read: Weis Ch. 10 Follow instructions for Module 10 Submit Treatment Plan Assignment: Due March 25 th by 11:59 p.m.
11	March 26 th – April 1st	EXAM 3	EXAM over chapters 8, 9, and 10 – Due April 1 st by 11:59 p.m.
12	April 2 nd - 8 th	Anxiety and OCD	Read: Weis Ch. 11 Follow instructions for Module 12 Assignment: OCD treatment plan – Due April 8 th by 11:59 p.m.
13	April 9 th -15 th	Trauma related disorders	Read: Weis Ch. 12 Follow instructions for Module/Week 13 Discussion Board: Due April 15 th by 11:59 p.m.
In lieu of a final exam you will have a Case Study (see Appendix A of your syllabus for instructions). Choose one disorder from either chapter 13, 14, or 15 to create your case study.			
14	April 16 th - 22 nd	Depressive Disorders and Suicide	Read: Weis Ch. 13 Follow instructions for Module 14
15	April 23 rd - 29 th	Pediatric Bipolar and Schizophrenia and Feeding and Eating Disorders	Read: Weis Ch.14 and Weis Ch. 15 Follow instructions for Module 15
16	May 2 nd	Case Study Assignment	Case Study – Due WEDNESDAY May 2ND BY 11:59 p.m.

Grades are due in to Registrar by noon on 5/14/18.



Student Guidelines

University Policies

- SHSU Academic Policy Manual-Students
 - [Procedures in Cases of Academic Dishonesty #810213](#)
 - [Disabled Student Policy #811006](#)
 - [Student Absences on Religious Holy Days #861001](#)
 - [Academic Grievance Procedures for Students #900823](#)
- [SHSU Academic Policy Manual-Curriculum and Instruction](#)
 - [Use of Telephones and Text Messagers in Academic Classrooms and Facilities #100728](#)
 - [Technology during instruction: use blackboard helpdesk for assistance](#)
 - [Technology during exams: do not wait for the last minute in case there are tech issues](#)
 - [Technology in emergencies: contact blackboard helpdesk 936-294-1950](#)

Attendance

Login in weekly is demonstration of attendance. **Failure to log on more than twice** is equivalent to a letter grade drop. You must write a letter to faculty explaining the absences (scan a letter from doctor will be helpful). The faculty will meet to decide whether the excuses are valid and the absences excused or the letter grade drop will occur. A letter grade drop will occur with each subsequent absence.

College of Education Information

Accreditation

The programs within the SHSU College of Education have the distinction of receiving accreditation and national recognition from multiple accrediting bodies. All educator certification programs, including teaching and professional certifications, have received ongoing accreditation from the Texas Education Agency ([TEA](#)). Additionally, the educator preparation program has been accredited by the Council for the Accreditation of Educator Preparation ([CAEP](#)-formerly NCATE) since 1954. Many of the educator preparation concentration areas have also chosen to pursue national recognition from their respective Specialized Professional Associations ([SPA](#)), signifying the program is among the best in the nation. The programs within the Department of Counselor Education have also received accreditation from the Council for Accreditation of Counseling and Related Educational Programs ([CACREP](#)).

Course and Program Evaluation

Near the end of the semester, students are asked to take part in the University's adopted course evaluation system, IDEA. The assessments are completed online and instructions are emailed to each student. Students' assessments of courses are taken are systematically reviewed by the Dean, Associate Deans, Department Chairs, and individual faculty members. Only after the semester has completed are faculty members allowed to view aggregated results of non-personally-identifiable student responses.

The College of Education conducts ongoing research regarding the effectiveness of the programs. Students receive one survey in the final semester prior to graduation regarding the operations of the unit during their time here. A second survey occurs within one year following completion of a program, and is sent to students and their employers. This survey requests information related to students' quality of preparation while at SHSU. Students' responses to these surveys are critical to maintaining SHSU's programs' excellence.

Appendix A

1. Students will submit a paper with the following components:
 - a. **Prepare a case study** of a made-up client - based on one disorder from the selected chapters.
 Include the following using these headings:
 Scenario of client (child, or adolescent) discuss major symptoms/behaviors
 Cultural considerations (ethnicity, language, nationality, gender)
 Family Considerations (parent-child, sibling, extended family relationships)
 Pharmacological considerations-if applicable
 Academic achievement (IQ measures, grades, criterion tests, etc.as applicable)
 Social considerations (SES, parent occupation)
 Personal considerations (intra/interpersonal, stressors & coping mechanisms)
 - b. **Create a treatment plan** with one goal, 3 objectives and 3 age-appropriate interventions.
 - c. **A written research paper** of the selected disorder. The written paper will present a discussion of current research of the disorder. **Include the following:** history and prevalence of the disorder, diagnostic criteria, symptoms of the disorder, assessment and diagnostic tools or frequently used screenings for evaluation, prevention and intervention treatment modalities, medications as treatment including side effects/risks of medications, therapeutic approach appropriate for this disorder, and implications for parents/family and clinicians. Paper must be prepared using APA format, SHSU writing standards, 5 to 8 pages in length (this length does not include the case study or treatment plan) with 8 current references (limit web references to 3).

Grading Rubric

Research Paper	50	
<ul style="list-style-type: none"> ▪ Up to 30- pts off for missing/weak categories ▪ -10 for lack of APA format ▪ -5 if page length is not met ▪ -5 if reference requirement is not met 		
Case Study	25	
<ul style="list-style-type: none"> ▪ Introduce your child & diagnosis (5) ▪ Discuss diagnostic criteria (10) ▪ Hit all categories listed above (10) 		
Treatment Plan	25	
<ul style="list-style-type: none"> ▪ -5 if intervention is not age appropriate ▪ -10 if intervention does not fit objectives ▪ -5 if goal does not include (frequency, intensity duration language) ▪ -5 if objectives don't match goal 		
	100 possible	Earned



Just for Fun:

Recommended: Book Highlights

Additional Reading for student reference

Freaks, Geeks, & Asperger Syndrome: A User Guide to Adolescence

By Luke Jackson

Have you ever been called a freak or a geek? Have you ever felt like one? Over the years Luke has learned to laugh about the name-calling but there are other aspects of life which are more difficult. Adolescence and the teenage years are a minefield of emotions, transitions and decisions, and when a child has AS, the result is often explosive. Luke's book gives guidance on bullying, friendship, when and how to tell others about AS, problems at school, dating and relationships, and mortality.

Luke Jackson is 13 years old and has three sisters and three brothers. One of his brothers has AD/HD, one is autistic and Luke has Asperger syndrome. He is the author of *A User Guide to the GF/CF Diet for Autism, Asperger Syndrome and AD/HD*, also published by Jessica Kingsley.



Just for Fun

Recommended: Book Highlights

Additional Reading for student reference

Why Do They Act That Way?

A Survival Guide to the Adolescent Brain for You and Your Teen

By David Walsh

In this national bestseller, acclaimed, award-winning psychologist Dr. David Walsh explains exactly what happens to the human brain on the path from childhood into adolescence and adulthood. Revealing the latest scientific findings in easy-to-understand terms, Dr. Walsh shows why moodiness, quickness to anger and to take risks, miscommunication, fatigue, territoriality, and other familiar teenage behavior problems are so common—all linked to physical changes and growth in the adolescent brain.

Why Do They Act That Way? is the first book to explain the changes in teens' brains and show parents how to use this information to understand, communicate with, and stay connected to their kids. Through real-life stories, Dr. Walsh makes sense of teenagers' many mystifying, annoying, and even outright dangerous behavioral difficulties and provides realistic solutions for dealing with everyday as well as severe challenges. Dr. Walsh's techniques include, among others: sample dialogues that help teens and parents talk civilly and constructively with each other, behavioral contracts, and Parental Survival Kits that provide practical advice for dealing with issues like



curfews, disrespectful language and actions, and bullying. With this arsenal of strategies, parents can help their kids learn to control impulses, manage erratic behavior, cope with their changing bodies, and, in effect, develop a second brain.

Just for Fun

Recommended: Book Highlights

Additional Reading for student reference

Don't Sweat the Small Stuff for Teens: Simple Ways to Keep Your Cool in Stressful Times

By Richard Carlson

Richard Carlson's **Don't Sweat the Small Stuff** titles are #1 National Bestsellers, with over twelve million copies in print. Now he turns his attention to showing teens how not to let the small things in life get them down.

Don't Sweat the Small Stuff for Teens addresses such issues as:

- Don't sweat the breakups
- Get out of the emergency lane
- Be OK with your bad hair day
- Drop the drama
- Don't throw up on your friends

--and much more. Teens (and their parents) will learn how not to stress out about homework, peer pressure, dating, and other potentially difficult areas.

