Adler Graduate School  
Richfield, Minnesota  
AGS Course #544  
Counseling Children and Adolescents  
Syllabus for Fall #2 Session  
November/December 2013

1. **Course Designation and Identifier**
   
   1.1 Adler Graduate School  
   1.2 Course #544  
   1.3 Counseling Children and Adolescents  
   1.4 Three (3) credits  
   1.5 Prerequisites: None

2. **Course Description**

   This course provides the student with a theoretical perspective for understanding children and adolescents; recognizes the developmental influences challenging children and adolescents; and supports theoretical and developmental understanding with practical therapeutic strategies. The theoretical and clinical perspectives will be examined within the context of Individual Psychology.

3. **Texts, Materials, and Resources**

   3.1 Required texts:
   
   

   Handouts

   3.2 Optional Texts:
   
   


4. Competencies and Learning Outcomes

Students in this course learn:

4.1 Theoretical and clinical perspectives of Individual Psychology as applied to children and adolescents.

4.2 To delineate the developmental ages and stages of children and adolescents.

4.3 The useful and useless movement of children and adolescents.

4.4 To recognize the mental health issues of children and adolescents.

4.5 To differentiate between the various classifications of mental health issues.

4.6 An understanding of various clinical strategies utilized with children and adolescents.

4.7 The rationale and purpose of various therapeutic interventions

4.8 To recognize the need for referral of children and adolescents.

5. Course Outline

The order in which the following material is presented is subject to change.

5.1 Unit 1

~Introductions
~Class expectations, syllabus review
~Mental health issues of children and adolescents
~Adlerian Theory related to children and adolescents
~Conditions for healthy development of youth and obstacles to the healthy development of youth
5.2 Unit 2
~Technique: Goals, Skills, Job
~Four Mistaken Goals of Behavior
~Encouragement
~Solution based natural and logical consequences
~Mandates, ethics

5.3 Unit 3
~Developmental theory, Ages and Stages
~Impact of the divorce event on developmental stages
~Developmental tasks of adolescents
~Life Tasks

5.4 Unit 4
~Initial Assessment of children and/or adolescents
~Winning the cooperation of parents
~Social History
~Suicide

5.5 Unit 5
~View the play *Disordered (thy name is teenager)*

5.6 Unit 6
~Assessment
  Learning Style
  Life Style
  Role of play, metaphors and experientials

5.7 Unit 7
~Diagnosis
  *DSM 5*
  Maniacchi’s Five Axes
  Treatment plans
  Testing and medication ethical issues

5.8 Unit 8
~Education and awareness
~Strategies and techniques
5.9 Unit 9
~Strategies and techniques
~FAT City Video
~Self reflection, burnout and supervision
~Final review
~Discussion of exam and assignments

6. Special Project Time (SPT)

See Assessment/Evaluation Procedures

7. Writing Guidelines Including APA Format


8. Assessment/Evaluation Procedures

8.1 Based on your readings in unit 1, in a written one-two page double spaced paper, discuss the legal and ethical implications when considering the conditions of and obstacles to the healthy development of youth. This is due November 21, 2014.

8.2 LMFT and LPC assignments will consist of
~(SPT) The application of theories and concepts presented in class to a character from the play Disordered including diagnosis and treatment goals. Group presentation will be assessed during class time.
~ The application of theories and concepts presented in class to a client case study including diagnosis, treatment plan and ten hypothetical therapeutic sessions due throughout class meetings. All final work due: January 9, 2014.

8.3 Licensed School Counselor project will consist of
~(SPT) The application of theories and concepts presented in class to a character from the play Disordered including strategies and referral suggestions. Group presentation will be assessed during class time.
~ The application of theories and concepts presented in class to a client case study including strategies and referral suggestions due throughout class meetings. All final work due: January 9, 2014.
~A personally developed referral directory of community services a child and/or family might utilize, due January 9, 2014.
8.4 All Students will provide
~A written discussion of personal assets and limitations relevant to working with children and/or adolescents.
~A written discussion of burnout recognition and prevention as a professional working with children and/or adolescents. All due January 9, 2014.

8.5 Projects applying concepts to the case study are due throughout the class meetings. All remaining work and tests are due in the faculty’s mailbox January 9, 2014. Late assignments must be discussed with the instructor and a request for extension form must be filled out by the student and signed by the student and professor. If outstanding work is not received within 45 days after the last class meeting date (February 2, 2014) and an agreed upon extension has not been arranged by the student and instructor, the grade of Incomplete (I) turns to No Credit (NC) and the course must be retaken.

8.6 Grading:

<table>
<thead>
<tr>
<th>Grade</th>
<th>Description</th>
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<tbody>
<tr>
<td>A</td>
<td>90-100% of total points possible</td>
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<tr>
<td>B</td>
<td>80-89% of total points possible</td>
</tr>
<tr>
<td>C</td>
<td>70-79% of total points possible</td>
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<tr>
<td>I</td>
<td>Incomplete. Student presents a written request (signed by professor and student) for an extension (found on-line). The highest possible grade for students with extension requests is a “B”. All work must be submitted no later than 45 days after last class session.</td>
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<tr>
<td>NC</td>
<td>No Credit. Non-performance related to either attendance or failure to complete assignments within 45 days after the last class session and an agreed upon extension not arranged by the student and instructor. Students will be required to “retake” the class.</td>
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9. Attendance Policy

Students are expected to attend all class meetings (9 class units). If a student misses more than 2 class units, the decision whether to allow a grade or issue a retake is left to the discretion of the instructor. Students missing more than three class units will automatically receive a grade of NC (No Credit) for the class and are expected to retake the class. When a student is unable to attend class, it is a courtesy to notify the instructor in advance. It is the responsibility of the student to obtain and/or make up information and assignments covered in missed classes.
10. **Participation Disclaimer**

    Active participation in class discussions is encouraged. Individual students must determine for themselves the level of disclosure that is appropriate for them. Whenever confidential information is used, students and faculty members are expected to observe the AGS policy concerning the handling of confidential information.

11. **Academic Integrity Policy**

    Students are expected to do their own work on all academic assignments, projects and tests. Academic dishonesty may result in failure for the work involved, failure for the course and, in the event of a second incident of academic dishonesty, suspension from the Adler Graduate School. The following are examples of academic dishonesty: cheating, fabrication, facilitating academic dishonesty, and plagiarism.

12. **Internet/On-Line Activity**

    12.1 During on-line discussion, follow the same rules concerning protection of confidential information as you would follow in face-to-face discussion.

    12.2 During on-line discussion follow the same respectful, effective communication skills you would follow in face-to-face discussion.

13. **Nondiscrimination Clause**

    The Adler Graduate School is an equal opportunity educator and employer. The Adler Graduate School does not discriminate on the basis of race, creed, color, national origin, sex, age, sexual orientation, veteran status, or physical disability in the employment of faculty or staff, the admission or treatment of students, or in the operation of its educational programs and activities. The institution is committed to providing equal education and employment opportunities in accordance with all applicable state and federal laws.

14. **Learning Accommodations**

    A student with a documented learning disability (difference) should privately inform the instructor of this difference during the first week of class. The instructor will make reasonable accommodations.

15. **Instructor Contact Information**

    Gladys Folkers, MA
    Phone: Cell-612 600 6831
    gladys.folkers@gmail.com