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:


3.2 Optional Texts:


3.3 Articles/Handouts:

See your Moodle 544 course page for additional reading listing and/or uploads.

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.

4.9 To recognize and prevent burnout; to consider and determine a personalized self-care protocol.

5. AGS Hybrid Course Overview

5.1 AGS hybrid courses have the same total duration as residential courses – the equivalent of 7 weeks. In addition to the 23.5 hours of class time spelled out in this syllabus, students will carry 2 units worth of online (OL) activities both before and after on-campus sessions. See schedule for details. Students should expect to spend approximately 135 hours on all course-related activities. The class instructor will be actively available for all class activities and individual consultations for the duration of the coursework and as needed until final paper/project grades are submitted.

5.2 The course instructor will respond to student questions or comments within 48 hours (barring unforeseen circumstances). Students will be expected to observe the same response time-- replying within 48 hours. During the class, the instructor will post specific office hours on the class webpage. Students are encouraged to use Moodle e-mailing option for communicating with class instructors and course-mates outside of live sessions. For course-related questions, please use Q&A forum on the course page.

5.3 Please stay current in the class. In units One and Nine students will be expected to complete reading and/or observation assignments, submit one substantive
posting and two peer responses per unit (in response to the questions and/or tasks by the instructor), and – in some cases - engage in experiential activities, per syllabus. These expectations are very general, as students will find unique teaching styles and specific expectations presented in each hybrid class.

5.4 Although students will likely find that they have a lot of experience in the discussed topics, please remember that the most convincing position is the one supported by the most current and relevant research. Students will find these sources in peer-reviewed journals. Use APA style and format requirements in referencing sources.

6. Course Outline

Minor changes to the order in which the material is presented/covered is subject to change to meet the specific needs of the class & faculty as the course progresses.

6.1 Unit 1 (Online) October 6 – October 18
~ Requirements for the Healthy Development of Adolescent Youth
~ Conditions for Healthy Development of Youth
~ Obstacles to Progress of Normal Development
~ Mandates in working with children and adolescents
~ Ethical and legal considerations in working with children and adolescents

Readings: articles as posted online

6.2 Unit 2 (on campus) Sunday, October 19, AM 8:30-12:00
~ Mandates and ethics
~ Discussion of assignments and class expectations
~ Client Case Study
~ Discuss Conditions and Obstacles to Healthy Development of Youth
~ Adolescent issues past and present
~ Mental Health issues of children and adolescents

6.3 Unit 3 (on campus) Sunday, October 19 PM 1:00-4:30
~ Adlerian theory discussion as it relates to children & adolescents
~ Goals, skills, job
~ Discuss “At Risk” and “Assets”
~ What is therapy, job as a school counselor?
~ Connecting
~ Suicide assessment

6.4 Unit 4 (on campus) Monday, October 20, 9:00-12:15
~ Assessment
~ Social History
~ Initial session
~ Winning cooperation of parents; parenting models
~ Discipline
~ Encouragement versus praise
6.5 Unit 5 (on campus) Tuesday, October 21, 9:00-12:15
~ Four Mistaken Goals
~ Life Tasks
~ Circle of Courage
~ Importance of developmental knowledge

6.6 Unit 6 (on campus) April 23  9:00-12:15
~ Developmental Tasks of Adolescence
~ Ages and Stages; Impact of Divorce
~ Life Style
~ Learning Style

6.7 Unit 7 (on campus) Thursday, October 23 9:00-12:15
~ Diagnosis
~ Treatment/support goals
~ View the dvd *Disordered, thy name is teenager*
~ Group discussion of characters in play

6.8 Unit 8 (on campus) Friday, October 24  9:00-12:15
~ Role of play
~ Learning Difference video
~ Techniques
~ Personal reflection
~ Closure / termination

6.9 Unit 9 (online) October 25 – November 3
~ View and respond to the programs *Haywire, Jani’s Next Chapter, and The Children Who Break Away*. Assignments viewed on-line.

7. Special Project Time (SPT)

See Assessment/Evaluation Procedures

8. Writing Guidelines Including APA Format


8.2 Strict APA publication rules in Online Peer Discussions might prove difficult, if not impossible, to maintain. Following the “letter” of the Manual (i.e., not using “I”, or passive voice, keeping proper margins, or complying with headings requirements) may be either difficult or counterproductive in forums such as peer discussions. However, it is still important to adhere to the “spirit” of the APA Manual (i.e., grammar, orderly presentation of ideas, reducing bias in language, concise writing, referencing material and presenting scholarly statements and arguments).

8.3 Prior to submitting a response, please proofread carefully. Grammar and spelling errors may make your response difficult for other students to appreciate.
8.4 Please keep in mind that, while the internet offers a lot of exciting and up-to-date information, not all internet sources are considered scholarly. For example, Wikipedia is not an academically peer-reviewed source. Rather, it is an “anybody-reviewed” source and, therefore, can’t be used in presenting your argument in AGS class-related tasks.

9. Assessment/Evaluation Procedures

Assignments:

9.1 All students:
- Two Online units - 12% of a grade (12 points; see grading rubrics for details)

9.2 LMFT, Mental Health Counseling (MHC) and Adlerian Certificate student 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 in APA written format due November 6, 2014. (20 points) Specific requirements available in class.
  - Hypothetical diagnosis and treatment (support) plan for the case study client. (6 points)
  - Ten hypothetical Adlerian therapeutic sessions for the case study client. See the attached assignment handout for additional information and requirements. Due November 21, 2014. (50 points)
- A written discussion of personal assets and limitations relevant to working with children and adolescents and a written discussion of personal burnout recognition and prevention as a professional working with children and/or adolescents. Due November 21, 2014. (12 points)

9.3 Licensed School Counselor assignments will consist of:
- (SPT) The application of theories and concepts presented in class to a character from the play Disordered, including preventive & responsive strategies and referral suggestions in APA written format. (20 points) Specific requirements available in class.
- A personally developed referral directory of community services a child and/or family might utilize. Due November 21, 2014. (30 points) Specific requirements available in class.
- A specific support/service plan for the case study client based on your referral directory and school support available. Due November 21, 2014. (26 points) Specific requirements available in class.
- A written discussion of personal assets and limitations relevant to working with children and adolescents and a written discussion of personal burnout recognition and prevention as a professional working with children and/or adolescents. Due November 21, 2014. (12 points)

See attached assignment handout for details of required assignments.
Assessments/Grades:

9.4  A  90-100 points  
   B  80-89 points or students requesting an extension  
   C  70-79 points  
   I  Incomplete. Student has requested a written request for an extension 
      prior to NOVEMBER 7, 2014 (provided by the instructor). 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.  
   R  Non-performance related to either attendance or failure to complete 
      assignments within 45 days after the last class session. Students will be 
      required to “retake” the class.  
   NC  Quality of work or participation falls below minimum expectations, 
      including:  
     ~Not attending class  
     ~Not properly notifying registrar of a withdrawal  
     ~Missing class periods in excess of the number allowed by 
       AGS’s course attendance policy (see section 9 below)  
     ~Not resolving a grade of incomplete within 45 days after the last class 
       meeting (not the assignment due date) and an agreed upon extension has 
       not been arranged by the student and instructor. The Incomplete turns to 
       No Credit (NC) and the course must be repeated at full price.

10. Attendance Policy

10.1 On-campus
~ Students are expected to attend all class meetings. When a student is unable to attend 
    class, it is a courtesy to notify the course instructor in advance using either e-mail or 
    phone. AGS’ attendance and grading policies appear in the School’s Student Manual.  
    ~ The highest grade possible for students missing two or three units (classes) is a “B”.  
    ~ Students missing more than three units (classes) will receive an “NC” (per grading 
      section #9) for the class.  
    ~ When student is unable to attend class, it is a courtesy to notify instructor in advance.  
    ~ It is the responsibility of the student to obtain and/or make up information and 
      assignments covered in missed classes.

10.2 Online (OL)
~ At the beginning of each course, please complete or update your student profile on 
    Moodle and get familiar with your classmates and the instructor by visiting their profile 
    information.  
~ You are expected to attend all of the course learning activities. In the AGS 
    asynchronous online courses, you attend the class by complying with posting and other 
    submission deadlines.  
~ In units one and nine, your course instructor will announce a discussion question 
    corresponding with the unit in the course outline. The questions will appear in Moodle 
    the first day of online class (unit) or earlier. You will have until specific deadline (11:59 
    PM CST on a day of a deadline) to submit your original response.  
~ Your original response will be at least 350 words, with at least one scholarly reference. 
    Through discussions supported by in-text citations and other references, your response 
    will reflect critical thought related to the topic and specific assignments for that unit.
You will then have until another deadline (all posted on Moodle) to respond to at least two of your classmates’ postings for each question. These peer responses are expected to be substantive. In these responses, you will bring another aspect to the discussion, find additional scholarly support for your classmate’s position, reply to a group of your classmates by comparing or contrasting their stated positions, integrate your classmates’ observations into your original position. In sum, an ideal peer response will bring the discussion to an advanced level and will parallel what you might observe in a live scholarly debate.

You can post your peer responses at any time, but not before you post your original response. Your course instructor will acknowledge your participation and will grade the quality of it by responding to your original pasting, whether individually or in a summary format.

It is the AGS attendance policy that student have to attend at least 80% of the class sessions in order to be eligible for a letter grade. Online attendance is posting on time. Not complying with posting deadlines or not posting at all will be counted as a missed class.

11. Participation Disclaimer

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

12. 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.

13. On-Line Discussions or Activities

On-line classes provide an opportunity for open and insightful dialogue. As in any dialogue, these discussions demonstrate many facets of diversity, including diversity of values, opinions, and experiences. We view these differences as welcomed and needed attributes of a scholarly discussion. Acknowledgement of and respect for these differences is a sign of mature scholarly debate.

Following are guidelines governing on-line discussions:

13.1 Faculty members monitor discussions and intervene when requested or deemed necessary.

13.2 NEVER post to the course-room content:
  ~ That is known to be illegal,
  ~ That is potentially harassing, threatening, or embarrassing,
  ~ That might be offensive and might be received as disrespectful in any way.
  ~ That is vulgar or sexually explicit
13.3 The tone of the exchange is one of respect for individual differences. If you disagree with an opinion expressed by a classmate or instructor, respond in a scholarly manner, arguing about the subject of discussion vs. the person who posted it.

13.4 Students are encouraged to not overuse exclamation marks!!!!!, CAPITAL LETTERS, or other marks of emotional reaction that may be received as yelling, etc.

13.5 On-line communication presents a significant level of ambiguity, as verbal content of communication is not well supported by its non-verbal (including contextual) components. If a student feels threatened or offended by a statement made by another student during on-line portion of a class, please address the issue immediately with the other student(s) to clarify their position and your reaction. If this does not work, contact your class instructor so actions can be taken if necessary.

13.6 During on-line discussion, follow the same rules concerning protection of confidential information as you would follow in face-to-face discussion. Confidential client information is not appropriate in forum postings. Further, mental health related issues pertaining to you or your family members must be used with caution, if at all.

13.7 Be aware that some agency-specific information, such as descriptions of programs that have been developed or specialized treatment approaches, may potentially be a subject of copyright law. Although it is not always possible to know whether information is protected, the minimum expectation is to always identify and credit the source of information.

14. 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.

15. Learning Accommodations

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

16. Instructor Contact Information

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