Adler Graduate School

Richfield, Minnesota
AGS Course 544
Counseling Children and Adolescents

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 and experientials

5.7 Unit 7
~Diagnosis
  DSM-IV-TR
  Maniaci’s Five Axes
  Treatment plans
  Testing and medication handouts

5.8 Unit 8
~Education and awareness
~Strategies and techniques
5.9 Unit 9  
~Strategies and techniques  
~FAT City Video  
~Self reflection  
~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 A written one to two page, double spaced response to the readings:  
Conditions for Healthy Development of Youth and Obstacles to the Healthy Development of Youth. This is due the second night of class.

8.1 A take-home objective final exam covering lecture material and information from required books and handouts.

8.2 LMFT and LPC (SPT) assignments will consist of  
~The application of theories and concepts presented in class to a character from the play Disordered including diagnosis and treatment goals.  
~The application of theories and concepts presented in class to a client case study including diagnosis, treatment plan and ten hypothetical therapeutic sessions.

8.3 Licensed School Counselor (SPT) project will consist of  
~The application of theories and concepts presented in class to a character from the play Disordered, including strategies and referral suggestions.  
~The application of theories and concepts presented in class to a client case study, including strategies and referral suggestions.  
~A personally developed referral directory of community services a child and/or family might utilize.

8.4 All Students will provide  
~A written discussion of personal assets and limitations.  
~A written discussion of burnout recognition and prevention as a professional working with children and/or adolescents.
8.5 Projects and tests are due throughout the class meetings and two weeks after the last meeting of class. Late assignments must be discussed with the instructor. Deduction of points for late work, at the discretion of the instructor, will be discussed the first night of class. If outstanding work is not received within a 45 day period, the grade of Incomplete (I) will be changed to a Retake (R).

8.6 Grading:

<table>
<thead>
<tr>
<th>Grade</th>
<th>Percentage of Total Points Possible</th>
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<tbody>
<tr>
<td>A</td>
<td>90-100%</td>
</tr>
<tr>
<td>B</td>
<td>80-89%</td>
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<tr>
<td>C</td>
<td>70-79%</td>
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9. Attendance Policy

Students are expected to attend all class meetings. Students missing a third class must receive permission from the instructor. Students missing more than three units (classes) will fail 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  Ben Bevis, MA, LMFT, CLC  
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