Adler Graduate School
Richfield, Minnesota
AGS Course #544
Counseling Children and Adolescents
Syllabus for Hybrid Spring Session, 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:


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 On-Line (OL) activities both before and after on-campus sessions. See schedule for details. You should expect to spend approximately 120 hours on all course-related activities. Your 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 Your course instructor will respond to your questions or comments within 48 hours (barring unforeseen circumstances). You will be expected to observe the same response time-- replying within 48 hours. During the class, your instructor will post specific office hours on your class webpage. You are encouraged to use Moodle e-mailing option for communicating with your instructors and course-mates outside of live sessions. For course-related questions, please use Q&A forum on your course page.

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

5.4 Although you will likely find that you 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. You 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) April 8th-April 18th
~ 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 considerations in working with children and adolescents

Readings: articles as posted online

6.2 Unit 2 (on campus) April 19th, 9:00-12:15
~ Client Case Study
~ Discuss Conditions and Obstacles to Healthy Development of Youth
~ Adolescent issues past and present
~ Mental Health issues of children and adolescents
~ Discuss personal biases, prejudices and beliefs regarding children and/or adolescents and mental illness.
~ Discuss defining “At Risk” and “Assets”
~ Problem solving model of learning Four Mistaken Goals of Behavior

6.3 Unit 3 (on campus) April 20, AM 8:30-12:00
~ Goals, skills, job
~ Suicide assessment
~ Social History
~ What is therapy?

6.4 Unit 4 (on campus) April 20, PM 1:00-4:30
~ Initial session
~ Winning cooperation of parents
~ Tuitti Fruitti
~ Discipline
~ Parenting models
~ Circle of Courage

6.5 Unit 5 (on campus) April 22 9:00-12:15
~ Group presentation of Four Mistaken Goals research
~ Four Mistaken Goals
~ Life Tasks
8 Developmental Tasks of Adolescents
~ Ages and Stages; Impact of Divorce

6.6 Unit 6 (on campus) April 23 9:00-12:15
~ Four Priorities
~ Life Style Components
~ View the dvd Disordered, thy name is teenager
~ Group discussion of characters in play

6.7 Unit 7 (on campus) April 24 9:00-12:15
~ Learning Style
~ Diagnosis
~ Treatment goals

6.8 Unit 8 (on campus) April 25 9:00-12:15
~ Role of play
~ Learning Difference video
~ Techniques
~ Personal reflection

6.9 Unit 9 (online) April 29-May 16
~ View and respond to the television program Haywire.

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, 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 OL units - 12% of a grade (12 points; see grading rubrics for details)

9.2 LMFT, LPC, 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. Manner of
presentation to be determined in class. Due May 25, 2013. (15 points)
~ The application of theories and concepts presented in class to a client case
study including diagnosis and treatment goals, due throughout class meetings.
(24 points; see grading rubrics for details.)
~ Ten hypothetical therapeutic sessions. See the attached assignment handout
for additional information and requirements. Due June 15, 2013. (45 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
June 15, 2013 (4 points; see rubrics for details)

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 strategies and referral suggestions. Manner
of presentation to be determined in class. Due May 25, 2013. (15 points)
~ The application of theories and concepts presented in class to a client case
study, including strategies and referral suggestions. Due throughout class
meetings. (24 points; see rubrics for details)
~ A personally developed referral directory of community services a child and/or
family might utilize. Due June 15, 2013. (45 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
June 15, 2013 (4 points; see rubrics for details)

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 June 15, 2013 (provided by the instructor). The highest possible
grade for students with extension requests is a “B”. All work must be
submitted no later 45 days after last class session (due: June 30, 2013).
     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.
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 “R” 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 on-line 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 activity (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 courseroom 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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