1. Course Designations 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**

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.

5.1 Unit 1

~Introductions
~Class expectations, syllabus review, assignments
~Adolescent issues, present and past
~Mental health issues of children and adolescents
~Adlerian Theory related to children and adolescents
~Readings for assignment (found in handout packet):~
~Conditions for healthy development of youth
~Obstacles to the healthy development of youth
~Ethical and legal issues working with children and adolescents
~Reporting child abuse and neglect, a resource guide for mandated reporters
~Informed consent

5.2 Unit 2
~Mandates, legal and ethical considerations in working with children and adolescents
~Client case study
~Technique: Goals, Skills, Job
~What is therapy? Job as a school counselor?
~Connecting
~“At risk”, assets discussion
~Encouragement
~Suicide assessment

5.3 Unit 3
~Assessment
~Social History
~Initial session and assessment of children and/or adolescents
~Winning the cooperation of parents
~Models of parenting
~Discipline

5.4 Unit 4
~Life Tasks
~Developmental theory, Ages and Stages
~Impact of the divorce event on developmental stages
~Developmental tasks of adolescents

5.5 Unit 5
~Purpose of behavior; Four Mistaken Goals of Behavior
~Life Style
~Circle of Courage
~Learning Style

5.6 Unit 6
~Diagnosis
~DSM 5
~Treatment/support goals
~Testing and medication ethical issues
5.7 Unit 7
~View the dvd *Disordered: thy name is teenager*
~Group discussion of characters

5.8 Unit 8
~Education and awareness
~Strategies and techniques
~Role of play, metaphors and experientials

5.9 Unit 9
~Strategies and techniques continued
~FAT City Video; learning differences (LD)
~Personal reflection, burnout and supervision
~Closure, termination
~Final review
~Discussion of assignments

6. Special Project Time (SPT)

See Assessment/Evaluation Procedures

7. Writing Guidelines Including APA Format


8. Assessment/Evaluation Procedures

8.1 All Students: Based on your readings in unit 1, in a written one-two page double spaced paper, APA format, discuss the legal and ethical implications when considering the conditions of and obstacles to the healthy development of youth. (10 points) Due: Monday, July 13th.

8.2 All Students:
~(SPT) After viewing the programs *Haywire, Jani’s Next Chapter, and The Children Who Break Away* write a 2-3 page substantive response to the statement provided in class regarding children and adolescents dealing with mental illness. (20 points) Due: Monday, August 3rd.

~The application of theories and concepts presented in class to a character from the play *Disordered* including diagnosis, treatment goals and/or school support plan. Group presentation will be assessed during class time. Specific requirements provided in class. A written paper is also an option to complete this assignment. (20 points) Due date determined in class.
Group Assignment: Determine normal “Ages & Stages” developmental criteria; the impact of divorce on these criteria; child responses to the divorce event and therapist/school counselor awareness, strategies and possible referrals. (10 points) Specific requirements provided in class. Due date determined in class.

8.3 LMFT, Mental Health Counseling (MHC) and Adlerian Certificate student assignments will consist of:
~ Ten hypothetical Adlerian therapeutic sessions for the case study client, including diagnosis and treatment/support goals. Assignment handout for additional information and requirements provided in class. (50 points) Due: Monday, August 17th.

8.4 Licensed School Counselor assignments include:
~ A personally developed referral directory of community services a child and/or family might utilize. Specific requirements provided in class. (25 points) Due: Monday, August 17th.
~ A specific support/service plan for the case study client based on your referral directory and school support available. Specific requirements provided in class. (25 points) Due: Monday, August 17th.

8.5 All Students will provide:
~ A written appraisal of personal assets and limitations relevant to working with children and/or adolescents.
~ A written appraisal of burnout recognition and prevention as a professional working with children and/or adolescents.
~ Specific assignment requirements provided in class. (20 points) Due: Monday, August 17th.

8.6 All work is due in the faculty’s mailbox on the assigned due date (above). 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 prior to August 17th. If outstanding work is not received within 45 days after the last class meeting date (Sept 17, 2015) 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.

8.7 Grading:

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<thead>
<tr>
<th>Grade</th>
<th>% of Grade</th>
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<tbody>
<tr>
<td>A</td>
<td>90-100%</td>
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<tr>
<td>B</td>
<td>80-89%</td>
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<tr>
<td>C</td>
<td>70-79%</td>
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<tr>
<td>I</td>
<td>Incomplete</td>
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Student presents a written request (signed by professor and student) for an extension (found on-line)
prior to August 17, 2015. 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 No Credit. 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.

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**

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