

Adler Graduate School: AGS Course 575—Summer II--2016

Dates: 8/18, 8/25, 8/27, 9/1, 9/8, 9/10, 1/15

Clinical Issues in School Counseling

**Note: Professor reserves the right to revise the syllabus as necessary

1. Course Designation and Identifier

- 1.1 Adler Graduate School
- 1.2 Course number 575
- 1.3 Clinical Issues in School Counseling
- 1.4 Three (3) credits
- 1.5 Prerequisite: As noted in program guide

2. Course Description

As a core School Counseling course, this course will explore the myriad of emotional health issues that arise in children and adolescents during the primary and secondary school years. The course will review age expectations from a developmental perspective and will explore psychopathology from major mental and behavioral health diagnoses. The course will investigate ways for the School Counselor to identify, screen, support and refer youth most effectively.

3. Texts, Materials and Resources (required and optional)

3.1 Required materials:

1. Auger, Rick (2011) *The School Counselor's Mental Health Sourcebook: Strategies to Help Students Succeed*
ISBN-13: 978-1-4129-7273-4 (pbk) Corwin Publishing
2. Knapp, Sarah Edison and Jongsma, Arthur E. Jr. (2014) *The School Counseling and School Social Worker Treatment Planner with DSM-V Updates*
ISBN-13: 978-1-119-06309-4 (pbk) Wiley and Sons, Inc.
3. *An Educator's Guide to Children's Mental Health (revised edition for DSM-V)(booklet)(2015)*
A publication by the Minnesota Association for Children's Mental Health (St. Paul, MN)
Purchase from their website: www.macmh.org
4. Lyngzeideton, Albert E. (May 31, 2014) *DSM-5 Overview (Quick Study Academic)*
ISBN-13: 978-14232268-2 BarCharts, Inc. 2014

3.2 Suggested materials:

Power points, websites and handouts to be distributed in class

4. Competencies and Learning Outcomes

Students in this course will:

- 4.1 Understand the structure, benefits and limitations of the DSM-V diagnostic system, as it relates to the most prevalent school-age mental health disorders.
- 4.2 Understand school-specific issues in the diagnosis and treatment of childhood mental health problems
- 4.3 Learn diagnostic indicators of mental health disorders affecting children and adolescents
- 4.4 Learn intervention strategies for the most prevalent school-age mental health disorders
- 4.5 Understand educational implications of mental health disorders
- 4.6 Acquire strategies for effectively working with school personnel to identify, support and refer students
- 4.7 Understand the role of the school counselor in working with families of students with mental health challenges
- 4.8 Understand the relationship between culture and children's mental health

5. Course Outline

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|-------------------|--|--------------------------|
| 5.1 Unit 1 | Course Introduction/Early Warning Signs Overview of DSM-V
<ol style="list-style-type: none"> 1) Welcome and introductions. Name Card Activity 2) Review syllabus and grading 3) Early Warning Signs of Children's Mental Health 4) Overview of DSM-V for Educators 5) Reflection | Thursday, 8/18/16 |
| 5.2 Unit 2 | Depressive Disorders and Bi-Polar and Related Mood Disorders
<ol style="list-style-type: none"> 1) Depressive Disorders <ul style="list-style-type: none"> • Persistent Depressive Disorder (dysthymia) • Major Depressive Disorder 2) Bi-Polar and Related Mood Disorders <ul style="list-style-type: none"> • Bipolar I Disorder • Bipolar II Disorder 3) Disruptive Impulse Control and Conduct Disorders <ul style="list-style-type: none"> • Oppositional Defiant Disorder • Conduct Disorder • Intermittent Explosive Disorder 4) Student Interventions 5) Reflection <p>Read Auger pgs. 39-66 and pgs. 95-128
 <i>A Educator's Guide to Children's Mental Health</i> (pgs. 54-57, 62-63)
 Knapp/Jongsma, pgs. 143-198, 300-312</p> | Thursday, 8/25/16 |
| 5.3 Unit 3 | Effective Partnering With Community Therapists
<ol style="list-style-type: none"> 1.) Diagnoses and Limitations 2.) What's Important for School Staff to Know 3.) Partnering on Interventions 4.) Reflection | Saturday, 8/27/16 |

- 5.4 Unit 4 Anxiety Disorders/
Trauma and Stress Related Disorders** **Saturday, 8/27/16**
- 1) Generalized Anxiety Disorder
 - 2) Social Anxiety Disorder
 - 3) Separation Anxiety Disorder
 - 4) Panic Disorder
 - 5) Specific Phobia
 - 6.) Student Interventions
- Trauma and Stress Related Disorders**
- 1.) Reactive Attachment Disorder
 - 2.) Disinhibited Social Engagement Disorder
 - 3.) Posttraumatic Stress Disorder
 - 4.) Student Interventions
 - 5.) Reflection
- Read Auger pages 129-152
A Educator's Guide to Children's Mental Health (pgs. 10-13, 48-49, 68-71)
 Read Knapp/Jongsma, pgs. 40-49
 Trauma Handouts
- 5.5 Unit 5 Understanding Adverse Childhood
Experiences/Building Healing Communities** **Thursday 9/1/16**
- 1) Brain Development and the Effects of Trauma
 - 2) Adverse Childhood Experiences Study (ACES)
 - 3) Promoting Resiliency
 - 4) Reflection-- Find Your ACE Score and Interpretation
- 5.6 Unit 6 Feeding and Eating Disorders** **Thursday, 9/8/16**
- 1.) Anorexia Nervosa
 - 2.) Bulimia Nervosa
 - 3.) Binge-Eating Disorder
- Gender Dysphoria**
- 1.) The Transgender Student—an overview
 - 2.) Reflections
- A Educator's Guide to Children's Mental Health* (pgs. 58-59)
 Power point/handouts
- 5.7 Unit 7 Student Presentations of Mental Health
Disorders** **Saturday, 9/10/16**
- Refer to assignment
- 5.8 Unit 8 Student Presentations of Mental Health
Disorders** **Saturday, 9/10/16**
- Refer to assignment
- 5.9 Unit 9 Last Class ☺ Wrap Up** **Thursday,9/15/16**
- 1.) Communicating with Teachers and Families: OARS/See It/Say It
 - 2.) Culture, Race and Children's Mental Health.(subject to change based on time constraints) Refer to Auger pgs. 27-37, *An Educator's Guide to Children's Mental Health* and handouts provided in class from the DSM-V.

6. Special Project Time (SPT)

- 6.1 Special Project Time (SPT) allows students the opportunity to integrate course materials. SPT is meant to be a self-contained experience requiring 45 hours to complete. SPT generally focuses on either (a) an experiential exercise paired with a short integrative writing component or (b) a research exercise and a short integrative writing component.
- 6.2 An integrative, SPT experience can be based on an individual project or a group project. Once again, the individual or group completes an experiential or a research oriented exercise, followed by a short integrative writing assignment.
- 6.3 SPT experiences may be constructed in such a way that they pertain to students' unique degree plans. For example, Licensed Marriage and Family Therapist students, Licensed Professional Counselor students, and Licensed School Counselor students may construct a SPT experience unique to their chosen disciplines. This is done in consultation with the course instructor.

7. Writing Guidelines including APA Format

All written assignments in courses at the Adler Graduate School, including those submitted in online courses, must be in APA format unless specifically noted by the course instructor (*Publication Manual of the American Psychological Association* (6th edition), 2009, American Psychological Association. ISBN 1-4338-0561-8).

8. Assessment/Evaluation Procedures

8.1 Assignment Overview

Assignment or Activity	Due Date	Point Value	Course Outcome Addressed
Reaction Paper on Diagnosis	8/25/16	5	4.1
Reaction Paper on Depressive Disorders	8/27/16	5	4.1, 4.2, 4.4, 4.5
Reaction paper to Anxiety Disorders/Trauma	9/1/16	5	4.8
Reaction paper to ACE presentation	9/8/16	5	4.3, 4.4, 4.5
Eating Disorders/Gender Dysphoria reaction paper	9/10/16	5	4.2, 4/3, 4.5
Power Point Presentation: Staff or Student Training on Mental Health Disorder	9/10/16	30	4.2, 4.3, 4.4, 4.5
SPT—Case Study/Interventions	9/29/16(11:59 PM or sooner)	25	4.2, 4.3, 4.4,4.5

Attendance/Participation/Social Interest

20 points

Total possible points=100

8.2 Grading: (Based on total points for the class)

A	93-100 %
A-	90-92 %
B+	87-89 %
B	83-86 %
B-	80-82 %
C+	77-79 %
C	70-76 %
R	Retake- Needs more time or instruction to master the requirements of the class
NC	Quality of work or participation falls below minimum expectations, including: <ul style="list-style-type: none"> • 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

Since courses are structured according to an intensive five-week format, regular and punctual attendance is of prime importance. 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 the e-mail or phone information provided at the end of this syllabus. **Non-attendance will affect your point total and possibly your grade.**

Most courses are divided into **nine units**. **One unit is equal to** one evening class session, ½ of a weekend day session, one unit/ posting in an online class or, roughly, 3 ¼ hours of class time. 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 who miss four class sessions will automatically receive a grade of NC (No credit) for the class and are expected to retake the class at full price.

In **online classes**, the student fulfills the class session or unit by complying with posting and other submission deadlines

It is the instructor's prerogative to allow or not allow make up work or to deduct points or issue a lower grade based on missed class sessions.

Questions or appeals about the implementation of the attendance policy may be directed to the Academic Vice President.

10. Participation Disclaimer

10.1 **Active participation in class discussions/exercises/demonstrations is strongly encouraged.** As with other AGS courses, in this course, individual students must determine for themselves the level of disclosure/intimacy that is appropriate for them.

10.2 Whenever confidential information/material is used in any AGS course, students and faculty members are expected to observe AGS policy concerning the handling of confidential information/material. Full descriptions of these policies are available.

11. Academic Integrity Policy

Honesty and trust among students and between students and faculty are essential for a strong, functioning academic community. Consequently, students are expected to do their own work on all academic assignments, tests, projects, and research/term papers. Academic dishonesty, whether cheating, plagiarism, or some other form of dishonest conduct may result in failure for the work involved. Academic dishonesty could also result in failure for the course and, in the event of a second incident of academic dishonesty, suspension from the Adler Graduate School. Here are examples of academic dishonesty:

- Cheating - Intentionally using or attempting to use unauthorized materials, information, or study aids in any academic exercise. The term academic exercise includes all forms of work submitted for credit.
- Fabrication - Intentional and unauthorized falsification or invention of any information or citation in an academic exercise.
- Facilitating academic dishonesty - Intentionally or knowingly helping or attempting to help another to violate a provision of academic integrity.
- Plagiarism - The deliberate adoption or reproduction of ideas or words or statements of another person as one's own without acknowledgment.

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 (including students with disabilities)

If a student in this course has a documented learning disability, tell the instructor during the first week of class. The instructor needs to know on the front end so that he or she can work with you. The Adler Graduate School is committed to helping all students be successful, as best as can be reasonably accommodated. Documenting a learning disability occurs at the student's expense. When documented appropriately, the Adler Graduate School makes all reasonable accommodations.

15. Instructor Contact Information

Judith A. Voight, Adjunct Professor—School Counseling Department
Adler Graduate School
1550 East 78th Street
Richfield, MN 55423
Office Phone: 651-604-3746 (after 8/29/16)
Cell Phone: 651-200-8237 (voicemails, no texts please)

Office Email: judith.voight@alfredadler.edu