

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:

Bernheim, K., Rescorla, L., Rocissano, L., (1999). *The Lanahan Cases in Developmental Psychopathology*. Lanahan Publishers, Inc. ISBN 0-9652687-5-6.

Brendtro, Brokenleg, and Van Bockern. (1999). *Reclaiming Youth at Risk*. National Education Service. ISBN 1-879639-86-6.

Dreikurs, Rudolf. (1964). *Children the Challenge*. E.P. Dulton. ISBN 0-525-48308-X.

Handouts

3.2 Optional Texts:

Mosak, H., & Maniacci, M. (1998). *Tactics in Counseling and Psychotherapy*. Brooks/Cole. ISBN 0-87581-417-4

Nelsen, J., Lott, L., & Glenn, H. (2000). *Positive Discipline in the Classroom*. (3rd edition revised). Prima Publishing. ISBN

Diagnostic and Statistical Manual of Mental Disorders IV-TR

4. Competencies and Learning Outcomes

Students in this course learn:

- 4.1 The various components of the therapeutic process as they relate to the counseling of children and adolescents. (5a) 10d.
- 4.2 To delineate the developmental ages and stages of children and adolescents. (3a,b,c)
- 4.3 The useful and useless movement of children and adolescents. (3c) 10b
- 4.4 To recognize the mental health issues of children and adolescents. (3c) 10g
- 4.5 To differentiate between the various classifications of mental health issues. (5d) 10a
- 4.6 An understanding of various clinical strategies utilized with children and adolescents. (5a,3d) 10f 10g
- 4.7 The rationale and purpose of various therapeutic interventions. (5a) 10f.
- 4.8 To recognize the need for referral of children and adolescents. (1f)

5. Course Outline

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

~Assignment due: one to two page double spaced response to the readings: Conditions for Healthy Development of Youth and Obstacles to the Healthy Development of Youth

~Technique: Goals, Skills, Job

~Four Mistaken goals of Behavior

~Encouragement

~Solution based natural and logical consequences

5.3 Unit 3

~Developmental theory, Ages and Stages

~Developmental tasks of adolescents

~Life Tasks

~Mandates, ethics

5.4 Unit 4

~Blue Print for Therapy

Initial Assessment of children and/or adolescents

5.5 Unit 5

~Blueprint for therapy

Social History

Suicide

5.6 Unit 6

~Assessment

Learning Style

Life Style

Role of Play and experientials

5.7 Unit 7

~Diagnosis

DSM-IV-TR

Treatment plans

Testing and medication handouts

5.8 Unit 8

~Education and awareness

~Strategies and techniques

~Exam and assignment

6. Special Project Time (SPT)

Special Project Time (SPT) allows students the opportunity to integrate course materials. SPT is meant to be a self-contained, 30-hour experience, requiring no more than 30 hours to complete. SPT generally focuses on either (a) an experiential exercise paired with an integrative writing component or (b) a research exercise and a short integrative writing component.

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. This should all be planned within the context of a 30-hour student expectation.

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 might 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 must be in APA format [*Publication Manual of the American Psychological Association* (5th edition). 2001. American Psychological Association. ISBN 1-55798-791-2].

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 will cover lecture material and information from required books and handouts.

8.2 LMFT and LPC (Special ProjectTime) project will consist of
~The application of theories and concepts presented in class to a character from the play *Disorder*

~ The application of theories and concepts presented in class to a client case study, including a social history and a five session treatment plan.

8.3 Licensed School Counselor (Special ProjectTime) project will consist of

~The application of theories and concepts presented in class to a character from the play *Disorder*, 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 A written discussion of personal assets and limitations as a professional working with children and/or adolescents is required of all students.

8.5 Projects and tests are due 3 weeks after the last meeting of class. Assignments turned in during the fourth week after the final class meeting will be docked 10 points.

Assignments turned in later than four weeks following the final class meeting will be given the grade of R (Retake).

8.6 Grading:

A	90-100% of total points possible
B	80-89% of total points possible
C	70-79% of total points possible

9. Attendance Policy

Students are expected to attend all class meetings. 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 information 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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