

**CNE 591 CHILD AND ADOLESCENT COUNSELING**

*CNE 591 is a required course for students in the LPC track and an elective course for student in the School counseling track*

**College of Education**

**Department of Educational Leadership & Counseling**

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**Text/Readings:** **Required:**  
 Erk, Robert. R. (2004). *Counseling treatment for children and adolescents with DSM-IV-TR disorders*. Upper Saddle River, NJ: Pearson Education.  
 Jongsma, A., Peterson, L., and McInnis, W. (2003). *The adolescent psychotherapy treatment planner*. New York: John Wiley & Sons, Inc.

**Course Description:** The course is designed to assist students in training to identify mental health disorders that affect children and adolescents and write treatment plans that are based on developmentally appropriate cognitive, social, and emotional theories. This course is designed to meet course objectives as well as the professional standards specified by the Council for Accreditation on Counseling & Related Educational Programs (CACREP), State Board for Educator Certification – Standards for School Counselor Certification (SCEC), and National Council for Accreditation of Teacher Education (NCATE.) The curricula for this course include (1) knowledge of the literature of the discipline and (2) ongoing student engagement in research related to professional practice.

**Standards Matrix:** Upon successful completion of this course, students will be able to:

<b>Objectives/Learning Outcomes</b>	<b>Activities (* indicates field-based activity)</b>	<b>Performance Assessment</b>	<b>Standards:</b> <ul style="list-style-type: none"> <li>• <u>State Standards</u> = SB</li> <li>• <i>Specialty Organization Standards</i> = CA</li> <li>• <b>National Standards</b> = NC</li> </ul>
Identify, discuss, and assess mental health disorders that primarily affect children and adolescents.	Read assigned materials Research various mental health disorders affecting children and adolescents	Participation in class discussion Present research of various mental health disorders	SB <u>I 5-8; II 3, 8; III 1, 3; IV 2; V3; VI 2, 3;</u> CA 2 a-f; 5; 7 h; 8e A 7-11; B 2-3; C1a; C2 d-f <b>NC 1, 2, 4</b>
Identify, discuss, and assess how cultural considerations may affect the interpretation of mental health	Read assigned materials Present cultural considerations in case study	Discuss readings Written case study	SB <u>I 5-8; II 3, 8; III 1, 3; IV 2; V3; VI 2,3</u> CA 2 a-f; 5f; 7h; 8e; A 7-11; B 2-3; C1 a; C2 d-f <b>NC 1, 2, 4</b>

disorders.			
Identify, discuss, and assess behaviors associated with specific mental health disorders.	Read assigned materials Research specific mental health disorders and common behavioral symptoms Identify behaviors common to disorders presented in case study	Discuss readings Written case study	SB <u>I 5-8; II 3, 8; III 1, 3; IV 2; V3; VI 2,3</u> CA 2 a-f; 5f; 7h; 8e; A 7-11; B 2-3; C1 a; C2 d-f NC 1, 2, 4
Develop case studies that illustrate a variety of mental health disorders.	Research various mental health disorders Prepare and present case studies	Discuss readings Written case study	SB <u>I 5-8; II 3, 8; III 1, 3; IV 2; V3; VI 2,3</u> CA 2 a-f; 5f; 7h; 8e; A 7-11; B 2-3; C1 a; C2 d-f NC 1, 2, 4
Develop treatment plans based on DSM-IV-TR diagnostic criteria that define behaviors and short-and-long term goals.	How to develop treatment plans How to assess needs and determine short-and-long term goals	Present treatment plans	SB <u>I 5-8; II 3, 8; III 1, 3; IV 2; V3; VI 2,3</u> CA 2 a-f; 5f; 7h; 8e; A 7-11; B 2-3; C1 a; C2 d-f NC 1, 2, 4
Develop treatment plans that provide interventions from a variety of theoretical approaches for use in individual, group, and family counseling.	Prepare treatment plans Identify appropriate interventions	.Present treatment plans	SB <u>I 5-8; II 3, 8; III 1, 3; IV 2; V3; VI 2,3</u> CA 2 a-f; 5f; 7h; 8e; A 7-11; B 2-3; C1 a; C2 d-f NC 1, 2, 4
Conduct effective interviews of a child or adolescent and the parent/guardian.	Demonstration of directive and nondirective interview skills	Demonstrate interview skills by interviewing a child or adolescent and their parent or guardian	SB <u>I 5-8; II 3, 8; III 1, 3; IV 2; V3; VI 2,3</u> CA 2 a-f; 5f; 7h; 8e; A 7-11; B 2-3; C1 a; C2 d-f NC 1, 2, 4
Apply legal and ethical considerations to counseling with children and adolescents.	Read ethical standards for ACA Read ethical standards for ASCA	Discuss ethical dilemma scenarios Demonstrate ethical decision making skills	SB <u>I 5-8; II 3, 8; III 1, 3; IV 2; V3; VI 2,3</u> CA 2 a-f; 5f; 7h; 8e; A 7-11; B 2-3; C1 a; C2 d-f NC 1, 2, 4

Web address for state standards:

Web address for specialty organization standards:

CACREP: <http://www.counseling.org/cacrep/2001standards700.htm>

SBEC: Standards for the School Counselor Certificate:

[http://info.sos.state.tx.us/pub/plsql/readtac\\$ext.TacPage?sl=R&app=9&p\\_dir=&p\\_rloc=&p\\_floc](http://info.sos.state.tx.us/pub/plsql/readtac$ext.TacPage?sl=R&app=9&p_dir=&p_rloc=&p_floc)

NCATE: <http://www.ncate.org>

**Course Format:** This course will include lectures, discussion, case study presentations, power point presentation, video viewing, role-play activities and small group work.

**Course Content:** Review major mental health disorders typically diagnoses in childhood and adolescence. Behavioral symptoms and behavior interventions will be discussed. Case studies will be presented based on DSM-IV-TR diagnosis and will include developmentally appropriate treatment plans with short-and-long term goals for individual, group, and/or family clients.

**Counseling Program Attendance Policy:**

Regular and punctual class attendance by each student is expected. The following represents the attendance policy for all courses in the Counseling Program:

- A call (or e-mail) to the professor is expected.
- After the second absence, a drop of one letter grade will occur unless the student writes a letter to the Counseling Faculty explaining the extenuating circumstances, with doctor's excuse or other documentation attached. The Faculty will then discuss the letter in a meeting and decide if the letter grade drop will occur or if the student is excused from that action.
- An automatic drop of a letter grade will occur for each subsequent absence.

**Disability Statement:**

Students with a disability that affects their academic performance are expected to arrange for a conference with the instructor in order that appropriate strategies can be considered to ensure that participation and achievement opportunities are not impaired. The physically impaired may contact the Director of the Counseling Center as chair of the Committee for Continuing Assistance for Disabled Students by telephone (extension 1720).

**Students are referred to the following link for University policy and procedures:**

<http://www.shsu.edu/syllabus/>

**Course Requirements:**

1. Students will work independently and in groups to develop treatment plans for the case studies provided in class. The **treatment plans** are to be developmentally appropriate for identified client(s) and must include the following:

Refer to Chapter 10 (Erik) for treatment plan guidelines. Treatment plan must include the following:

Statement of the problem(s)  
 Prioritized list  
 Treatment Goals and Plan  
 Short-term goals  
 Long-term goals  
 Cultural specific interventions (when applicable)  
 Recommendations to parents, teachers, and others  
 Consideration of ethical and legal perspectives for the client(s)  
 Considerations of developmental perspectives (cognitive, social, emotional)  
 Diagnosis based on DSM-IV-TR criteria  
 Pharmacological considerations (when applicable)  
**Specific therapeutic techniques/interventions**

2. Students will do a presentation/paper:
  - a. Prepare a **case study** based on selected disorders usually first diagnosed in infancy, childhood, or adolescence. The case study presentation should include the following headings/info:
    - Scenario of client (infant, child, or adolescent) include a discussion of major symptoms/behaviors
    - Cultural considerations (ethnicity, language, nationality, gender)
    - Family Considerations (parent-child, sibling, extended family relationships)
    - Pharmacological considerations
    - Academic achievement (IQ measures, grades, criterion tests, etc. – as applicable)
    - Social considerations (SES, free and reduced lunch programs, parent occupation)
    - Personal considerations (intrapersonal, interpersonal, stressors and coping mechanisms)
  - b. **Create a treatment plan** for the child or adolescent in your case study. Use the criteria in item 1 above. Be sure to **Introduce or Demonstrate a Specific therapeutic techniques/interventions** in your presentation. You can have a separate handout if you like for students with the instructions and rationale for your technique.

- c. **A written research paper** of the selected disorder must be submitted on the date of the oral presentation. The written paper will present a discussion of current research of the disorder. Include history and prevalence of the disorder, diagnostic criteria, symptoms of the disorder, assessment and diagnostic tools or frequently used screenings for evaluation, prevention and intervention treatment modalities, medications as treatment including side effects/risks of medications, therapeutic approach appropriate for this disorder, and implications for parents/family and clinicians. Paper must be prepared using APA format, SHSU writing standards, 5 to 8 pages in length (this length does not include the case study or treatment plan) with 8 current references (please limit web references to 3).
  - d. **Students will present** a 30 to 40 minute power point presentation highlighting the case study.
3. Student will demonstrate interviewing skills while interviewing a child/adolescent and parent or guardian. Guidelines for conducting a directive and nondirective interview will be provided.
  4. Midterm and final examinations.

**Evaluation:**

Treatment Plans (4 – 25 pts. each)	100 points
Case Study (written 100, treatment plan 25, oral 25)	150 points
Interviewing Skills	50 points
Exams (midterm and final – 100 pts. each)	200 points
Preparation and participation in class	10 points
<b>TOTAL POINTS</b>	<b>510 points</b>

**Grade Determination:**

A =	510 - 459
B =	458 - 408
C =	407 - 357
F =	below 357

**Schedule of Classes:** **READ CHAPTERS AS ASSIGNED IN THE SYLLABUS**

January 17	Introduction to course, course requirements and textbooks How do we characterize the etiology of mental health disorders? Search Institute – 40 assets <b>Assignment (for make-up):</b> Bring to class next week an annotated listing of web addresses for five sites that you found helpful in addressing child and adolescent issues. Chapter 1 – Assessment and Diagnosis: The Developmental Perspective and Its Implications
January 24	Chapter 2 – Understanding the Development of Psychopathology in Children and Adolescents
January 31	Chapter 10 – Treatment Planning Guidelines for Children and Adolescents
February 7	Chapter 11 – Case Studies in Treatment Planning <b>Treatment Plan #1 Due - In Class</b>
February 14	Interviewing Children and Adolescents Projective interventions/techniques
February 21	<b>Interview of Child/Adolescent and Parent/Guardian Due – In Class</b>
February 28	Chapter 3 – Adjustment Disorders in Children and Adolescents Case study: Adjustment Disorders (1) _____ Mental Retardation (2) _____ <b>Presentation by Leigh Falls</b>

- March 6 Chapter 4 – Attention-Deficit/Hyperactivity Disorder in Children and Adolescents  
 Case study: Learning Disabilities (3) \_\_\_\_\_  
 ADHD (4) \_\_\_\_\_  
 Chapter 5 – Disruptive Behavior Disorders  
**Presentation by Dr. Garza**
- March 13 **Spring Break**
- March 20 **Midterm Exam**  
**Treatment Plan #2 Due - Home Assignment**
- March 27 Chapter 6 – Anxiety Disorders in Children and Adolescents  
 Case study: Disruptive Behavior Disorders  
 - Conduct Disorder (5) \_\_\_\_\_  
 - Oppositional Defiant (6) \_\_\_\_\_  
 Anxiety Disorders  
 - Phobia (7) \_\_\_\_\_  
 - Obsessive-Compulsive (8) \_\_\_\_\_
- April 3 Chapter 7 – Mood Disorders in Children and Adolescents  
 Case study: Mood Disorder  
 - Major Depressive Disorder/ Dysthymic Disorder (9) \_\_\_\_\_  
 - Bipolar Disorder/Cyclothymic Disorder (10) \_\_\_\_\_  
 - Tic Disorders (11) \_\_\_\_\_  
**Treatment Plan #3 Due – In Class**
- April 10 **Make-up Assignment**  
**(TAPT Conference)**
- April 17 Chapter 8 – Substance-Related Disorder  
 Case study: Substance-Related Disorder (12) \_\_\_\_\_  
 Feeding and Elimination Disorders of Infancy  
 and Early Childhood (13) \_\_\_\_\_
- April 24 Case study: Elimination Disorders (14) \_\_\_\_\_  
 Chapter 9 – Adolescents and Eating Disorders  
 Eating Disorders (15) \_\_\_\_\_  
**Treatment Plan #4 Due – Home Assignment**
- May 1 Topics: Pervasive Developmental Disorders  
 Communication Disorders  
 Other Disorders of Infancy, Childhood, and Adolescence (not  
 Separation Anxiety Disorder)  
 Case study: Autism (16) \_\_\_\_\_  
 Asperger’s Disorder (17) \_\_\_\_\_  
 Communication Disorders (18) \_\_\_\_\_  
 Other Disorders of Infancy, Childhood, and Adolescence  
 (not Separation Anxiety Disorder) (19) \_\_\_\_\_
- May 8 **Final Exam**

- **Suggested Readings:**

- American Psychological Association. (2003). *Ethical Principles of Psychologists and Code of Conduct*. Washington, DC: Author.
- American Counseling Association. (1995). *Code of ethics and standards of practice*. Alexandria, VA: Author.
- American School Counselor Association (1998). *Ethical standards for school counselors*. Alexandria, VA:ASCA
- American Psychiatric Association (2000). *Diagnostic and Statistical Manual of Mental Disorders*. (4th Ed). Washington, DC: Author.
- Carlson, J. & Lewis, J. (2002). *Counseling the adolescent*. Denver, CO: Love Publishing Co.
- Hall. T., Kaduson, H. & Schaefer, C. (2002). Fifteen Effective Play Therapy techniques. *Professional Psychology: Research and Practice*, 33, pp. 515-522.
- Landreth, G. (2002). Therapeutic limit setting in the play therapy relationship. *Professional Psychology: Research and Practice*, 33, pp.529-535.
- O'Connor, K. (2002) The value and use of interpretation in play therapy. *Professional Psychology: Research and Practice*, 33, 523-528.
- Wagner, William (2003). *Counseling, psychology, and children*. Upper Saddle River: NJ: Merrill/Prentice Hall.

**Here are some of my favorite, enjoyable readings to get you started.**

Pelzer, D. J. (1995). *A child called "it."* Deerfield Beach, FL: Health Communications.

Pipher, M. B. (2001). *Reviving Ophelia*. New York: Ballantine.

Axline, V. M. (1967). *Dibs in search of self*. New York: Ballantine.

Garbarino, J. (1999). *Lost boys: Why our sons turn out violent and how we can save them*. New York: Free Press.

Kaysen, S. (1994). *Girl, interrupted*. New York: Vintage.