

## **ASHLAND THEOLOGICAL SEMINARY**

CLC 7783 Diagnosis of Children

Fall Semester 2020

Wednesdays 1:00 P.M. – 2:15 P.M.

September 2- December 16

Instructor: Lee A Wetherbee, Ph.D., L.P., LPCC-S

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### **I. COURSE DESCRIPTION**

This course is designed for anyone who may encounter children in their clinical practice. This may include those considering direct work with children or supervision of other clinicians working with children. Clinical descriptions of childhood disorders commonly seen by mental health professionals will be offered. These issues include a broad description of childhood disorders, difficult differential diagnoses, prevalence of the disorder, course, and subtypes of the diagnosis.

The course will include discussion of the steps required to make a comprehensive DSM 5 diagnosis as well as ethical and diagnostic issues related to working with clients from the Evangelical Christian subculture. The rationale for the diagnostic process as well as clinical, practical and ethical considerations involved in the diagnostic process will be explored.

Broad assessment strategies that are useful in diagnosis or delineation of differential diagnoses will be reviewed. These assessments will tap broad psychological, behavioral, environmental, and social characteristics of the child and as such may pertain to multiple disorders. Practical experience with assessment will be offered as well as interactive discussion of case vignettes to enhance skills.

### **II. STUDENT LEARNING OUTCOMES**

*This course format consistently meets the same quality, assessment, learning outcomes, and requirements of the traditional face-to-face semester offering of this course. For fall 2020, the sessions for this class may be offered 100% face-to-face in a physical classroom (with remote access for pre-scheduled students) 100% face-to-face virtually using technologies such as Zoom or Collaborate, as a combination of face-to-face sessions and digital activities/lectures (virtually or in-person), or as a combination of any of these elements. In the event of extended disruptions of normal classroom activities due to the pandemic, the format for this course may be modified to utilize 100% face-to-face virtual/digital classroom sessions.*

Upon completion of this course, students will be able to:

1. Demonstrate their understanding of the special requirements of diagnosing and treating children.
2. Present evidence that they know how to do an initial assessment with parent(s) and child(ren).
3. Demonstrate familiarity with the DSM 5 diagnostic criteria for disorders normally first diagnosed in childhood.

4. Conceptualize presenting problems and formulate a diagnosis in their clinical work with children as evidenced in their responses to clinical vignettes and classroom discussion.
5. Demonstrate an understanding of diagnostically based treatment planning as applied to work with children and their families.

### III. KNOWLEDGE BASE

**A. Ohio Educational Requirement for Admission to the Examination for Professional Counselor Licensure:** This course meets the Ohio Administrative Code (OAC) requirement for 4757-13-01(5)(c) Diagnosis of Mental and Emotional Disorders.

**B. CACREP CMHC Standards met in this course include:**

- Assessment-7h,i: an understanding of general principles and methods of case conceptualization, assessment, and/or diagnosis of mental and emotional status; and ethical and legal considerations.

### IV. TEACHING STRATEGIES FOR STUDENT LEARNING

This course will use didactic and experiential learning activities including live and online review of multimedia lecture, analysis of multimedia vignettes and other topic focused media, online discussion board and streamed interaction focused on reading and topics relevant to the subject(s) under consideration, written assignments to develop students abilities to render accurate diagnoses and initial treatment planning for their child clients. Content that is pertinent to the weekly topic will be made available on the on the Blackboard LMS. It is expected that students will interact with these resources (e.g. viewing lecture videos, posting in discussion boards, etc.) in addition to attendance and participation in the face-to-face classes. Please note that engagement with online resources is a part of attendance and so will be tracked.

### Course Requirements

#### V. REQUIRED TEXTS

Kress, V; Paylo, M.J. & Stargell, N.A. (2019). *Counseling Children and Adolescents*. New York: Pearson ISBN-13: 9780134745138

Rogers, A. (1996). *A Shining Affliction: A Story of Harm and Healing in Psychotherapy* (Paperback) New York: Penguin ISBN # 0140240128

Not required, but have **reliable** access to:

American Psychiatric Association (2013). *Diagnostic and Statistical Manual of Mental Disorders, 5<sup>th</sup> Edition* (DSM 5). ISBN # 9780890425541

Week/Module	Topic	Readings/Assignments
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September 2	Developmentally and Systemically focused youth Counseling	Kress, Paylo & Stargell chapters 1 & 2
September 9	Overview of working with children: Ethics, assumptions and rationale	Kress, Paylo & Stargell Chapters 3 & 4
September 16	Overview of theoretical orientations: Cognitive, Psychodynamic, Systems	Kress, Paylo & Stargell Chapters 5, 6 & 7
September 23	Play and Creative Arts in Counseling	Kress, Paylo & Stargell Chapter 8 <b>Child Clinician Interview Due</b>
September 30	Case Conceptualization and Treatment Planning	Kress, Paylo & Stargell Chapter 9 <b>Reflection questions for Rogers (1996) pp. 1-94</b>
October 7	Suicide, Self and Other Injury	Kress, Paylo & Stargell Chapter 10 <b>Diagnostic Collaboration 1</b>
October 14	Family Transitions and predictable struggles	Kress, Paylo & Stargell Chapter 11 <b>Reflection questions for Rogers (1996) pp. 95-185</b>
October 21	Academic, Social, Emotional Transitions and challenges	Kress, Paylo & Stargell Chapter 12 <b>Diagnostic Collaboration 2</b>
October 28	Neurodevelopment and Intellectual Impairments	Kress, Paylo & Stargell Chapter 13 <b>Reflection questions for Rogers (1996) pp. 186-275)</b>
November 4	Disruptive Behavior Disorders	Kress, Paylo & Stargell Chapter 14 <b>Diagnostic Collaboration 3</b>
November 11	Abuse and Trauma; Substance Abuse	Kress, Paylo & Stargell Chapters 15, 16 <b>Reflection questions for Rogers (1996) pp. 276-320</b>
November 18	Anxiety Related Disorders	Kress, Paylo & Stargell Chapter 17 <b>Diagnostic Collaboration 4</b>
December 2	Mood Related Disorders	Kress, Paylo & Stargell Chapter 18
December 9	Eating, Elimination other Physical Health Related Disorders	Kress, Paylo & Stargell Chapter 19 <b>Case Studies Due</b>
December 16	Summary, Reflection and Review	

## VI. CLASS ATTENDANCE

According to the Student Handbook, attendance at all class sessions is expected, unless the

professor has been notified in advance and has approved the absence. Students should be on time and should stay through the duration of all classes. Any student missing more than six class hours will be required to do additional work, receive a lower grade, audit or withdraw from the class, or be penalized otherwise at the discretion of the professor.

## **VII. GRADING ELEMENTS**

Student grades will be assigned based upon the following distribution of points (please note that the Seminary's grading scale will be used):

### **Child Clinician Interview**

In order for you to gain insights into the work of clinicians providing Counseling to children you will interview a licensee who fits this description. Questions to structure this interview will be provided on the Blackboard LMS. Given the constraints of the current pandemic, this interview should be conducted remotely (e.g. via telephone or internet meeting format such as Zoom, Google meet, etc.). This assignment will be submitted online through Blackboard and is worth a total of 20 points.

### **Reflection Questions**

Rogers (1996) has the potential to provoke many reactions as you consider the author's experiences in light of your own life experiences and your preparation to work with children. Questions have been posed to enable you to reflect on your reactions as you read. It is expected that you will respond to each question thoughtfully, with the assurance that the goal is evidence of consideration rather than the arrival at an empirically quantifiable response. Please note that if you find that these readings trigger past trauma or other overwhelming responses be sure to get appropriate support. Communicate your concerns to the professor and an alternative assignment can be arranged in these circumstances.

The book has been divided into four sections of approximately 90 pages each for this assignment. Three Reflection Questions will be posted on the Blackboard LMS page for each of these sections of the book. It is expected that students will respond to these questions online. Your answers should include the use of complete sentences using APA editorial style. Each question should be answered concisely and in your own words. Points will be awarded for the ability to briefly, and accurately respond to the question. A paragraph or two should suffice in most cases. Your postings will be graded in a timely manner and feedback to guide future postings will be provided as a part of your feedback for each assignment. A total of four (4) groups of three questions each will be provided for your reflection. As each response is worth up to five (5) points, the total potential possible for this grading element is 60 points.

### **Case Studies**

Case studies will be provided on the Blackboard Learning Management System. Students are to choose 10 of the 15 presented for completion. For each case write out a diagnosis using the DSM-5 diagnostic taxonomy and a brief description of the pertinent treatment issue(s) upon

which your work with this client would begin. 5 points will be awarded for each correct response. The focus of this assignment is practice in diagnosis therefore your completion of the assignment should provide the instructor with a rationale for your choice of diagnosis. In this way partial or full credit may be available based on the student's demonstration of skill and understanding in selection of a diagnosis. The completed assignment will be placed in the Blackboard Drop Box provided. (50 points)

### **Diagnostic Collaboration**

Diagnosis is best learned in collaboration with peers and more experienced experts. Toward this end, the course will involve student interaction on an online discussion board. These discussions will be focused on the development of diagnostic impressions of written or video vignettes posted online at regular intervals throughout the course. It is expected that students will post their observations, questions and initial diagnostic impressions in the process of moving toward tentative agreement on a diagnosis and initial treatment goals for the vignette. This practice will also prepare students for their independent work on the Case Study assignment due later in the semester. Students will be required to post at least one original insight for each vignette and to respond to two other student postings. Students may be assigned to smaller groups for this interaction depending on class size. These postings will have a cumulative weight of 40 points.

**Note:** Grades will be assigned according to the seminary schedule. Students should be aware of the ATS policy for attendance. Extensions and incompletes are the extreme exceptions of graduate education and thus will be granted only in cases of extreme and unforeseen circumstances. Please discuss any concerns about this or any portion of the course requirements with the instructor.

**Attendance:** According to the Student Handbook, attendance at all class sessions is expected, unless the professor has been notified in advance and has approved the absence. Students should be on time and should stay through the duration of all classes. Any student missing more than six class hours will be required to do additional work, receive a lower grade, audit or withdraw from the class, or be penalized otherwise at the discretion of the professor.

## **VIII. CALCULATION OF GRADE AND CONNECTION OF LEARNING OUTCOMES**

<i>Grading element title</i>	<i>Associated Student Learning Outcomes</i>	<i>Associated CACREP CMHC Standards</i>	<i>Portion of Final Grade</i>
Child Clinician Interview	1	7 h, i	20 points ( 8%)
Reflection Questions	1,5	7 h,i	40 points ( 17%)
Case Studies	2,4	7 h,i	100 points ( 42%)
Diagnostic Collaboration	3, 4,5	7 h,i	80 points ( 33%)
Total			240 points (100%)

### IX. ATS GRADING SCALE

Grade	Quality	Percent	Description
A	4.0	97-100	Superior achievement of course objectives, diligence and originality, high degree of freedom from error, outstanding evidence of ability to utilize course knowledge, initiative expressed in preparing and completing assignments, positive contributions verbalized in class.
A-	3.7	92-96	
B+	3.3	89-91	
B	3.0	86-88	Good work submitted, commendable achievement of course objectives, some aspects of the course met with excellence, substantial evidence of ability to utilize course material, positive contributions verbalized in class, consistency and thoroughness of work completed.
B-	2.7	83-85	
C+	2.3	80-82	
C	2.0	77-79	Acceptable work completed, satisfactory achievement of course objectives, demonstrating at least some ability to utilize course knowledge, satisfactory class contribution.
C-	1.7	74-76	
D+	1.3	71-73	
D	1.0	68-70	Passing but minimal work, marginal achievement of course objectives, poor performance in comprehension of work submitted, inadequate class contributions.
D-	0.7	65-67	
F	0.0	Below 65	Unacceptable work resulting in failure to receive class credit, inadequacy of work submitted or of performance and attendance in class.

### X. RECOMMENDATIONS FOR LIFELONG LEARNING

Students are encouraged to continue learning about addictions and addiction counseling issues through intentional efforts, throughout their careers, to read and research up-to-date literature on the topic. Upon graduation, students are especially encouraged to attend seminars, workshops, and conferences in this area of interest for continuing education and specialization. Students are encouraged to remain informed and updated about cultural and societal shifts and trends regarding addiction and its treatment.

### XI. ACADEMIC INTEGRITY POLICY

Ashland Theological Seminary expects each student to uphold the Seminary' score value of academic excellence by contributing to an environment that is both challenging and supportive.

In such an environment a student will neither seek nor offer improper assistance. All students have an obligation to be forthright in their academic endeavors and to respect ethical standards. The work that one submits for academic evaluation must be one's own, unless an instructor expressly permits certain types of collaboration. Academic integrity requires that each student will use one's own capabilities to achieve one's fullest potential and will neither offer nor accept aid that is not in keeping with regularly accepted standards of academic integrity. Failure to conform to this conduct shall constitute academic dishonesty. The full Academic Integrity Policy statement may be found in the Student Handbook.

### **B. Ashland Multiliteracy Center for Writing, Speaking, And Digital Communication**

The Ashland Multiliteracy Center Service can help you brainstorm, draft, and revise your writing assignments in your graduate Seminary classes. Masters and doctoral qualified Consultants can advise you online or in person.

**To schedule an appointment**, visit [Ashland Multiliteracy Center](#) and select "Online and Graduate" from the schedule menu.

### **C. Accessibility Resources and Accommodations**

It is Ashland University's goal that learning experiences be as accessible as possible. If you anticipate or experience physical or academic barriers based on a disability, please contact the Student Accessibility Center at [419-289-5904](tel:419-289-5904), or send an email to [dservices@ashland.edu](mailto:dservices@ashland.edu). The Student Accessibility Center office and the course instructor will work together in order to establish accommodations and to meet your learning needs.