

**CLC 7753 A—SPECIAL ISSUES IN COUNSELING ADOLESCENTS  
ASHLAND THEOLOGICAL SEMINARY**

**Summer 2020**

**Tuesdays (Jul 21, Jul 28, Aug 4, Aug 11, Aug 18 and Aug 25)  
8:30-4:15**

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### **I. COURSE DESCRIPTION**

This course will focus on understanding the process of adolescent emotional development, adolescent mental health issues, and the diagnosis and treatment of adolescent mental health issues. Adolescence will be presented within the theoretical frame of family systems theory. The course will present the dynamics of adolescent conflicts within the family system. Attention will be given to etiology, assessment, and treatment. The course will consist of didactic and experiential learning.

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

*This course format consistently meets the same quality, assessment, learning outcomes and requirements of the traditional semester course format.*

As a result of this course students will be able to:

1. Discuss and articulate current research related to the developmental course of adolescence. (KO3)
2. Articulate and demonstrate an understanding of the biopsychosociospiritual ramifications of adolescence and the impact of various family issues on this stage of development. (KO3)
3. Demonstrate competency in the fundamental principles of providing counseling to an adolescent using a family systems approach. (KO1, KO2)
4. Articulate and demonstrate competency in the common psychological disturbances of adolescence and how to assess for them. (PSO2)
5. Articulate and demonstrate an understanding of successful treatment modalities for counseling adolescents and working with their families. (PSO2)

### **III. KNOWLEDGE BASE**

#### **A. CACREP CMHC Standards met in this course include:**

- C.8 recognizes the importance of family, social networks, and community systems in the treatment of mental and emotional disorders.

- H.2 demonstrates skill in conducting an intake interview, a mental status evaluation, a biopsychosocial history, a mental health history, and a psychological assessment for treatment planning and caseload management.
- D.9 demonstrates the ability to recognize his or her own limitations as a clinical mental health counselor and to seek supervision or refer clients when appropriate.
- E.3 understands current literature that outlines theories, approaches, strategies, and techniques shown to be effective when working with specific populations of clients with mental and emotional disorders.

**B. Ohio Educational Requirement for Admission to the Examination for Professional Counselor Licensure**—This course meets the Ohio Administrative Code (OAC) requirement for Clinical Psychopathology, Personality, and Abnormal Behavior —4757-13-01(A)(5)(a)

#### **IV. TEACHING STRATEGIES FOR STUDENT LEARNING**

This course will utilize a variety of learning approaches including, but not limited to, lecture, small group discussion, multimedia presentations, reflection, and assignments designed to help students foster critical thinking skills.

#### **V. REQUIRED TEXTS**

McWhirter, J.J., McWhirter, B.T., McWhirter, E.H., & McWhirter, A.C. (2017) *At risk youth: a comprehensive response for counselors, teachers, psychologists, and human service professionals* (6<sup>th</sup> ed.). Boston, MA: Cengage Learning ISBN 978-1-305-67038-9

Steiner, H., Hall, R.E. (2015) *Treating adolescents* (2<sup>nd</sup> ed.) New York, NY: Wiley ISBN 978-1-118-88198-9

#### **Attendance**

According to the student handbook, attendance at all class sessions is expected unless the professor has been notified in advance. Any student missing the equivalent of six class hours will be required to do additional work, receive a lower grade, withdraw from the class, or be penalized otherwise at the discretion of the professor. This policy also applies to tardiness.

## VI. CLASS SCHEDULE (Subject to Change)

<i>Week #</i>	<i>Date(s)</i>	<i>Lecture/Topic</i>	<i>Assignments</i>
1	July 21	Course Introduction Syllabus Review  Adolescent Development Resilience	S & H Ch. 1 McWhirter Ch. 1, 2, 5
2	July 28	Substance abuse and addiction School Issues  Group discussion of journal articles	S & H Ch. 5 McWhirter Ch. 4, 6, 7  <b>Journal Article Due</b>
3	August 4	Depression Suicide and suicide assessment Self-harm Bipolar Disorder	S & H Ch. 7, 8, 10 McWhirter Ch. 10 <b>Adolescent Reflection Due</b>
4	August 11	ADHD Disruptive Disorders Cognitive Functions  Class presentations	S&H Ch. 2, 3, 4 McWhirter Ch. 9  <b>Adolescent Interview Due</b>
5	August 18	Anxiety Trauma Sexual Behavior Psychosis  Class presentations	S&H Ch. 6, 9, 13 McWhirter Ch. 8  <b>Case Study Due</b>
6	August 25	Eating Disorders Somatic Disorders Sleep Issues Family Issues	S&H Ch. 11, 12, 14 McWhirter 3  <b>Final Exam</b>

## VII. GRADNG ELEMENTS

1. **Professionalism and Positive Course Engagement** – This class provides students with further opportunities for professional growth. Professionalism in class is expected and involves much more than simply showing up. Since it is the professor's belief that there are direct correlations between how one approaches academic training and one's professional conduct once in the field, the following are expected of all students: promptness to class, preparedness for class, positive participation in class and professionalism in all work submitted. Failure to adhere to these guidelines may negatively impact the student's final grade at the discretion of the instructor.

Absences must be preapproved and arrangements made for make-up work before the absence. Missed classes may interfere with learning requisite skills and performing adequately on the exam and is therefore discouraged. Please notify the instructor as soon as possible of unplanned absences.

1. **Journal article** (20%) each student will review three journal articles of a topic of their choice that relates to adolescent mental health and turn in a summary of each article (each summary-two pages double spaced, 12 point Times-Roman font with APA citation describing the purpose of the study, the findings, and the relevance of the findings). Students will share a description of the article to the class and discuss the relevance to that student’s counseling ministry. **Due July 28.**
  
2. **Reflection on Adolescent Experience** (20%) Each student will write a reflection on his/her own adolescent experience incorporating principles learned in class. **Due August 4.**  
 Graded on - 5% APA
  - i. 5% Incorporate stages of development
  - ii. 5% Incorporate Marcia concepts
  - iii. 5% Incorporate other relevant data from lectures or readings
  
3. **Adolescent Interview** (20%): Each student will interview an adolescent in his/her community. The goal of this assignment is to learn about this adolescent’s experience in his/her family, at school, with peers, at leisure, and in his/her thought life. This adolescent is to be assessed from a biopsychosociospiritual perspective. Further guidelines will be given in class. **Due August 11.**
  
4. **Case Study Application** (20%): The class will be presented with a case study of an adolescent mental health issue. Each member of the class will identify in writing key factors in how they would approach treatment. **Due August 18.**
  
5. **Final Exam** (20%) - Each student will complete a final exam and turn it in on the last class day. The exam will cover all material presented in class and read as part of the class. The test will use a variety of opportunities for students to express their learning and application of course material. **Due August 25.**

## VIII. CALCULATION OF GRADES AND CONNECTION OF LEARNING OUTCOMES

<i>Assignments</i>	<i>ATS Degree Learning Outcomes:</i>	<i>CACREP Learning Outcomes</i>	<i>Percent of Final Grade</i>
Journal Article	1,2,3,4,5	E.3	20%
Adolescent Reflection	1,2,3,4,5	C.8	20%
Adolescent Interview	1,2,3,4,5	C.8; H.2	20%
Case Study	1,2,3,4,5	C.8.; H.2.; E.3	20%
Final Exam	1,2,3,4,5	C.8.; H. 2; D.9; E.3.	20%

## 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, throughout their careers, to continue learning about the treatment of adolescents through intentional efforts to read and research up-to-date literature on the topic. Upon graduation, students are especially encouraged to attend seminars, workshops, trainings, and conferences in this area of interest for continuing education and specialization. Students are encouraged to remain informed and updated about best practices regarding the treatment of this population.

## XI. Academic Integrity Policy

Ashland Theological Seminary expects each student to uphold the Seminary's core 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*.

## **XII. Seminary Writing Consultation Service**

The Seminary Writing Consultation 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 [Writing Center Online](#) and select "Graduate and Online" from the schedule menu.

## **XIII. 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, 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.

## **SUGGESTED READINGS (Not required but intended to be of current and future help)**

Barkley, Russell (2013). *Taking charge of ADHD; the complete, authoritative guide for parents* (3<sup>rd</sup> Edition). Guilford Press.

Beck, J.S. (2011). *Cognitive therapy: basics and beyond* (2<sup>nd</sup> edition). Guilford Press.

Fraser, S.J., Grove, Lee, M.Y., Greene, G.J., Solovy, A. (2014). *Integrative family and systems treatment (I-FAST): a strengths-based common factors approach* (1st edition). Oxford.

Greene, R.W. (2014). *Explosive child: a new approach for understanding and parenting easily frustrated, chronically inflexible children*. Harper

Katz, M. (1997). *On playing a poor hand well*. W.W. Norton & Company.

Parrot, L. (2000). *Helping the struggling adolescent* Second Edition. Zondervan

Samenow S.S. (2001). *Before it's too late: why some kids get into trouble and what parents can do about it*. Three Rivers Press

Scott R.A. (1989). *Relief for hurting parents: how to fight for the lives of teenagers*. Allon Publishing.

Van Der Kolk, B. (2014). *The body keeps the score: brain, mind, and body in the healing of trauma* (1st edition). Viking.