

**CLC 7753 A—SPECIAL ISSUES IN COUNSELING ADOLESCENTS**  
**ASHLAND THEOLOGICAL SEMINARY**  
**Summer 2022, May 9- Aug 25**  
**Tuesdays (July 12, July 19, July 26, August 9, August 16, and August 23)**  
**8:30-4:15**  
**Columbus**

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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. (PS02)
5. Articulate and demonstrate an understanding of successful treatment modalities for counseling adolescents and working with their families. (PS02)

#### **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.

**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)

### III. Teaching Strategies

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

### IV. Course Requirements

#### A. Textbooks

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

Jewell, J.D., Axelrod, M.I., Prinstein, M.J., & Hupp, S. (2019) *Great myths of adolescence*. Wiley ISBN 978-1-119-24877-4

#### B. Assignments

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. Therefore, expectations for this class include:
  - Promptness (arriving to class on time and meeting the class requirements when due)
  - Preparation (e.g., actively reading and processing assigned materials for each class session)

- Presence (e.g., as evidenced by the student's in-class verbal and non-verbal behavior)
- Positive engagement ((during class)
- Professionalism (in the student's manner and conduct, in the student's submitted work)

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. Any student missing more than six class hours (1 week) 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.

2. **Journal article** (20%) each student will review a journal article of a topic of their choice that relates to adolescent mental health and turn in a summary of the article (double spaced, 12-point Times-New Roman font with APA citation describing the purpose of the study, the findings, and the relevance of the findings). **A copy of the journal article is to be attached.** The written review is to be 3-4 pages. Students will share a description of the article to the class and discuss the relevance to that student's counseling ministry. **Due July 19.**
3. **Reflection on Adolescent Experience** (20%) Each student will write a reflection on his/her own adolescent experience incorporating principles learned in class. This reflection should be 6-8 pages in length. **Due July 26.**
  - 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
4. **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. This interview must examine five myths of adolescence from the adolescent's experience. This paper is to be 5-7 pages. Further guidelines will be given in class. **Due August 9.**
5. **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. This paper is to be 5-6 pages. **Due August 16.**
6. **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 23.**

### C. Calculation of Grade and Connection to Learning Outcomes

<i>Assignments</i>	<i>ATS Degree Learning Outcomes:</i>	<i>CACREP Learning Outcomes</i>	<i>Percent of Final Grade</i>
Journal Article	KO3, KO5	E.3	20%
Adolescent Reflection	KO2, KO3	C.8	20%
Adolescent Interview	KO2, KO3,	C.8; H.2	20%
Case Study	KO4, KO5, KO7, KO8, KO9	C.8.; H.2.; E.3	20%
Final Exam	KO1, KO2	C.8.; H. 2; D.9; E.3.	20%

### V. Class Schedule (Subject to Change)

<i>Week #</i>	<i>Date(s)</i>	<i>Lecture/Topic</i>	<i>Assignments</i>
1	July 12	Course Introduction Syllabus Review  Adolescent Development Resilience	S & H Ch. 1 McWhirter Ch. 1, 2, 5
2	July 19	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	July 26	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 9	ADHD Disruptive Disorders Cognitive Functions  Class presentations	S&H Ch. 2, 3, 4 McWhirter Ch. 9  <b>Adolescent Interview Due</b>
5	August 16	Anxiety Trauma Sexual Behavior Psychosis  Class presentations	S&H Ch. 6, 9, 13 McWhirter Ch. 8  <b>Case Study Due</b>
6	August 23	Eating Disorders Somatic Disorders Sleep Issues Family Issues	S&H Ch. 11, 12, 14 McWhirter 3  <b>Final Exam</b>

## **VI. 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.

## **VIII. 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.

## Seminary Guidelines

### A. ATS 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*.

### B. 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.

### **C. 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.

### **D. Attendance Reporting:**

Students are required to participate in a course related activity in the first and third weeks of the course. Students may be administratively withdrawn from the course and/or may lose financial aid benefits if a qualifying activity has not occurred between the student and the course work or faculty within the first three days of the course. Simply logging into a course online via the Learning Management System (LMS) is not considered a qualifying activity.

Student non-participation during the first 8 days of a course may initiate the administrative course withdrawal process. Student non-participation, mid-course, for 14 consecutive days may also initiate the administrative course withdrawal process.

According to policies and procedures set forth by Ashland University's Department for Veterans' Services, AU will grant any service member requiring more than a 30-day leave a release from coursework. Contact the Office of Veterans' Services for more information regarding this process.

### **E. 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 [au-sac@ashland.edu](mailto:au-sac@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.

### **F. Writing and Communication Center (WCC)**

The Writing and Communication Center (WCC) can help you brainstorm, draft, and revise your writing and communication assignments in your graduate classes. All graduate consultants have a graduate degree and extensive experience with writing center theory and practice and can advise you online or in person. The aim of our service is to support and

mentor students as they explore ways to improve their graduate-level academic writing and communication skills. All consultations are confidential.

- Receive one-on-one feedback from an WCC graduate consultant on any project that involves communication— essays, speeches, group presentations, lab reports, poster presentations, video productions, and much more!
- Our default type of appointment for graduate students is conducted asynchronously via email. In other words, after you make an appointment through our online scheduler (WOnline), you attach a draft to the appointment. Then, within 48 hours of the scheduled appointment, one of our consultants reviews your paper and emails you feedback. We also offer synchronous (live) appointments via Zoom upon request.
- To schedule an asynchronous appointment, go to [www.ashland.mywconline.com](http://www.ashland.mywconline.com) (you will need to create an account the first time you use the scheduler).
- To schedule a synchronous (live) Zoom appointment, please email us at [writingcenter@ashland.edu](mailto:writingcenter@ashland.edu).

Visit our graduate services webpage for more information -

<https://www.ashland.edu/administration/graduate-online-adult-center-academic-support/resources-students/graduate-writing-consultation>