

COURSE SYLLABUS COVER SHEET
 Lewis & Clark College
 Graduate School of Education and Counseling.

Course Name	<u>Clinical Issues for School Counselors</u>
Course Number	<u>SCED 550-12</u>
Term	<u>Summer 2011</u>
Department	<u>School Counseling</u>
Faculty Name	<u>Danielle Torres, Ph.D.</u>

Catalogue Description (*copy from current catalogue*):

This course will address various clinical issues frequently encountered by school counselors in a K-12 setting. Conducted as a seminar, the course is an overview primer of mental health issues affecting children and adolescents (for example, depression, anxiety, self mutilating behavior, PTSD). Clinical issues will be discussed in terms of etiological factors, symptomatology, biopsychosocial factors, treatment issues, and cultural and diversity perspectives. The use and limitations of the DSM-IV diagnostic system will be addressed. The school counselor's role in referral and long term treatment for clinical issues will be addressed in the context of the ASCA National Model.

Guiding Principles/Standards Addressed in Course:

(please check box to indicate which guiding principles/standards from the Conceptual Framework are addressed in this course)

Guiding Principles/Standards	
<u>Learning Environments</u> Create democratic learning communities in which caring, equity, social justice, and inclusion are practiced and diverse perspectives, supported.	X
<u>Content Knowledge</u> Integrate fundamental and emergent components of disciplinary knowledge in ways that extend learners' experience and enhance their own and students' capacity to solve problems.	X
<u>Teaching Approaches</u> Engage students and school personnel in meaningful learning experiences responsive to individual differences, interests, developmental levels, and cultural contexts.	X
<u>Connection to Community</u> Design educational activities that cultivate connections between learners and their communities and region.	X
<u>Educational Resources</u> Incorporate a wide range of teaching and technological resources from the school and community into experiences that support learning.	X
<u>Assessment</u> Assess, document, and advocate for the successful learning of all students and school stakeholders.	X
<u>Research and Reflection</u> Adopt habits of personal and scholarly reflection that examine professional practice and lead to systemic renewal.	X
<u>Leadership and Collaboration</u> Lead and collaborate with others to plan, organize, and implement educational practices and programs that confront the impact of societal and institutional barriers to academic success and personal growth.	X
<u>Professional Life</u> Pursue a professional identity that demonstrates respect for diverse peoples, ideas, and cultures.	X

Authorization Levels:

This course addresses preparation at specific authorization levels through readings and in-class discussions (indicate with an "R" in the appropriate box) and/or through a practicum experience (indicate with a "P" in the appropriate box).

Early Childhood Age 3-4 th Grade	R
Elementary 3 rd -8 th Grades in an Elementary School	R
Middle Level 5 th -9 th Grades in a Middle or Junior High School	R
High School 7 th -12 th Grades in Subject/Dept. Assign. in a Mid- or Sr.-High School	R

*R = Readings and In-class Discussions *P = Practicum

Student Performance:

Student performance criteria appear on page(s) 1-4 of this syllabus (student performance includes goals, evidence, and levels of performance).



SCED 550-12 Clinical Issues for School Counselors (1 credit)
July 7-8 from 9:15-5:15
Summer 2011

Instructor Information:

Danielle Torres, Ph.D.
Office: 307 Rogers Hall
Email: dtorres@lclark.edu
Phone: (503) 768-6143

Required Reading:

DSM-IV-TR, *Diagnostic and Statistical Manual of Mental Disorders-Text Revised Edition* (2000). American Psychiatric Association, Washington, DC.

Other selected readings to be provided by instructor.

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Course Goals & Objectives:

- Upon completion of this 15 hour course of instruction, students will gain knowledge regarding the factors contributing to clinical issues experienced by K-12 student populations.
- Students will be able to identify the uses and limitations of the DSM-IV diagnostic system.
- Students will become familiar with treatment and referral options for K-12 students experiencing clinical issues.
- Students will identify a particular clinical topic of interest and learn, write, and share information related to their topic with colleagues and the instructor.

Course Requirements:

Full attendance and participation in daily activities are required. Readings as assigned. A take home paper, due on Saturday, July 16 at 5:00pm via email to dtorres@lclark.edu. Details outlining the paper assignment are attached below.

Evaluation and Assessment:

Grading for the course will be based on students' attendance, participation, and completed assignments. Any non-attendance must be discussed immediately with the instructor. Lack of attendance, participation, or assignment completion will result in a lowered, incomplete, or failing grade.

Take Home Paper Assignment
Due: July 16 at 5:00pm via email to dtorres@lclark.edu

- 1) Select a Clinical Issue related to children and adolescents that is present in the DSM-IV and ***that was not already covered in class***. This is an opportunity for you to explore your own interests.
- 2) Briefly describe the clinical issue in terms of the following sections:
 - a) Prevalence, Symptoms, Biological Issues, Treatment Issues
 - b) Alternative Cultural Perspectives to consider
 - c) How would you explain this clinical issue to parents (the impact at home)?
 - d) How would you explain this clinical issue to teachers (impact at school, academically and socially)?
 - e) What recommendations would you have for the student? Include at least two *local community* resources and two *online* resources.
 - d) Be sure to cite any references used (websites, articles, books).
- 3) The paper should be 3-4 pages, 12 pt. font, double spaced, emailed as a Word Document file.
- 4) Your final paper may be shared with your classmates via email.

Late Papers will receive a lower grade

COURSE CALENDAR

Thursday, July 7

Course Topic	Lecture/Discussion	Activity	Etc.
DSM-IV-TR	What is the DSM System? Using the DSM system The multi-axial assessment Limitations of the DSM system	Examples of DSM diagnoses Diagnostic shorthand Guess My Diagnosis	
Depression	Etiology Symptoms Bio-Psycho-Social Factors Treatment Issues Cultural Issues	Video: <i>Childhood Depression</i>	Journal Reading
Anxiety	Etiology Symptoms Bio-Psycho-Social Factors Treatment Issues Cultural Issues	Writing Activity Video: <i>Obsessed</i>	
Psychotic Disorders	Etiology Symptoms Bio-Psycho-Social Factors Treatment Issues Cultural Issues	Video: <i>20/20 video</i>	Journal Reading
Closing		Reflection Questions	Homework: Readings 1) Trauma chapter 2) Reactive Attachment chapter

Friday, July 8

Course Topic	Lecture/Discussion	Activity	Etc.
Trauma/PTSD	Etiology Symptoms Bio-Psycho-Social Factors Treatment Issues Cultural Issues	Trauma Worksheet Activities Video: <i>Trauma in Childhood</i>	Journal Reading
Reactive Attachment Disorder	Etiology Symptoms Bio-Psycho-Social Factors Treatment Issues Cultural Issues	Discuss Reading (Homework)	
Eating Disorders	Etiology Symptoms Bio-Psycho-Social Factors Treatment Issues Cultural Issues	Powerpoint & Discussion	
Cutting/Self Injury	Guest Speaker: <i>Margaret Eichler, Ph.D.</i>		
Wrap Up: Ideas for Final Assignment		Journal Reading Sharing with colleagues	
Course Evaluations			