

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

*Please attach completed cover sheet to course syllabus.*

**Course Number**

**SCED 550-01**

**Course Name**

**Clinical Issues in School Counseling**

**Term**

**Spring 2017**

**Department**

**Educational Leadership**

**Faculty Name**

**Danielle Torres, Ph.D.**

**Catalogue Description:** *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-5 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.*

**GSEC Guiding Principles & TSPC School Counseling Standards Addressed in Course:**

*(please fill in which class meeting or assignment addresses each principle or standard)*

GSEC GP (3) Professional Practice: Engage individuals, families, and the professionals who support them in meaningful learning, counseling and therapy, and community-building experiences responsive to individual differences, interests, developmental levels, and cultural contexts.

*Class meeting(s) or assignment(s) addressing this standard: Days 1-4, Philosophy Assgnt, Final Paper*

GSEC GP (8) Leadership and Collaboration: Lead and collaborate with others to plan, organize, and implement educational and counseling practices and programs that confront the impact of societal and institutional barriers to academic success, personal growth, and community well-being.

*Class meeting(s) or assignment(s) addressing this standard: Days 1-4, Philosophy Assgnt, Case Study Paper*

TSPC OAR 584-017-0441 (2) Candidates who complete the program are professional school counselors and educational leaders who have the knowledge, skill, ability, and cultural competence to apply deep and broad understanding of Oregon's four developmental domains.

*Class meeting(s) or assignment(s) addressing this standard: Days 1-4*

TSPC OAR 584-017-0441 (3) Candidates who complete the program are professional school counselors and educational leaders who have the knowledge, ability, skill, and cultural competence to apply comprehensive, in-depth knowledge of human growth and development to improve student learning and well-being.

*Class meeting(s) or assignment(s) addressing this standard: Philosophy Assgnt, Final Paper*

TSPC OAR 584-017-0441 (4) Candidates who complete the program are professional school counselors and educational leaders who have the knowledge, ability, skill, and cultural competence to demonstrate a comprehensive understanding of established and emerging counseling theories. They possess a thorough knowledge of techniques and processes that form the foundation for effective school counseling with a diverse population.

*Class meeting(s) or assignment(s) addressing this standard: Days 1-4, Case Study Paper*

TSPC OAR 584-017-0441 (5) Candidates who complete the program are professional school counselors and educational leaders who have the knowledge, ability, skill, and cultural competence to model and promote behavior appropriate in a diverse and global society by showing respect for and valuing all members of the community. They demonstrate fairness, equity, and sensitivity to every student, and they advocate for equitable access to instructional programs and activities.

*Class meeting(s) or assignment(s) addressing this standard: Days 1-4, Philosophy Assgnt, Final Paper*

TSPC OAR 584-017-0441 (6) Candidates who complete the program are professional school counselors and educational leaders who have the knowledge, ability, skill, and cultural competence to work to establish and foster an emotionally, socially, and physically safe learning environment for students, staffs, and families.

*Class meeting(s) or assignment(s) addressing this standard: Day 1, Day 2, Philosophy Assgnt, Case Study Paper*

TSPC OAR 584-017-0441 (7) Candidates who complete the program are professional school counselors and educational leaders who have the knowledge, ability, skill and cultural competence to work collaboratively with families and community members to achieve common goals for the education of students, improvement of schools, and advancement of the larger community.

*Class meeting(s) or assignment(s) addressing this standard: Day 3-4, Case Study Paper, Final Paper*

TSPC OAR 584-017-0441 (11) Candidates who complete the program are professional school counselors and educational leaders who have the knowledge, ability, skill, and cultural competence to integrate their knowledge, skills, and life experience to respond effectively to new or unexpected critical events and situations.

*Class meeting(s) or assignment(s) addressing this standard: Day 3-4*

**Authorization Levels (for TSPC-approved programs only):**

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).

|                        |  |   |
|------------------------|--|---|
| <b>Early Childhood</b> | Pre-Kindergarten-4 <sup>th</sup> Grade in a preprimary school, a primary school, or an elementary school.  | X |
| <b>Elementary</b>      | 3 <sup>rd</sup> -8 <sup>th</sup> Grades in an elementary classroom or in a self-contained 5 <sup>th</sup> or 6 <sup>th</sup> grade classroom in a middle school. | X |
| <b>Middle Level</b>    | 5 <sup>th</sup> -9 <sup>th</sup> Grades in an elementary, middle, or junior high school, or high school.   | X |
| <b>High School</b>     | 9 <sup>th</sup> -12 <sup>th</sup> Grades in Subject/Dept. Assign. in a High School.  | X |

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

**Student Performance:**

Student performance criteria appear on page(s) 1-9 of this syllabus (student performance includes goals, evidence, and levels of performance).

**SCED 550-01 Clinical Issues for School Counselors  
(2 credits)  
Spring 2017**

**Meeting Information:**

Dates: February 2-3 and February 16-17 from 9:15-5:15

Classroom: Rogers 108

**Instructor Information:**

Danielle Torres, Ph.D.

Office: 307 Rogers Hall

Email: [dtorres@lclark.edu](mailto:dtorres@lclark.edu)

Phone: (503)768-6143

**Required Reading:**

DSM-5, *Diagnostic and Statistical Manual of Mental Disorders-5th Edition (2013)*.  
American Psychiatric Association, Washington, DC.

Edison Knapp, S., Jongsma, A.E., & Dimmitt, C. (2015). *The School Counseling and School Social Work Treatment Planner, 2<sup>nd</sup> Edition*. Wiley: New Jersey.

Other selected readings to be provided by instructor via Moodle.

**Course Description:**

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-injurious 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-5 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.

**Course Goals & Objectives:**

- Upon completion of this two-credit 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-5 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.

### **Non-Discrimination Policy**

Lewis & Clark College adheres to a nondiscriminatory policy with respect to employment, enrollment, and program. The College does not discriminate on the basis of race, color, creed, religion, sex, national origin, age, handicap or disability, sexual orientation, or marital status and has a firm commitment to promote the letter and spirit of all equal opportunity and civil rights laws.

### **Special Assistance**

If you need course adaptations or accommodations because of a disability and/or you have emergency medical information to share please make an appointment with the instructor as soon as possible.

### **Course Requirements:**

Full attendance and participation in daily activities are required. Readings as assigned. All assignments are due via email to [dtorres@lclark.edu](mailto:dtorres@lclark.edu). You may submit early papers at any time prior to the due dates. Details outlining the paper assignments 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, assignment completion or assignment lateness can result in a lowered, incomplete, or failing grade, unless previous arrangements have been made with the instructor.**

|   |     |
|---|-----|
| Attendance & Participation                            | 20% |
| Professional Philosophy Statement                     | 20% |
| Case Study Intervention Plan/Counseling Center Option | 30% |
| Final Paper   | 30% |

### **In this course, an "A" Grade is supported by the following criteria:**

Student comes to class prepared and enthusiastic, with all reading and assignments completed. Student demonstrates through discussion/activity participation and written assignments, an understanding of the ethical and professional responsibilities of educators related to cultural diversity and cultural competency. Student demonstrates through discussion/activity participation and written assignments, an ability to think about and explore ideas, supports, and strategies related to supporting students with mental health issues. Student demonstrates through discussion/activity participation and written assignments, an understanding of various aspects of mental health issues, including biological, medical, social, and cultural dynamics. Student displays professional behavior and the ability to collaborate with others, including peers and outside community members and organizations.

All written assignments are of graduate level quality in terms of presenting ideas that demonstrate critical thinking skills, professional integration of ideas, writing skills, and organization/spelling/grammar.

A = 94-100%

B+ = 87-89%

C+ = 77-79

A- = 90-93%

B = 83-86%

C = 73-76%

B- = 80-82%

C- = 70-72

Any grade below a C- is not passing the course.

**Assignment #1: Professional Philosophy Statement (20 points)**

**Due: Thurs, February 16 at the start of class via email to [dtorres@lclark.edu](mailto:dtorres@lclark.edu)**

Write a brief summary describing your professional philosophy of your role in supporting students with clinical mental health issues. Think of this assignment as an opportunity to introduce yourself to your work community and invite others to better understand your services. You can think of this as an oath, outline, statement, or guide to the community you serve.

First, choose an audience. This can be Parents, (Prospective) Students, a Job Interviewer, or a Stranger on a plane. Be sure to match your terminology and description to your audience's interests. Be sure to specify your audience in your paper.

Second, write a description of your professional role. **For example:**

- What is the scope and limitation of your role?
- What are primary functions/priorities in supporting students when it comes to mental health issues? What are secondary or additional functions/priorities?
- How will you handle each student's case to determine their needs?
- Where are you likely to gather information and who might you collaborate with?
- How do you perceive mental health issues impacting multiple areas of students' lives (academics, social/peer relationships, family interactions, etc.)?
- What do you feel are your areas of expertise/strengths?
- How do you see yourself as an advocate for all students?
- What are examples of common issues you might see in your work setting?

Any language or ideas borrowed from a professional organization should be cited (e.g., ASCA, NASPA). Think of this as a draft of a document you will likely revise over time as you gain experience and a sense of your work parameters.

The paper should be 1-2 pages, 12 pt. font, double spaced, emailed as a Word document file. *Grading will be based on the content (10 points) and writing (10 points) of each of the sections.*

### **Assignment #2: Case Study Intervention Plan (30 points)**

**Due: Monday, February 27 at 5:00pm via email to [dtorres@lclark.edu](mailto:dtorres@lclark.edu)**

- 1) Select one of the Case Studies provided.
- 2) Utilizing *The School Counseling and School Social Work Treatment Planner* book and your own additional research, create an Intervention Plan for this student. Be sure to include the following sections:
  - a) Review and select a DSM-5 diagnosis that you hypothesize may fit the student's situation.
  - b) Behavioral examples or definitions of the student's case that fit the diagnostic features or descriptions. That is, what is the student doing that fits the diagnosis? List at least 5 examples.
  - c) Long-term goals for the student (consider goals for the school year and beyond). List at least 5 goals. You must list at least two original goals, not from the book. Place an asterisk next to the original goals. You may list any combination of Academic, Personal/Social, and Career Development goals.
  - d) Short-term objectives for the student PLUS the corresponding Therapeutic Interventions. List at least six. You must list at least three original objectives and interventions, not from the book. Place an asterisk next to the original objectives and interventions. Please follow the format provided in the book for this section.
  - e) Provide three examples of data points that you will collect to assess the effectiveness of select interventions.
- 3) The paper should be 3-4 pages, 12 pt. font, double spaced, emailed as a Word document file. *Grading will be based on the completion (10 points), content (10 points) and writing (10 points) of each of the sections a-e.*

### **Assignment #3: Final Paper Assignment (30 points)**

**Due: Monday, February 27 at 5:00pm via email to [dtorres@lclark.edu](mailto:dtorres@lclark.edu)**

- 1) Select a Clinical Issue related to children and adolescents that is present in the DSM-5 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 (bullets to describe your points here are permissible)
  - b) Cultural Perspectives & Issues to consider (for example, race, ethnicity, gender, religion, family, ethnocentricity of Western ideals). All clinical issues have a cultural perspective to some degree.
  - 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? How would you proceed to work with this student after they initially presented to you? **Include and describe** at least three *local community* resources and three *online* resources.

f) \*\* It is very important that you cite any references used, including websites, articles and books. Be sure to cite in both *the text of your paper* (for example, "According to..." or "as recommended by..." or including the author or website with the related sentence) and *at the end* with a reference page. Do not simply reiterate information found online. Be sure to put it in your own words in ways that are relevant to your professional role.

3) The paper should be 4-5 pages, 12 pt. font, double spaced, emailed as a Word document file. *Grading will be based on the completion (10 points), content (10 points) and writing (10 points) of each of the sections a-f.*

**Alternative Assignment #2 (in place of Case Study) for Student Affairs Program:  
Understanding College Counseling Centers**

**Due: Monday, February 27 at 5:00pm via email to [dtorres@lclark.edu](mailto:dtorres@lclark.edu)**

1) Browse any **two** College/University Counseling Center websites.

Answer the following questions for each site:

- a) Describe the various services provided by the center. How well do you think it communicates the purpose of the center (or what improvements can be made)?
- b) Explore issues of diversity. What does the website communicate to students as far as supporting student diversity? What types of student experiences and backgrounds are represented on the website? What steps are taken toward inclusiveness of and responsiveness to student demographics, such as race, ethnicity, language, immigration status, sexual orientation, gender identity, religion, ability, and socioeconomic backgrounds? What are examples of the diversity of staff members, as self-reported or described by the website?
- c) Does the website provide clear information about “getting started” or “accessing” services? How well do you think it does this (or what improvements can be made)?

2) Review the highlights and data in the National Survey of College Counseling Centers 2014 at [http://www.collegecounseling.org/wp-content/uploads/NCCCS2014\\_v2.pdf](http://www.collegecounseling.org/wp-content/uploads/NCCCS2014_v2.pdf)

Answer the following questions:

- a) What trends do you notice in terms of Staff demographics?
- b) What is one aspect of the report that is new information for you and/or surprising to you?
- c) What information in the report interests you most? Describe the information and explain your interest.
- d) If you were to begin a new job at a college campus, what questions would you have for the counseling center/services to better understand their work and your role in supporting students? Develop three questions for your future job.

3) The paper should be 3-4 pages, 12 pt. font, double spaced, emailed as a Word document file. *Grading will be based on the completion (10 points), content (10 points) and writing (10 points) of each of the sections a-c and a-d.*

## COURSE CALENDAR

{Calendar is subject to change}

**Thursday, February 2**

| Course Topic   | Lecture/Discussion   | Activity  | Etc.  |
|--|--|---|---|
| DSM-5  | What is the DSM System?<br>Changes to the DSM-5<br>Limitations of the DSM-5 system<br>Using the DSM-5 system | Questions Overhead<br>Examples of DSM-5 diagnoses<br>Practice with DSM-5<br>Diagnostic shorthand    |   |
| Depression   | Etiology<br>Symptoms<br>Bio-Psycho-Social Factors<br>Treatment Issues<br>Cultural Issues                     | Powerpoint & Discussion<br><br>Video: <i>To Save A Child</i><br><br><i>Tools &amp; Planner</i> work | Journal Reading   |
| Other Mood Disorders: Bipolar Disorder, Disruptive Mood Dysregulation Disorder | Etiology<br>Symptoms<br>Bio-Psycho-Social Factors<br>Treatment Issues<br>Cultural Issues                     | DSM-5 history<br><br>Video: <i>Boy Interrupted/Of Two Minds/Ride the Tiger</i>                      |   |
| Closing  |  | Reflective Questions  | Homework: <i>See Moodle</i><br>1) Anxiety readings<br>2) Psychosis readings<br>*Bring choice readings to class tomorrow |

**Friday, February 3**

| <b>Course Topic</b> | <b>Lecture/Discussion</b>  | <b>Activity</b>   | <b>Etc.</b>   |
|---------------------|--|---|---|
| Anxiety             | Etiology<br>Symptoms<br>Bio-Psycho-Social Factors<br>Treatment Issues<br>Cultural Issues | Writing Activity<br>Types of Anxiety<br>Strategies & Resources<br><br>Video: <i>OCD in Kids</i> | Journal Reading   |
| Psychotic Disorders | Etiology<br>Symptoms<br>Bio-Psycho-Social Factors<br>Treatment Issues<br>Cultural Issues | Reading Discussion<br><br>Video: <i>20/20 video</i>   |   |
| Closing             |  | Reflective Questions  | Homework: <i>See Moodle</i><br>1) Trauma readings<br>2) RAD chapter |

**Thursday, February 16**

| <b>Course Topic</b>          | <b>Lecture/Discussion</b>  | <b>Activity</b>   | <b>Etc.</b>     |
|------------------------------|--|---|-----------------|
| Trauma/PTSD                  | Etiology<br>Symptoms<br>Bio-Psycho-Social Factors<br>Treatment Issues<br>Cultural Issues | Trauma Worksheet Activities<br><br>Resources<br><br><i>Planner</i> work | Journal Reading |
| Reactive Attachment Disorder | Etiology<br>Symptoms<br>Bio-Psycho-Social Factors<br>Treatment Issues                    | Discuss Reading (Homework)<br><br>Activity: <i>Staff Presentation</i>   |                 |

|           |  |                      |  |
|-----------|--|----------------------|--|
| Self Care | Cultural Issues<br>Professional Roles &<br>Boundaries<br>Stress Relief<br>Collaboration Issues | Plans for Self Care  |  |
| Closing   |  | Reflective Questions | Homework: <i>See Moodle</i><br>1) Eating Disorder readings<br>2) Self-Injury chapter |

**Friday, February 17**

| Course Topic                                  | Lecture/Discussion   | Activity  | Etc. |
|---|--|---|------|
| Cutting/Self Injury                           | Etiology<br>Symptoms<br>Bio-Psycho-Social Factors<br>Treatment Issues<br>Cultural Issues | Powerpoint & Discussion   |      |
| Eating Disorders                              | Etiology<br>Symptoms<br>Bio-Psycho-Social Factors<br>Treatment Issues<br>Cultural Issues | Powerpoint & Discussion<br><br>Guest Speaker: <i>Jordan Granet, Kartini Clinic School Liaison</i> |      |
| <i>Wrap Up:</i><br>Ideas for Final Assignment |  | Journal Reading<br>Sharing with colleagues  |      |
| Course Evaluations                            |  | <a href="http://go.lclark.edu/evals">http://go.lclark.edu/evals</a>                               |      |