Human Services  
SPSY Independent Study  
Child and Adolescent Therapy  
Summer 2021

Instructor: Frankie Clark, Ph.D., LSSP, Licensed Psychologist  
Course Time: Independent Study

Location: Independent Study online  
Office: Human Services 218  
Office Phone: 936-468-1072  
Other Contact Information:  
EMERGENCY Contact: (936)671-3314  
(Please allow at least 24 hours for e-mail responses)

Prerequisites: Admittance into the Ph.D. Program

<table>
<thead>
<tr>
<th>Blade Wise-Perry</th>
<th><a href="mailto:wiseperrba@jacks.sfasu.edu">wiseperrba@jacks.sfasu.edu</a></th>
</tr>
</thead>
</table>

NOTE: Delivery Of This Course:
This is an independent study, assignments are submitted through email and face-face are arranged as needed.

I. Course Description:
Specialized training in techniques and strategies utilized in child and adolescent therapy. Introduction to counseling children and adolescents including the process, theories, techniques, and materials applicable to children and adolescents.

II. Intended Learning Outcomes/Goals/Objectives (Program/Student Learning Outcomes): Upon successful completion of this course, students will be able to demonstrate:

- Theoretical perspectives and approaches to counseling children and adolescents
- Knowledge of application of those theories appropriate to children and adolescents
- Intervention strategies effective in counseling children and adolescents with family stressors
- Intervention strategies for children and adolescents having conflicts with self
- Understanding/appreciation for the unique world of the child and adolescent

This course reflects the following core values of the College of Education:

- Academic excellence through critical, reflective, and creative thinking
- Life-long learning
- Collaboration and shared decision-making
- Openness to new ideas, to culturally diverse people, and to innovation and change
- Integrity, responsibility, diligence, and ethical behavior
- Service that enriches the community.
This course also supports the mission of the Human Services Department.

The mission of the College of Education is to prepare competent, successful, caring, and enthusiastic professionals dedicated to responsible service, leadership, and continued professional and intellectual development.

1. The student can recognize and describe “best practices” in assessment, delivery of individual interventions, group interventions, organizational change, in-service training, working in teams, working with diverse communities, crisis intervention, building community relations, and conducting research.
2. The student can describe, recognize and apply ethical principles of school psychology.
3. The student can describe and recognize legal issues stemming from IDEA, Section 504, and the ADA for school psychologists.
4. The student is prepared to take and pass a state certification examination for school psychology.
5. Students are to describe major historical developments in the history of school psychology.

**NASP Content Domains addressed by this course:**

**Domain 1: Data-Based Decision Making and Accountability**

*School psychologists have knowledge of varied models and methods of assessment and data collection for identifying strengths and needs, developing effective services and programs, and measuring progress and outcomes.*

**Domain 4: Interventions and Mental Health Services to Develop Social and Life Skills**

*School psychologists have knowledge of biological, cultural, developmental, and social influences on behavior and mental health, behavioral and emotional impacts on learning and life skills, and evidence-based strategies to promote social–emotional functioning and mental health.*

**Domain 6: Preventive and Responsive Services**

*School psychologists have knowledge of principles and research related to resilience and risk factors in learning and mental health, services in schools and communities to support multiteried prevention, and evidence-based strategies for effective crisis response. School psychologists, in collaboration with others, demonstrate skills to promote services that enhance learning, mental and behavioral health, safety, and physical well-being through protective and adaptive factors and to implement effective crisis preparation, response, and recovery.*

**Domain 7: Family–School Collaboration Services**

*School psychologists have knowledge of principles and research related to family systems, strengths, needs, and culture; evidence-based strategies to support family influences on children’s learning and mental and behavioral health; and strategies to develop collaboration between families and schools. School psychologists, in collaboration with others, demonstrate skills to design, implement, and evaluate services that respond to culture and context and facilitate family and school partnerships and interactions with community agencies for enhancement of academic and social–behavioral outcomes for children.*

**Domain 8: Diversity in Development and Learning**
School psychologists have knowledge of individual differences, abilities, disabilities, and other diverse student characteristics; principles and research related to diversity factors for children, families, and schools, including factors related to culture, context, and individual and role difference; and evidence-based strategies to enhance services and address potential influences related to diversity.

Domain 10: Legal, Ethical, and Professional Practice

School psychologists have knowledge of the history and foundations of school psychology; multiple service models and methods; ethical, legal, and professional standards; and other factors related to professional identity and effective practice as school psychologists.

III. Course Assignments, Activities, Instructional Strategies, use of Technology:

Course Assignments

1. Post-Case Questions (140 points total—Weeks 1-10): OF NOTE: These come from BOOK 1. You will answer the post-case questions which are affiliated with each case and located at the end of each case section. Following, your response to the post-case questions, you should briefly discuss what new information you acquired from your case conceptualization (Assignments begin Week 1). All assignments will be due on Saturdays by 11:59pm beginning Saturday May 22 (POST directly to my SFA email):

   • Week 1 Assignment (Week of May 17): Case 1, Case 2 & 3 (Introduction)
   • Week 2 Assignment (Week of May 24): Case 6 (Neurodevelopmental Disorders: Attention and Specific Learning Disorders)
   • Week 3 Assignment (Week of May 31): Case 8 & 10 (Neurodevelopmental Disorders: Autism Spectrum Disorders: Autism Spectrum Disorder (ASD) and Intellectual Disability)
   • Week 4 Assignment (Week of June 7): Case 12 (Disruptive Behavior Disorders)
   • Week 5 Assignment (Week of June 14): Case 14 & 16 (Anxiety and Compulsive Disorders)
   • Week 6 Assignment (Week of June 21): Case 18 & 19 (Problems of Mood: Depression and Bipolar Disorders)
   • Week 7 Assignment (Week of June 28): Case 20 & 21 (Disorders of Emotion and Behavior Dysregulation)
   • Week 8 Assignment (Week of July 5): Case 22 (Disorders of Emotion and Behavior Dysregulation)
   • Week 9 Assignment (Week of July 12): Case 23 (Traumatic, Self-Injurious, and Stress-Related Disorders-Posttraumatic Stress Disorder; Survivor Guilt)
• Week 10 Assignment (Week of July 19): Case 24 (Traumatic, Self-Injurious, and Stress-Related Disorders-Conduct Disorder: Reactive Attachment Disorder; Traumatic Childhood)

2. With Assignments 1-10 (140 points): Read the corresponding chapters in Book 2-Child and Adolescent & Family Therapy and correlate what you learned with the appropriate assignment from Book 1-The Casebook. Add at least 1-2 paragraphs as an addendum to the appropriate case study.

3. Cultural Identity Interview (25 points), Due July 7: This assignment is one that should be well thought out and planned. Students should actively seek out a person of a different culture from themselves in terms of age, gender, background, religion, sexuality, etc. (this can be a combination of the mentioned or all of the above). Students will then interview this person in depth to get a view of their lives and cultural views and how these views have affected their lives overall, choices and current stances and thoughts. Special attention should be focused on their childhood to the point they are at now and how childhood thoughts, feelings and emotions have extended into their lives and thought processes. Pinpoint an area(s) of difficulty they have experienced or have overcome. Also be sure to pinpoint a strength(s). Students will then type up this interview while integrating some of the therapeutic techniques and historical perspectives being learned in this course. What might this person benefit from in terms of the difficulty and/or triumph they have encountered (or still experience)? How do their culture or thought processes apply? Please see some example questions below (attached to this syllabus). How will you work with others similar to the interviewee in the future? How will you apply your skills as a future School Psychologist and Psychologist? This write-up should be 4-6 pages (minus the interview portion).

4. Power Point/Exam (25 points possible) Due July 26: Students will prepare a visual PowerPoint, Prezi, etc. on a case that is not assigned as a class assignment. This should be a case they have worked through in the schools or other experience (12 vignettes included with this syllabus. This will also serve as your “exam” in that specific skills and components must be met. The power point must be emailed directly to me. Components that MUST be present in your power point are:
   a. The purpose of this power point is for students to formulate a treatment strategy/conceptualization using case information from a case they currently have, have had or EVEN have been able to find in the text (with approval of the professor), OR the media. You will provide case data (including any assessment scores) and then you must describe your theories about the following issues:
      i. What psychological problems is the client experiencing?
      ii. What specific disorders do you believe this client is experiencing and why?
      iii. If more than one diagnosis, which do you feel is MOST warranted (rule out based on the DSM criteria).
      iv. Do you believe there are factors warranting a comorbid diagnosis (dual diagnosis)?
      v. What treatment strategy/intervention and/or theory do you think would be most appropriate for addressing the client’s problems?
      vi. Based on the information you have what is the client’s prognosis?
      vii. Can you make any recommendations for home and school environments (at least five of each)?

5. Final reflection paper (25 points possible) Due August 2: Students will write a final reflection paper that describes their development throughout the course and the knowledge they have gained. The paper should include a discussion of what students learned about child
and adolescent psychotherapy, how you plan to utilize what you learned in the class, and what areas you would consider your strengths and weaknesses and how you plan on addressing them. The final reflection paper should be 5-7 pages in length.

IV. Evaluation and Assessments (Grading):

<table>
<thead>
<tr>
<th>Assignments</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Post Case Questions</td>
<td>14 at 10 points=140 points</td>
</tr>
<tr>
<td>(Addresses Domains 1, 4, 6, 7, 8 &amp; 10)</td>
<td></td>
</tr>
<tr>
<td>Correlation to Book 2</td>
<td>140 points</td>
</tr>
<tr>
<td>(Addresses Domains 1, 3, 8 &amp; 10)</td>
<td></td>
</tr>
<tr>
<td>Cultural Identity Interview</td>
<td>25</td>
</tr>
<tr>
<td>(Addresses Domains 1, 3, 8, 9 &amp; 10)</td>
<td></td>
</tr>
<tr>
<td>Class Presentation/Exam</td>
<td>25</td>
</tr>
<tr>
<td>(Addresses Domains 1, 3, 8 &amp; 10)</td>
<td></td>
</tr>
<tr>
<td>Final Reflection Paper</td>
<td>25</td>
</tr>
<tr>
<td>(Addresses Domains 1, 3, 4, 8 &amp; 10)</td>
<td></td>
</tr>
</tbody>
</table>

Total 355 points

Grade Breakdown

<table>
<thead>
<tr>
<th>Grade</th>
<th>Points Needed</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>320-355</td>
</tr>
<tr>
<td>B</td>
<td>284-319</td>
</tr>
<tr>
<td>C</td>
<td>249-283</td>
</tr>
<tr>
<td>D</td>
<td>213-248</td>
</tr>
<tr>
<td>F</td>
<td>212 and below</td>
</tr>
</tbody>
</table>

I. Tentative Course Outline/Calendar/Class Number:

There are 2 books:

Link: [http://amzn.to/2CaS6fb](http://amzn.to/2CaS6fb)

BOOK 2: Child and Adolescent Therapy, Fourth Edition: Cognitive-Behavioral Procedures
Link: [http://amzn.to/2CaScU5](http://amzn.to/2CaScU5)

<table>
<thead>
<tr>
<th>Date</th>
<th>Week</th>
<th>Readings</th>
<th>Format</th>
<th>Assignments</th>
</tr>
</thead>
<tbody>
<tr>
<td>May 17</td>
<td>Week 1</td>
<td>Book 1 Chapter 1, Book 2 Chapter 1,12</td>
<td>Independent Study</td>
<td>Post Case Question (PCQ) Book 1 Case 1,2,3 Book 2 Chapter 1, 12</td>
</tr>
<tr>
<td>May 24</td>
<td>Week 2</td>
<td>Book 1 Chapter 2 case 6 Book 2 Chapter 12</td>
<td></td>
<td>Book 1, Chapter 2, Case 6 Book 2 Chapter 3</td>
</tr>
<tr>
<td>May 31</td>
<td>Week 3</td>
<td>Book 1 Chapter 2 Book 2 Chapter 2, 14,15</td>
<td></td>
<td>Book 1 Chapter 2, Case 8, 10 Book 2 Chapters 14, 15, 16</td>
</tr>
<tr>
<td>June 7</td>
<td>Week 4</td>
<td>Book 1 Chapter 2 Book 2 Chapter 2, 4,1</td>
<td></td>
<td>Book 1, Case 12 Book 2, Chapters 2, 4, 16</td>
</tr>
</tbody>
</table>
VI. Readings (Required and recommended—including texts, websites, articles, etc.):

1. LiveText account, ISBN# 978-0-979-6635-4-3. This may be purchased at the bookstore or purchased online at www.livetext.com. Once you have purchased the account, you must activate your account at www.livetext.com. If you have purchased LiveText in another course, you will NOT need to buy a second account. NOTE: If you plan to use financial aid to purchase this account, you must make the purchase by the date set by financial aid.

   Link: http://amzn.to/2CaS6fb

   Link: http://amzn.to/2CaScU5

   Required:
   Live Text account, ISBN# 978-0-979-6635-4-3. This may be purchased at the bookstore or purchased online at www.livetext.com. If you have already purchased LiveText, you will use that account and do not need to buy it again. NOTE: If you plan to use financial aid to purchase this account, you must do so by the dates set by the Office of Financial Aid.

VII. Course Evaluations:

Near the conclusion of each semester, students in the College of Education electronically evaluate courses taken within the COE. Evaluation data is used for a variety of important purposes including: 1. Course and program improvement, planning, and accreditation; 2. Instruction evaluation purposes; and 3. Making decisions on faculty tenure, promotion, pay, and retention. As you evaluate this course, please be thoughtful, thorough, and accurate in completing the evaluation. Please know that the COE faculty is committed to excellence in teaching and continued improvement. Therefore, your response is critical!
In the College of Education, the course evaluation process has been simplified and is completed electronically through MySFA. **Although the instructor will be able to view the names of students who complete the survey, all ratings and comments are confidential and anonymous, and will not be available to the instructor until after final grades are posted.**

**VIII. Student Ethics and Other Policy Information:**

**Class Attendance Policy (Policy 6.7):** Regular, punctual attendance, documented participation, and, if indicated in the syllabus, submission of completed assignments are expected at all classes, laboratories, and other activities for which the student is registered. Based on university policy, failure of students to adhere to these requirements shall influence the course grade, financial assistance, and/or enrollment status. The instructor shall maintain an accurate record of each student’s attendance and participation as well as note this information in required reports and in determining final grades. Students may be excused from attendance for reasons such as health, family emergencies, or student participation in approved university-sponsored events. However, students are responsible for notifying their instructors in advance, when possible, for excusable absences.

**Students with Disabilities (Policy 6.1 and 6.6)**—To obtain disability related accommodations, alternate formats and/or auxiliary aids, students with disabilities must contact the Office of Disability Services (ODS), Human Services Building, and Room 325, 468-3004/468-1004 (TDD) as early as possible in the semester. Once verified, ODS will notify the course instructor and outline the accommodation and/or auxiliary aids to be provided. Failure to request services in a timely manner may delay your accommodations. For additional information, go to [http://www.sfasu.edu/disabilityservices/](http://www.sfasu.edu/disabilityservices/)

**Academic Honesty**—Academic integrity is a responsibility of all university faculty and students. Faculty members promote academic integrity in multiple ways including instruction on the components of academic honesty, as well as abiding by university policy on penalties for cheating and plagiarism.

It is the policy of Stephen F. Austin State University that academic dishonesty is a completely unacceptable mode of conduct and will not be tolerated in any form. All persons involved in academic dishonesty will be disciplined in accordance with University regulations and procedures. Discipline may include suspension or expulsion from the University. (see [Academic Integrity A-9.1](#))

**Academic Integrity**- is a responsibility of all university faculty and students. Faculty members promote academic integrity in multiple ways including instruction on the components of academic honesty, as well as abiding by university policy on penalties for cheating and plagiarism.

**Definition of Academic Dishonesty**
Academic dishonesty includes both cheating and plagiarism. Cheating includes but is not limited to (1) using or attempting to use unauthorized materials to aid in achieving a better grade on a component of a class; (2) the falsification or invention of any information, including citations, on an assigned exercise; and/or (3) helping or attempting to help another in an act of cheating or plagiarism. Plagiarism is presenting the words or ideas of another person as if they
were your own. Examples of plagiarism are (1) submitting an assignment as if it were one's own work when, in fact, it is at least partly the work of another; (2) submitting a work that has been purchased or otherwise obtained from an Internet source or another source; and (3) incorporating the words or ideas of an author into one's paper without giving the author due credit.

**Penalties for Academic Dishonesty**

Penalties may include, but are not limited to reprimand, no credit for the assignment or exam, re-submission of the work, make-up exam, failure of the course, or expulsion from the university.

**Student Appeals**

A student who wishes to appeal decisions related to academic dishonesty should follow procedures outlined in Academic Appeals by Students (6.3).

Please read the complete policy at [http://www.sfasu.edu/policies/academic_integrity.asp](http://www.sfasu.edu/policies/academic_integrity.asp)

**IX. Other Relevant Course Information:**

**Withheld Grades Semester Grades Policy (Policy 5.5)**

At the discretion of the instructor of record and with the approval of the academic unit head, a grade of WH will be assigned only if the student cannot complete the course work because of unavoidable circumstances. Students must complete the work within one calendar year from the end of the semester in which they receive a WH, or the grade automatically becomes an F, except as allowed through policy [i.e., Active Military Service (6.14)]. If students register for the same course in future semesters, the WH will automatically become an F and will be counted as a repeated course for the purpose of computing the grade point average.

**Student Code of Conduct (Policy 10.4)**

Classroom behavior should not interfere with the instructor’s ability to conduct the class or the ability of other students to learn from the instructional program (see the Student Conduct Code, policy D-34.1). Unacceptable or disruptive behavior will not be tolerated. Students who disrupt the learning environment may be asked to leave class and may be subject to judicial, academic or other penalties. This prohibition applies to all instructional forums, including electronic, classroom, labs, discussion groups, field trips, etc. The instructor shall have full discretion over what behavior is appropriate/inappropriate in the classroom. Students who do not attend class regularly or who perform poorly on class projects/exams may be referred to the iCare: Early Alert Program at SFA. Information regarding the iCare program is found at [https://www.sfasu.edu/judicial/earlyalert.asp](https://www.sfasu.edu/judicial/earlyalert.asp) or call the office at 936-468-2703.

**Students with Disabilities**

To obtain disability related accommodations, alternate formats and/or auxiliary aids, students with disabilities must contact the Office of Disability Services (ODS), Human Services Building, and Room 325, 468-3004 / 468-1004 (TDD) as early as possible in the semester. Once verified, ODS will notify the course instructor and outline the accommodation and/or auxiliary aids to be provided. Failure to request services in a timely manner may delay your accommodations. For additional information, go to [http://www.sfasu.edu/disabilityservices/](http://www.sfasu.edu/disabilityservices/).

**Additional Information:**
To complete Certification/Licensing Requirements in Texas related to public education and other professional settings, you will be required to:

1. Undergo criminal background checks for field or clinical experiences on public school campuses; the public school campuses are responsible for the criminal background check; YOU are responsible for completing the information form requesting the criminal background check. If you have a history of criminal activity, you may not be allowed to complete field or clinical experiences on public school campuses. At that point, you may want to reconsider your major while at SFASU.

2. Provide one of the following primary ID documents: passport, drivers license, state or providence ID cards, a national ID card, or military ID card to take the TExES exams (additional information available at www.texas.ets.org/registrationBulletin/ <http://www.texas.ets.org/registrationBulletin/>). YOU must provide legal documentation to be allowed to take these mandated examinations that are related to certification/licensing requirements in Texas. If you do not have legal documentation, you may want to reconsider your major while at SFASU.

3. Successfully complete state mandated a fingerprint background check. If you have a history of criminal activity, you may want to reconsider your major while at SFASU.

For further information concerning this matter, contact Katie Snyder 936-468-1740 or snyderke1@sfasu.edu
EXAMPLE Cultural Identity Questions for Interview: JUST Examples (NOT Final)

1. What is your definition of “culture?”
2. How do you define “family?”
3. Who holds the most “status” in your family? Why?
4. How do you define success?
5. Do you consider your parents to be successful?
6. How important is education in your family?
7. Is punctuality important to you? Why or why not?
8. What is the most important meal of the day?
9. Do you eat foods that are indigenous to your culture? Why or why not? If you answered yes, name some of the foods that you eat. If you answered no, what types of foods do you eat?
10. Did you ever live with your grandparents or extended family?
11. Do you actively participate in an organized religion?
12. How important is religion in your family? Why?
13. If religion is important in your family, do you plan to pass this on to your children? Why or why not?
14. Are the roles of men and women specifically defined in your family? If so, what are they?
15. Do you have any eating habits/rituals that are specific to your culture?
16. Define and describe the most important (or most celebrated) holiday of your culture.
17. If you are from a culture that speaks English as a second language, do you speak your native language? If not, why? If so, will you teach your native language to any children you have?
18. How is physical contact viewed in your culture?
19. What is considered most disrespectful in your culture?
20. What is considered most respectful in your culture?
21. What would you say is, from your perspective, the most commonly held misconception about people of your culture?
22. Have you ever experienced racism? In what form?
23. What can be done about racism and prejudice, in your opinion?
24. Do young people today have a sense of culture?
25. What is the best thing about living in the USA?
26. What is the worst thing about living in the USA?
27. Have you ever felt excluded based on your gender or culture?
28. Do you remember excluding others based on Culture or Gender?
29. Is there anything you would like for me to know that we have not included here about you or your culture…