Instructor: Brandi Sawyer, LPC-S, NCC  
Office: Human Services Building, Room 232  
Office Phone: 936-468-xxx  
Email: Brandi.Sawyer@sfasu.edu  
Credits: 3 hours  
Summer I 2023

Course Time: Hybrid  
Location: Online and Virtual F/F  
Office Hours: W 3:00-5:00 pm & by appt. (virtual available)

Prerequisites: No Prerequisites

Course Description: This course provides specialized training in the techniques and strategies in child and adolescent therapy including theoretical models, evidence-based interventions, and various aspects of childhood trauma and mental health presentations.

Course Format: This course is a hybrid course that will utilize D2L the Online Learning Management System and synchronous Zoom classes. This course will use a variety of teaching methods including readings, discussions, class activities, experiential groups, and case conceptualizations. Students are expected to be prepared for discussion by completing the reading assignments BEFORE coming to class. Mastery of objectives will be demonstrated through participation in discussions, completion of class activities, and assignments.

Diversity Statement
The James I. Perkins College of Education is committed to proactively recruiting and retaining a diverse faculty, staff, and student population. Through open dialogue, mutual respect, and shared responsibility, faculty, staff, and students will demonstrate an understanding and sensitivity to ethnicity, race, gender, exceptionalities, culture, language/dialect, age, social class, family structure, sexual orientation, religion, and spiritual values in order to enhance the quality of life in a diverse, global community.

Program Learning Outcomes (Professional Counseling)

Professional Orientation and Ethical Practice (CACREP 2.F.1)
Students articulate the elements related to professional identity including; the history and philosophy of the counseling profession, the value of professional organizations, the need for legal and ethical practice, and advocating for the profession and clients that are served.

Social and Cultural Diversity (CACREP 2.F.2)
Students demonstrate multicultural awareness, knowledge, and skills necessary for competency in working with a diverse population.

Human Growth and Development (CACREP 2.F.3)
Students differentiate the development across the lifespan and the impact on normal and abnormal functioning.

Career Development (CACREP 2.F.4)
Students analyze career development theory in the development of individualized and developmentally appropriate career development activities and interventions.
Counseling and Helping Relationships (CACREP 2.F.5)
Students apply the skills necessary to engage in an effective and therapeutic helping relationship.

Group Counseling and Group Work (CACREP 2.F.6)
Students demonstrate competency in preparing and facilitation of group counseling.

Assessment and Treatment Planning (CACREP 2.F.7)
Students identify effective assessment strategies in order to facilitate treatment planning.

Research and Program Evaluation (CACREP 2.F.8)
Students evaluate research methods to inform evidence-based practice.

Course Objectives/Intended Learning Outcomes
The mission of the Perkins College of Education (PCOE) is to prepare competent, successful, caring and enthusiastic professionals from diverse backgrounds dedicated to responsible service, leadership, social justice and continued professional and intellectual development in an interconnected global society. As such, the Masters of Arts degree in Professional Counseling located in the Department of Human Services in the PCOE supports this mission. Specifically, as described in this syllabus, COU 5329.501 follows the mission, vision and core values of the PCOE as they align with the counseling curriculum, clinical experiences, and assessments. Through the activities and objectives in COU 5329.501 students will become prepared, competent, successful, caring and enthusiastic counseling professionals. They will continue to develop a sense of service, leadership, professional and intellectual growth. Through regular practical experience providing counseling services, supervision, and case presentations, students will gain academic and professional excellence within the subject area with an emphasis on life-long learning and development. Students will also be given the opportunity for collaboration and be encouraged toward openness to new ideas.

Objectives/Course-Specific Learning Outcomes

<table>
<thead>
<tr>
<th>Student Learning Outcomes</th>
<th>Method of Instruction</th>
<th>Performance Assessment</th>
<th>Standards</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students implement diagnostic process, including differential diagnosis and the use of current diagnostic classification systems, including the Diagnostic and Statistical Manual of Mental Disorders (DSM)</td>
<td>Online Module, Textbook, Journal Articles</td>
<td>Childhood Disorders &amp; Treatment Paper, Case Studies</td>
<td>CACREP CMHC C.2.d</td>
</tr>
<tr>
<td>Understands normal and abnormal development and the influence on functioning of children and adolescents</td>
<td>Online Module, textbook, lecture</td>
<td>Childhood Disorders &amp; Treatment Paper, Discussion, Risk and Protective Factors Infographic</td>
<td>CACREP 2.F.3 a-h</td>
</tr>
<tr>
<td>Identifies ethical and culturally relevant strategies for promoting resilience and optimum development and wellness across the lifespan</td>
<td>Online modules, textbook, journal articles</td>
<td>Risk and Protective Factors Infographic, Case Studies, Childhood Disorders &amp; Treatment Paper</td>
<td>CACREP 2.F.3.i</td>
</tr>
<tr>
<td>Understand the use of assessments relevant to academic/education, career, personal, and social development</td>
<td>Online modules, textbook, journal articles</td>
<td>Discussion, Case Studies</td>
<td>CACREP 2.F.7 i SBEC 239.15.b.5,7 CAEP A.1.1-2</td>
</tr>
<tr>
<td>Understands procedures for identifying trauma and abuse and for reporting abuse</td>
<td>Online Module</td>
<td>TFCBT Training Certificate, Discussion</td>
<td>CACREP 2.F.7.d SBEC 239.15.b.5,7 CAEP A.1.1-2</td>
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<tr>
<td>Can identify common medications that affect learning, behavior, and mood in children and adolescents</td>
<td>Online Module</td>
<td>Case Studies</td>
<td>SBEC 239.15.b.5,7 CAEP A.1.1-2</td>
</tr>
<tr>
<td>Knows the signs and symptoms of substance abuse in children and adolescents, as well as the signs and symptoms of living in a home where substance abuse occurs</td>
<td>Online module, textbook, case studies</td>
<td>Case Studies</td>
<td>SBEC 239.15.b.5,7 CAEP A.1.1-2</td>
</tr>
<tr>
<td>Works with parents, guardians, and families to act on behalf of their children to address problems</td>
<td>Online module, journal articles</td>
<td>Risk and Protective Factors Infographic, Case Studies</td>
<td>SBEC c.4, f.3 SBEC 239.15.b.5,7 CAEP A.1.1-2</td>
</tr>
</tbody>
</table>

**COURSE REQUIREMENTS:**

Grades will be assigned based on the quality of each student’s fulfillment of the following requirements. More detailed assignment information and rubrics will be provided for all activities in which students receive points. This class will require around ten hours of work each week. This includes reading, online activities, and assignments.

1. **Participation and attendance:** Students are expected to actively participate and contribute to the learning process within the course (discussion of text/topics, demonstration and experiential activities). Class attendance is presumed and will affect the final grade. A maximum of 2 excused absences will be allowed, after this your overall grade for the course can be dropped by one letter grade. Students are expected to notify the professor when they will be absent. Notification can occur by e-mail or phone. Failure to notify the professor will result in an unexcused absence. More than 1 unexcused absence will result in your overall grade being dropped by one letter grade. Because of the online/hybrid nature of this course, failure to participate in a discussion will be considered an absence.

2. **Online assignments:** Students will have assignments associated with each module. Directions are found in D2L.

3. **Risk and Protective Factors Infographic:** Students will create an infographic based on systemic risks and protective factors utilizing the text and at least one other resource.

4. **Case Studies:** Students will read two assigned case studies and follow the template for a comprehensive writeup. This will include formal and informal assessments, symptom and diagnostic presentations, as well as treatment and interventions (treatment plan).

5. **Discussions:** Each student will provide discussion prompt response (four total in class) and then response to two other students’ responses.

6. **EBP Article Summary:** 1-2 page summary of per-reviewed article (last five years) on an EBP for children.

7. **TF-CBT Training:** Students will complete the official TF-CBT training from the Medical University of South Carolina and submit their certificates on D2L.

8. **Childhood Disorders and Treatment Paper (100 Points):** This scholarly, 8-10 page paper will comprehensively describe current research on a childhood disorder of your choice and the efficacious treatment and interventions depicted in the literature.
Student Behaviors
➢ Attendance and punctuality
➢ Timely submission/completion of required assignments Participation in individual and group supervision
➢ Case presentations and theory articulation
➢ Professional critique of counseling sessions (personal and those of classmates)
➢ Ability to give and receive feedback
➢ Discussion of assigned materials

GRADING
Discussions/Participation (25 each) 100
Risk and Protective Factors Infographic 50
Case Studies (50 each) 100
TF-CBT Training 50
EBP Article Summary 50
Childhood Disorders and Treatment Paper 100

TOTAL 450

Grading Criteria

<table>
<thead>
<tr>
<th>Grade</th>
<th>Percentage</th>
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<tbody>
<tr>
<td>A</td>
<td>≥ 89.5%</td>
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<tr>
<td>B</td>
<td>79.5% - 89.4%</td>
</tr>
<tr>
<td>C</td>
<td>69.5% - 79.4%</td>
</tr>
<tr>
<td>D</td>
<td>59.5% - 69.4%</td>
</tr>
<tr>
<td>F</td>
<td>≤ 59.4%</td>
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</tbody>
</table>

Required Texts:


Required Training:
Trauma-Focused Cognitive Behavioral Therapy Course ($35) at [https://tfcbt2.musc.edu/](https://tfcbt2.musc.edu/)

Required Supplemental Readings:

Recommended Text:

Other reading is required for the Case Studies, EBP, and Final Paper assignments. These Assignments will require you to think outside of the box and utilize research create clinical responses and treatment plans for case studies.
LiveText/Watermark Statement: This course uses the LiveText/Watermark data management system to collect critical assessments for students who are Perkins College of Education majors (undergraduate, graduate, and doctoral) or majors in other colleges seeking educator certification through the Perkins College of Education. Students who do not have an existing LiveText/Watermark account will receive an access code via the SFA email system within the first week of class. You will be required to register your LiveText/Watermark account, and you will be notified how to do this via email. If you forward your SFA e-mail to another account and do not receive an e-mail concerning LiveText/Watermark registration, please be sure to check your junk mail folder and your spam filter for these e-mails.

If you have questions about obtaining or registering your LiveText/Watermark account or any technical questions, call 936-468-2395 or e-mail LiveText@sfasu.edu. Failure to activate the account and/or submit the required assignment(s) within the LiveText/Watermark system may result in course failure.

FEM Statement: FEM is used for field experiences, practicum, and internships in a way to document the offsite experiences.

Course Evaluations:
Near the conclusion of each semester, students in the Perkins College of Education electronically evaluate courses taken within the PCOE. 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 PCOE faculty is committed to excellence in teaching and continued improvement. Therefore, your response is critical!

In the Perkins 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.

Student Ethics and Other Policy Information

Class Attendance and Excused Absence: 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 (including the first 12 day attendance report) 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. Whether absences are excused or unexcused, a student is still responsible for all course content and assignments. Students with accepted excuses may be permitted to make up work for up to three weeks of absences during a semester or one week of a summer term, depending on the nature of the missed work. Make-up work must be completed as soon as possible after returning from an absence. Because this is a skills-based course, experiential learning that occurs in class cannot be recaptured. For that reason, students are permitted to miss only one class (3 hours) with no penalty, but an email to the professor of the class is expected to determine whether the absence will be excused or not. Failure to notify the professor will result in the absence being unexcused and will result in a drop of one letter on the final grade. (2) With a second absence, a drop of an additional letter grade will occur. (3) A drop of an additional letter grade will occur for each subsequent absence.

Academic Accommodation for 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, 936-468-3004 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/

**Student Academic Dishonesty: Policy 4.1**

Abiding by university policy on academic integrity is a responsibility of all university faculty and students. Faculty members must promote the components of academic integrity in their instruction, and course syllabi are required to provide information about penalties for cheating and plagiarism, as well as the appeal process.

**Definition of Academic Dishonesty**

Academic dishonesty includes both cheating and plagiarism. Cheating includes, but is not limited to:
- using or attempting to use unauthorized materials on any class assignment or exam;
- falsifying or inventing of any information, including citations, on an assignment;
- 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 one’s own. Examples of plagiarism include, but are not limited to:
- submitting an assignment as one’s own work when it is at least partly the work of another person;
- submitting a work that has been purchased or otherwise obtained from the Internet or another source;
- incorporating the words or ideas of an author into one's paper or presentation without giving the author credit.

**Most students who plagiarize do so unintentionally. However, that does not lessen the consequences.**

The following websites have excellent information regarding plagiarism and proper citation methods.

- I strongly recommend that you review this information.
  - [http://www.msresource.com/format.html](http://www.msresource.com/format.html)
  - [http://owl.english.purdue.edu/owl/printable/589/](http://owl.english.purdue.edu/owl/printable/589/)

*Any assignment that contains plagiarism (whether intentional or not) will not receive credit and no additional opportunity will be given to recover the lost points.*

**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).

**Withheld Grades: 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. 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 policy 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 Early Alert Program at SFA.

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Mental Health and Self-Care
SFASU values students’ mental health and the role it plays in academic and overall student success. SFA provides a variety of resources to support students’ mental health and wellness. Many of these resources are free, and all of them are confidential.

On-campus Resources:
- SFASU Counseling Services
  www.sfasu.edu/counseling
  Tucker Building (Southeast corner of Raguet)
  936-468-2401
- SFASU Human Services Counseling Clinic
  www.sfasu.edu/humanservices/139.asp
  Human Services Room 202
  936-468-1041

Off Campus
Crisis Resources:
- Burke 24-hour crisis line 1(800) 392-8343
- Suicide Prevention Lifeline 1(800) 273-TALK (8255)
- Crisis Text Line: Text HELLO to 741-741

A complete list of mental health resources for students can be found at: https://www.sfasu.edu/info-for/current-students/mental-health-resources

More information about student wellness and support options can be found on the Health and Wellness Hub (https://www.sfasu.edu/thehub) and the Lumberjacks Wellness Network (https://www.sfasu.edu/lwn).

ACA Code of Ethics
All students are expected to adhere to the ACA Code of Ethics and the Texas LPC Rules throughout the program. School Counseling students are expected to also adhere to the Code of Ethics for the Texas Educator. A violation of any applicable code or professional rules may result in the assignment of a failing grade for the course and removal from the program. Violations will be reviewed with the Counselor Education Faculty to determine the most appropriate consequences.

https://www.counseling.org/resources/aca-code-of-ethics.pdf

Code of Ethics for the Texas Educator:

The Texas educator shall comply with standard practices and ethical conduct toward students, professional colleagues, school officials, parents, and members of the community and shall safeguard academic freedom. The Texas educator, in maintaining the dignity of the profession, shall respect and obey the law, demonstrate personal integrity, and exemplify honesty and good moral character. The Texas educator, in exemplifying ethical relations with colleagues, shall extend just and equitable treatment to all members of the profession. The Texas educator, in accepting a position of public trust, shall measure success by the progress of each student toward realization of his
or her potential as an effective citizen. The Texas educator, in fulfilling responsibilities in the community, shall cooperate with parents and others to improve the public schools of the community. This chapter shall apply to educators and candidates for certification.


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

1. Candidates must undergo a criminal history background check prior to clinical teaching and prior to employment as an educator. The public school campuses are responsible for completing the criminal background check. A person who is enrolled or planning to enroll in a State Board for Educator Certification-approved educator preparation program or planning to take a certification examination may request a preliminary criminal history evaluation letter regarding the person’s potential ineligibility for certification due to a conviction or deferred adjudication for a felony or misdemeanor offense.

A Preliminary Criminal History Evaluation is a non-mandatory, non-binding evaluation of an individual’s self-reported criminal history. In addition, the agency obtains your name-based Texas criminal history information. The service is provided to the requestor for a non-refundable fee. The requestor will receive an evaluation letter by email from agency staff advising of potential ineligibility for educator certification.

You are eligible to request a Preliminary Criminal History Evaluation if:

- You enrolled or planning to enroll in an educator preparation program or
- You are planning to take a certification exam for initial educator certification, and
- You have reason to believe that you may be ineligible for educator certification due to a conviction or deferred adjudication for a felony or misdemeanor offense.

You are not eligible for a preliminary evaluation of your criminal history if you do not have a conviction or deferred adjudication for a felony or misdemeanor offense.

In addition, you must complete the fingerprinting process when you apply for certification. Participation in the evaluation does not preclude you from submitting to a national criminal history review at the time you apply for your educator certification. Your criminal history will be reviewed and you may be subject to an investigation based on that criminal history, including any information you failed to submit for evaluation.

Additional information can be found at https://tea.texas.gov/Texas_Educators/Investigations/Preliminary_Criminal_History_Evaluation-FAQs/.

2. Provide one of the following primary ID documents: passport, driver’s license, state or providence ID cards, a national ID card, or military ID card to take the TExES exams (additional information available at http://www.tx.nesinc.com/PageView.aspx?f=GEN_Tests.html. 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, contact the Office of Assessment and Accountability at 936-468-1282 or edprep@sfasu.edu.
**Course Specifics:**
Meeting the requirements as outlined is the student’s avenue for successful completion of the course. No additional assignments will be given or accepted for “extra credit.” Late work is not accepted unless arrangements are made in advance or there is a major extenuating circumstance (i.e. death in immediate the family or unexpected hospitalization).

**Classroom Etiquette**

*Electronic Devices* – This course will have synchronous Zoom classes, but face to face etiquette applies. Please ensure you have your camera working and turned on. Out of respect for the learning environment, please turn off all electronic devices prior to entering the virtual classroom. Students should refrain from sending or receiving text messages during class. Students may use laptop computers or electronic notebooks to facilitate learning in the classroom. At no time should a student be on various websites, checking emails, or engaged in any other activity that is unrelated to what is currently occurring in class.

*Participation* – Students are encouraged to be actively engaged in the learning activities in the class. Please refrain from talking or writing notes to classmates, even if it is related to the teaching topic, as it is distracting to others. If after being asked to refrain from doing so if a student or students continue to be disrespectful and have side bar discussions, the student or students may be asked to leave for the rest of the class period.

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**Course Outline/Calendar**

All assignments are due the Sunday of that week at 11:59 pm EXCEPT otherwise noted in D2L

<table>
<thead>
<tr>
<th>TOPIC</th>
<th>READINGS</th>
<th>ASSIGNMENTS</th>
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</thead>
<tbody>
<tr>
<td><strong>Week 1</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Getting Started</td>
<td><strong>Module Content</strong></td>
<td>Welcome – Introductory Discussion Due</td>
</tr>
<tr>
<td>Introduction to Working with Children and Adolescents</td>
<td></td>
<td>Risk and Protective Factors Infographic</td>
</tr>
<tr>
<td>Understanding Risk and Protective Factors</td>
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<tr>
<td>Normal and Abnormal Development</td>
<td><strong>Module Content</strong></td>
<td>Attachment Discussion Due</td>
</tr>
<tr>
<td>Attachment Article</td>
<td></td>
<td>Case Study: Jo (attachment and trauma)</td>
</tr>
<tr>
<td>Chapter 1 and 2</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Week 2</strong></td>
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</tbody>
</table>
| Play Therapy & Counseling Theories | Module Content  
Class Lecture and Discussion  
Chapter 5-8 |
|-----------------------------------|--------------------------------------------------|
| Professional and Ethical Issues   | Module Content  
ACA Code of Ethics  
Class Lecture and Discussion  
Chapter 4 |
| Research and Evidence Based Practice (EBP) | Module Content  
Research Article  
EBP Article Summary |

### Week 3

| Assessment in Children Crises | Chapter 9  
Chapter 10  
Case Study |

| Psychopathology in Children and Adolescents | Module Content  
Chapter 14-18 |

### Week 4

| Dealing with Diversity  
• Disabilities  
• LGBT | Module Content  
Module Content  
Chapter 12, 13, 19  
IDEA and 504  
Diversity Reflection Discussion Due |
| Trauma Focused Interventions | Module Content  
Class Discussion/Lecture- ZOOM  
Chapter 15  
TF-CBT Training Due |

### Week 5

| Involving Parents in Therapy | Module Content  
Chapter 7  
Final Reflection Discussion Due |
| Final Project | Childhood Disorders & Treatment Paper  
Final Paper Due |

**DETAILED ASSIGNMENT INSTRUCTIONS AND RUBIC**

(all assignments in APA 7th edition format unless otherwise noted)

1. **Risk and Protective Factors Infographic (50 Points)**

   You will choose a section in chapter two of your book: family systems protective and risk factors, school protective and risk factors, or community protective and risk factors to cover in an infographic. You will need to include at least one additional source (website, scholarly) to include on your infographic although you are not limited to two. You will design an infographic piece worthy of social media or business page...
posting depicting the risk and protective factors for the system you chose. May be front or front and back. Please include references in APA 7th edition.

You can use Powerpoint, Adobe, or a free infographic program. I know of Visme and Canva.

<table>
<thead>
<tr>
<th>Skill</th>
<th>Needs Improvement</th>
<th>Satisfactory</th>
<th>Excellent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Able to detail risk and protective factors in families, schools, and communities that impact children's development.</td>
<td>Does not use text and at least one additional resource. Infographic is not comprehensive or lacks initiative in appearance or structure.</td>
<td>Utilizes text and at least one other resource. Infographic is accurate and easily understood, but not comprehensive.</td>
<td>Utilizes text and at least one other resource. Infographic is accurate and easily understood, as well as comprehensive.</td>
</tr>
</tbody>
</table>

II. Case Studies (50 points each)

There will be two case studies that correspond with module content for that week. The case studies assignment will be a comprehensive assessment and treatment plan for the fictional case provided. You will use peer-reviewed and scholarly references for information such as formal assessment and rational, treatment modality and rational, interventions and rationale. You do not have to worry about referencing the DSM V-TR for your diagnostic portion. Page length will vary based on presenting case. I am more concerned that you answered each section fully and used references.

Format your Case Study response with the following sections and content:

1. Assessments- include what assessments (formal and informal) you would use with this child client to better treat them throughout the course of their counseling experience. Provide a rationale for these assessments.

2. Symptoms and Diagnosis- Identify the apparent symptoms described in the case study, what symptoms you may identify from your assessments, and potential diagnoses based on the information described.

3. Goals and Interventions- Based on your symptoms and diagnosis, what treatment modality and associated interventions might you use with this client. Provide a rationale (i.e. evidence-based treatment or intervention for specific symptom).

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<tr>
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<th>Excellent</th>
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<tbody>
<tr>
<td>Able to identify formal and informal assessments for children applicable to presenting issues.</td>
<td>Does not include assessments or either includes formal or informal assessment but not both. Rational is either not included or coherent.</td>
<td>Includes formal and informal assessments but rationale is not clear or fully coherent.</td>
<td>Utilizes text and at least one other resource. Infographic is accurate and easily understood, as well as comprehensive.</td>
</tr>
<tr>
<td>15 points</td>
<td>0-5 points</td>
<td>6-10 points</td>
<td>10-15 points</td>
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</table>

Attempts to identify presenting and potential symptoms that contribute to a diagnostic picture. | Makes no attempt at identifying symptoms and diagnosis or no rationale is | Identifies symptoms and diagnosis but rationale is unclear or coherent. | Identifies presenting symptoms and potential diagnoses. Rationale is |
### III. Evidence-Based Practice (EBP) Article Summary (50 Points)

Find a peer-reviewed article on an evidence-based practice for children in the last five years. Summarize the article. This should be about 1-2 pages.

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<tr>
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<th>Satisfactory</th>
<th>Excellent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Understood concept of EBP for children by choosing appropriate and recent article, and able to summarize with understanding.</td>
<td>Article is older than five years or does not include an EBP. Summary does not include all pertinent elements of article.</td>
<td>Article is in the last five years and includes an EBP. Summary is sufficient but does not include all pertinent points of article.</td>
<td>Article is in the last five years, includes an EBP for children, and has all points of the article summarized.</td>
</tr>
<tr>
<td>50 points</td>
<td>0-15 points</td>
<td>16-34 points</td>
<td>35-50 points</td>
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### IV. TF-CBT Training (50 Points)

****This training costs $35.00****

TF-CBT is an evidence-based treatment for children and adolescents impacted by trauma and their parents or caregivers. It is a components-based treatment model that incorporates trauma-sensitive interventions with cognitive behavioral, family, and humanistic principles and techniques. TF-CBT has proved successful with children and adolescents (ages 3 to 18) who have significant emotional problems (e.g., symptoms of posttraumatic stress disorder, fear, anxiety, or depression) related to traumatic life events. It can be used with children and adolescents who have experienced a single trauma or multiple traumas in their lives. The training is located at [https://tfcbt2.musc.edu/](https://tfcbt2.musc.edu/) where you will set up an account and complete all modules. Please upload the certificate to D2L.

### V. Childhood Disorders & Treatment Paper (100 points)

This will be a 7-10 page paper (not including cover and references) scholarly paper that identifies a common childhood disorder and efficacious treatment/treatments for this issue. You will need to use a minimum of seven peer-reviewed or scholarly references, but will find that it is quite easy to use more. You will need to include the following large sections (but also include appropriate subsections as needed):

1. Overview of the childhood disorder that can include (for examples) to symptom presentations, systemic factors that exacerbate or protect against deterioration cause by this disorder, theorized etiologies of this disorder, and age/developmental circumstances; basically, the who, what, when, why, and how of this disorder.
2. **Summary of current literature regarding effective treatment or treatments and interventions for this disorder.**

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<thead>
<tr>
<th>Skill</th>
<th>Needs Improvement</th>
<th>Satisfactory</th>
<th>Excellent</th>
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<tr>
<td>Knowledge of common childhood disorders and the details surrounding their occurrence. 50 Points</td>
<td>Provided basic information about the disorder but did not fully develop scholarly picture of the who, what, why, when, and how of disorder occurrence. Used only a few references. If no references were cited within the paper and not referenced you will receive 0 points in this area. 0-15 points</td>
<td>Comprehensive writing that includes all elements of inquiry into this disorder, but may lack some cohesion or one or two points not fully developed. Used at least seven references. 16-35 points</td>
<td>Comprehensive writing that includes all elements of inquiry into this disorder; all points fully developed and at least seven references. 35-50 points</td>
</tr>
<tr>
<td>Knowledge of treatment in current literature that pertains to specific childhood disorders. 40 Points</td>
<td>Provided minimal research and did not exert much effort into this section of paper. Did not present a scholarly inquiry, or multiple areas unanswered. 1-12 points If no references were cited within the paper and not referenced you will receive 0 points in this area.</td>
<td>Provided relevant research on the current literature on efficacious treatment or treatments, and was able to cite current articles within context of paper. May have lacked full development of current efficacy picture in literature. 13-25 points</td>
<td>Provided relevant research on the current literature on efficacious treatment or treatments, and was able to cite current articles within context of paper. Had full development of current efficacy picture in literature. 25-40 points</td>
</tr>
<tr>
<td>APA Format and Grammar 10 Points</td>
<td>Contained grammatical errors, continued spelling problems, and poor structure. Made APA format errors within title page, content of paper, and reference page. 1-4 points</td>
<td>Occasional grammatical errors. Reader was able to follow ideas more clearly. Minimal APA formatting errors. 5-7 points</td>
<td>Minimal grammatical errors. Paper flowed well. Only 1-2 APA format errors. 8-10 points</td>
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**VI. Discussions (25 points each)**

Respond to discussion prompt full, and also reply to two classmates’ posting fully.

<table>
<thead>
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<tr>
<td>Able to initiate discussion based on prompts and engage with peers on various clinical topics, and tolerate pluralistic nature of group discussion. 25 points</td>
<td>Initiated or peer response postings are brief, do not add substantive material, or are brief. No discussion was done. 0-7 points</td>
<td>Initiated a posting, but did not complete responses to two classmates, OR responses were not fully developed. 8-16 points</td>
<td>Fully developed initial posting AND peer responses to two classmates or more. Adds substantive material to discussion. 17-25</td>
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