



COUN6356 Childhood Disorders and Treatments
New Orleans Baptist Theological Seminary
Summer 2022
June 27- July 1 Intensive

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Mission Statement

New Orleans Baptist Theological Seminary and Leavell College prepare servants to walk with Christ, proclaim His truth, and fulfill His mission.

Mission Statement of the Counseling Program

The mission of the NOBTS Counseling Program is to provide training and supervised experience in evidence-based counseling methods to help people deal with life issues in a biblically sound way and prepare students for licensure in counseling and counseling-related professions. We seek to produce graduates who have the values, knowledge, skills, and personal disposition to promote the mental health and holistic wellness of clients across diverse populations.

Syllabus Distribution

This syllabus is distributed at the beginning of the semester for review and can be found electronically on blackboard.

Course Description

This course is designed as a comprehensive overview of mental and behavioral disorders and problems affecting children and adolescents. Students will acquire knowledge of the DSM-5 classification system as it pertains to various childhood disorders. Emphasis is placed on diagnostic techniques, etiology, and the primary treatment strategies for the disorders and problems studied. The course is designed to help students develop effectively as practitioners working with children, adolescents, and their families. This course is taught from a systemic perspective.

For NOLA2U Live

If you are taking this course as a NOLA2U Live student, please note the following attendance policies:

1. The course on the New Orleans campus will be connected synchronously via Web conferencing with Internet students. These courses will require weekly attendance at the stated class meeting times.
2. Students are only allowed to miss the amount of class time specified in the NOBTS attendance policy as stated in the graduate catalog. (See page 184 in the graduate catalog: <https://www.nobts.edu/resources/pdf/academics/GraduateCatalog.pdf>).
3. Technical issues will not be considered a valid reason for missing a class session.

Program Objectives

Upon successful completion of one of the Master's Programs in Counseling, graduates should be able to synthesize theoretical and empirical knowledge in the field of counseling and integrate historical Christian beliefs, faith, and spirituality with the best practices of mental health science, in an ethical manner.

Key Performance Indicator	Learning Experiences	Assessments
5.C.3.b. Techniques and interventions for prevention and treatment of a broad range of mental health issues	Instruction Presentations and videos Class discussion Reading Hall & Flanagan, ch 1-10 Required Articles	Topic Presentation Interview Paper Fact Sheets Final Exam

Course Objectives	Learning Experiences	Assessments
Students will understand the causal factors of internalizing and externalizing disorders, as well as several other disorders in childhood and adolescence. CACREP 5.C.1.b, 5.C.1.c.	Hall & Flanagan, ch 1-10 Required articles Class discussion Instruction	<i>Topic presentation, interview paper, fact sheets, final exam</i>
Students will understand and evaluate the assessment and treatment for common childhood disorders. CACREP 5.C.2.b., 5.C.2.c., 5.C.2.d., 5.C.2.f., 5.C.3.b.	Hall & Flanagan, ch 1-10 Reading required articles Class discussion Instruction Videos	<i>Topic presentation, interview paper, fact sheets, final exam</i>
Students will indicate ways to integrate treatments. CACREP 5.C.3.b., 5.C.3.d.	Topic presentation Class discussion Instruction	<i>Topic presentation, interview paper,</i>
Students will demonstrate the ability to conduct a parent/guardian intake assessment. CACREP 5.C.3.a.	Instruction Interview Paper	<i>Interview paper</i>

Course Methodologies

Course goals and objectives will be met through a variety of instructional activities. Reading assignments, dialogues, lectures, interviews, research, reflection papers, examinations, role plays, and other assignments will be included.

Course Requirements

Assignment/Requirements & Description	Percentage	Due Date
<p>Topic Presentation Each student will be required to research and present a 10-15-minute presentation to the class on a disorder/topic related to working with children and adolescents. Presentation should include: what counselors need to know about the phenomenon and working with children who have experienced the phenomenon, how the phenomenon may affect the child/adolescent, how counselors can advocate for children experiencing this phenomenon, and the types of treatment/modalities recommended. Students may use PowerPoint or Google Slides and any other technology useful for teaching the topic.</p>	15%	6/28/22
<p>Handout for Topic Presentation Your handout should be a one page summary that includes bullet points of the information presented: what counselors need to know about the phenomenon and working with children who have experienced the phenomenon, how the phenomenon may affect the child/adolescent, how counselors can advocate for children experiencing this phenomenon, and the types of treatment/modalities recommended. Presentation topics will be assigned at the start of the summer semester.</p>	5%	6/28/22
<p>Fact Sheets Students will create three Fact Sheets. One will be on ADHD, one on ASD, and one anxiety in children. You should address risk factors (biological, psychological, and environmental factors), course of development, assessment, and treatment. Each fact sheet should be at least one page in length (double spaced) and not to exceed two pages in length. Each Fact Sheet will account for 5% of your grade. An example will be provided on Blackboard under Course Materials.</p>	15%	7/15/22
<p>Interview Paper Each student will select a parent or guardian to interview (not your own family member). The parent/guardian must be parenting a child with one of the disorders described in our text. You will need to get the parent/guardian to sign a consent form prior to conducting the interview. The consent form can be found on Blackboard in the "Course Materials" folder. The signed consent form needs to be submitted at the time you submit your paper. The interview should last approximately 45 minutes.</p>	15%	7/22/22
<p>Attendance and Participation Students are required to be present for class each day of the summer intensive and to be participating in class discussions.</p>	15%	7/1/22
<p>Reading Report Each student will submit a report of the percentage they read of each of the assigned text and articles.</p>	15%	6/27/22

<p>Final Exam The two examinations are designed to assess students' knowledge of childhood disorders and treatment. Questions are derived from class lectures, discussions, and textbook material, with special emphasis on the Hall & Flanagan text. Examination will be multiple choice and short answer.</p>	20%	7/1/22
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Required Textbooks

Hall, S. E. & Flanagan, K. S. (2021) *Treatment of Childhood Disorders: Evidence-based Practice in Christian Perspective*. Downers Grove, Illinois: InterVarsity Press. ISBN: 0830828680

Required Articles

Burgin, E. E., & Ray, D. C. (2020). Military-connected children: Applying the competencies for counseling military populations. *Journal of Child and Adolescent Counseling*, 6(2), 124-136. <https://doi.org/10.1080/23727810.2020.1729011>

Clark, L. (2020). Utilizing mindfulness based CBT to address anger and aggression in middle schools. *Journal of Child and Adolescent Counseling*, 6(2), 97-109. <https://doi.org/10.1080/23727810.2020.1729011>

Evans, C. B., Smokowski, P. R., Rose, R. A., Mercado, M. C., & Marshall, K. J. (2019). Cumulative bullying experiences, adolescent behavioral and mental health, and academic achievement: An integrative model of perpetration, victimization, and bystander behavior. *Journal of Child and Family Studies*, 28, 2415-2428. <https://doi.org/10.1007/s10826-018-1078-4>

Ray, D. C., Angus, E., Robinson, H., Kram, K., Tucker, S., Haas, S. & McClintock, D. (2020). Relationship between adverse childhood experiences, social-emotional competencies, and problem behaviors among elementary-aged children. *Journal of Child and Adolescent Counseling*, 6 (1), 70-82. <https://doi.org/10.1080/23727810.2020.1719354>

Interview Paper

Written Requirements:

Write about your interview in a reflective paper. Your paper should include the following:

- A summary of the interview (not a verbatim transcript).
- Your reflection and reaction to the interview. What did you learn about the child, the family, the disorder and its effects on the family? What has the family done to manage the problem? Was there anything you learned that surprised you?
- A discussion of the causal factors, assessments, treatments, and integrative approach to treatment that would be appropriate for the disorder for children/adolescents. Use the course text and at least two journal articles or other academic sources/texts in your discussion.

The paper should be 4 - 6 pages in length (not including the cover page and references) and must follow APA guidelines. See the rubric located on Blackboard under course materials for specific grading guidelines.

Topics for Student Presentations

Abuse (Physical/Emotional/Verbal)
Adverse Childhood Experiences
Poverty's Impact on Childhood Disorders
Child Trafficking
Blended Families
Divorce
Bullying
Gender/Sexuality
Grief
Non-suicidal Self Injury
Child/Adolescent Substance Abuse
Suicide/Suicidal Ideation
Individual Education Plan for Students with Exceptionalities
Gifted/Talented
Mandatory Reporting

Bibliography

Academy of Pediatrics [AAP]. (2014). Adverse childhood experiences and the lifelong consequences of trauma. American Academy of Pediatrics.
https://www.aap.org/en-us/Documents/ttb_aces_consequences.pdf

ACEs Connection. (2019). ACEs Connection resource center. ACESConnection.com Retrieved from <https://www.acesconnection.com/g/resource-center>

ACEs Too High. (2019). Got your ACE score? Acestoohigh.com. Retrieved from <https://acestoohigh.com/got-your-ace-score/>

American Counseling Association. (2014). ACA Code of Ethics. Alexandria, VA: American Counseling Association.

American Psychiatric Association. (2013). Diagnostic and statistical manual of mental disorders (5th ed.). <https://doi.org/10.1176/appi.books.9780890425596>

Field, T. A. & Ghoston, M. R. (2020). *Neuroscience-informed Counseling with Children and Adolescents*. Alexandria : American Counseling Association.

Parritz, R. H. & Troy, M. F. (2018). *Disorders of Childhood: Development and Psychopathology, 3rd Ed.* Boston, MA.: Cengage Learning.

Seto, C. (2019). After-school restraint collapse is a real thing: Here's how to deal with it. *Today's Parent*.

Smith-Adcock, S. & Tucker, C. (2016). *Counseling Children and Adolescents: Connecting Theory, Development, and Diversity*. Thousand Oaks, CA: Sage Publications.

U. S. Department of Health & Human Services. (2018). Child Maltreatment 2016. Washington, DC: Administration for Children and Families.

Technical Assistance

For assistance regarding technology, consult ITC (504-816-8180) or the following websites:

1. Selfserve@nobts.edu - Email for technical questions/support requests with the Selfserve.nobts.edu site (Access to online registration, financial account, online transcript, etc.)
2. BlackboardHelpDesk@nobts.edu - Email for technical questions/support requests with the NOBTS Blackboard Learning Management System NOBTS.Blackboard.com.
3. ITCSupport@nobts.edu - Email for general technical questions/support requests.
4. www.NOBTS.edu/itc/ - General NOBTS technical help information is provided on this website.

Help for Writing Papers at “The Write Stuff”

NOBTS maintains a Writing Center designed to improve English writing at the graduate level. Students can receive writing guides, tips, and valuable information to help in becoming a better writer.

Academic Honesty Policy

All graduate and undergraduate NOBTS students, whether on-campus, internet, or extension center students, are expected to adhere to the highest Christian standard of honesty and integrity when completing academic assignments for all courses in every delivery system format. The Bible provides our standard for academic integrity and honesty. This standard applies whether a student is taking tests, quizzes, exams, writing papers, completing Discussion Boards, or any other course requirement.

Plagiarism on Written Assignments

NOBTS has a no tolerance policy for plagiarism. Plagiarism in certain cases may result in expulsion from the seminary. See the NOBTS Student Handbook for definition, penalties, and policies associated with plagiarism.

Disabilities and Accommodations

New Orleans Baptist Theological Seminary does not discriminate against applicants/ students on the basis of personal disabilities. The Seminary, in voluntary compliance with the American Disabilities Act, will provide reasonable institutional accommodations, modifications, and adjustments to enable and empower students with disabilities to participate in Seminary programs and activities to the fullest extent possible. However, NOBTS cannot support accommodations that place undue hardship on the Seminary or its resources or which alter the essential requirements of curriculum and academic progress. While the seminary does not provide direct assistance to students in the form of equipment or personnel, accommodations may be made by individual professors at their discretion. These accommodations usually take the form of early access to lecture materials in electronic format and additional time to complete tests and assignments. The most efficient way to pursue such accommodations is to provide the Director of Testing and Counseling (Dr. Jeff Nave, jnave@nobts.edu, 504-282-4455 ext. 8004) with documentation of the condition for which you seek accommodation, an explanation of

helpful accommodations received in the past, and a description of the specific accommodations you desire. The Director of Testing and Counseling will document your request and communicate on your behalf with the professors who teach the course(s) for which you are registered. The seminary reserves the right to consider each request for “special” accommodations on a case by case basis pursuant to the criteria enumerated above.

Diversity

The Counseling Program at NOBTS affirms the Christian doctrinal position that God created man in His own image, and that Christ died for man; therefore, every person of every race possesses full dignity and is worthy of respect and Christian love. We believe the counseling profession affords our students and graduates the opportunity to be “salt and light” (Matthew 5:13-16) whatever their places of service, and that a robust appreciation for and sensitivity to human diversity is key to that end. Further, a learning environment diverse in its people, curricula, scholarship, research, and creative activities expands opportunities for intellectual inquiry and engagement, helps students develop critical thinking skills, and prepares students for social and civic responsibilities. Students and faculty benefit from diversity. The quality of learning, research, scholarship, and creative activities are enhanced by a climate of inclusion, understanding, and appreciation of the full range of human experience. We are committed to nurturing and training a diverse student body in an atmosphere of mutual respect and appreciation of differences. As a result, the counseling program is committed to diversity and equal opportunity and recognizes that it must represent the diversity inherent in American society, reflected in our local community, and aligned with the core values of the NOBTS community.

Professor’s Policy on Late Assignments

All work is due on the assigned date in the syllabus. Please contact the professor directly to discuss extenuating circumstances. Unless other arrangements have been made, assignments will be deducted four points each day the assignment is late.