

Fall 2021

CE 651 Syllabus: Diagnosis and Psychopathology of Children and Adolescents

Rieko Miyakuni
Winona State University

Follow this and additional works at: <https://openriver.winona.edu/counseloreducationsyllabi>




Part of the [Counselor Education Commons](#)

Recommended Citation

Miyakuni, Rieko, "CE 651 Syllabus: Diagnosis and Psychopathology of Children and Adolescents" (2021).
Counselor Education Syllabi. 79.
<https://openriver.winona.edu/counseloreducationsyllabi/79>

This Syllabus is brought to you for free and open access by the Counselor Education - Graduate Studies at OpenRiver. It has been accepted for inclusion in Counselor Education Syllabi by an authorized administrator of OpenRiver. For more information, please contact klarson@winona.edu.

Winona State University Counselor Education Department CE 651: Diagnosis and Psychopathology of Children and Adolescents Semester Hours: 3		
Course Location	This class is a hybrid, meets every other Thursdays (5-8pm) on campus with an option of attending via Zoom: August 23 through December 9, 2021. CE 651 Zoom Room: https://minnstate.zoom.us/j/409481465 Meeting ID: 409 481 465 Passcode: 186598	
Instructor	Rieko Miyakuni, Ed.D. LPC(IL), NCC	
Instructor Phone & E-Mail	507-457-5352 rieko.miyakuni@winona.edu	
Program Website	https://www.winona.edu/counseloreducation/	
Instructor Office Location	Helble Hall 348 GPS address: 101 E. 7 th St. Winona	
Instructor Office Hours:	Zoom Office hours (https://minnstate.zoom.us/j/502348915): Tuesdays & Thursdays 1 pm to 5pm In person office hours: By appointment	

I. COURSE DESCRIPTION

- The purpose of this course is to introduce students to the etiology and classification of mental disorders in children and adolescents as defined by the **Diagnostic and Statistical Manual of Mental Disorders, Fifth Edition (DSM-5)**. Students will learn to utilize diagnostic information to facilitate the initiation and implementation of case management strategies, treatment plan development, and therapeutic intervention with children and adolescents seeking/receiving mental health counseling services

II. COURSE PREREQUISITES

Prerequisite: Admission to the CED Program. Grade only. Offered annually.

COVID-19 RELATED INFORMATION

As we learn together this fall, [I/WSU am/is] committed to helping you complete this course successfully through any delivery mode necessary. I am prepared to support any student who cannot attend our in-person class meetings for COVID-related reasons and will do my best to make the experience as seamless and engaging as possible. If you are required to isolate, quarantine, or have any health concerns that prevent you from attending class meetings, please contact me via [communication channel] at [contact information] to discuss your options for continuing the course remotely.

Research indicates that face coverings, combined with physical distancing, reduce the transmission of COVID-19 significantly. In light of the elevated community spread and guidance from the Minnesota State system office and the CDC, WSU implemented a mask requirement on August 4th, 2021. All students, faculty, staff, and visitors (including contractors, service providers, vendors, suppliers, camp participants, and the general public) are required to use a cloth face covering to cover both the nose and mouth in all public indoor spaces on university campuses and properties in both Winona and Rochester, including leased facilities, transit shelters and university shuttles. This guidance applies to all individuals, regardless of vaccination status. This protocol will remain in effect through the first several weeks of the

fall semester. Unless you have an approved accommodation from [Access Services](#), please come to class wearing a face covering. Approved face coverings include a paper or disposable mask, a cloth face mask, a scarf or bandanna, or a religious face covering. Your face covering should cover the nose and mouth completely, should not be overly tight or restrictive and should feel comfortable to wear. Spare disposable masks will be available in our classroom and in various other locations across campus. Please let me know if you have any questions or concerns about this requirement.

Current MDH guidelines followed by WSU allow instructors to remove their face coverings while they teach if they can maintain a six-foot distance between themselves and the students. Given that I may be **able** to maintain that distance, I may be teaching without a face covering (or using a face shield without a mask). I will make every effort to maintain a safe distance and please don't hesitate to let me know if you are uncomfortable with the distancing in this classroom at any time. When I will be **unable** to maintain that distance in our classroom, I will be teaching with a mask. Please let me know if you have trouble hearing me or need to see my mouth as I speak.

Although we will need to interact a bit differently this semester, I am available for meetings and questions outside of class time. Source: https://learn.winona.edu/wiki/General_expectations_syllabus_statements

III. COURSE OBJECTIVES

Students who complete this course will:

1. demonstrate proficiency and familiarity with a range of clinical applications of assessment, case conceptualization, mental status, and interviewing techniques working with children and adolescents. (Core: 2.f., 3.g., 7.b - 7.e., 7.i -7.k., 8.a.; CMHC: 1.c., 1.d., 1.e., 2.b., 2.c., 2.e., 2.f., 2.g., 3.a., 3.b. SC: 2.e., 2.g., 2.h., 2.i., 3.h.)
2. demonstrate knowledge of the concepts of abnormal and typical behaviors and common diagnostic categories for children and adolescents including mental disorders, psychopathology, and developmental disorders. (Core: 2.f., 3.g., 7.b - 7.e., 7.i -7.k., 8.a.; CMHC: 1.c., 1.d., 1.e., 2.b., 2.c., 2.e., 2.f., 2.g., 3.a., 3.b. SC: 2.e., 2.g., 2.h., 2.i., 3.h.)
3. differentially diagnose the range of disorders within the DSM-5 by using DSM-5 criteria, explaining their respective etiology, and recommending effective treatment plans for these diagnoses of children and adolescents. (Core: 2.f., 3.g., 7.b - 7.e., 7.i -7.k., 8.a.; CMHC: 1.c., 1.d., 1.e., 2.b., 2.c., 2.e., 2.f., 2.g., 3.a., 3.b. SC: 2.e., 2.g., 2.h., 2.i., 3.h.)
4. competently provide a conceptual framework for understanding complex clinical information within a biopsychosocial framework. (Core: 2.f., 3.g., 7.b - 7.e., 7.i -7.k., 8.a.; CMHC: 1.c., 1.d., 1.e., 2.b., 2.c., 2.e., 2.f., 2.g., 3.a., 3.b. SC: 2.e., 2.g., 2.h., 2.i., 3.h.)
5. identify current effective research-supported treatments for specific DSM-5 and disorders relevant to the children and adolescent population. (Core: 2.e., 3.c., 8.a; CMHC: 1.c., 1.d., 2.b., 2.c., 2.f., 2.g.; SC: 2.e., 2.g., 2.i_
6. critically evaluate the DSM-5 and cultural meaning of psychopathology within the context of race, gender, sociocultural, sociohistorical, and economic influences. (Core: 2.d., 2.e., 2.f., 8.a.; CMHC: 2.b., 2.e.; SC: 2.g., 3.h.)
7. identify and appreciate the strengths and limitations of various models and approaches to mental status assessment, diagnostic interview methods, and case formulation. (Core: 2.f., 3.g., 7.b - 7.e., 7.i -7.k., 8.a.; CMHC: 1.c., 1.d., 1.e., 2.b., 2.c., 2.e., 2.f., 2.g., 3.a., 3.b; SC: 2.e., 2.g., 2.h., 2.i., 3.h)
8. know how to assess crisis and trauma situation of children and adolescents. (CMHC 2009 – d6, k3., l3)
9. comprehend treatment modalities, placement, criteria, and the range of referral sources as well as the importance of the inclusion of family in treatment. (Core: 2.f., 3.g., 7.b - 7.e., 7.i -7.k., 8.a.; CMHC: 1.c., 1.d., 1.e., 2.b., 2.c., 2.e., 2.f., 2.g., 3.a., 3.b; SC: 2.e., 2.g., 2.h., 2.i., 3)

- 10. develop an awareness of how co-morbidity and family dynamics frequently complicate clinical presentation and significantly influence outcomes. (Core: 2.e., 2.d., 2.e., 2.f., 3.c., 8.a CMHC: 1.c., 1.d., 2.b., 2.c., 2.e., 2.f., 2.g.; SC: 2.e., 2.g., 2.i., 3.h)
- 11. Demonstrate competence in screening for and clinical managing substance use, suicidal ideation, homicidal ideation, danger to self and others, grave psychiatric impairment. (Core: 2.f., 3.g., 7.b., 7.c., 7.d., 7.e., 7.i., 7.j., 7.k., 8.a.; CMHC: 1.c., 1.d., 1.e., 2.b., 2.c., 2.e., 2.f., 2.g., 3.a., 3.b.; SC: 2.e., 2.g., 2.h., 2.i., 3.h.)

IV. COURSE REQUIRED TEXTS, RESEARCH BASE & TECHNOLOGY

Two Required Textbooks:

CE 651 (Please make sure to purchase access code to **Mindtap**)
 Disorders of Childhood: Development and Psychopathology, 3rd Edition (6 months)
 Robin Hornik Parritz; Michael F. Troy
 ISBN-10: 1337283738
 ISBN-13: 9781337283731

Digital Access + Print
MindTap 1 Term (6 Months) + Loose-leaf
 ISBN-10: 1337574945
 ISBN-13: 9781337574945

MindTap 1 Term (6 Months) + Bound Book
 ISBN-10: 1337574872
 ISBN-13: 9781337574877

American Psychiatric Association (APA) (2013). *Diagnostic and statistical manual of mental disorders, (5th ed.)*. Washington, DC: Author

- **Additional reading materials and resources posted on the related course D2L page.**

Recommended:

Morrison, J., & Flegel, K. (2016). *Interviewing children and adolescents: Skills and strategies for effective DSM-5 diagnosis (2nd ed.)*. New York, NY: Guildford Press
 Sommers-Flanagan, J., & Sommers-Flanagan, R. (2007). *Tough kids cool counseling: User-friendly approaches with challenging youth*. Alexandria, VA: American Counseling Association

V. COURSE CONTENT AREAS

This course meets the Council for the identified Accreditation of Counseling and Related Educational Programs (CACREP, 2016) core content standards. Standards for the **Clinical Mental Health Counseling**, and/or **School Counseling** content areas are outlined below as well (if applicable). The evaluation methods linked to specific standards for CE 651 are included.

CACREP 2016						
CACREP 2016		Location of Evaluation				
Section 2 Professional Counseling Identity		LOs	Attendance, Attitudes, Participation	Reading/MindTap	DSM-5 Dis. & Interview Presentation	Written Diagnostic Report
2.d.	the impact of heritage, attitudes, beliefs, understandings, and acculturative experiences on an individual's views of others	10	x	x		
2.e.	the effects of power and privilege for counselors and clients	2, 6, 9	x	x	x	
2.f.	help-seeking behaviors of diverse clients	6		x	x	x

3.c.	theories of normal and abnormal personality development	2, 3, 6		x	x	x
3.g.	effects of crisis, disasters, and trauma on diverse individuals across the lifespan	8, 1, 7		x	x	x
5.h.	developmentally relevant counseling treatment or intervention plans	3, 5, 7, 9		x		x
5.i.	development of measurable outcomes for clients	11				x
7.b.	methods of effectively preparing for and conducting initial assessment meetings	1			x	x
7.c.	procedures for assessing risk of aggression or danger to others, self-inflicted harm, or suicide	11			x	
7.d.	procedures for identifying trauma and abuse and for reporting abuse	2, 10, 11			x	x
7.e.	use of assessments for diagnostic and intervention planning purposes	3, 7, 9, 11			x	x
7.i.	use of assessment results to diagnose developmental, behavioral, and mental disorder	2			x	x
7.j.	use of environmental assessments and systematic behavioral observations	3, 7			x	x
7.k.	use of symptom checklists and personality and psychological testing	2			x	x
8.a.	the importance of research in advancing the counseling profession, including how to critique research to inform counseling practice	5	x	x	x	x
CACREP 2016						
			Location of Evaluation			
Section 5-C [CMHC]		LOs	Attendance, Attitudes, Participation	Reading/ MindTap	DSM-5 Dis. & Interview Presentation	Written Diagnostic Report
1.c.	principles, models, and documentation formats of biopsychosocial case conceptualization and treatment planning	4	x	x	x	x
1.d.	neurobiological and medical foundation and etiology of addiction and co-occurring disorders	2, 10	x	x	x	x
1.e.	psychological tests and assessments specific to clinical mental health counseling	1			x	x
2.b.	etiology, nomenclature, treatment referral, and prevention of mental and emotional disorders	2, 3, 9	x	x	x	x
2.c.	mental health service delivery modalities within the continuum of care, such as inpatient, outpatient, partial treatment and aftercare, and the mental health counseling services networks	3, 9	x	x	x	x
2.d.	diagnostic process, including differential diagnosis and the use of current diagnostic classification systems, including the Diagnostic and Statistical Manual of Mental Disorders (DSM) and the International Classification of Diseases (ICD)	3			x	x
2.e.	potential for substance use disorders to mimic and/or co-occur with a variety of neurological, medical, and psychological disorders	2, 3			x	x
2.f.	impact of crisis and trauma on individuals with mental health diagnoses	3, 8	x	x	x	x
2.g.	impact of biological and neurological mechanisms on mental health	2, 3	x	x	x	x

3.a.	intake interview, mental status examination, biopsychosocial history, mental health history, and psychological assessment for treatment planning and caseload management	1, 4, 8			x	x
3.b.	techniques and interventions for prevention and treatment of a broad range of mental health issues	1, 4, 8			x	x
CACREP 2016		Location of evaluation				
Section 5-G [SC]		Los	Attendance, Attitudes, Participation	Reading/MindTap	DSM-5 Dis. & Interview Presentation	Written Diagnostic Report
2.e.	School counselor roles and responsibilities in relation to the school emergency management plans, and crises, disasters, and trauma	8	x	x	x	x
2.g.	characteristics, risk factors, and warning signs of students at risk for mental health and behavioral disorders	11	x	x	x	x
2.h.	common medications that affect learning, behavior, and mood in children and adolescents	12			x	x
2.i.	signs and symptoms of substance abuse in children and adolescents as well as the signs and symptoms of living in home where substance use occurs	10, 11	x		x	x
3.h.	skills to critically examine the connections between social, familial, emotional, and behavior problems and academic achievement	10			x	x

VI. METHODS OF INSTRUCTION

The instructor will employ a variety of instructional methods to facilitate student learning including:

- Lecture / Discussion
- Case presentations with instructor and peer feedback
- Case studies and responses to structured exercises
- Use of technology and media including video-recordings, films, and PowerPoints
- Modeling
- Internet-based learning
- Reflective self-evaluation

VII. COURSE EVALUATION METHODS

Course Obj.	Assignment	CACREP Standards Assessed Code: Core/CMHC/School	Due Date	Points
2-6, 8-11	Attendance, Attitudes, Participation, (Assigned Readings, Podcasts, and Videos)	Core: 2.e., 3.c., 8.a CMHC: 1.c., 1.d., 2.b., 2.c., 2.f., 2.g. SC: 2.e., 2.g., 2.i	Every week	10 points each x 14 (140)
1-8, 10	MindTap	Core: 2.e., 2.f., 3.c., 3.g., 5.h., 8.a. CMHC: 1.c., 1.d., 2.b., 2.c., 2.f., 2.g. SC: 2.e., 2.g.	Every week Earned points/Total possible MindTap Assignments Points (%) x 100 = your final points	(100)
4,6	Article Review/Discussion Leader	c	Assigned starting at week 5	(50)

1-5, 7-11	DSM-5 Disorders & Assessment Interview Presentation	Core: 2.f., 3.g., 7.b., 7.c., 7.c., 7.d., 7.e., 7.i., 7.j., 7.k., 8.a. CMHC: 1.c., 1.d., 1.e., 2.b., 2.c., 2.e., 2.f., 2.g., 3.a., 3.b. SC: 2.e., 2.g., 2.h., 2.i., 3.h.	DSM-5 Disorder & Assess. Interview Group Presentations: Starting at week 9	(100)
1-5, 7- 11	Written Diagnostic Report	Core: 2.f., 3.c., 3.g., 5.h., 5.i., 7.c., 7.c., 7.d., 7.e., 7.i., 7.j., 7.k., 8.a. CMHC: 1.c., 1.d., 1.e., 2.b., 2.c., 2.e., 2.f., 2.g., 3.a., 3.b. SC: 2.e., 2.g., 2.h., 2.i., 3.h.	11:59 pm Saturday, December 4 th	(100)
				490

A. Description of Assignments

1. Attendance, Attitudes, and Participation (10 points each class x 14)

Attendance and participation in classroom activities are essential in order for students to gain full benefit from this course. Students are expected to attend all class sessions and contribute to the class by presenting their ideas, reactions, questions and concerns in relation to the required reading, video, and audio materials during class discussion. Students will be given a few prompts/questions from the required reading, video, and audio materials to reflect/answer, which will be counted toward their attendance and participation points. If you know that you are going to miss more than one class this semester, it is better to postpone registration until the next semester when you will be able to be present for all the classes.

Please note: In the event of a missed class, the course instructor expects students to notify the instructor of the reasons for missing the class in writing (e.g., email). Informing the instructor of an absence from class does not guarantee an “excused” absence. Additional documentation may be requested as the discretion of the course instructor.

NOTE: This course is listed as in-person class; however, the course delivery may be modified in response to COVID conditions. Due to the fluid nature of COVID conditions, attendance via Zoom is also your option. If you decide to attend via Zoom, please notify the instructor via email at least few days before the class that you intend to attend via Zoom.

2. MindTap (The % of the total possible MindTap scores are applied to 100 points)

Students must complete all the assignments and activities in MindTap and obtain at least 80% of the total point in order for the MindTap portion to be counted toward the final grade. Less than 80% of the total possible MindTap points are earned, students will receive no credit for MindTap.

MindTap will open at 12:00 am on Thursdays of each week and it will close at 4:00pm that following Thursdays except for the first week. For instance, Chapter 2 will open at 12:00 am on Thursday September 2nd and close at 4:00 pm on Thursday September 9, an hour before the 3rd class meeting. If students do not complete and submit the MindTap exercises by 4:00 pm, the program will not allow any access or turn in the work late. **MindTap will not re-open and late work is not accepted. Please do not ask me to re-open a closed MindTap module or if you can e-mail me late work. I will not do either.**

Each week students will have activities (e.g., mastery training, check your understanding/section quizzes, video/short answer questions, and chapter quizzes) through MindTap on the course content of that week. Each one of these exercises will be scored through MindTap. At the end of the semester, the obtained score will be divided by the number of points possible for the entire semester of MindTap exercises, and the percentage will be applied to the 100 points. In order for students’ MinsTap scores to be counted toward grades, students must complete all the activities and earn 80% of the total possible

MindTap scores.

3. Race and Intersectionality Mental Health Article Review and Discussion Leader (50 points)

Students will explore one peer-reviewed quantitative and/or qualitative studies that address issues related to (1) Black/Indigenous youth mental health or (2) LGBTQ+ youth mental health and will present a brief overview of the study (no more than 10 minutes) and facilitate class discussion for at least 15 minutes but no more than 20 minutes. The aim of this assignment is to examine important issues, questions, and debates regarding **intersectionality**, **equity**, and **social determinants** of mental health issues and/or mental disorders.

Two weeks prior to the presentation date, students must post their chosen journal article (pdf) to the Discussion Board. One week prior to the presentation date, students must post review form (Word) to the Discussion board.

The total time of a student's presentation and discussion time should be no more than 30 minutes.

Through this assignment, students will utilize **intersectionality** as a framework to critically evaluate how various types of social inequality, by race, ethnicity, socioeconomic status, cis/transgender status, sexual orientation, age, gender, and immigration status shape mental health disparities of Black/Indigenous and LGBTQ+ youth. This assignment also aims to help students take a critical approach in understanding social determinants of mental health issues (e.g., anxiety disorders, depression, bipolar disorders, disruptive-impulse control disorders, youth substance use disorders, etc.) and equity issues that these populations face (e.g., lack of access to the resources and opportunities) **See the appendix for the assignment details**

4. Clinical Assessment Interview and Group Presentation of DSM 5 Disorders (100 points)

Students will work in **a group of three** (i.e., "Mini Treatment Teams") and choose a DSM-5 Disorder from the following DSM categories: Neurodevelopmental Disorders; Mood Disorders; Disruptive, Impulse-Control, and Conduct Disorders; Substance-Related and Addictive Disorders, Anxiety Disorder, Obsessive-Compulsive and Related Disorders, and Trauma- and Stressor-Related Disorders.

Students will first role-play (and video-record) a mock clinical interview session that will (a) feature core characteristics of the selected disorder, (b) demonstrate clinical interviewing skills including mental status examination, Multicultural Formulation Interview, and (c) demonstrate relevant interviewing techniques from the textbook and other academic resources. **Please make sure to use the biopsychosocial intake form in the Appendix.**

Students create a PowerPoint and upload the PowerPoint before the class presentation to make it available for peers. Each group will present at least 7 minutes no more than 10 minutes of their role-play that highlights a) feature core characteristics of the selected disorder, (b) demonstrate clinical interviewing skills including mental status examination, Multicultural Formulation Interview, and (c) demonstrate relevant interviewing techniques from the textbook and other academic resources. There may be more than one segments of the mock session to be presented to demonstrate three areas. Then, facilitate no more than 30-minute class presentation/discussion that addresses the following categories:

1. Identifying information
2. Chief complaint
3. Symptoms
4. Mental status examination

5. Diagnostic assessment
6. Highlights of the interview
7. Multicultural considerations

The total time of a group presentation/discussion time should be no more than 40 minutes.

This assignment is intended to assist students with in-depth inquiry into a particular disorder, related treatment for the disorder, and to get students working together as “Mini Treatment Teams”.

Students will be provided with a rubric for structuring the group presentation. PowerPoint must be submitted to the corresponding assignment folders in D2L by the due date listed in the course schedule. **See the Appendix for the rubric**

5. Individual Written Diagnostic Report (100 points)

Working individually, students will complete a diagnostic assessment report with an emphasis on (a) incorporating parent and youth information, (b) using diagnostic nomenclature from the DSM-5, (c) linking the diagnosis to a theory driven case conceptualization and interventions, and (d) providing a personal reflection about the assignment.

Please cite at least 5 peer-reviewed sources to support your case conceptualization. DSM-5 and the course textbook will not count.

Please follow APA style (7th ed) and use the format provided in class.

Written diagnostic reports must be submitted to the corresponding assignment folders in D2L by the due date listed in the course schedule.

B. Grading for Course

Overall Grading Scale (Course):

NOTE: Due dates for all assignments are located in COURSE SCHEDULE

Percentage	Grade	Percentage	Grade	Percentage	Grade
92-100%	A	72-81%:	C	Below 62%	F
82-91%:	B	63-71%	D		

VIII. UNIVERSITY EXPECTATIONS & COURSE POLICIES

A. University Expectations and Resources

Diversity Statement: This is meant to be a safe, welcoming, and inclusive classroom environment for students of all races, ethnicities, sexual orientations, gender identities/variances, ages, religions, economic classes, and ability statuses. As such, you will be encouraged and challenged to use language and basic counseling techniques that are respectful, inclusive, representative and culturally appropriate.

Academic Integrity: Students are expected to practice professionalism and academic integrity in all assignments and class discussions. This includes but is not limited to treating other students and the professor respectfully, engaging in meaningful class discussions, thinking and writing critically and thoughtfully, creating original works, and citing all resources using APA format. Plagiarism will result in loss of credit for this course, and further consequences may result from the university system. The collegiate policy on plagiarism and cheating is outlined in the Student Handbook. It is your responsibility to be aware of this policy. You can also find it online at:

<http://www.winona.edu/sld/academicintegrity.asp>.

Electronic Device Notice: As a matter of courtesy to your classmates and the instructor, please turn off your beepers, cell phones, and any other electronic devices that make any noise.

Laptop/PDA Policy: Excluding students with a documented disability, the use of laptops and PDAs in class is prohibited without prior permission of the instructor.

Class Visitor Policy: Due to the clinical nature of this course in this curriculum, visitors of any age are not allowed without prior permission of the instructor.

E-mail Policy: You are assigned a university e-mail account that will be used by professors. Students should make every effort to get to know their account and check it regularly.

Accommodations: Students with documented disabilities who may need accommodations, who have any medical emergency information the instructor should know of, or who need special arrangements in the event of an evacuation, should make an appointment with the instructor as soon as possible, no later than the 1st week of the term. According to Section 504 of the Rehabilitation Act of 1973, students with disabilities have the right to receive necessary reasonable accommodations and support services to allow equal access at Winona State University. If you have a disability that requires accommodations, you are eligible for support through access services, found at <http://www.winona.edu/accessservices/gettingstarted.asp>.

Commitment to Inclusive Excellence: WSU recognizes that our individual differences can deepen our understanding of one another and the world around us, rather than divide us. In this class, people of all ethnicities, genders and gender identities, religions, ages, sexual orientations, disabilities, socioeconomic backgrounds, regions, and nationalities are strongly encouraged to share their rich array of perspectives and experiences. If you feel your differences may in some way isolate you from WSU's community or if you have a need of any specific accommodations, please speak with the instructor early in the semester about your concerns and what we can do together to help you become an active and engaged member of our class and community. Campus resources for students: <http://www.winona.edu/diversity/estatement.asp>.

B. Graduate Student Resources

General Information: Academic calendar, forms and other procedures for graduate students can be found at <http://www.winona.edu/gradstudies/currentstudents.asp>

WSU-Rochester Student & Campus Services, UCR Room SS128, 285-7100, (www.winona.edu/rochester/):

RCTC Counseling Center, UCR Room SS133; 285-7260 (www.rctc.edu/counseling_career_center/)

UCR Learning Center, UCR Room AT306; 285-7182

Counseling Services: Graduate school can be very stressful. Counselors are available in Winona and through partnership with RCTC on the UCR campus to help you with a wide range of difficulties.

WSU counselors in Winona are located in the Integrated Wellness Complex 222 and they can be reached at 457-5330. The RCTC Counseling Center is located in SS 133 and can be reached at 285-7260.

Other Support Services: WSU-Rochester Student & Campus Services Office and the WSU Inclusion and Diversity Office are dedicated to helping students of all races, ethnicities, economic backgrounds, nationalities, and sexual orientations. They offer tutoring and a wide range of other resources.

The WSU-R Student & Campus Services Office is located in Room SS128 on the UCR campus and can be reached at 285-7100. The WSU Inclusion & Diversity Office is located in Kryzsko Commons Room 122, and they can be reached at 457-5595. Information about the *KEAP Center*, dedicated to supporting diversity on campus, can be found here: <http://www.winona.edu/diversity/22.asp>.

UCR Learning Center – Rochester: For help with writing and the development of papers on the WSU-Rochester campus, contact personnel in AT306 or call 285-7182.

Writing Center - Winona: The Writing Center offers free, individualized instruction in all forms and disciplines during any stage of writing, reading, or research. Call 507.457.5505 for an appointment. Walk-ins also welcome.

- College writing can be a demanding mix of academic language, research knowledge, argument and personal expression. The friendly, talented staff of the WSU WritingCenter is waiting to help students discover solutions to their writing needs. Located in **Minne 348**, the Writing Center offers free, individualized instruction in all forms and disciplines during any stage of writing, reading or research.
- You can [make an appointment](#) for the WritingCenter on our homepage. The Writing Center prioritizes appointments, but walk-ins are welcome. Please call us at 457-5505 for more information.

Student Grievances: Students are encouraged to speak directly with instructors when concerns arise. When issues cannot be resolved between the student and the instructor, students have the right to due process. Such complaint procedures are available online at:
<http://www.winona.edu/sld/studentgrievance.asp>

IX. COURSE SCHEDULE: The course schedule is subject to change

Week	CACREP & LOs	Chapter Topic/Activities	Assignments/Readings, Videos, & Quizzes	Assignments Due
<p>Week 1 Aug 23 – 27</p> <p>On Campus Face-to-Face Class Meeting Aug. 26 (Thu)</p>	<p>Core: 2.e., 3.c., 8.a CMHC: 1.c., 1.d., 2.b., 2.c., 2.f., 2.g SC: 2.e., 2.g., 2.i</p> <p>2-6, 8-11</p>	<p>Discussion Topics/Activities (On Campus)</p> <ul style="list-style-type: none"> • Class Orientation (introduction, review syllabus, course overview) • Review MindTap and its features • MinnScu/WSU Zoom • MediaSpace • Therapist’s attitudes toward Play • Review multicultural counseling • Decide article review presentation/discussion topics 	<p>Review syllabus before coming to class</p>	
<p>Week 2 Aug 30 – Sep 3</p> <p>Online Sep 2 (Thu)</p>	<p>Core: 2.e., 2.f., 3.c., 3.g., 5.h., 8.a CMHC: 1.c., 1.d., 2.b., 2.c., 2.f., 2.g SC: 2.e., 2.g.</p> <p>1-8, 10</p>	<p>Discussion/Lecture Topics (Zoom Lecture Video)</p> <p>Diagnosing youth versus adults</p> <ul style="list-style-type: none"> o Interviewing the informants: The basics o Structuring first interview with young person o Child development 	<p>Chapter 1 Introduction START: Chapter 1 Mastery training (Open Aug. 23) Check your understanding: 6 quizzes</p> <ul style="list-style-type: none"> • Defining disorders of childhood • The globalization of children’s mental health • The stigma of mental health • What is normal? • The role of values • Definitions of psychopathology and developmental psychopathology <p>WATCH: Chapter 1 Referral and classroom-based interventions Review: Chapter 1 Review quiz</p> <ul style="list-style-type: none"> • Techniques of Play Therapy: A Clinical Demonstration video by Nancy Boyd Web (WSU library database) 	<p>Complete MindTap Chapter 1 all mini and chapter review quizzes AND finish watching the video by 4:00pm Thursday, Sep. 2</p>
<p>Week 3 Sep 6 – 10</p> <p>On Campus Face-to-Face Class Meeting Sep. 9 (Thu)</p>	<p>Core: 2.e., 3.c., 8.a CMHC: 1.c., 1.d., 2.b., 2.c., 2.f., 2.g SC: 2.e., 2.g., 2.i</p>	<p>Discussion Topics/Activities (On Campus)</p> <ul style="list-style-type: none"> o Play interview with school-aged children o Infant-toddler interview o Playful interviewing Techniques o Sandtray <p>Decide group presentation</p>	<p>Chapter 2 Models of Child Development, Psychopathology, and Treatment START: Chapter 2 Mastery training (opens @ 12am, 9/2) Check your understanding: 7 quizzes</p> <ul style="list-style-type: none"> • Physiological models • Psychodynamic models • Behavioral and cognitive models • Humanistic models • The role of values • Family models • Sociocultural models <p>WATCH: Chapter 2 Human exceptionalities WATCH: Chapter 2 Autism spectrum disorder in early childhood Review: Chapter 2 Review quiz</p> <ul style="list-style-type: none"> • Child-centered play therapy: A clinical session by Garry Landreth (WSU library database) 	<p>Complete MindTap Chapter 2 all mini and chapter review quizzes AND finish watching the video by 4:00pm Thursday, Sep. 9</p>

<p>Week 4 Sep 13 – 17</p> <p>Online Sep 16 (Thu)</p>	<p>Core: 2.e., 2.f., 3.c., 3.g., 5.h., 8.a. CMHC: 1.c., 1.d., 2.b., 2.c., 2.f., 2.g. SC: 2.e., 2.g.</p> <p>1-8, 10</p>	<p>Discussion/Lecture Topics (Zoom Lecture Video)</p> <ul style="list-style-type: none"> • Developmentally appropriate clinical interviews • Deriving diagnoses & diagnostic assessment • Common diagnoses: Children & Adolescents <ul style="list-style-type: none"> ◦ DSM pp. 733 – 745 Assessment Measures ◦ DSM pp. 749 – 759 Cultural Formulation • The adolescent interview • The Parent-Child Initial Interview • The Written Report/Documentation & case note 	<p>Chapter 3 Principles and Practices of Developmental Psychopathology START: Chapter 3 Mastery training (opens @ 12am, 9/9) Check your understanding 4 quizzes WATCH: Chapter 3 Resilience-Late Bloomers WATCH: Chapter 3 ASD: 4 Strategies to support a young child Review: Chapter 3 quiz</p> <p>Chapter 4 Classification, Assessment, and Diagnosis, and Intervention START: Chapter 4 Mastery training (opens @ 12am, 9/9) Check your understanding 3 quizzes WATCH: Chapter 4 Assessment – Measuring vocabulary in preschool WATCH: Chapter 4 Assessment, diagnosis, and treatment: ABC sequences to teach appropriate behavior Review: Chapter 4 quiz</p>	<p>Complete MindTap Chapter 3 and 4 all mini and chapter review quizzes by 4:00pm Thursday, Sep. 16</p>
<p>Week 5 Sep 20 – 24</p> <p>On Campus Face-to-Face Class Meeting Sep. 23 (Thu)</p>	<p>Core: 2.e., 3.c., 8.a. CMHC: 1.c., 1.d., 2.b., 2.c., 2.f., 2.g. SC: 2.e., 2.g., 2.i</p>	<p>Discussion Topics/Activities (On Campus)</p> <ul style="list-style-type: none"> • Article Review Presentation and discussion leader (3) • Lecture Topics <ul style="list-style-type: none"> ◦ Neurodevelopmental Disorders/ASD • Feeding, Eating, Elimination, Sleep-wake Disorders • Case studies (DSM-5) <ul style="list-style-type: none"> ◦ Neurodevelopmental Disorders/ASD ◦ Feeding, Eating, Elimination, Sleep-wake Disorders 	<p>Chapter 5 Disorders of Early Childhood START: Chapter 5 Mastery training (opens @ 12am, 9/16) Check your understanding 5 quizzes WATCH: Chapter 5 Zero to 2 years – attachment in infants and toddlers Review: Chapter 5 quiz</p> <p>Chapter 6 Intellectual Developmental Disorder and Learning Disorders START: Chapter 6 Mastery training (opens @ 12am, 9/16) Check your understanding 9 quizzes WATCH: Chapter 6 ASD in early childhood: An occupational therapist and a speech/language pathologist discuss their collaborative work Review: Chapter 6 quiz</p> <p>Chapter 7 Autism Spectrum Disorder (ASD) START: Chapter 7 Mastery training (opens @ 12am, 9/16) Check your understanding 7 quizzes: WATCH: Chapter 7 ASD in early childhood – on family’s story (Gavin) WATCH: Chapter 7 Three young adults with ASD – Honoring and supporting neurodiversity Review: Chapter 7 quiz</p>	<p>Complete MindTap Chapter 5, 6, and 7 all mini and chapter review quizzes by 4:00pm Thursday, Sep. 23</p>
<p>Week 6 Sep 27 – Oct. 1</p> <p>Online Sep 30 (Thu)</p>	<p>Core: 2.e., 2.f., 3.c., 3.g., 5.h., 8.a. CMHC: 1.c., 1.d., 2.b., 2.c., 2.f., 2.g. SC: 2.e., 2.g.</p> <p>1-8, 10</p>	<p>Discussion/Lecture Topics (Zoom Lecture Video)</p> <ul style="list-style-type: none"> • Lecture Topics • Social determinants of mental health (Black MH & BIPOC MH) • Intersectionality • Critical consciousness 	<ul style="list-style-type: none"> • Dr. Camara Jones Explains the Cliff of Good Health (Social determinants video) https://www.youtube.com/watch?v=to7YrI50iHI and social determinants of mental health article/Black Americans are being hammered by a double pandemic (short reading and video): https://www.cnn.com/2020/04/12/health/black-americans-hiv-coronavirus-blake/index.html • The Race Gap: How U.S. systemic racism plays out in Black lives (short reading) https://www.reuters.com/article/us-global-race-usa/the-race-gap-how-u-s-systemic-racism-plays-out-in-black-lives-idUSKCN24F1A0 NOTE: Make sure to click this link for interactive graphic: https://graphics.reuters.com/GLOBAL-RACE/USA/nmopajawjva/index.html 	<p>Complete all the required readings and videos by 4:00pm Thursday, Sep. 16</p>

			<ul style="list-style-type: none"> • Intersectionality video (short YouTube video): https://www.ted.com/talks/kimberle_crenshaw_the_urgency_of_intersectionality?language=en • Why the term “BIPOC” is so complicated, explained by linguists (short reading): https://www.vox.com/2020/6/30/21300294/bipoc-what-does-it-mean-critical-race-linguistics-jonathan-rosa-deandra-miles-hercules • Students with Asterisks by Jay M. Williams, PhD (pp. 202-236) https://opendora.minnstate.edu/islandora/object/MINNSTATErpository:295 • A killer stereotype (short YouTube video): https://www.youtube.com/watch?v=PPYpiML-M08 • 	
<p>Week 7 Oct. 4 – 8</p> <p>On Campus Face-to-Face Class Meeting Oct. 7 (Thu)</p>	<p>Core: 2.e., 2.f., 3.g., 7.b., 7.c., 7.d., 7.e., 7.i., 7.j., 7.k., 8.a CMHC: 1.c., 1.d., 1.e., 2.b., 2.c., 2.e., 2.f., 2.g. 3.a., 3.b. SC: 2.e., 2.g., 2.h., 2.i., 3.h 1-5, 7-11</p>	<p>Discussion Topics/Activities (On Campus)</p> <ul style="list-style-type: none"> • Article Review Presentation and discussion leader (2) • Case studies (DSM-5) <ul style="list-style-type: none"> ○ PTSD/Abuse ○ Attachment 	<p>Chapter 8 Maltreatment and Trauma- and Stressor-Related Disorders START: Chapter 8 Mastery training (opens @ 12am, Sep. 30) Check your understanding 7 quizzes WATCH: Chapter 8 Abuse against children Review: Chapter 8 quiz</p> <ul style="list-style-type: none"> • Frontier of Trauma Treatment by Dr. Bessel van der Kolk at the Evolution of Psychotherapy conference 2013 (WSU library database) *Watch this first before watching The Nurture Room • The Nurture Room (YouTube): https://www.youtube.com/watch?v=5XFjLdNO4FU 	<p>Complete MindTap Chapter 8 all mini and chapter review quizzes AND finish watching the videos by 4:00pm Thursday, Oct. 7</p>
<p>Week 8 Oct. 11 – 15 Online Oct. 14 (Thu)</p>	<p>Core: 2.e., 2.f., 3.c., 3.g., 5.h., 8.a. CMHC: 1.c., 1.d., 2.b., 2.c., 2.f., 2.g. SC: 2.e., 2.g. 1-8, 10</p>	<p>Discussion/Lecture Topics (Zoom Lecture Video)</p> <ul style="list-style-type: none"> • PTSD/abuse • ADHD 	<ul style="list-style-type: none"> • Gil, E. (2006). Helping abused and traumatized children- Integrative directive & non-directive approaches • Essentials of Play Therapy with Abused Children video by Eliana Gil (WSU library database) • CHILD OF RAGE (YouTube): https://www.youtube.com/watch?v=szcsT3pOuBw • Play Therapy for Severe Psychological Trauma video by Eliana Gil (WSU library database) 	<p>Complete the readings and watch videos by 4:00pm Thursday, Oct. 14</p>

<p>Week 9 Oct 18 – 22</p> <p>On Campus Face-to-Face Class Meeting Oct. 21 (Thu)</p>	<p>Core: 2.e., 2.f., 3.g., 7.b., 7.c., 7.d., 7.e., 7.i., 7.j., 7.k., 8.a CMHC: 1.c., 1.d., 1.e., 2.b., 2.c., 2.e., 2.f., 2.g. 3.a., 3.b. SC: 2.e., 2.g., 2.h., 2.i., 3.h. 1-5, 7-11</p>	<p>Discussion Topics/Activities (On Campus)</p> <ul style="list-style-type: none"> • Article Review Presentation and discussion leader (2) • Case studies (DSM-5) <ul style="list-style-type: none"> ◦ Neurodevelopmental Disorders/ADHD ◦ Disruptive, Impulse-Control, & Conduct/ODD, CD ◦ Other conditions/Abuse (DSM: pp. 715-732 Other conditions that may be a focus of clinical attention/Abuse) 	<p>Chapter 9 ADHD START: Chapter 9 ADHD Mastery training (opens @ 12am, Oct. 14) Check your understanding 6 quizzes WATCH: Chapter 9 Practices to support all students, including students with ADHD Review: Chapter 9 quiz</p> <ul style="list-style-type: none"> • ADHD: Out of Control Kids (YouTube): https://www.youtube.com/watch?v=yRY19Bf0yhs&t=319s • Opinion: A crisis in foster care (short reading): https://www.washingtonpost.com/opinions/the-crisis-in-foster-care/2020/01/11/81caa67e-33f6-11ea-a053-dc6d944ba776_story.html • Opinion: Our foster-care system is broken — and getting worse. But it can be fixed https://www.washingtonpost.com/opinions/our-foster-care-system-is-broken--and-getting-worse-but-it-can-be-fixed/2020/01/16/cadd0a26-37e5-11ea-a1ff-c48c1d59a4a1_story.html 	<p>Complete MindTap Chapter 9 all mini and chapter review quizzes AND complete reading and watch the video by 4:00pm Thursday, Oct. 21</p>
<p>Week 10 Oct 25 – 29</p> <p>Online Oct. 28 (Thu)</p>	<p>Core: 2.e., 2.f., 3.g., 7.b., 7.c., 7.d., 7.e., 7.i., 7.j., 7.k., 8.a CMHC: 1.c., 1.d., 1.e., 2.b., 2.c., 2.e., 2.f., 2.g., 3.a., 3.b. SC: 2.e., 2.g., 2.h., 2.i., 3.h. 1-5, 7-11</p>	<p>Discussion/Lecture Topics (Zoom Lecture Video)</p> <ul style="list-style-type: none"> • ODD/CD 	<p>Chapter 10 Oppositional Defiant Disorder and Conduct Disorder START: Chapter 10 ODD/CD Mastery training (opens @ 12am, 10/21) Check your understanding 6 quizzes WATCH: Chapter 10 Using behavior-related data to support a young child Review: Chapter 10 quiz</p> <ul style="list-style-type: none"> • Esposito et al. (2018). When Black girls fight: Interrogating, interrupting, and (Re) imagining dangerous scripts of femininity (peer-reviewed) in D2L • Therapeutic limit-setting in Play Therapy video by Garry Landreth (WSU library database) 	<p>Complete MindTap Chapter 10 all mini and chapter review quizzes AND watch the video and complete the reading by 4:00pm Thursday, Oct. 28</p>
<p>Week 11 Nov 1 – 5</p>	<p>Workday</p>			
<p>Week 12 Nov 8 – 12</p> <p>On Campus Face-to-Face Class Meeting Nov. 11 (Thu)</p>	<p>Core: 2.e., 2.f., 3.c., 3.g., 5.h., 8.a CMHC: 1.c., 1.d., 2.b., 2.c., 2.f., 2.g. SC: 2.e., 2.g. 1-8, 10</p>	<p>Discussion Topics/Activities (On Campus)</p> <ul style="list-style-type: none"> • Article Review Presentation and discussion leader (2) • Group Presentation #1 • Case studies (DSM-5) <ul style="list-style-type: none"> ◦ Anxiety Disorder ◦ Obsessive-Compulsive and Related Disorders ◦ Mood Disorders ◦ Bipolar & Related Disorders 	<p>Chapter 11 Anxiety Disorders, Obsessive-Compulsive Disorder, and Somatic Symptom Disorders START: Chapter 11 Mastery training (opens @ 12am, 10/28) Check your understanding 8 quizzes WATCH: Chapter 11 Anxiety and OCD: Renee, Generalized anxiety disorder Review: Chapter 11 quiz</p> <ul style="list-style-type: none"> • Black girls matter: pushed out, overpoliced, and underprotected (report from AAPF): https://aapf.org/recent/2014/12/coming-soon-blackgirlsmatter-pushed-out-overpoliced-and-underprotected • Episode 001: "What is Anxiety & How Superwoman Syndrome Plays A Part" feat. Dr. Xuan Stevens 	<p>Complete MindTap Chapter 11 all mini and chapter review quizzes AND listen to the podcast and complete the readings by 4:00pm Thursday, Nov. 11</p>

			<p>https://podcasts.apple.com/us/podcast/episode-001-what-is-anxiety-how-superwoman-syndrome/id1541540981?i=1000499820936</p> <ul style="list-style-type: none"> • The Government's Own Experts Say Separating Immigrant Families During The Coronavirus Pandemic Will Add To Their Mental Trauma (short reading): https://www.buzzfeednews.com/article/hamedaleaziz/government-experts-oppose-separating-immigrant-families 	
<p>Week 13 Nov 15 – 19</p> <p>Online Nov. 18</p>	<p>Core: 2.e., 2.f., 3.g., 7.b., 7.c., 7.d., 7.e., 7.i., 7.j., 7.k., 8.a CMHC: 1.c., 1.d., 1.e., 2.b., 2.c., 2.e., 2.f., 2.g., 3.a., 3.b. SC: 2.e., 2.g., 2.h., 2.i., 3.h.</p> <p>1-5, 7-11</p>	<p>Discussion/Lecture Topics (Zoom Lecture Video)</p> <ul style="list-style-type: none"> • Eating (AN, BN) • Substance-Related and Addictive Disorders 	<p>Chapter 12 Depressive Disorders, Bipolar Disorders, and Suicidality START: Chapter 12 Mastery training (opens @ 12am, 10/28) Check your understanding 8 quizzes WATCH: Chapter 12 Depressive and bipolar disorders: Alysha Review: Chapter 12 quiz</p> <ul style="list-style-type: none"> • Jonathan Matzl's Protest Psychosis (C-Span video): https://www.c-span.org/video/?291633-1/the-protest-psychosis • In Defense of Looting (short reading): https://thenewinquiry.com/in-defense-of-looting/ • Black Kids and Mental Health (short reading): https://afro.com/black-kids-and-mental-health/ • Raising Children with Bipolar Disorder: One Mother's Journey https://www.youtube.com/watch?v=MM_Hbl_6JuU 	<p>Complete MindTap Chapter 12 all mini and chapter review quizzes AND watch the videos and complete the readings by 4:00pm Thursday, Nov. 18</p>
<p>Week 14 Nov 22 – 26</p>			<p>Fall Break</p>	
<p>Week 15 Nov 29 – Dec 3</p> <p>On Campus Face-to-Face Class Meeting Dec. 2</p>	<p>Core: 2.e., 2.f., 3.c., 3.g., 5.h., 8.a CMHC: 1.c., 1.d., 2.b., 2.c., 2.f., 2.g. SC: 2.e., 2.g.</p> <p>1-8, 10</p>	<p>Discussion Topics/Activities (On Campus)</p> <ul style="list-style-type: none"> • Group Presentation #2 • Article Review Presentation and discussion leader (2) • The adolescent interview • Case studies (DSM-5) <ul style="list-style-type: none"> ◦ Feeding and Eating Disorders/Focus on teens (BN, AN, Body dysmorphic, etc) ◦ Substance-Related and Addictive Disorders ◦ Schizophrenia Spectrum and Other Psychotic Disorders 	<p>Chapter 13 Eating Disorders START: Chapter 13 Mastery training (opens @ 9pm, 11/18) Check your understanding 5 quizzes WATCH: Chapter 13 Sara, A portrait of Bulimia nervosa WATCH: Chapter 13 Parents and early adolescent girls talk healthy eating Review: Chapter 13 quiz</p> <p>Chapter 14 Substance-Related Disorders and Transition to Adult Disorders START: Chapter 14 Mastery training (opens @ 9pm, 11/18) Check your understanding 8 quizzes WATCH: Chapter 14 underage drinking Review: Chapter 14 quiz</p>	<p>Complete MindTap Chapter 13 & 14 all mini and chapter review quizzes AND finish the required reading by 4:00pm Thursday, Dec. 2</p>
<p>Week 16 Dec 6 – Dec 9</p> <p>On Campus Face-to-Face Class Meeting Dec. 9</p>	<p>Core: 2.e., 2.f., 3.c., 3.g., 5.h., 8.a CMHC: 1.c., 1.d., 2.b., 2.c., 2.f., 2.g. SC: 2.e., 2.g.</p> <p>1-8, 10</p>	<p>Discussion Topics/Activities (On Campus)</p> <ul style="list-style-type: none"> • Article Review Presentation and discussion leader (2) • Group Presentation #3, 4 and 5 	<ul style="list-style-type: none"> • How I Got Out of Prison by Marc Martin (pp. 245-) https://opendora.minnstate.edu/islandora/object/MINNSTATERepository:295 • Toomey, R. B., Ryan, C., Diaz, R. M., Card, N. A., & Russell, S. T. (2013). Gender-nonconforming lesbian, gay, bisexual, and transgender youth: school victimization and young adult psychosocial adjustment. • (Optional) Dad's Comics Show How To Start Addressing Racial 	<p>Diagnostic report of is due by 11:59pm Saturday Dec. 4</p>

			<p><u>https://www.huffpost.com/entry/dad-comics-racial-injustice-brian-gordon_1_5eda79cec5b66ef1a9246c26?guccounter=1&guce_referrer=aHR0cHM6Ly93d3cuZ29vZ2x1LmNvbS8&guce_referrer_sig=AQAAADajYTeYbeb-ovaqtfbGREZ6XRDMNdm2Udv8zGbpSO9wS15KTLziWFLfGUCMdgqCrGb1TojUuF4IESvxzWb6rl0hTnL5ev-V9aYsY34I7SyXTABrPjGbbMVp6IOhKRvSqJhcPimBDog1m3yMNySLzFL765-JPtqFEOgc4sUvk3Rc</u></p>	
--	--	--	---	--

