

**George Mason University**  
**College of Education and Human Development**  
**Counseling and Development**

EDCD 797.001 – Depression and Anxiety in Adolescents and Teens  
1 Credit, Fall 2018

Saturday, September 29<sup>th</sup> & Sunday, September 30<sup>th</sup> 9:00 AM – 4:30 PM  
Thompson Hall Room L004 - Fairfax

**Faculty**

Name: Paula Rainer, PhD, LPC  
Office Hours: September 29<sup>th</sup> and September 30<sup>th</sup> 8:00 am and 4:30 pm -6:30pm  
Office Location: Krug Hall Suite 202 (C&D Office)  
Office Phone:  
Email Address:

**Prerequisites/Corequisites**

Admission to the CNDV program, EDCE 603

**University Catalog Course Description**

Advanced topics in education

**Course Overview**

The overall learning objective of the course is to give students an understanding of the diagnosis, symptom presentation, treatment, current research, and best practices for youth and their families experiencing depression and anxiety.

**Course Delivery Method**

This course will be delivered in multiple modalities to accommodate a variety of learning styles. These modalities include lectures, experiential activities, multimedia tools, research analysis, and live qualitative experiences. Bandura Social Learning theory will be implemented. This theory includes collaboration, modeling (vicarious learning), mutual encouragement, exchange of ideas, stretching skills, and discussion.

**Learner Outcomes or Objectives**

This course is designed to enable students to do the following:

- Develop an understanding of the DSM diagnosis of depression and anxiety
- Gain knowledge of the comorbidity diagnosis of depression and anxiety and risk factors
- Identification of the diagnosis through case conceptualization practice
- Exposure to the current research and literature on the incidence of depression and anxiety

- Experiential implementation of treatment plans with peer counselors
- Understand the collaboration between the school, clinical mental health counselor, and the family
- Best practices for working with adolescents and teenagers with a diagnosis of anxiety or depression

### **Professional Standards (CACREP)**

EDCD 797 is a special topics course and meets the requirement that all master's students take 2-3 credits of special topics course work. This 1-credit course will contribute to counseling students' knowledge of a particular population of clients.

EDCD 797 fulfills the requirements of the following professional organizations

Virginia Department of Education requirement for school counseling licensure that candidates understand the knowledge, skills and processes of individual counseling. Virginia Department of Health Professions requirement that Licensed Professional Counselor candidates complete graduate study in theories and techniques of counseling and psychotherapy. Council for the Accreditation of Counseling and Related Educational Programs (CACREP) core requirement described in Section II.K.e: Helping relationships: An understanding of counseling and consultation processes. American Counseling Association Code of Ethics requirement that counselors establish counselor education and training programs that integrate academic study and supervised practice.

### **Required Texts:**

Morrison, J (2016). *Diagnosis Made Easier: Principles and Techniques for Mental Health Clinicians*. (2<sup>nd</sup> ed). New York: Guilford Press. ISBN-13: 978-1462529841

### **Additional Recommended Readings (Bring your copy to CLASS!):**

American Psychiatric Association. (2013). *Diagnostic and statistical manual of mental disorders* (5th ed.). Arlington, VA: American Psychiatric Publishing.

### **Retrieve these from the GMU library:**

Fernandez, S. M. (2017). "I Had Depression": About one in five teens grapple with symptoms of depression, anxiety, or other emotional health issues--yet few talk about it. These kids are dedicated to changing that. *Scholastic Choices*, 18-23.

Michael, K. M., George, M., Splett, J., Jameson, J., Sale, R., Bode, A., & ... Weist, M. (2016). Preliminary Outcomes of a Multi-site, School-based Modular Intervention for Adolescents Experiencing Mood Difficulties. *Journal of Child & Family Studies*, 25(6), 1903-1915. doi:10.1007/s10826-016-0373-1

Patrick, J. P., Dyck, M., & Bramston, P. (2010). Depression anxiety stress scale: is it valid for children and adolescents?. *Journal Of Clinical Psychology, 66*(9), 996-1007.  
doi:10.1002/jclp.20696

Silverstone, P. H., Bercov, M., Suen, V. Y. M., Allen, A., Cribben, I., Goodrick, J., McCabe, C. (2017). Long-term Results from the Empowering a Multimodal Pathway Toward Healthy Youth Program, a Multimodal School-Based Approach, Show Marked Reductions in Suicidality, Depression, and Anxiety in 6,227 Students in Grades 6–12 (Aged 11–18). *Frontiers in Psychiatry, 8*, 81.  
<http://doi.org/10.3389/fpsy.2017.00081>

### Course Performance Evaluation

Students are expected to submit all assignments on time in the manner outlined by the instructor (e.g., Blackboard, Tk20, hard copy).

### Assignments and Examinations

- **All assignments and examinations will be conducted in class.**

September 29 <sup>th</sup> (Saturday) Learning Foundation		September 30 <sup>th</sup> (Sunday) Application of Foundation	
Assignments	Examinations	Assignments	Examinations
DSM 5 Diagnosis exercise for Depression	Pre Test (Diagnosis)	Small group evaluation of the research	Pre Test (Application Methods)
DSM 5 Diagnosis exercise for Anxiety	Peer Work Sheet (Case Conceptualization)	Small group evaluation of best practices for treatment	Peer Work Sheet (analysis of research and treatment)
Case Conceptualization exercise for Depression	Journal Entry of Experiences	Peer counseling with treatment methods	Journal Entry of Experiences
Case Conceptualization exercise for Anxiety	Post Test (Diagnosis)	Working module to develop collaborative attachments to the youth, parent, and school.	Post Test (Application Methods)

- **Other Requirements**

**Arrive on time to each class because our activities are collaborative and comprehensive.**

**Attendance:** In accordance with the policies of the Counseling and Development Program, on-time attendance at every class meeting is expected. Late arrival to class will be considered an absence. Due to the short nature of this class, **any unexcused absences will result in loss of course credit.** Attendance is required for all classes. Excused absences are permitted for illness, religious holidays, or emergency situations only; documentation is required for the absence to be considered excused. Work-related absences are not considered excused.

**Course Requirements:** Each student is expected to: (1) attend each class, (2) arrive on time and stay for the entire class period, (3) participate in discussions and in-class

exercises (4) submit assignments by the end of day on the Sunday one week after the class.

- **Grading**

A = 95-100   A- = 90-94   B+ = 87-89   B = 83-86   B- = 80-82   C = 70-79   F = < 70

All CEHD undergraduate and graduate students are held to the university grading policies as described in the Academic Policies section of the current catalog, which can be accessed at <http://catalog.gmu.edu>. Those students enrolled in a CEHD Licensure Graduate Certificate program, however, must earn a B- or better in all licensure coursework. A degree-seeking graduate student will be dismissed after accumulating grades of F in two courses or 9 credits of unsatisfactory grades (C or F) in graduate courses. A 3.0 grade point average is required for completion of the graduate degree.

### **Professional Dispositions**

Students are expected to exhibit professional behaviors and dispositions at all times.

See <https://cehd.gmu.edu/students/policies-procedures/>

Given the workshop nature of the course, students are expected to maintain confidentiality about material shared by one another.

### **Class Schedule**

Saturday, September 29 <sup>th</sup> 2018 9:00 AM – 4:30 PM	Sunday, September 30 <sup>th</sup> 2018 9:00 AM – 4:30 PM
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Note: Faculty reserves the right to alter the schedule as necessary, with notification to students.

### **Core Values Commitment**

The College of Education and Human Development is committed to collaboration, ethical leadership, innovation, research-based practice, and social justice. Students are expected to adhere to these principles: <http://cehd.gmu.edu/values/>.

### **GMU Policies and Resources for Students**

#### *Policies*

- Students must adhere to the guidelines of the Mason Honor Code (see <https://catalog.gmu.edu/policies/honor-code-system/>).
- Students must follow the university policy for Responsible Use of Computing (see <http://universitypolicy.gmu.edu/policies/responsible-use-of-computing/>).
- Students are responsible for the content of university communications sent to their Mason email account and are required to activate their account and check it regularly. All

communication from the university, college, school, and program will be sent to students **solely** through their Mason email account.

- Students with disabilities who seek accommodations in a course must be registered with George Mason University Disability Services. Approved accommodations will begin at the time the written letter from Disability Services is received by the instructor (see <http://ods.gmu.edu/>).
- Students must follow the university policy stating that all sound emitting devices shall be silenced during class unless otherwise authorized by the instructor.

#### *Campus Resources*

- Support for submission of assignments to Tk20 should be directed to [tk20help@gmu.edu](mailto:tk20help@gmu.edu) or <https://cehd.gmu.edu/aero/tk20>. Questions or concerns regarding use of Blackboard should be directed to <http://coursesupport.gmu.edu/>.
- For information on student support resources on campus, see <https://ctfe.gmu.edu/teaching/student-support-resources-on-campus>

**For additional information on the College of Education and Human Development, please visit our website <https://cehd.gmu.edu/students/>.**