

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

EDCD 797.003 – Depression & Anxiety in Adolescents & Teens  
1 Credit, Fall 2019  
Saturday, September 14<sup>th</sup> & Sunday, September 15<sup>th</sup> 10:00 AM – 4:30 PM  
Thompson Hall Room L004 - Fairfax

**Faculty**

Name: Paula Rainer, PhD, LPC, NCC  
Office Hours: September 14<sup>th</sup> and September 15<sup>th</sup> 8:00 am- 9:00 am and  
5:00 pm -6:00pm  
Office Location: Krug Hall Suite 202 Fairfax  
Office Phone: 703-993-2087 (C&D Office)  
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**

#### **Bring your copy to CLASS!:**

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

### **Required Articles**

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

Bress, J., Meyer, A., & Hajcak, G. (2015). Differentiating anxiety and depression in children and adolescents: Evidence from event-related brain potentials. *Journal of Clinical Child and Adolescent Psychology, 44*(2), 238-238.  
doi:10.1080/15374416.2013.814544

Cummings, C. M., Caporino, N. E., & Kendall, P. C. (2014). Comorbidity of anxiety and depression in children and adolescents: 20 years after. *Psychological Bulletin, 140*(3), 816.

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*.

Graves, J. K. (2016). Continuing Nursing Education. Depression, Anxiety, and Quality of Life In Children and Adolescents With Sickle Cell Disease. *Pediatric Nursing, 42*(3), 113–144. Retrieved from

<http://search.ebscohost.com.tcsedsystem.idm.oclc.org/login.aspx?direct=true&db=ccm&AN=116249507&site=ehost-live>

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
- Pennant, M., Loucas, C., Whittington, C., Creswell, C., Fonagy, P., Fuggle, P., . . . Kendall, T. (2015). Computerised therapies for anxiety and depression in children and young people: A systematic review and meta-analysis. *Behaviour Research and Therapy, 67*, 1-18.  
doi:10.1016/j.brat.2015.01.009
- 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 14 <sup>th</sup> (Saturday) Learning Foundation		September 15 <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**

**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**

**In accordance with the George Mason University Grading Policy, the following grades may be achieved:**

A [100-97]; A- [96-94]; B+ [93-91]; B [90-87]; B- [86-84]; C [83-80]; F [79 and below]

**Professional Dispositions**

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

Students must adhere to program professional dispositions:

<https://cehd.gmu.edu/assets/docs/forms/Professional%20Dispositions.pdf>

**Class Schedule**

<b>Class</b>	<b>Date</b>	<b>Topic(s)</b>	<b>Assignments</b>
1	Saturday, September 14, 2019	Research and statistics on the incidence of anxiety and depression with children. Case studies discerning anxiety and depression diagnoses. Peer counseling practice on anxiety and depression.	<ul style="list-style-type: none"> <li>• DSM 5 Diagnosis exercise for Depression</li> <li>• DSM 5 Diagnosis exercise for Anxiety</li> <li>• Case Conceptualization exercise for Depression</li> <li>• Case Conceptualization exercise for Anxiety</li> <li>• Pre/Posttest on anxiety and depression diagnosis and statistics for children and adolescents</li> </ul>
2	Saturday, September 15, 2019	Apply scholarly research based theories, counseling techniques, and advocacy tools for children suffering from anxiety and depression at home and in school.	<ul style="list-style-type: none"> <li>• Small group evaluation of the research</li> <li>• Small group evaluation of best practices for treatment</li> <li>• Peer counseling with treatment methods</li> <li>• Working module to develop collaborative attachments to the youth, parent, and school</li> </ul>

			<ul style="list-style-type: none"> <li>• Pre/Posttest on anxiety and depression diagnosis and statistics for children and adolescents</li> </ul>
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Note: Faculty reserves the right to alter the schedule as necessary, with notification to students.

### **Counseling and Development Mission Statement**

The Counseling Program is committed to preparing counselors who promote the social, psychological, physical, and spiritual health of individuals, families, communities, and organizations in order to contribute to the advancement of global well-being. The program strives for national and international excellence in implementing a counseling perspective which provides a foundation in basic counseling skills and focuses on social justice, multiculturalism, international, advocacy and leadership. It is our belief that a global perspective on development across the life span, and an understanding and appreciation of multiculturalism, diversity, and social justice are integral to the preparation of professional counselors, requiring that professional counselors are prepared to assume leadership roles, be proactive change agents and become advocates for social, economic and political justice. The program is committed to accomplish this mission by working through interdisciplinary teams as well as promote the interconnectedness of teaching, research, service and professional practice. Through this mission faculty will facilitate a continued tradition of international, national and regional leadership through the development of collaborative partnerships and projects, research, publications, presentations, consultation, and training.

### **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://coursessupport.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/>.**