

COURSE SYLLABUS COVER SHEET
Lewis & Clark College
Graduate School of Education and Counseling

Please attach completed cover sheet to course syllabus.

Course Name	Treatment Planning and Intervention With Children and Adolescents
Course Number	523
Term	Summer 2008
Department	CPSY
Faculty Name	Steve Berman

Catalogue Description (*copy from current catalogue*): Mental, emotional, and behavioral disorders of childhood and adolescents. Topics include identification, diagnosis, and planning of multifaceted intervention and treatment strategies; developmental, social, and cultural influences on diagnoses and interventions; multicultural considerations; and effects of substance abuse on individuals, families, schools, and other environments. **Corequisite:** CPSY 522. **Prerequisite:** CPSY 506. **Credit:** 3 semester hours.

Guiding Principles/Standards Addressed in Course:

(please check box to indicate which guiding principles/standards from the Conceptual Framework are addressed in this course)

Guiding Principles/Standards	
<u>Learning Environments</u> Create democratic learning communities in which caring, equity, social justice, and inclusion are practiced and diverse perspectives, supported.	
<u>Content Knowledge</u> Integrate fundamental and emergent components of disciplinary knowledge in ways that extend learners' experience and enhance their own and students' capacity to solve problems.	
<u>Teaching Approaches</u> Engage students and school personnel in meaningful learning experiences responsive to individual differences, interests, developmental levels, and cultural contexts.	
<u>Connection to Community</u> Design educational activities that cultivate connections between learners and their communities and region.	
<u>Educational Resources</u> Incorporate a wide range of teaching and technological resources from the school and community into experiences that support learning.	
<u>Assessment</u> Assess, document, and advocate for the successful learning of all students and school stakeholders.	
<u>Research and Reflection</u> Adopt habits of personal and scholarly reflection that examine professional practice and lead to systemic renewal.	
<u>Leadership and Collaboration</u> Lead and collaborate with others to plan, organize, and implement educational practices and programs that confront the impact of societal and institutional barriers to academic success and personal growth.	
<u>Professional Life</u> Pursue a professional identity that demonstrates respect for diverse peoples, ideas, and cultures.	

Authorization Levels:

This course addresses preparation at specific authorization levels through readings and in-class discussions (indicate with an "R" in the appropriate box) and/or through a practicum experience (indicate with a "P" in the appropriate box).

Early Childhood Age 3-4 th Grade	
Elementary 3 rd -8 th Grades in an Elementary School	
Middle Level 5 th -9 th Grades in a Middle or Junior High School	
High School 7 th -12 th Grades in Subject/Dept. Assign. in a Mid- or Sr.-High School	

*R = Readings and In-class Discussions *P = Practicum

Student Performance:

Student performance criteria appear on page(s) 2-3 of this syllabus (student performance includes goals, evidence, and levels of performance).

**Treatment Planning and Intervention
with Children and Adolescents
CPSY 523
Summer, 2008**

Contact Info:

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Catalogue Description:

Mental, emotional, and behavioral disorders of childhood and adolescents. Topics include identification, diagnosis, and planning of multifaceted intervention and treatment strategies; developmental, social, and cultural influences on diagnoses and interventions; multicultural considerations; and effects of substance abuse on individuals, families, schools, and other environments.

Corequisite: CPSY 522.

Prerequisite: CPSY 506.

Credit: 3 semester hours.

Purpose:

The problems of children and adolescents occur within multiple contexts: biology, family, peer groups, schools, communities, societies and cultures. In order to successfully assess and treat these problems the clinician must have a broad eco-systemic model of case conceptualization and treatment planning. Students will develop beginning skills in interviewing, assessment, clinical formulation, and intervention. Treatment planning will include established best practices in the treatment of specific childhood disorders as well as individually tailored interventions.

Course Objectives:

1. Students will have knowledge of best practices in the treatment of specific disorders of childhood and adolescents.
2. Students will demonstrate the ability to formulate culturally sensitive treatment plans.
3. Students will demonstrate the ability to conduct an assessment interview.
4. Students will be able to write a case conceptualization and treatment plan for a broad range of problems.
5. Students will demonstrate the ability to plan and implement interventions that take into account the many contexts in which children exist.

Instructional Methods:

Each class period will combine lecture, interview practice, guest speakers, case analysis, small group work, video, and discussion.

Required Texts:

Fonagy, P., Target, M., Cottrell, D., Phillips, J., and Kurtz, Z. (2002). What works for whom?: A critical review of treatments for children and adolescents. New York: Guilford.

Forbes, H. & Post, B. (2006). Beyond consequences, logic, and control. Orlando, FL: BCI.

Morrison, J. & Anders, T. (2006). Interviewing children and adolescents. New York: Guilford.

Additional readings will be available on course reserve.

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Course Requirements:

1. Active engagement in class through questioning, discussion and participation in role plays and exercises.
2. Attendance is mandatory. Students are allowed one excused absence per term. Each absence, beyond one, will result in ten points being deducted from the final grade. Late arrival is disruptive and should be avoided unless cleared in advance with the instructor.
3. Completion of all assigned readings
4. Best Practices assignment (see below)
5. Case conceptualization and treatment plans.
6. Late papers will have 10% deducted from the grade for each day late unless cleared in advance with the instructor. Papers more than four days late will not be accepted.
7. Laptop computers may be used only for note-taking, not for any other purpose.

Evaluation:

Best Practices Assignment	100 points
Case conceptualizations	60 points(3 X 20 points each)
Create a child	10 points
Class Participation	30 points
Total possible	200 points

Grading scale: 186-200 = A
180-185 = A-
174-179 = B+
168-173 = B
162-167 = B-

Best Practices Assignment

During the first class you will be divided into small groups. Each group will select one of the following problem areas to research.

May 27: AD/HD
June 3: Self-harming and somatic disorders
June 10: Conduct problems
June 17: Autistic Spectrum disorders
July 1: Sexual and physical abuse
July 22: Mood and anxiety disorders
July 29: Substance misuse

On the assigned date, your group will do a presentation to the class. The presentation must cover these points:

1. Typical and atypical presentations of the problem.
2. Differential diagnosis
3. Epidemiology
4. Socio/cultural issues.
5. Best practices in treating the problem including:
 - a. Psychopharmacology
 - b. Psychological interventions
 - c. Family interventions
 - d. School interventions
 - e. Psycho-educational interventions
 - f. Other interventions
6. Emerging or innovative practices in addressing the problem
7. Prognosis and life course.
8. Case presentation with role play or video, clinical formulation and treatment plan.
9. Q&A and class discussion.

This presentation should be around 90 minutes. The assignment can earn up to 100 points. Each group will turn in an outline of their presentation and a bibliography demonstrating significant outside research (minimum ten references).

Case Conceptualization and Treatment Plan

At three points during the term you will be given a brief case description to take home. The week after receiving these descriptions you will turn in a case conceptualization and treatment plan.

Create a Child

You will write a brief (2 page) case description of a child or adolescent to be used during class for interviewing practice. Make one copy for the instructor and one copy for each member of your group. The description should include:

1. Presenting problem.
2. Identifying information.
3. Family information.
4. Medical information.
5. Physical description of child.
6. School information.
7. Any other relevant data.

Due May 13.

Class Schedule:

There will be no chapter assignments in the Forbes & Post book. You are expected to have read the entire book by July 15.

May 6: Introduction, the eco-systemic view, assessment, group formation.

May 13: Fonagy, Chapter 1
Morrison, Chapters 1 -3
Knapp, Understanding early development and temperament from the vantage point of evolutionary theory.
Create a child assignment due.

May 20: Fonagy, Chapter 2
Morrison, Chapters 4-10

May 27: AD/HD
Fonagy, Chapter 6
Morrison, Chapter 11
Peschel & Peschel, Integrating the neurobiological revolution into child and adolescent psychiatry and into society.

June 3: Self-harming and somatic behaviors
Fonagy, Chapter 10 and 11
Morrison, Chapters 18, 19 and 22
First case conceptualization due.

June 10 Conduct problems
Fonagy, Chapter 5
Morrison, Chapters 25 and 26

June 17: Autistic Spectrum

Guest speaker: Tim Hagge, LCSW

Fonagy, Chapters 7 and 9

Bauer, *Asperger syndrome*.

June 24: Psychosis

Guest speakers: Robert Wolf, MD and Ryan Melton, LPC

Fonagy, Chapter 8

Morrison, Chapter 15

July 1: Sexual and physical abuse

Barrett, Cortese, & Marzolf, *Treatment for the sexually abused child*.

Finkelhor & Berliner, *Research on the treatment of sexually abused children*.

Second case conceptualization due.

July 8: The Explosive Child

Guest speaker: Catherine Beckett, LCSW

Morrison, Chapter 24

Carey, *The disorder is sensory; the diagnosis elusive*.

Greene, *Terrible beyond two*.

July 15: Attachment disorders

Guest speakers: Sandra Lucas, MA & Bethany Porter

Finish reading Forbes & Post

Kobak & Mandelbaum, *Caring for the caregiver*

Richters and Volkmar, *Reactive attachment disorder of infancy and early childhood*.

Levy & Orlans, *Disrupted attachment*.

July 22: Mood and anxiety disorders

Fonagy, Chapters 3 and 4

Morrison, Chapters 16 and 17

July 29: Substance misuse

Morrison, Chapter 14

Third case conceptualization due.