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

*Please attach completed cover sheet to course syllabus.*

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| **Course Name** | **Treatment Planning and Intervention with Children and Adolescents** |
| **Course Number** | **CPSY 523** |
| **Term** | **GS 08** |
| **Department** | **Counseling Psychology** |
| **Faculty Name** | **Richard Rosenberg** |

**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.

**Guiding Principles/Standards Addressed in Course:**

| Guiding Principles/Standards | |
|---|---|
| Learning and Living Environments<br>Create democratic learning communities in which caring, equity, social justice, and inclusion are practiced and diverse perspectives, supported. | X |
| Disciplinary Knowledge<br>Integrate fundamental and emergent components of disciplinary knowledge in ways that extend and enhance experiences of the diverse individuals and groups we serve. Use this knowledge to augment our own capacity to solve problems, even as we support individuals and communities in problem solving. | X |
| Professional Practice<br>Engage individuals, families and the professionals who support them in meaningful learning, counseling and therapy, and community building experiences responsive to individual differences, interests, developmental levels, and cultural contexts. | X |
| Connection to Community<br>Design learning and counseling activities that cultivate connections between individuals, families and their communities and region. | X |
| Professional and Technological Resources<br>Incorporate a wide range of professional and technological resources into experiences that support learning, mental health, and community wellbeing. | X |
| Assessment<br>Assess, document, and advocate for the successful learning and living of all people involved in schools and communities. | X |
| Research and Reflection<br>Adopt habits of personal and scholarly reflection that examine professional practice and lead to systemic renewal. | X |
| Leadership and Collaboration<br>Lead and collaborate with others to plan, organize, and implement educational and counseling practices and programs that confront the impact of societal and institutional barriers to academic success, personal growth, and community wellbeing. | X |
| Professional Life<br>Pursue a professional identity that demonstrates respect for diverse peoples, ideas, and cultures and a commitment to the legal, ethical and professional responsibilities of our profession(s). | X |

**Authorization Levels:**

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

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|---|---|---|
| **Early Childhood** | Pre-Kindergarten-4th Grade in a preprimary school, a primary school, or an elementary school. | |
| **Elementary** | 3rd-8th Grades in an elementary classroom or in a self-contained 5th or 6th grade classroom in a middle school. | |
| **Middle Level** | 5th-9th Grades in an elementary, middle, or junior high school, or high school. | |
| **High School** | 9th-12th Grades in Subject/Dept. Assign. in a High School. | |

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

**Student Performance:**

Student performance criteria appear on page(s) __4__ of this syllabus (student performance includes goals, evidence, and levels of performance).

COURSE SCHEDULE
CPSY 523—SPRING, 2008
**Treatment Planning and Interventions**
**With Children and Adolescents**

| **Date** | **Topic** | **Reading** |
|---|---|---|
| 1/10 | Introduction—Developmental issues, ethics | K & W Chap. 2 |
| | Ethnic issues | K & W Ch. 24 |
| 1/17 | Interviewing, assessment, case conceptualization | |
| | GROUPS MEET | |
| 1/24 | Play therapy interventions | Interventions (O'Conner & Ammen) |
| | Socially rejected children | Helping Ostracized Children (Frankel et al) |
| 1/31 | Substance abuse issues | Treating Substance Abuse Disorders (reading) |
| | GROUPS MEET | |
| 2/7 | NO CLASS | |
| 2/14 | **TREATMENT PLAN #1 DUE** | |
| | Anxiety, OCD | K & W Ch. 5, 6 |
| | | Banishing OCD (March & Mulle) |
| 2/21 | Depression, suicide, bi-polar | K & W Ch. 8-10 |
| | Bi-Polar Interventions—2 readings (Goldberg-Arnold & Fristad) | |
| 2/28 | **MID-TERM DUE** | |
| | Family treatment approaches—general considerations | |
| 3/6 | Disruptive Behavior Disorders | K & W Ch. 15 |
| | GROUPS MEET | |
| 3/13 | Parent-training approaches with ADHD and OCD | K & W Ch. 11-14, 16, 17 |
| 3/20 | GROUPS MEET | |
| 3/27 | **SPRING BREAK—NO CLASS** | |
| 4/3 | **TREATMENT PLAN #2 DUE** | |
| | Coping with the explosive child | Greene & Albon |
| 4/10 | Autism/Developmental disabilities | K & W Ch. 18, 19 |
| | | Treatments for Asperger Syndrome (Ozonoff et al) |
| | Anorexia, Enuresis, Sleep, Obesity | K & W Ch. 20-22 |
| 4/17 | **INTERVIEWS DUE** | |
| 4/24 | **FINAL EXAM DUE** | |

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Treatment Planning and Intervention
With Children and Adolescents
CPSY 523—Spring 2008
Richard Rosenberg, Ph.D.
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office hours by appointment—call or e-mail

Required Text:

Kazdin, Alan E. & Weisz, John R., eds. (2003). Evidence-Based Psychotherapies for
    Children and Adolescents New York, Guilford Press.

Readings available online through the library reserve system.

Optional/Recommended:

American Psychiatric Association (2000). Diagnostic and statistical manual of mental
    disorders (4$^{th}$ ed. Text revision) Washington, DC: Author.

Other readings as assigned

**Description**: This course will introduce students to treatment planning and interventions with child and adolescent populations using a general framework of eco-systemic case conceptualization. The model provides for viewing problems of childhood and adolescence by incorporating family, school, community, and cultural contexts. Students will develop skills in the fundamentals of interviewing, diagnosis, case conceptualization, and treatment planning. Students will also become familiar with effective treatment strategies for the most common psychological disorders.

**Goals**:  Students will:
1.  Demonstrate an understanding of culturally sensitive case conceptualization.
2.  Demonstrate the ability to comprehend the material at the application, analysis, and synthesis levels of levels of learning.
3.  Conceptualize cases and formulate treatment plans.
4.  Identify their emerging theoretical orientation and learn to apply it in treatment planning.
5.  Demonstrate in verbal and written form the ability to explain and defend their treatment plan using sound theoretical arguments and knowledge of empirical research.
6.  Demonstrate the ability to perform an intake/developmental history interview with parents and children.

**Course Requirements**:

**READINGS:**  Complete assigned readings on time and be prepared to ask questions, discuss material and apply the material during in-class assigned work.

**TREATMENT PLANS**:  Students will be required to turn in two complete treatment plans from case examples during in-class work group assignments. A format will be provided by the instructor.

**PARENT(S) AND CHILD INTERVIEW**:  You will conduct an intake/developmental history interview with a child and one or more parents. It will be your responsibility to find someone willing to let you practice on them. You will be provided with an informed consent form that explains that you are a student in training.

You must videotape the interview with the child. You will choose a 10-minute segment of the video to show in class or to the instructor. Students will work in small groups to give evaluation and feedback on the interview.

You will turn in the notes you take during the interview and a formal written report.

**TESTS**:  Midterm and Final, Take Home, one week to complete. Tests will consist of a number of short answer/essay questions where you will be expected to demonstrate understanding of the readings, with an emphasis on synthesis and analysis. There will be one or more case examples which will require a diagnosis and treatment plan.

Grading:            Points
Treatment Plans      40 (2 @ 20 points each—10 pts for conceptualization, 10 pts for
                        treatment plan)
Take Home Tests    40 (2 @ 20 points each)
Interview            20 (10 points for video/10 points for written summary)

A = 90-100 points/%
B = 80-89 points/%

## READINGS

Kevin John & Ammen, Sue, Play Therapy Treatment Planning and Interventions:  The Ecosystemic Model and Workbook, Chapter 8—Interventions, in O'Connor, 1997, Academic Press.

Frankel, Fred, Cantwell, Dennis P., & Myatt, Robert, Chapter 25—Helping Ostracized Children:  Social Skills Training and Parent Support for Socially Rejected Children, in Hibbs, E. & Jensen, P., eds. Psychosocial Treatments for Child and Adolescent Disorders:  Empirically Based Strategies for Clinical Practice, 1996, APA.

March, J. & Mulle, K., Chapter 6—Banishing OCD: Cognitive-Behavioral Psychotherapy for Obsessive-Compulsive Disorders, in Hibbs & Jensen.

Goldberg-Arnold, J. & Fristad, M, Chapter 13—Psychotherapy for Children with Bipolar Disorder, in Geller, B. & DelBello, M., eds. <u>Bipolar Disorder in Childhood and Early Adolescence</u>, 2003, Guilford Press.

Fristad, M. & Goldberg-Arnold, J, Chapter 14—Family Interventions for Early-Onset Bipolar Disorder, in Geller & DelBello.

Ozonoff, S., Dawson, G., & McPartland, J., <u>A Parent's Guide to Asperger Syndrome and High-Functioning Autism</u>, Chapter 4—Interventions, 2002, The Guilford Press.

Greene, R., and Ablon, J.S., <u>Treating Explosive Kids</u>, Chapter 4—Plan B Basics, 2006, The Guilford Press.