

COURSE SCHEDULE  
 CPSY 523  
**Treatment Planning and Interventions  
 With Children and Adolescents**

<u>Date</u>	<u>Topic</u>	<u>Reading</u>
5/7	Introduction—Developmental issues, ethics	K & W Chap. 2
5/9	Interviewing, assessment, case conceptualization GROUPS MEET	
5/14	Play therapy interventions Ethnic issues Socially rejected children	Interventions (O’Conner & Ammen) K & W Ch. 24 Helping Ostracized Children (Frankel et al)
5/16	Substance abuse issues GROUPS MEET	Treating Substance Abuse Disorders (reading)
5/21	<b>TREATMENT PLAN #1 DUE</b> Anxiety, OCD	K & W Ch. 5, 6 Banishing OCD (March & Mulle)
5/23	Depression, suicide, bi-polar Bi-Polar Interventions—2 readings (Goldberg-Arnold & Fristad)	K & W Ch. 8-10
5/28	MEMORIAL DAY—NO CLASS	
5/30	<b>MID-TERM DUE</b> Family treatment approaches—general considerations GROUPS MEET	
6/4	Disruptive Behavior Disorders GROUPS MEET	K & W Ch. 15
6/6	Parent-training approaches with ADHD and OCD	K & W Ch. 11-14, 16, 17
6/11	<b>TREATMENT PLAN #2 DUE</b> Autism/Developmental disabilities	K & W Ch. 18, 19 Treatments for Asperger Syndrome (Ozonoff et al)
6/13	<b>INTERVIEWS DUE</b> Anorexia, Enuresis, Sleep, Obesity	K & W Ch. 20-22
6/18	<b>NO CLASS</b>	

Lewis and Clark College  
Graduate School of Education and Counseling  
Department of Counseling Psychology

Treatment Planning and Intervention  
With Children and Adolescents  
CPSY 523—Summer 2007  
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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.

Article packet available from the instructor or from the CPSY office during regular office hours.

Optional/Recommended:

American Psychiatric Association (2000). Diagnostic and statistical manual of mental disorders (4<sup>th</sup> 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. 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.

<u>Grading:</u>	<u>Points</u>
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. Bipolar Disorder in Childhood and Early Adolescence, 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., A Parent's Guide to Asperger Syndrome and High-Functioning Autism, Chapter 4—Interventions, 2002, The Guilford Press.