

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

**Treatment Planning and Intervention
With Children and Adolescents
CPSY 523—Fall 2006**

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Miller Hall, Room 207
Thursdays 5:30 –8:45 PM
Office hours by appointment—call or e-mail to schedule

Required Text:

Kazdin, A. E. & Weisz, J. R. (Eds.). (2003). Evidence-based psychotherapies for children and adolescents. New York: Guilford Press.

Two Article packets are available from the CPSY office during regular office hours.

Optional/Recommended:

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

Catalog 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.
(3 semester hours)
Prerequisite CPSY 506

Description: Children and adolescent problems exist within multiple contexts: biology, family, peer, schools, communities, societies and cultures. In order to successfully assess, diagnose, formulate an understanding, 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. Students will become familiar with empirically supported treatment strategies for the most common psychological disorders of children and adolescents (early childhood through high school). Treatment planning will include established best practices in the treatment of specific childhood disorders as well as individually tailored interventions.

Goals: Students will:

1. Demonstrate the ability to perform a developmental history interview with parents and child or adolescent in a culturally sensitive manner.
2. Be able to write case formulation and treatment plans for a range of problems.
3. Demonstrate the ability to plan and implement interventions that take into account the many contexts in which children live.
4. Demonstrate the ability to explain and defend a treatment plan using sound theoretical arguments and knowledge of empirically based research through verbal and written formats.
5. Generate an extensive knowledge base of current treatment protocols for common mental, emotional and behavioral disorders of children and adolescents.
6. Identify their emerging theoretical orientation and learn to apply it in treatment planning.

COURSE REQUIREMENTS:

READINGS AND PARTICIPATION:

Complete selected readings and be prepared to ask questions, discuss material and apply the material during in-class group work. Grading expectations for this portion of your grade will be clarified through a rubric developed the first day of class.

INTAKE FORM:

Submit an interview form to be used during the parent/child interview. Class examples can be used for models that you can adjust for your needs.

PARENT(S) AND CHILD INTERVIEW:

Students will conduct a developmental history interview with a child and one or more parents. It will be your responsibility to find a family 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 (30 minutes maximum time). You will choose a 10-minute segment of the video to show in class. You will turn in the notes you take during the interview and a formal written report.

TREATMENT PLANS:

Students will be required to turn in three complete treatment plans from case examples following in-class group assignments. A format will be provided by the instructor.

FINAL PROJECT:

Students will have two weeks to complete the take home final project. You will generate a case example. Then you will generate a case example, demonstrate the ability to diagnose a disorder, formulate the case conceptualization, and develop a treatment plan. You will provide a paper summarizing the state of the art for treatment of this disorder with references. You will come to the last class to discuss your conclusions about the best practice for your disorder of choice and provide handouts to the class.

FALL 2006 CPSY 523 -COURSE SCHEDULE
Treatment Planning and Intervention with Children and Adolescents

<u>Date</u>	<u>Topic</u>	<u>Reading</u>
9-07	Introduction- Ethics-Developmental Issues Ethics and Evidenced-Based Practices	K and W Chapter 2 Class 1 Readings
9-14	Interviewing, Assessment, Formulation of Case	Class2.1,2.2 Readings

Externalizing Behaviors – Under-Controlled Emotions and Behaviors

9-21	Attention Deficit/Hyperactivity Disorder	K & W Ch.11 Class10.1,10.2,10.3,10.4,10.5,10.6,10.7 Readings <u>Interview form due</u>
9-28	Conduct Problems	K & W Chs. 12,13, & 14 <u>Treatment Plan One due</u>
10-05	Anger, Aggression and Abuse	K & W Chs. 15, 16, & 17 Class 5 Readings
10-12	<u>Video of Interview Notes and Write up Due</u>	
10-19	Play Therapy and Interventions	Class7.1 7.2 Readings
10-26	Alcohol and Drug Use and Abuse	K & W Ch. 24 Class 8.1,8.2 &8.3 Readings
11-02	Eating Disorders and Obesity	K & W Ch. 20 & 21 Class 9.1,9.2,9.3 Readings <u>Treatment Plan Two Due</u>

Internalizing Behaviors – Over-Controlled Emotions and Behaviors

11-09	Affective Disorders	K & W Ch. 5 Class10.1,10.2,10.3 Readings
11-16	General Anxiety Disorder, Social Phobia Separation Anxiety Disorder	K & W Ch. 6 Class11.1, 11.2,11.3Readings <u>Treatment Plan Three Due</u>
11-30	Depression, Suicide, Bi-Polar Disorder	K & W Chs. 8,9,10 Class 12.1, 12.2, 12.3,12.4,12.5, 12.6, 12.7 Readings
12-07	Autism and Asperger's Disorder	K & W Chs; 18 & 19 Class 13.1, 13.2, 13.3 Readings
12-14	<u>Final Project</u>	<u>Presentation</u>

<u>Grading:</u>	<u>Points</u>
Readings & Participation	20 points
Interview Form	10 points
Video -Interview	50 (for video, notes, written summary, forms)
Treatment Plans	60 (3 @ 20 points each—10 pts for conceptualization, 10 points for treatment plan)
Final Project	60 points
<u>TOTAL</u>	<u>200 points</u>

A-= 180-186 points, A =187-200= points, grading system does not accept an A+
 B-= 160-165 points, B =166-172 points, B+ = 173-179 points
 < 160 points conference with the instructor.

If you are unable to attend class for any reason, please notify me by my cell phone as soon as possible. If it is necessary for you to be late due to your employment, please let me know at the beginning of the semester or as it occurs. Your attendance on time is optimal for you to benefit from the material in this course.

If you have any special needs, please contact me at the earliest possible time so that I may work with you to have a successful class experience. I require documentation of a learning disability or diagnosed medical condition prior to providing substantive accommodations (those that involve changes to deadlines, activities, or products).

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	Fall 2006
Department	CPSY
Faculty Name	Suzanne Younge, Ph.D.

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.	X
<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.	X
<u>Teaching Approaches</u> Engage students and school personnel in meaningful learning experiences responsive to individual differences, interests, developmental levels, and cultural contexts.	X
<u>Connection to Community</u> Design educational activities that cultivate connections between learners and their communities and region.	X
<u>Educational Resources</u> Incorporate a wide range of teaching and technological resources from the school and community into experiences that support learning.	X
<u>Assessment</u> Assess, document, and advocate for the successful learning of all students and school stakeholders.	X
<u>Research and Reflection</u> Adopt habits of personal and scholarly reflection that examine professional practice and lead to systemic renewal.	X
<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.	X
<u>Professional Life</u> Pursue a professional identity that demonstrates respect for diverse peoples, ideas, and cultures.	X

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) 4 of this syllabus (student performance includes goals, evidence, and levels of performance).