

Lewis & Clark College
Graduate School of Education and Counseling
Department of Counseling Psychology
CPSY 523 - Counseling and Interventions with Children & Adolescents
Thursdays 9/4/14-10/12/14, 5:30-8:45pm, York 116

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Office Hours by Appointment Only; I'm on campus on Thursday evenings.

Required Readings:

Jongsma Jr., A. 2014. *The Child Psychotherapy Treatment Planner: Includes DSM-5 Updates*; Hoboken, New Jersey: John Wiley & Sons, Inc.

Lecroy & Daley, eds, 2006. *Case Studies in Child, Adolescent, and Family Treatment*. Belmont, California: Brooks/Cole.

McConaughy, S. (2013). *Clinical Interviews for Children and Adolescents, Second Edition: Assessment to Intervention*. New York: Guilford Press.

Additional weekly readings posted to Moodle or handed out in class.

Optional (Recommended):

American Psychiatric Association (2013). *Diagnostic and Statistical Manual of Mental Disorders, 5th Ed.* Washington, D.C.

Course Description

This course covers the identification and diagnosis of the general mental, emotional, and behavioral disorders of childhood and adolescents. We will consider developmental, social, and cultural influences on diagnoses and treatment interventions. Students will develop skills in the fundamentals of interviewing, diagnosis, social-justice-oriented case conceptualization and counseling intervention across multiple systems. Students will become familiar with effective treatment strategies and evidence-based practices for the most common psychological disorders and presenting concerns in children and adolescents.

What this course is NOT: This course is not the one where students will learn to “do therapy.” This is one of the courses where you will learn skills and techniques that will contribute to becoming an effective counselor. In this course we use your knowledge from your prior courses to learn to conceptualize cases from a multi-systemic view. We will cover the most common presenting issues and types of therapies and interventions that are appropriate for children and adolescents. This is not a technique class, although I have included some resources for you that include techniques. This course focuses on applying your theoretical framework and on developing your assessment, reasoning, and planning skills as an emerging counselor. The “how” of doing therapy comes through your clinical training in practicum and internship.

This course is taught from an ecological perspective that focuses on viewing the child or adolescent within context. The ecological perspective is used to conceptualize and plan interventions that can come from any theoretical perspective (cognitive-behavioral, psychodynamic, etc.) and does not limit the type of interventions that can be used.

CPSY 523 Counseling and Intervention with Children and Adolescents*

1. Demonstrate an understanding of culturally sensitive case conceptualization (CACREP 7f,7h,2c) (NASP 2.5)
2. Demonstrate the ability to comprehend the material at a level of analysis and synthesis and be able to apply this reasoning to case studies.
3. Conceptualize cases and formulate treatment plans. (CACREP 5b,5c)(NASP 2.7)
4. Identify their emerging theoretical orientation and learn to apply it in treatment planning. (CACREP 5b,5c)
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. (CACREP 8e) (NASP 2.4)
6. Demonstrate the ability to perform an intake/developmental history interview with parents, children and education personnel. (CACREP 5b,5c)(NASP 2.7)
7. Demonstrate knowledge of common presenting problems and child/adolescent psychopathology and appropriate treatment including evidence based practice as required by Oregon state law.
8. Demonstrate understanding of ethical considerations and ability to make sound ethical decisions when working with children, adolescents and families. (CACREP 3e, 7i, 5g)
9. Demonstrate an understanding of developmental levels/developmental appropriateness in assessment and intervention with children and adolescents. (CACREP 3c, 3d) (NASP 2.7)
10. Apply knowledge of diagnosis and psychopathology appropriately with children and adolescents using cultural sensitivity, understanding of normal development, and ecological evaluation. (CACREP 3c) (NASP 2.4)
11. Demonstrate ability to conceptualize from a systems/ecological perspective and create treatment plans/interventions (including consultation) across settings including family, school, community, and other systems relevant to the client. . (CACREP 5b,5c,5e,B4, C1,C2,C3)(NASP 2.6, 2.8)
12. Demonstrate an understanding of basic special education/disability law, school environments, and mechanisms/methods for interventions in school settings.

Course Requirements:

Readings: Complete assigned readings ON TIME and be prepared to ask questions, discuss the material and apply the material during in-class discussions and assigned work.

Case Conceptualizations: You will be required to complete two case conceptualizations: one for a child and one for an adolescent. You will be presented in class with two case studies and will be asked to complete your thorough conceptualization by the following class period.

Final Exam: Take home, one week to complete. Exam will consist of a number of short answer/essay questions where you will be expected to clearly and concisely demonstrate understanding of the readings beyond factual knowledge with an emphasis on analysis and synthesis of the material. The exam will also contain one or more case examples that will require a thorough assessment, diagnosis and case conceptualization.

Parent(s) and Child Interview: You will conduct an intake/developmental history interview with a child and one or more parents. It is your responsibility to find someone willing to let you practice with them. You will be provided with the informed consent forms that explain that you are a student in training. You must videotape the interview with the child. Your total interview

should be no less than 30 minutes. You will choose a 10-12 minute segment of the video to show in class. On presentation day, you will work in small groups to give evaluation and feedback on the interviews. You will be required to turn in your interview notes, a formal written report, evaluation/feedback sheets from your peers, and the evaluation sheets from the parent(s). Evaluations from your peers and the parent(s) will not affect your grade.

Treatment Plan: In groups of 2 (and 4 groups of 3) you will be responsible for creating a complete written treatment plan. You will choose a “client” from a case study in the LeCroy text. I will also approve an alternate case study of your choosing at least one week prior to your presentation if you’d rather. Each treatment plan should contain the six major elements as presented in your Treatment Planning text. The treatment plan should have a minimum of two main goals. You will be presenting your treatment plan to your classmates, and I encourage you to utilize visual aids and to be creative!

In addition, you will be giving an overview of the common treatments that are used for the presenting concerns (ie: Diagnoses) of your client. For example, if the topic for the week is ADHD, please create a treatment plan for a case study client diagnosed with ADHD, and give your presentation about treatments used for ADHD.

Grading:

Case Conceptualizations:	50 pts. (25 pts. each)
Final Exam:	100 pts.
Interview:	50 pts. (25 for video, 25 for written summary)
Treatment Plan:	50 pts. (25 for Written Tx Plan, 25 for Presentation)
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Total:	250 pts.

A = 225-250 pts.

B = 200-224 pts.

Students are expected to complete work at an acceptable level of performance to demonstrate competence to perform the tasks required in a treatment setting. Below 200 pts. (80%) is considered an inadequate grade and students will be required to do additional work to demonstrate competence. The extent and nature of the work will be determined based on the quality of work completed and may include re-completing assignments, additional testing, paper(s), or re-completing the course in another semester.

LATE ASSIGNMENT POLICY: I will accept assignments one week past their due date. Any assignment turned in later than one week will result in a failing grade for that assignment. In cases of extreme circumstance, I will work with students on an individual basis to determine the status of the late assignment.

CPSY Attendance Policy:

Class attendance is expected and required. Any missed class time may be made up by completing extra assignments designed by the instructor. Missing more than ten percent of class time may result in failure to complete the class. This would be 4.5 hours of a 3 credit course (or 1.5 classes). In case of extreme hardship and also at the discretion of the instructor, a grade of incomplete may be given for an assignment or the entire course. In such cases, the work to be submitted in order to remove the incomplete must be documented appropriately and stated

deadlines met. Students are expected to be on time to class and tardiness may be seen as an absence that requires make-up work.

Students with Disabilities:

The Student Support Services Office, located in the Templeton Student Center, is a resource for students with disabilities. A variety of services are available through this office according to the particular needs of each student. Students interested in such services may contact Student Support Services at 503-768-7191. This contact is the necessary first step for receiving appropriate accommodations and support services. Please inform me as soon as possible if you need accommodations in class.

Weekly Schedule

This is a tentative schedule subject to change.

<u>9/4</u>	<u>Topic:</u>	<u>Course Introduction</u>
	Class Plan:	Syllabus Review, Forms Review, Lecture: Ethics, Case Conceptualization Expectations
<u>9/11</u>	<u>Topic:</u>	<u>Normative Development, Interviewing, & Multicultural Assessment</u>
	Readings:	McConaughy: Ch. 1, 2., Jongsma, Jr: p.10-13
	Class Plan:	Case Role Play, Discussion
<u>9/18</u>	<u>Topic:</u>	<u>Intake, Mental Status, Treatment Plans</u>
	Readings:	McConaughy: Ch. 8., LeCroy: 2-2, 4-4
	Class Plan:	Lecture, Discussion
<u>9/25</u>	<u>Topic:</u>	<u>Early Childhood Disorders</u>
	Readings:	Jongsma, Jr: p.66-77, 307-319, 367-379, 391-401, 425-435 LeCroy: 2-1, 2-4
	Class Plan:	Lecture, Play Therapy, Case Study Presented Treatment Plan Presentation: <u>Kelly & Siri</u>
<u>10/2</u>	<u>Topic:</u>	<u>Autism Spectrum Disorder & Developmental Disabilities</u>
	Readings:	Jongsma, Jr: p.91-103, 219-229, 255-266 LeCroy: 3-1, 3-2
	Class Plan:	CASE CONCEPTUALIZATION #1 DUE Treatment Plan Presentation: <u>Marielle & Allison</u>
<u>10/9</u>	<u>Topic:</u>	<u>Mood & Anxiety Disorders & Interventions</u>
	Readings:	McConaughy: Ch. 3, 5., LeCroy 1-1 Jongsma, Jr: p.52-65, 142-154, 230-241, 267-278
	Class Plan:	Group Discussion, Case Study Presented Treatment Plan Presentation: <u>Brian, Audriana, & Ellie</u>
<u>10/16</u>	<u>Topic:</u>	<u>Self-Harm, Suicide, & Youth Violence</u>
	Readings:	McConaughy: Ch. 9 & 10. LeCroy 1-3, 3-5 Jongsma, Jr: p.38-51, 116-125, 201-207
	Class Plan:	Discussion, Treatment Plan Presentation: <u>Jamie & Margie</u> Guest Speaker: Edward May, LCSW, Clinical Manager at Morrison Child & Family Services
<u>10/23</u>	<u>Topic:</u>	<u>Attention-Deficit Disorders & Disruptive Behavior Disorders</u>
	Readings:	McConaughy: Ch. 6, 7., LeCroy: 1-2 Jongsma, Jr: p.14-25, 78-90, 155-166, 242-254
	Class Plan:	Discussion, Class Activity Treatment Plan Presentation: <u>Amelia & Maritza</u> CASE CONCEPTUALIZATION #2 DUE

- 10/30 Topic: Child & Adolescent Substance Abuse Disorders
Readings: McConaughy: Ch. 4, Jongsma, Jr: p.354-366
Class Plan: Discussion, Motivational Interviewing & Role Plays
Treatment Plan Presentation: Phillip, Travis & Colette
- 11/6 Class Plan: PRESENTATION OF CHILD INTERVIEWS
- 11/13 Topic: Child Abuse & Domestic Violence, Conduct Disorders
Readings: LeCroy: 4-3, 5-4, 6-3
Jongsma, Jr: p.126-141, 192-200, 279-293, 330-353, 380-390
Class Plan: Small Group Discussions, Video
Treatment Plan Presentation: Chloe & Saige
- 11/20 Topic: Divorce, Blended Families, Foster Care & Adoption
Readings: LeCroy: 2-3, 5-1, 5-2
Jongsma, Jr: p.26-37, 104-115, 167-178, 320-329
Class Plan: Lecture, Treatment Plan Presentation: Hsuan Hsuan, Taylor & Astrid
Guest Speaker: Lindsay Spina, LPC, ATR
- 11/27 NO CLASS! THANKSGIVING HOLIDAY!
FINAL EXAM UPLOADED TO MOODLE ☺
- 12/4 Topic: Eating, Feeding, & Toileting Disorders & Psychotic Disorders
Readings: LeCroy: 1-4, Jongsma, Jr: p.179-191
Class Plan: Discussion, Treatment Plan Presentation: Jordanne, Kyle & Jeremiah
Course Evaluations
- 12/11 Topic: Course Wrap Up
Readings: TBA
Class Plan: FINAL EXAM DUE, Course Wrap Up