

Lewis & Clark College
Professional Mental Health Counseling & Professional Mental Health Counseling –
Specialization in Addictions
CPSY 523
Counseling and Interventions with Children and Adolescents
Syllabus Cover Sheet
(Updated 2.15.2017)

Required Objectives:

Professional Counseling Identity (CACREP 2016 Standards)

- 3h. a general framework for understanding differing abilities and strategies for differentiated interventions
- 3i. ethical and culturally relevant strategies for promoting resilience and optimum development and wellness across the lifespan
- 5b. a systems approach to conceptualizing clients
- 5j. evidence-based counseling strategies and techniques for prevention and intervention
- 5l. suicide prevention models and strategies
- 7c. procedures for assessing risk of aggression or danger to others, self-inflicted harm, or suicide
- 7d. procedures for identifying trauma and abuse and for reporting abuse (?)
- 8b. identification of evidence-based counseling practices

Entry-Level Specialty: Clinical Mental Health Counseling (CACREP 2016 Standards)

- C1c. principles, models and documentation formats of biopsychosocial case conceptualization and treatment planning
- C2b. etiology, nomenclature, treatment referral, and prevention of mental and emotional disorders
- C2l. legal and ethical considerations specific to clinical mental health counseling

Additional Objectives:

- Develops an understanding of various counseling methods with children and adolescents (e.g. play therapy, experiential methods, skills development, etc)
- Develops an understanding of parent or parent/child counseling methods with children (e.g. Parent Child Interaction Therapy, Parent skills training, etc)

Key Required Assignments/Student Learning Outcomes

These assignments are required for the course, but **will not be the only requirements/expectations.**

The chart below lists the assignment, method of submission, and benchmark score/grade. These assignments are set up for upload to Taskstream and/or instructor provides rating for assignment. See syllabus for details.

Theory and Research into Practice		Proficient (A)	Benchmark (B)	Emerging (C)	Inadequate/Fail	As evidenced by:	Evaluation and Remediation
Goal 4 of 6							
Understands and applies interventions	Early Program	Demonstrates strong understanding of interventions and evidence based practices with children/adolescents	Demonstrates adequate understanding of interventions and evidence based practices with children/adolescents	Demonstrates inadequate understanding of interventions and evidence based practices with children/adolescents		MHC 523: Final grade AND Midterm and final exam 80% minimum	First year portfolio/advisor review; referral to Benchmark Review Committee

Clinical skill		Proficient (A)	Benchmark (B)	Emerging (C)	Inadequate/Fail	As evidenced by:	Evaluation and Remediation
Goal 1 of 5							
Students develop therapeutic communications skills emphasize the client-counselor relationship with individuals and families	Early Program	Student demonstrates high level of skill interviewing a child and parent. Grade: 90-100%	Student demonstrates adequate skill interviewing a child and parent. Grade: 80-89%	Student's ability to interview a child and parent is rudimentary/emerging Grade: 70-80%	Student fails to complete assignment	CPSY 523: Child Interview Instructor grade	First year portfolio/advisor review; referral to Benchmark Review Committee

Methods of Instruction for this Course

Instruction Method	Mark All That Apply
Lecture	X
Small Group Discussion	X
Large Group Discussion	X
Course Readings	X
Group Presentation	X
Individual Presentation	
DVD/Video Presentation	X
Supervised Small Group Work	X
Individual/Triadic Supervision	
Group Supervision	
Case Study	X
Debate	
Class Visitor / Guest Lecturer	
Off-Campus / Field Visit	
Other:	

COURSE SCHEDULE
CPSY 523—SUMMER, 2015
**Treatment Planning and Interventions
With Children and Adolescents**

<u>Date</u>	<u>Topic</u>	<u>Reading</u>
5/11	Introduction—Developmental issues, ethics Ethnic issues (CACREP 3i)	Dishion—Ethical Standards Vernon & Clemente—Child Assessment Process LeCroy, Chap. 2-2
5/18	Interviewing, assessment, case conceptualization (CACREP 3i, 7d, C1.c, C2.1)	McConaughy--Interviewing O'Conner & Ammen, Chap. 1
5/25	Socially rejected children GROUPS MEET	Frankel reading O'Conner & Ammen, Chap. 8 LeCroy, Chaps. 2-4, 3-1, 3-3
6/1	Anxiety, OCD (CACREP 7d) GROUPS MEET TREATMENT PLAN OR CLIENT EXPERIENCE #1 DUE	LeCroy, Chap. 1-1, 6-2 Banishing OCD (March & Mulle)
6/8	Depression, suicide, bi-polar Bi-Polar Interventions—2 readings (Goldberg-Arnold & Fristad) (CACREP 5I, 7c) TREATMENT PLAN OR CLIENT EXPERIENCE #2 DUE	LeCroy, Chap. 1-3 Ash—Suicide in Children and Adolescents
6/15	Substance abuse issues, Intro to Motivational Interviewing MID-TERM AVAILABLE	Adolescent Substance Abuse Disorders Family Response to Adolescence, Youth, and Alcohol Teen Therapy—Edgette
6/22	Disruptive Behavior Disorders MID-TERM DUE	LeCroy, Chaps. 2-1 McDaniel, Lusteran, Philpot 4 Mistakes with Teens Article
6/29	Parent-training approaches with ADHD and ODD	LeCroy, Chap. 1-2, 3-2 Dishion—Parent Intervention Groups Executive Functioning Articles
7/6	Coping with the explosive child GROUPS MEET	Greene & Albon Reading

- 7/13 School-Based Interventions LeCroy, Chap. 3-5, 4-3
 ODD Reading
TREATMENT PLAN OR CLIENT EXPERIENCE #3 DUE
- 7/20 Autism/Developmental disabilities, Learning Disabilities (CACREP 3h)
 New York Times article on Sensory Issues
 Treatments for Asperger Syndrome (Ozonoff et al)
 GROUPS MEET
- 7/27 Anorexia, Enuresis, Sleep, Obesity Schroeder & Gordon—Toilet Training
 LeCroy, Chap. 1-4
 Sleep Problems article
TREATMENT PLAN OR CLIENT EXPERIENCE #4 DUE
- 8/3 Divorce, step-parenting, child abuse, foster children, adoption, grief
 LeCroy, Chap. 5-2, 5-4
 Grief and Divorce articles
FINAL EXAM DUE
INTERVIEW REPORTS DUE

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, 2017
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office hours by appointment—call or e-mail

Required Text:

Case Studies in Child, Adolescent, and Family Treatment; LeCroy and Daley, eds.
Brooks/Cole, 2005

Other readings available through Moodle

Optional/Recommended:

American Psychiatric Association (2013). Diagnostic and statistical manual of mental disorders (5th ed.) Washington, DC: Author.

Other readings as assigned

Description: This course will introduce students to treatment planning and interventions with child and adolescent populations, exposing students to a wide variety of conceptual models, but focusing on viewing problems of childhood and adolescence systemically and behaviorally. 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 as well as important issues facing child and adolescent treatment.

ATTENDANCE: Class attendance is expected and required. Any missed class time will 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 45 hour class (3 credits). 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.

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: Groups of 4 or 5 students will be asked to role-play a sample case during class four times throughout the semester. For each activity, two students will be the "therapist," while the others will play family members. Each subgroup will be given a few minutes to review the case scenario and prepare for the "initial interview." After 15 minutes or so of role-playing, the subgroups will debrief for a few minutes and prepare for the "second session." After another 15 minutes of role-playing, the whole group will debrief. One person from the "therapy team" will write up a case conceptualization and treatment plan (see outline in Moodle), and one person from the "family" will write up a description of their experience (outline also on Moodle). The subgroups will swap positions for the second in-class activity, and the groups will rearrange for the last two. Everyone will have a chance to write one treatment plan and one "client experience." (25 points total).

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 a formal written report (25 points)

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. (25 points each)

CLASS PARTICIPATION: This is admittedly subjective, but will be based largely on your involvement in small-group discussions, asking questions, making relevant comments, etc. There are no points associated with this requirement.

<u>Grading:</u>	<u>Points</u>
Treatment Plan	15
Client Experience	10 points
Take Home Tests	50 (2 @ 25 points each)
Interview Paper	25

A = 90-100 points/%

B = 80-89 points/%

C = < 80 points/%