

**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**

Required Objectives:

Professional Counseling Identity (CACREP 2016 Standards)

- 3h. 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
- 5m. crisis intervention, trauma-informed, and community-based strategies, such as Psychological First Aid
- 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
- 8d. development of outcomes measures for counseling programs

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

- C1c. principles, models and documentation formats of biopsychosocial case conceptualization and treatment planning
- C2a. roles and settings of clinical mental health counselors
- 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  |
|---------------------------------------|---------------|---|---|---|-----------------|---|---|
| <b>Goal 4 of 6</b>                    |               |   |   |   |                 |   |   |
| 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 |

| <b>Clinical skill</b>  |               | Proficient (A)   | Benchmark (B)   | Emerging (C)  | Inadequate/Fail                      | As evidenced by:                           | Evaluation and Remediation  |
|--|---------------|--|---|---|--------------------------------------|--|---|
| <b>Goal 1 of 5</b>   |               |  |   |   |                                      |  |   |
| 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 |

COURSE SCHEDULE  
 CPSY 523—Summer, 2018  
**Treatment Planning and Interventions  
 With Children and Adolescents**

| <u>Date</u> | <u>Topic</u>   | <u>Reading</u>   |
|-------------|--|--|
| 5/10        | Introduction—Developmental issues, ethics, Diversity issues<br><br>(CRACEP 3h, C2l)  | Dishion—Ethical Standards<br>Vernon & Clemente—Child Assessment Process<br>LeCroy/Anthony, Chap. 5-1   |
| 5/17        | Interviewing, assessment, case conceptualization<br><br>(CRACEP 5b, C1c)   | McConaughy—Interviewing<br>O’Conner & Ammen, Chap. 1   |
| 5/24        | Play Therapy, Social Skills, Bullying<br><br><b>GROUPS MEET—Case #1</b><br>(CRACEP 7c)                                       | LeCroy/Anthony , Chaps. 2-1, 2-2, 2-3, 5-2   |
| 5/31        | Anxiety, OCD<br>(CRACEP 5j, 7d, 8b)<br><b>GROUPS MEET—Case #2</b><br><b>TREATMENT PLAN OR CLIENT EXPERIENCE #1 DUE</b>       | Taming the Wild Things<br>Banishing OCD (March & Mulle)  |
| 6/7         | Depression, suicide, self-harm, and bi-polar<br><br>(CRACEP 5l, 7c, 8b)<br><b>TREATMENT PLAN OR CLIENT EXPERIENCE #2 DUE</b> | LeCroyAnthony, Chap. 1-3<br>Bi-Polar Interventions—2 readings (Goldberg-Arnold & Fristad)<br>Ash—Suicide in Children and Adolescents<br>Other readings in Moodle |
| 6/14        | Substance abuse, Working with Teens<br>(CRACEP 3i)<br><b>MID-TERM AVAILABLE</b>  | LeCroy/Anthony, Chap 1-5<br>Other readings on Moodle   |
| 6/21        | Disruptive Behavior Disorders<br>(CRACEP 7c)<br><b>MID-TERM DUE</b>  | LeCroy/Anthony, Chaps. 1-2, 1-7, 5-3<br>4 Mistakes with Teens article  |
| 6/28        | Coping with the explosive child<br>(CRACEP 3i)<br><b>GROUPS MEET—Case #3</b>   | Greene & Albon Reading   |

- 7/5 ADHD, Executive Functioning, Parent Training Chaps. 1-1, 3-2, 3-3  
 (CRACEP 5j, C2b) Other readings on Moodle  
**TREATMENT PLAN OR CLIENT EXPERIENCE #3 DUE**
- 7/12 School-Based Interventions Chap. 2-4  
 GROUPS MEET—Case #4 ODD Reading
- 7/19 Autism/Developmental disabilities New York Times article on Sensory Issues  
 Learning Disabilities Treatments for Asperger Syndrome (Ozonoff et al)  
 Sleep, and Elimination Disorders Sleep Problems article  
**TREATMENT PLAN OR CLIENT EXPERIENCE #4 DUE**  
**FINAL EXAM AVAILABLE ON MOODLE**
- 7/26 Eating Disorders, Divorce, step-parenting, child abuse, foster children, adoption, grief  
 Chaps. 4-1, 4-3  
 (CRACEP 3i) Grief and Divorce articles  
**INTERVIEW REPORTS DUE**
- 8/2 Present/discuss interviews in class  
**FINAL EXAM 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, 2018  
Richard Rosenberg, Ph.D.  
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office hours by appointment—call or e-mail

Required Text:

Case Studies in Child, Adolescent, and Family Treatment, 2<sup>nd</sup> Edition; LeCroy and Anthony, eds. Wiley, 2015

Other readings available through Moodle

Optional/Recommended:

American Psychiatric Association (2013). Diagnostic and statistical manual of mental disorders (5<sup>th</sup> 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 re-arrange 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                      |
| Take Home Tests   | 50 (2 @ 25 points each) |
| Interview Paper   | 25                      |

A = 92-100 points  
A- = 90-91 points  
B+ = 88-89 points  
B = 80-87 points  
C = < 80 points/%