

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	Midterm and final exams cumulative grade 90-100% Demonstrates strong understanding of interventions and evidence based practices with children/adolescents	Midterm and final exams cumulative grade 80-89% Demonstrates adequate understanding of interventions and evidence based practices with children/adolescents	Midterm and final exams cumulative grade 70-79% Demonstrates inadequate understanding of interventions and evidence based practices with children/adolescents	Midterm and final exams cumulative grade below 70%	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	
Individual Presentation	X
DVD/Video Presentation	X
Supervised Small Group Work	
Individual/Triadic Supervision	
Group Supervision	
Case Study	X
Debate	X
Class Visitor / Guest Lecturer	
Off-Campus / Field Visit	
Other:	

Counseling and Interventions for Children and Adolescents CPSY 523-02
Professional Mental Health Counseling
Lewis and Clark College
Fall 2018

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Office hours by appointment

Course Dates: Sept. 5th – Dec. 12th
Wednesdays 5:30 – 8:45pm
Class Location: York Graduate Center 121
3 credit class

Required Reading

LeCroy, C.W. & Anthony, E.K. (2014). *Case studies in child, adolescent, and family treatment*. John Wiley & Sons.

Articles posted on Moodle

Supplemental Reading

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

Course Description

This course will focus on case conceptualization (assessment, diagnosing, treatment planning, and interventions) of mental health diagnoses in children and adolescents. Students will learn how to conduct a mental health interview with a child and adolescent, practice how to conduct a clinical interview with a child and adolescent; and develop strategies to appropriately assess and diagnose children and adolescents. Case conceptualization will take into consideration developmental, social, and cultural influences. Students will learn how to create client-based treatment plans with measurable outcomes as well as identify appropriate treatment interventions based on the client's individualized needs.

CPSY Department Attendance Policy

Class attendance is expected and required. It is important to note that although you will be expected to make up missed course content, any missed class time will lower your ability to earn full professional participation points and potentially jeopardize your ability to complete the requirements for this course. 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), 3.0 hours for a 30 hour class (2 credits), or 1.5 hours for a 15 hour class (1 credit). 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.

In addition, this class will be an active participation class and a time for creative discussion. Attendance is important to gaining the full experience of what the course has to offer due to the interactions you will have with your cohort.

Students with Disabilities Policy

Lewis and Clark College is committed to serving the needs of its students with disabilities. Professional staff in the office of Student Support Services ensure that disabled students receive all of the benefits of

a comprehensive selection of services, and a formal Student Disability Grievance Procedure provides prompt and equitable resolution of any complaints arising out the College's responsibilities under the ADA Amendments Act, the Americans with Disabilities Act (ADA), Section 504 of the Rehabilitation Act of 1973, and other pertinent federal, state, and local disability anti-discrimination laws. Please see the Student Support Services website for more information.

Course Requirements and Evaluation Requirements

Assignment	Points Possible
Attendance, class participation, required readings	10
Treatment Plans	20
Child and Parent Interview	15
Adolescent Interview	15
Exams (Midterm and Final)	40
Total Points Possible	100

Grading Scale:

93 – 100 = A	77 – 79 = C+
90 – 92 = A-	73 – 76 = C
87 – 89 = B+	70 – 72 = C -
83 – 86 = B	69 and below = F
80 – 82 = B -	

Late work: 2 points per day late will be deducted from your total score of the assignment. Late work will not be accepted after 7 days.

All papers are to use APA for overall formatting of paper, referencing/citing sources and reference section. Please include title page for all papers being turned in. Papers are to be submitted in unsealed 9x12 envelopes with your name and class day and time written on the outside.

Attendance, Class Participation, and Required Readings

There will be assigned readings for most class periods. Please be prepared to participate in class discussion surrounding the readings as this will be part of the participation grade.

Treatment Plans

There are nine treatment plans to complete during the course. They will be based on case studies that are assigned reading. The outline of these plans will be posted on Moodle and will be completed during the class period.

Child and Parent 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 (no family members). 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 (points will be deducted for interviews that are less than 30 minutes). You will choose a 10-12 minute segment of the video to show in class. You will turn in a formal written report based on the assessment and your 30 minute interview on a thumb drive. An outline will be posted to Moodle for the written report.

Exams

There will be two exams: a mid-term and a final exam. They will both be take home and you'll have the week to complete them. They will be a combination of multiple choice, short answer, and essay questions. There will be case examples in which you will provide a diagnosis and treatment plan.

Week	Date	Description	Case Study	CACREP
1	September 5	<ul style="list-style-type: none"> • Introduction and review of course and assignments • Informed consent and confidentiality • Mandated reporting • Child and Adolescent Development 		7d
2	September 12	<ul style="list-style-type: none"> • Interviewing, assessment, case conceptualization, theory, and treatment planning • Ethical and cultural considerations • Suicide assessment • Risk assessment 	2-2 5-1	C1c C2l 5b 3i 7c 7d
3	September 19	<ul style="list-style-type: none"> • Attachment theory and attachment disruptions • Mental Health from 0-5 • Feeding and Eating Disorders, Elimination Disorders, Sleep-Wake Disorders • Play Therapy, Early Intervention, Parent Training 	3-2 3-3	5j 8b C2b
4	September 26	<ul style="list-style-type: none"> • Neurodevelopmental Disorders • School interventions 	1-1 2-1 2-3	5j 8b C2b
5	October 3	<ul style="list-style-type: none"> • Divorce, blended families, grief, foster care, adoption, homelessness, and reunification • Adjustment Disorders 	3-1 4-1 4-2 4-3 4-4	5j 8b C2b
6	October 10	<ul style="list-style-type: none"> • Disruptive, Impulse-Control, and Conduct Disorders • Residential and Juvenile Justice • Sexually Abusive Behaviors • At-Risk Youth <p>Midterm Take Home</p>	1-2 1-6 1-7 5-3	5j 8b C2b
7	October 17	<ul style="list-style-type: none"> • Depressive Disorders • Self-harm • Suicide prevention models and strategies • Crisis planning <p>Midterm Due</p>	1-3	5j 5l 8b C2b
8	October 24	<ul style="list-style-type: none"> • Anxiety Disorders • Obsessive-Compulsive and Related Disorders • Bullying and social media 	1-4 5-2	5j 8b C2b

9	October 31	<ul style="list-style-type: none"> Substance use and abuse 	1-5	5j 8b C2b
10	November 7	<ul style="list-style-type: none"> Trauma and Stressor-Related Disorders 	5-4	5j 8b C2b 7d
11	November 14	<ul style="list-style-type: none"> Gender Identity and sexual development Termination Process 	2-4	5j 8b C2b
12	November 21	No Class – Happy Thanksgiving		
13	November 28	<ul style="list-style-type: none"> Presentations 		3h 3i 5b 5j 8b
14	December 5	<ul style="list-style-type: none"> Presentations <i>Final Take Home</i> 		3h 3i 5b 5j 8b
15	December 12	<ul style="list-style-type: none"> Presentations <i>Final Due</i> 		3h 3i 5b 5j 8b