

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	CPSY 523
Term	Fall 2009
Department	Counseling Psychology
Faculty Name	Amy Rees

Catalogue Description:

Introduction to research methods with an emphasis on design, sampling, measurement issues, and introductory data analysis. Topics include (1) research design: elements of the research process, types of designs, program evaluation; (2) ethical considerations of research: informed consent, research with diverse and vulnerable populations, research with children, human subjects review; (3) basic measurement concepts: validity, reliability, norms, score interpretation; (4) basic statistical concepts: frequency distributions, central tendency, measures of variability, correlation. Reviews Web-based resources for conducting research.

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 and Living Environments</u> Create democratic learning communities in which caring, equity, social justice, and inclusion are practiced and diverse perspectives are supported.	X
<u>Disciplinary Knowledge</u> Integrate fundamental and emergent components of disciplinary knowledge in ways that extend and enhance experiences of the diverse individuals and groups we serve. Use this knowledge to augment our own capacity to solve problems, even as we support individuals and communities in problem solving.	X
<u>Professional Practice</u> Engage individuals, families and the professionals who support them in meaningful learning, counseling and therapy, and community-building experiences responsive to individual differences, interests, developmental levels, and cultural contexts.	X
<u>Connection to Community</u> Design learning and counseling activities that cultivate connections between individuals, families, and their communities and region.	X
<u>Professional and Technological Resources</u> Incorporate a wide range of professional and technological resources into experiences that support learning, mental health, and community well-being.	X
<u>Assessment</u> Assess, document, and advocate for the successful learning and living of all people involved in schools and communities.	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 and counseling practices and programs that confront the impact of societal and institutional barriers to academic success, personal growth, and community well-being.	X
<u>Professional Life</u> Pursue a professional identity that demonstrates a commitment to the legal, ethical, and professional responsibilities of our profession(s).	X

Authorization Levels (for TSPC-approved programs only):

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	Pre-Kindergarten-4 th Grade in a preprimary school, a primary school, or an elementary school.	X
Elementary	3 rd -8 th Grades in an elementary classroom or in a self-contained 5th or 6th grade classroom in a middle school.	X
Middle Level	5 th -9 th Grades in an elementary, middle, or junior high school, or high school.	X
High School	9 th -12 th Grades in Subject/Dept. Assign. in a High School.	X

*R = Readings and In-class Discussions *P = Practicum

Student Performance:

Student performance criteria appear on page(s) _____ of this syllabus (student performance includes goals, evidence, and levels of performance).

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

Treatment Planning and Intervention
with Children and Adolescents
CPSY 523

Thursdays 1:00 – 4:15
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Office hours by appointment: Monday 4:30-5:00
Wed 1:30-3:00

Thursday 4:30-6:30

Other hours available for students in class by request

Readings:

Required:

Ingram, B. L. (2006) Clinical Case Formulations: Matching the Integrative Treatment Plan to the Client. Wiley: New Jersey.

Articles/Chapters posted on Moodle or handed out in class as assigned.

Optional/Recommended:

Mash, E.J., & Wolfe, D.A. (2002). Abnormal Child Psychology 3rd Ed. Belmont, CA: Wadsworth Group.
American Psychiatric Association (2000). Diagnostic and statistical manual of mental disorders (4th ed. text revision). Washington, DC: Author.
American Psychological Association (2001). Publication Manual of the American Psychological Association (5th ed.). Washington, DC: Author.

Other readings as assigned.

Catalog Description: This course will introduce students to treatment planning and interventions with child and adolescent populations using an ecosystemic case conceptualization model. The ecosystemic model provides a general framework for viewing problems of childhood and adolescence in the environmental context including family, school, community, and culture. Students will develop their skills in the fundamentals of interviewing, diagnosis, case conceptualization, and treatment planning.

Goals: Students will:

1. Demonstrate an understanding of culturally sensitive case conceptualization (CACREP 7f,7h,2c)
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)
5. Identify their emerging theoretical orientation and learn to apply it in treatment planning. (CACREP 5b,5c)
6. 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)
8. Demonstrate the ability to perform an intake/developmental history interview with parents, children and education personnel. (CACREP 5b,5c)
9. Demonstrate knowledge of common presenting problems and child/adolescent psychopathology and appropriate treatment including evidence based practice as required by Oregon state law.
10. Demonstrate understanding of ethical considerations and ability to make sound ethical decisions when working with children, adolescents and families. (CACREP 3e, 7i, 5g)
11. Demonstrate an understanding of developmental levels/developmental appropriateness in assessment and intervention with children and adolescents. (CACREP 3c, 3d).
12. Apply knowledge of diagnosis and psychopathology appropriately with children and adolescents using cultural sensitivity, understanding of normal development, and ecological evaluation. (CACREP 3c)
13. 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.
14. Demonstrate an understanding of basic special education/disability law, school environments, and mechanisms/methods for interventions in school settings.

What this course is NOT: Many students enter this course with an assumption or expectation that this is THE course where one learns to do therapy. This course is just one among all of your courses where you learn to be an effective counselor. In this course we use your knowledge from your prior courses to learn to conceptualize and design treatment plans. In addition, we cover the most common presenting issues and types of therapies and interventions that are appropriate. This is not a techniques 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 during your clinical training in practicum and internship.

The course is taught from an ecological perspective that focuses on viewing the person within context. This theoretical approach is in opposition to the medical model where a diagnose/treat model assumes that disorders are inherent within the individual. The ecological perspective is used to conceptualize and plan interventions that can come from any theoretical perspective (psychodynamic, cognitive-behavioral, etc.). The ecological perspective does not limit the type of intervention.

Course Requirements:

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: Students will be required to turn in TWO complete case conceptualizations and treatment plans from case examples. The first will be completed primarily in class based on a role played case, while the second will be done outside of class based on a written vignette.

Tests: Midterm and Final, Take Home, two weeks to complete. Tests 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. Tests will also

contain one or more case examples that will require a diagnosis and treatment plan with an explanation using sound theoretical reasoning and knowledge of best practices and evidence based practice. Students will answer a minimum of 5 questions and will have the option of answering 6. If you choose to answer 6 your lowest score will be thrown out.

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 with 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. Students will work in small groups to give evaluation and feedback on the interview.

You will turn in the notes you take during the interview, a formal written report, evaluation/feedback sheets from peers, and the evaluation sheet from the parent(s). Evaluations from the parent and peers will **NOT** affect your grade.

Special Topic Presentation:

1 ½ hours of Class time will be given for PLANNING on November 19. Presentation will be done individually or in collaboration with one other student, you will research a topic determined in class **WITH INSTRUCTOR PERMISSION REQUIRED**. You will be required to find the **BEST 5 PROFESSIONAL** resources on your topic. You may use a maximum of 2 websites in addition to a minimum of 3 books or scholarly articles (peer reviewed journals) **OR** 5 books/scholarly articles. **IF** you use websites you must also complete the Website Evaluation Form for each site. Create a brief presentation outline, reference list, and Website Evaluation Forms to be turned in by **December 3** for approval.

Presentation due: **December 17**. Two options for presentation: Create a Powerpoint presentation with handouts for all class members **OR** prepare a 1-2 page summary sheet of your topic with references for all class members. The Powerpoint presentation or summary sheet will be written to provide the class with a concise summary of the topic so that students will be able to use it when they are practicing to help them with treatment planning.

This assignment is designed to help you learn how to find information on topics of diagnosis and treatment planning. We cannot cover all possible areas you will encounter in practice and you need to be able to find appropriate guidelines for treatment planning.

The purpose for limiting the Powerpoint or summary sheet to a short length is to help you learn to be **CONCISE** in your research and presentation of material. When you are practicing counselors, school psychologists, and MCFT's you will not have time to research topics fully as you would for a long paper, you must learn to find the best sources quickly and efficiently.

Grading:

	<u>Points</u>
Treatment Plans	100 (2 @ 50 pts each: Each plan: 25 pts "facts"/conceptualization, 25 pts treatment plan)
Take Home Tests:	100 (2 @ 50 pts each – 5 questions @10 pts each)
Presentation	50 (10 points outline/references, 40 points presentation/written materials)
Interview:	<u>50</u> (30 points video/20 points written summary)
Total	300

LATE ASSIGNMENT POLICY: Late assignments will lose 5% per week they are late. This applies to

all of the above expectations. Plan your interview early, and double check your video equipment during the interview.

A = 90-100%

B = 80-89%

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 80% is considered an unacceptable grade and students will be required to do additional work to demonstrate competence. The extent and nature of this work will be determined based on the quality of the work completed and may include re-completing assignments, additional testing, paper(s), or re-completing the course in another semester.

Attendance: No more than one absence is acceptable. If you miss more than one class under other than the most extreme circumstances you may be required to retake the course. Please follow college policy on H1N1 flu.

Schedule: This is a tentative schedule subject to change based on student and instructor needs.

Readings and Resources: This course covers a large amount of material in order to prepare you for the most common presenting problems in counseling practice. Although it is impossible to cover everything you will need in one course, I have attempted to provide a wealth of information to get you started in practice. The materials are divided into **Readings** and **Resources**.

1) Readings: It is expected that you will read the assigned chapters/ articles labeled Readings prior to class. Readings may be added/deleted as the semester progresses if I find better articles. All changes will be made in the schedule or readings at least 2 weeks prior to the class except in the case of guest speaker changes. **Expect to read a lot – this is information directly related to what you will be doing on a day to day basis in your practice!** Remember you are doing graduate school reading, not reading for memorization. The key is to read for the main points and to know where to go find the information later when you need it (for tests and in clinical practice).

2) Resources are intended to provide you with information to have to complete assignments, to use later in practice when you need it, or to read now if you have further interest in particular topics. I may also have some optional test questions from Resources.

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 if you need accommodations in class.

Weekly Schedule

See attached screen shot from Moodle webpage. NOTE: Page printed on 9/1/09 and will change, you **MUST** consult Moodle weekly to updates on readings and assignments.

Special Topic Presentation Ideas

Anger
Social Skills
Divorce
Grief
Habits/tics
Sexuality
Sexual Orientation
Attachment
Fire setting
Animal Abuse
Sibling Rivalry
Child-Child or Adolescent-Child Abuse
Eating Disorders
Early Onset Schizophrenia
Empathy
Frequent moves
Children of military personnel
Learning disabilities
Racial Identity development
Poverty, impact on children
Single parent households
Step-Parenting
Grandparents raising grandchildren
Foster care
Adopted children
Children of Alcoholics/Addicts
Psychopathology/Treatment with clients who are: African American
(see me to plan) Latina/latino
Asian
Arab
Biracial
Other

English Language Learners
Immigration – Child/Family Adjustment
Immigration – children who experienced war
Children of gay/lesbian parents