

Lewis & Clark College
Professional Mental Health Counseling & Professional Mental Health Counseling –
Specialization in AddictionsCPSY
523
Counseling and Interventions with Children and AdolescentsSyllabus Cover
Sheet
(Updated 4.30.2019)

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 intervention5l. 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 conceptualizationand treatment planning
- C2b. etiology, nomenclature, treatment referral, and prevention of mental and emotional disorders
- C2d. diagnostic process, including differential diagnosis and the use of current diagnostic classification systems, including the Diagnostic and Statistical Manual of Mental Disorders (DSM) and the International Classification of Diseases (ICD)
- 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 evidencedby:	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

Clinicalskill		Proficient(A)	Benchmark(B)	Emerging(C)	Inadequate/Fail	As evidencedby:	Evaluation and Remediation
Goal 1 of 5							
Students develop	Early Program	Student demonstration	Student demonstration	Student's ability to	Student fails to	CPSY 523: Child	First year portfolio/advisor

therapeutic communication skills		ates high level of skill	es adequate skill	interview a child and parent is	complete assignment	Interview Instructor rgrade	review; referral to Benchmark Review Committee
emphasize the client- counselor relationship with individuals and families		interview ing a child and parent. Grade: 90- 100%	interviewi n g a child and parent Grade: 80- 89%	rudimentar y/emergin g Grade: 70- 80%			

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	
Class Visitor / Guest Lecturer	
Off-Campus / Field Visit	
Other:	

CPSY 523 Counseling & Interventions with Children & Adolescents

FALL 2021

Graduate School of Education and Counseling
& Clark College

Section 01 = Time: Tuesdays, September 7th, 2021 – December 7th, 2021; 9:00am-12:15pm
Location: York Graduate Center,
Room 115

Section 02 = Time: Wednesdays, September 8th, 2021 – December 15th, 2021; 5:30pm-8:45pm
Location: York Graduate Center,
Room 116

Instructor: Rachel Goddard, LPC
Email: rachelgoddard@lclark.edu

Catalog Description: Mental, emotional, and behavioral disorders of childhood and adolescents. Topics include identification, diagnosis, and planning of multifaceted counseling intervention and treatment strategies; developmental, social, and cultural influences on diagnoses and interventions; ecological and social-justice-oriented conceptualization and intervention across systems.

Restrictions: For Professional Mental Health Counseling and Professional Mental Health Counseling - Specialization in Addictions students, take MHCA 502, CPSY 506, MHC 513, and CPSY 550.

Prerequisite: Take MHC 503 or MHCA 502.

Credit: 3 semester hours

Course Description and Outcomes: This course covers the identification and description of common 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.

Required Text:

CouIn Smith-Adcock, S., & In Tucker, C. (2017). Counseling children and adolescents: Connecting theory, development, and diversity.

Other readings will be assigned and available through Moodle.

For Reference:

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

COURSE GUIDELINES

CPSY Departmental Attendance Policy

Class attendance and participation is a critical factor to your success in the course. As you develop your professional identity as a counselor, I encourage you to subsume professional behaviors such as timeliness, attentiveness and engagement in the class. You are adult learners, making professional and personal decisions. I encourage you to be involved in this course, participate to the best of your ability, use effective communication skills, and directly express your ideas, needs, desires, conflicts, and/or relevant learning. We will have initial and ongoing discussions around acceptable class norms, breaks, “netiquette”, etc. I appreciate your honest input and continued engagement in this process.

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.

Student with Disabilities Policy: Lewis & 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: http://www.lclark.edu/offices/student_support_services/rights/disability_policy/

If you have a disability that may impact your academic performance, you may request accommodations by submitting documentation to the Student Support Services Office in Albany Quadrangle (503-768-7192). After you have submitted documentation and filled out paperwork there for the current semester requesting accommodations, staff in that office will notify me of the accommodations for which you are eligible.

This course adheres to the general policies outlined in the catalog and student handbook of the Lewis & Clark Graduate School of Education and Counseling. This includes full adherence to the following policies:

- Nondiscrimination: go.lclark.edu/gsec-nondiscrimination
- Standards for professional student conduct and academic integrity: go.lclark.edu/gsec-conduct
- Sexual misconduct: go.lclark.edu/titleIX

If you have any questions regarding these policies, please speak to your instructor for clarification.

COURSE FORMAT

This class will meet weekly in person on campus. All students will wear face coverings for the duration of class. See below for guidance from Lewis and Clark.

All persons—vaccinated and unvaccinated—are required to wear a mask in public indoor areas on campus, as [required by the Governor](#) and by [Multnomah County](#). This applies to all classrooms, as well as our libraries, recreation facilities, and other public areas.

All persons—vaccinated and unvaccinated—are also required to wear a mask at outdoor gatherings on campus where people are likely to be within six feet of each other, as [required by the Governor](#). This applies at gatherings such as at athletic events, outdoor receptions, and outdoor classes. The rule does not apply to “fleeting encounters,” such as when two individuals walk past each other on a sidewalk. This also applies to buses and other forms of College-provided transportation, including the Pioneer Express.

These requirements do not apply while engaged in an activity that makes wearing a face covering impracticable (such as swimming, eating, or drinking), when engaged in athletic or other physical activities during which use of a face covering is unsafe, in fully enclosed private offices, or in your own living area.

COURSE REQUIREMENTS

Course Requirements and Evaluation Requirements

Assignment	Points Possible	Due Date
Attendance, class participation, required readings, etc.	14	Weekly
Journal articles	6	See Weeks
Case Study Assignment / Treatment Plan	20	November 15
Parent/Child Interview Paper	10	November 29
Video of Interview	20	
Research Paper	30	November 1
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.

Due dates are by class weeks. All assignments are due by the start time of class that week (i.e. for Tuesday section students, assignments are due by 9:00am on Tuesday of the week on the schedule).

1. Attendance, class participation and required readings: 14 Points

Your grade will be determined by class attendance, participation and demonstration of having read the required materials, role plays, and engagement in small and large group discussions. Please come to class prepared, having read the required materials, and prepared your journal articles for the week when applicable. Lectures will not be outlines of the chapter as the assumption will be that you have read the chapter and thoroughly reviewed the materials. Come prepared to class with questions and a readiness to participate in discussions and class activities.

The content of this course will often be taught in an experiential manner. Therefore, class attendance and active participation is critical to the mastering of course material. In cases of emergency or illness, it is the student's responsibility to contact the professor prior the beginning of the missed class. It is the also responsibility of the student to obtain any missed material, class notes, handouts, etc. Points for attendance and participation will be awarded at the discretion of the instructor and is based on the level of engagement from the student, essentially one point per week.

2. Journal Articles/Book Chapter: 6 Points

As noted in the syllabus, you will be required to research and bring in a peer reviewed article related to that weeks topics which will then be discussed during class. The article can be on diagnosis, treatment, or other research that is related to the topic that week. For each article you will bring the article and be prepared to discuss the topic. We will discuss the articles on these weeks in small and/or large groups. You will turn in the article at the end of class. You must participate in the discussion during class and turn in an article to receive credit.

3. Clinical Formulation and Treatment Plan: 20 Points

You will complete a written clinical formulation on a case study presented in class. This will include presenting problem, diagnosis and treatment plan. The outline of this assignment will be posted on Moodle and you will turn in a formal report according to the instructions.

4. Parent/Child Interview: 30 Points

You will conduct an intake/developmental history interview with a child and one or more parents by Zoom/Teams. 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 in small groups. You will turn in a formal written report. An outline will be posted to moodle for the written report. I reserve the right to ask to see your interview.

This interview must take place virtually.

5. Research Paper: 30 Points You will be responsible for authoring an individual research paper related to a topic of your choice. Paper should be 8-10 pages, in APA format, and with a minimum of 5 references.

SCHEDULE

Please Note: The weekly schedule is offered as a guideline only and is subject to revision by the instructor based on the needs of the class. Additional readings will be assigned and posted in Moodle.

Week	Mon. Date	Chapter Reading & Lecture Topics	Assignments Due
1	9/6	None Introduction to Class	None
2	9/13	Chapter 2: Legal and Ethical Issues in Counseling Children and Adolescents	Journal Article
3	9/20	Chapter 3: Attachment, Trauma, and Repair From Infant to Adolescent Development: Counseling Implications From Neurobiology	Journal Article
4	9/27	Suicide Risk Assessment – See Moodle for Reading	Journal Article
5	10/4	Chapter 8: Family and Organizational Systems Approaches	Journal Article Research Topic Due
6	10/11	Chapter 5 and Chapter 6: Psychodynamic Theory and Humanistic Approaches	Journal Article
7	10/18	Chapter 7 and Chapter 9: Cognitive Behavioral Approaches and Constructivist Approaches	Journal Article
8	10/25	Chapter 10 and Chapter 11 Ages 0-8	
9	11/1	Chapter 12 and Chapter 13 Ages 9-14	Research Paper
10	11/8	Chapter 14 Ages 15-19	
11	11/15	Children's Mental Health Services and levels of care. Resources. Special Considerations.	Case Study Treatment Plan
12	11/22	Thanksgiving week	
13	11/29	Clinical Formulation Case Study Discussion	Parent/Child Interview Paper + Video
14	12/6	Parent/Child Interview Presentations and Discussion	
15	12/13	Class Summary. Present Research Topic	