Treatment Planning and Intervention with Children and Adolescents CPSY 523—Fall, 2007

I. Instructor: Donald K. Fromme, Ph.D.

Office Hours: By Appointment
Phone (503) 691-9752

Rogers Hall 108
Thursdays, 5:30-8:45 p.m.

dfromme1@yahoo.com

Text: Wagner, W.G. (2007). *Counseling, psychology, and children,* 2nd Ed. Boston, MA: Prentice-Hall: ISBN# 0131702777

- II. Catalog Description: Mental, emotional, and behavioral disorders of childhood and adolescents. Topics include identification, diagnosis, and planning of multifaceted intervention and treatment strategies; developmental, social, and cultural influences on diagnoses and interventions; multicultural considerations; and effects of substance abuse on individuals, families, schools, and other environments. Corequisite: CPSY 522. Prerequisite: CPSY 506; 3 Credit Hours.
- **III. Course Description**: An integrative, multidimensional overview of psychosocial interventions with child and adolescent psychological disorders, including psychodynamic, child-centered, cognitive-behavioral, and family systems approaches. Students will learn basic assessment and child and parent interviewing skills.
- IV. Course Goals and Objectives: Students will demonstrate their:
 - 1. knowledge of a multidimensional approach to treatment planning and intervention;
 - 2. ability to conduct a child, adolescent, or parental interview:
 - 3. ability to conceptualize cases and plan treatment for a variety of child problems;
 - 4. ability to plan and implement interventions that include the family, cultural, and ecosystemic contexts in which children's problems occur.

V. Course Calendar

Week	Date	Topic	Assignments
1.	09/06	Child & Parent Interviewing (1a); (4); (6)
2.	09/13	The Planning and Assessment in Clinical Care (PACC) Approach . (1c); (7); (8)
3.		Philosophical Questions; Ecosystemic & Developmental Issues (
4.	09/27	Multidimensional Perspective; Professional Issues W	V: Ch. 1-2
5.	10/04	Multidimensional Assessment & Intervention V	V; Ch. 4-5
6.	10/11	Psychodynamic Theory and Intervention V	V: Ch. 6-7
7.	10/18	Child-Centered Theory and Intervention V	V: Ch. 8-9
* 8.	10/25	Behavioral and Cognitive-Behavioral Theory and Intervention W	V: Ch. 10-11
9.	11/01	Family Systems Theory and Intervention V	V: Ch. 12-13
* 10.	11/08	Consultation and Integrative Perspectives V	V: Ch. 14,16
11.	11/15	Review & Exam	
* 12.	11/29	Guest Lecturer: Play Therapy (3	3)
** 13.	12/06	Filial Therapy (2	2); (5); (10)
***14.	12/13	Present/Class Critique of 5-10' segments of interview tape	

Due Dates: *Take-Home Vignettes; ** Interview Report/Tape; ***Case Conceptualization & Tx Plan

VI. Course Requirements:

- 1. Active participation in class discussions and exercises.
- 2. Mandatory attendance: Unexcused absences penalized 5 points. Persistent tardiness will first result in consultation & penalties assessed if left unresolved.
- 3. Completion of all assigned readings.
- 4. Examination on readings through Session #10.
- 5. Justify case conceptualizations and treatment plans for each of three case vignettes.
- 6. Interview community child or parent re developmental history and any problems, major or minor that are revealed (even model children have problems!). Justify case conceptualization and treatment plan that addresses revealed problem(s).
- 7. A final, more complex vignette will be assigned for conceptualization and treatment planning from an integrative, ecosystemic, multidimensional perspective.

VII. Evaluation and Assessment:

VIII. Bibliography (Obtain Course Packet from Department Office):

- Fromme, D.K. (2007). (a) Child psychosocial history and diagnostic justification;
 (b) Dialectical tensions in philosophical assumptions;
 (c) PACC Treatment Planning. Unpublished Manuscripts.
- (2) Garza, Y., Watts, R.E., & Kinsworthy, S. (2007). Filial therapy: A process for developing strong parent-child relationships. *The Family Journal*, *15*, 277-281.
- (3) Gil, E. (2002). Play therapy with abused children. In Kaslow, F.W. (Ed). *Comprehensive handbook of psychotherapy: Interpersonal/humanistic/existential.* Vol. 3. (pp. 59-82). Hoboken, NJ: John Wiley.
- (4) Greenspan, S.I. (2003). Framework for systematic observation of the child. In S.I. Greenspan, *The clinical interview of the child* (3rd ed., pp. 35-74). Washington, DC: American Psychiatric Press.
- (5) Hutton, D. (2004). Filial therapy: Shifting the balance. *Clinical Child Psychology and Psychiatry*. 9, 261-270.
- (6) McConaughy, S.H. (2005). Strategies for child clinical interviews. In S.H. McConaughy, *Clinical interviews for children and adolescents* (pp. 14-32). New York: Guilford.
- (7) Minuchin, S., Nichols, M.P., & Lee, W-Y. (2007). Troubled children and their parents: The parentified child. In S. Minuchin, M.P. Nichols, & W-Y. Lee, *Assessing families and couples: From symptom to system* (pp. 15-34). Boston, MA: Pearson Education (Allyn & Bacon).
- (8) Morrison, J., & Anders, T.F. (1999). The adolescent interview. In J. Morrison & T.F. Anders, *Interviewing children and adolescents: Skills and strategies for effective DSM-IV diagnosis* (pp.122-141). New York: Guilford Press.
- (9) O'Connor, K. (2005) Addressing diversity issues in play therapy. *Professional Psychology: Research and Practice*, *36*, 566-573.
- (10) Santosusso, J., & Fromme, D. (2001). Parental experience of filial therapy: A qualitative

report. Unpublished manuscript.