

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

Treatment Planning and Intervention
with Children and Adolescents

CPSY 523

Thursdays 5:30-8:45pm

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Appointment by request: before or after class is the best time

Readings:

Required:

LeCroy, C.W., ed. (2008). Handbook of Evidence-Based Treatment Manuals for Children and Adolescents, 2nd Ed. Oxford University Press.

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

Optional/Recommended:

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, one week 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.

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.

Grading:

	<u>Points</u>
Treatment Plans	40 (2 @ 20 pts each: 10 pts for conceptualization, 10pts for treatment plan.)
Take Home Tests:	40 (2 @ 20 pts each)
Interview:	20 (10 points video/10 points written summary)
Total	100

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 – Subject to change, check Moodle weekly for readings/changes

9/6 Introduction

9/13

Topic: Interviewing, assessment, case conceptualization

Reading: Ammen, Chap. 1 & 6 and McConaughy--Interviewing

Class: lecture and GROUPS MEET

9/20

Topic: Play therapy interventions, Mental Status, and Multicultural Assessment
Reading : O'Conner & Ammen, Chap. 8, Socially rejected children Frankel reading,
LeCroy, Chaps. 2 & 5

9/27

Topic: Substance abuse issues and Adolescent Substance Abuse Disorders
Reading: LeCroy, Chap. 15
Groups Meet

10/4

Topic: Anxiety, OCD
Read: LeCroy, Chap. 11 Banishing OCD (March & Mulle)

10/11-

Topic: Depression, suicide, bi-polar LeCroy, Chap. 12
Bi-Polar Intervention
Readings: Goldberg-Arnold & Fristad Ash—Suicide in Children and Adolescents
MID TERM HANDLED OUT

10/18 MID-TERM DUE

Topic: Disruptive Behavior Disorders
Read: LeCroy, Chaps. 3, & 6 and McDaniel, Lusteran, Philpot

10/25

Topic: Child abuse and Guest Speaker, Parent-training approaches with ADHD and ODD

Readings: LeCroy, Chap. 13 & 16 and TBA

GROUPS MEET

11/1

Topic: Divorce, step-parenting, child abuse, foster children, adoption, grief
Read: LeCroy, Ch ap. 9 and TBA

11/8

Topic: Coping with the explosive child
Read: Greene & Albon Reading
GROUPS MEET

11/13 TREATMENT PLAN DUE

Topic: Autism/Developmental disabilities
Readings: New York Times article on Sensory Issues Learning Disabilities Treatments for
Asperger Syndrome (Ozonoff et al)

11/22 Thanksgiving no class

11/29

Topic: Anorexia, Enuresis, Sleep, Obesity Schroeder & Gordon—Toilet Training

Read: LeCroy, Chap. 14

12/6

Topic: Divorce, step-parenting, child abuse, foster children, adoption, grief

Read: LeCroy, Ch ap. 9

12/13 Present/discuss interviews in class

FINAL EXAM DUE INTERVIEW REPORTS DUE