

**Lewis & Clark College Professional Mental Health Counseling & Professional Mental
Health Counseling-Specialization in Addictions**

MHC 523-03: Counseling Interventions with Child and Adolescents

COURSE SYLLABUS

MHC 523-03 Counseling Interventions with Child and Adolescents (2 credits)

Fall Semester 2022

Wednesday: 5:30-8:30 p.m.

York Graduate Center- Room 121

Instructor: Kayla Carrar, MA
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Office Hours: By appointment only

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.

COURSE DESCRIPTION

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:

Kress, V. E., Paylo, M. J., & Stargell, N. A. (2019). *Counseling children and adolescents*.
Pearson.

Wohlfarth, D., & Morgan, R. K. (2017). *Case studies in child and adolescent psychopathology*. Waveland.

Suggested Readings:

Other readings may be available on **Moodle**, the Lewis & Clark online course management system. Log on to moodle.lclark.edu (note: there is no www), sign in using your LC login (same as email). If you have ANY trouble with Moodle, contact the Helpdesk at 503-768-7225, or consult@lclark.edu.

For Reference:

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

CACREP (2016) OBJECTIVES AND STUDENT LEARNING OUTCOMES

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
- 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)

STUDENT SUPPORT

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 as soon as possible if you need accommodations in class; creating your optimal learning environment is important!

Standards for Professional Conduct and Academic Integrity

Standards for professional conduct and academic integrity are rooted in the fundamental values of honesty, tolerance, respect, fairness, and the collective pursuit of knowledge. Academic dishonesty or cheating involves the use of any method or technique enabling a student to misrepresent the quality or source of their academic study, scholarship, or field practice. Academic dishonesty with respect to written or other types of assignments includes, but is not limited to: failure to acknowledge the ideas or words of another that have consciously been taken from a source, published or unpublished; placing one's name on papers, reports, or other documents that are the work of another individual, whether published or unpublished; flagrant misuse of the assistance provided by another in the process of completing academic work; submission of the same paper or project for separate courses without prior authorization by the faculty in both courses; fabrication or alteration of data; and knowingly facilitating the academic dishonesty of another. Academic dishonesty with respect to intellectual property includes but is not limited to theft, alteration, or destruction of the academic work of other members of the community, or of the educational resources, materials, or official documents of the institution. Students in the Graduate School of Education and Counseling are also required to meet the standards of professional conduct appropriate to their field of study. For the full Student Professional Conduct Policy, please follow this link:

<http://docs.lclark.edu/graduate/policyprocedures/academic/>

PARTICIPATION IN THE LEARNING COMMUNITY

Students are required to attend and actively participate in all scheduled class meetings. This includes being on time, being prepared, following through on group activities, and otherwise engaging with colleagues as fellow professionals. Becoming a counselor/therapist involves looking closely at values, our beliefs, biases, and ourselves. This can be a very personal, and sometimes emotional, process. Treating colleagues with respect, listening deeply to their experiences, and being open to diverse world views encourages a collaborative milieu of care in

which we can all challenge ourselves and each other to critically examine and develop our skills and perspectives. In order to prepare for each class, students should carefully read and study all assigned materials to be ready to discuss, debate, and apply the content of readings. Class discussion and interaction with colleagues are fundamental to the process of learning to be a therapist and all sessions include necessary information. Therefore, if you must miss a class, fellow students and the instructor may ask you to contribute to learning community in another way.

CPSY Departmental Attendance Policy

Class attendance is expected and required. 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). In cases of extreme hardship, a grade of incomplete may be given for an assignment or the entire course, at the discretion of the instructor. In such cases, the work to be submitted in order to remove the incomplete must be documented appropriately and stated deadlines met. **We are completely in-person for class and no Zoom attendance will be allowed.**

Professional Guidelines

- A) *Instructional Process:*** This course will function in a seminar/collaborative learning format where participants will actively and knowledgeably contribute to discussions. Students are responsible for leading discussions and participating in case studies and activities. My approach to teaching is to create an environment that fosters critical thinking, examination of cultural and historical influences, and a focus on real life applications to prepare students for work with clients. Experiential learning activities will be utilized to encourage out of the box thinking and flexibility when working with clients.
- B) *Attendance:*** Mandatory for each class. All assignments must be completed, including class work. *Call or email* before class for excused absence and for assignment of additional work. One absence is allowed with notification. Two absences will result in a failing grade for the course, per departmental attendance policy (see below). Please be on time.
- C) *Professional Integrity:*** Students will maintain a continuing capacity for openness to points of view, theories, experiences, and perspectives different than their own.
- D) *Assignments*** are evaluated on effort, professional quality, completeness, and timeliness. Please take advantage of electronic tools to check spelling and grammar. Punctuation is also important and may alter the interpretation or meaning of your work if not used appropriately. Any sources used in presentations or written assignments should be cited in APA format, following the styles indicated in APA's *Publication Manual*, 7th Edition.

All personal electronic devices are to be turned off or silenced. You will have the opportunity

on breaks to respond to texts or voice messages. Laptop computers are allowed to take notes and may be needed for some in class activities; the expectation is that students will be fully participating in discussions or presentations – particularly when other students are presenting.

Please be respectful when eating/drinking during lecture, conversations, role playing, and case studies and ensure that it is not a distraction to the class.

Students will understand and demonstrate the ability to balance their own judgments and worldviews with accountability for professional knowledge and behavior.

Students will demonstrate the ability to engage in dialogue with people who carry or hold other perspectives in ways that show respect for the other persons and/or points of view.

Consideration of the merits of alternative viewpoints will be done in a thoughtful and respectful manner, and with an awareness of privilege and its impacts on participation in dialogue.

Task/Assignment Breakdown

Role Play Risk Assessment & Safety Plan	25 points
Group Case Conceptualization & Intervention	30 points
Class Participation (discussions, readings, activities)	20 points
5 Topic Intervention resources (5 pts each)	25 points
TOTAL	100 points

All assignments must be uploaded to Moodle by 11:59 pm on the due date unless advised otherwise by instructor.

Late assignments may be accepted with prior approval from instructor. Grade will be lowered at a rate of one letter per day for any late assignments that have not been pre-approved by the instructor (i.e., A to A-).

Role Play Risk Assessment and Safety Plan (25 Points)

This assignment is designed to help you gain experience with completing a suicide risk assessment and safety plan with clients. You and a partner will take turns role playing a case study of a child or adolescent who is experiencing suicidal ideation and/or non-suicidal self-injury and also role

playing the client's counselor who is assessing for suicide risk and creating a safety plan. Role plays will be done in class on June 30. If you miss class this day you and your partner will be required to meet with me outside of class time to complete your role play sessions. Templates for both the risk assessment and safety plan will be provided.

DUE: November 11th by 11:59 pm to moodle in a word document. Completed risk assessments and safety plans are expected to be refined and detailed.

Group Case Conceptualization and Intervention (30 points)

You will be in a group of 3 or 4 students. Each group will sign up to present on a specific week with each week covering certain topics and diagnoses. Once you have signed up for your week, you will pick a specific diagnosis and choose a movie or television character (ages 0-17) that meets the criteria for that diagnosis and this is the client you will present on. Since these are fictional characters you may not know everything about them so creative liberty is allowed but must be explained in your presentation.

Your presentation must include the following:

- What brings your client into therapy? Why now?
- Brief overview of history, family, risk & protective factors, social support, etc
- Diagnosis and reasoning (criteria met with examples)
- Video clips to support your overview and diagnosis: **No longer than 5 minutes total**
- 2 Treatment goals
- 2 interventions that you can use with your client and explain what the goal of the intervention is and why you picked it for your client
- 1 intervention that you will guide the class through
- There should be a total of 3 interventions (as stated above 1 must be done with the class)

Presentations must be presented via powerpoint, google slides, prezi, etc and must **be under an hour** including guided intervention and questions from the class.

Presentations will be graded based on the following:

- How well each of the above requirements is explored in detail with examples from source material
- Support for the diagnosis including evidence from the source material and DSM V criteria

- How well the interventions are explained including the theory behind the intervention and the goal of the intervention
- Execution of guided intervention and level of engagement with the class during the intervention

DUE: Your character/show must be submitted for approval via email by 9/21. Your presentation file must be uploaded to Moodle the night before your in-class presentation by 11:59 pm.

Class Participation (20 points):

This class will be very interactive and you will be required to participate in interventions each class. All students are expected to actively participate in all class discussions, activities, and role plays. Participation includes asking questions, reading assignments prior to the class period, discussion of your experience or reaction to a particular topic, taking part in classroom activities, and being present for class on time. Assignments are to be completed by the stated due date, unless otherwise specified by the course instructor. Please contact the instructor by e-mail or phone if you will be absent from class. Participation points are not a “given,” one must earn them.

Teen Topic Intervention (5 points each)

During weeks 4-8 you will be required to find an intervention that can be used specifically with teens (age 13-17) who may have a diagnosis pertaining to the topic of the week. For each week you will need to turn in an intervention with a one-page explanation of why the intervention would appeal to or work well with a teen client as well as why the intervention fits with the diagnosis that you chose (how would it help with treatment goals, skills, symptom reduction, etc). For example we are covering depression week 8 and you would be required to find an intervention or activity that could be utilized when working with a teen client with depression. The purpose of this assignment is to explore what interventions work well with teens and to gather resources and compile a list of interventions and tools that you can access in the future if you work with this population. Interventions can be creative, pre-made, a certain prompt, worksheets, theory based, etc. There are a lot of great websites, workbooks, and media where you can find interventions. Do not turn in interventions from the book, the class will already have access to these.

DUE: All interventions and one-page explanations will need to be uploaded to Moodle by 10 pm the Monday before the topic is covered in class. Links and files must be uploaded as well. You do not need to upload an intervention the week that you present, the

interventions your group presents will count.

Grading: This course is graded in accordance with the grading policy of the Graduate School of Education and Counseling, available for viewing in the Student Handbook

(http://www.lclark.edu/graduate/student_life/handbook/registration_policies/index.php#system)

and is the point equivalent of that grading scale (A = 4.0, A- = 3.7, B+ = 3.3, B = 3.0, B- = 2.7, C+ = 2.3, C = 2.0, C- = 1.7, D+ = 1.3, D = 1.0, F = 0.0).

GRADING SCALE

94-100 = A 90-93 = A-

87-89 = B+ 84-86 = B

80-83 = B- 77-79 = C+

74-76 = C 70-73 = C-

“A” grades will be reserved for particularly outstanding work. Grades on the border may be determined by attendance and demonstration of completing readings prior to each class session.

Class Visitor Policy

Due to the clinical nature of this course, visitors of any age are not allowed without prior permission of the instructor.

Course Evaluations

Instructors must require students to complete course evaluations during class time following established guidelines of the Graduate School of Education and Counseling.

TENTATIVE SCHEDULE

DATE	TOPIC	REQUIRED READINGS TO HAVE DONE BEFORE CLASS & ASSIGNMENTS DUE
9/07	<p><i>Introductions and Expectations</i></p> <p>Course Introduction, Syllabus, Course Expectations</p> <p>Developmental Overview & Considerations</p>	
9/14	<p><i>Ethics, Conceptualizing, & Theories</i></p> <p>Ethics & Case Conceptualization</p> <p>Individual Counseling</p> <p>Assessment Example</p>	<p>*Kress, Paylo, & Stargell Chapters 3, 4, & 9</p> <p>Read Ethic Resources on Moodle</p>
9/21	<p><i>Family, School, and Social Concerns</i></p> <p><u>Topics</u></p> <p>Divorce, Loss, Bullying, Academic difficulties, and Friendships</p>	<p>*Kress, Paylo, & Stargell Chapters 11 & 12</p>

9/28	<p><i>Neurodevelopmental and Disruptive Behaviors</i></p> <p>Group 1 Presentation</p> <p><u>Topics</u></p> <p>ADHD, ASD, Behaviors & ODD/CD</p>	<p>Group 1 Presentation Due</p> <p>*Kress, Paylo, & Stargell Chapters 13 & 14</p> <p>* Wohlfarth & Morgan Case 1 and 2 (pgs 3-24 and 117-144)</p> <p>Upload Teen Topic Intervention #1 to moodle by 10 pm on Monday 9/26</p>
10/5	<p><i>Anxiety Disorders</i></p> <p>Group 2 Presentation</p> <p><u>Topics</u></p> <p>GAD, Social Anxiety, and OCD.</p>	<p>Group 2 Presentation Due</p> <p>*Kress, Paylo, & Stargell Chapter 17</p> <p>* Wohlfarth & Morgan Case 5 (pgs. 45-53 & 177-193)</p> <p>Upload Teen Topic Intervention #2 to moodle by 10 pm on Monday 10/3</p>
10/12	<p><i>Trauma and Abuse</i></p> <p>Group 3 Presentation</p> <p><u>Topics</u></p> <p>Abuse, Large Scale Disasters, and Trauma informed care</p>	<p>Group 3 Presentation Due</p> <p>*Kress, Paylo, & Stargell Chapter 15</p> <p>* Wohlfarth & Morgan Case 7 (pgs. 64-71 & 209-</p>

		<p>223)</p> <p>Upload Teen Topic Intervention #3 to moodle by 10 pm on Monday 10/10</p>
10/19	<p><i>Substance Use & Physical Health Concerns</i></p> <p>Groups 4 Presentation</p> <p><u>Topics</u></p> <p>Substance Use, Eating Disorders, Chronic Illness, and Disability.</p>	<p>Group 4 Presentation Due</p> <p>*Kress, Paylo, & Stargell Chapters 16 & 19</p> <p>* Wohlfarth & Morgan Case 11 (pgs. 97-105 & 269-281)</p> <p>Upload Teen Topic Intervention #4 to moodle by 10 pm on Monday 10/17</p>
10/26	<p><i>Depression, Suicide, and Self-Harm</i></p> <p>Group 5 Presentation</p> <p><u>Topics</u></p> <p>Depression, Bipolar DO, Suicide, Self-injury, and harm to others.</p>	<p>Group 5 Presentation Due</p> <p>*Kress, Paylo, & Stargell Chapters 10 & 18</p> <p>* Wohlfarth & Morgan Case 4 (pgs. 36-44 & 165-176)</p> <p>Upload Teen Topic Intervention #5 to moodle by 10 pm on Monday 10/24</p>

11/2	<p><i>Suicide and Self Harm Safety Planning</i></p> <p>Suicide Assessment & Safety Plan Role Play</p>	<p>Make sure to look at the risk assessment and safety plan template on moodle</p>
11/9	<p>Play & Wrap Up</p> <p>Play therapy tools</p> <p>Course Evaluations</p> <p>Q & A</p> <p>Is Working with Youth for You?</p>	<p>*Kress, Paylo, & Stargell Chapter 8</p> <p>Bring Laptop</p> <p>Bring something that represents your childhood</p> <p>Risk Assessment & Safety Plan Due November 11th by 11:59 pm</p>