

COURSE SCHEDULE  
 CPSY 523—SPRING, 2012  
**Treatment Planning and Interventions  
 With Children and Adolescents**

<u>Date</u>	<u>Topic</u>	<u>Reading</u>
1/11	Introduction—Developmental issues, ethics Ethnic issues	Handler—Nurture Shock Vernon & Clemente—Child Assessment Process
1/18	Interviewing, assessment, case conceptualization	McConaughy--Interviewing O’Conner & Ammen, Chap. 1 & 6
1/25	Play therapy interventions Socially rejected children GROUPS MEET	O’Conner & Ammen, Chap. 8 Frankel reading LeCroy, Chaps. 2 & 5
2/1	Substance abuse issues  GROUPS MEET	Adolescent Substance Abuse Disorders Family Response to Adolescence, Youth, and Alcohol LeCroy, Chap. 15 Taffel—The Divided Self
2/8	Anxiety, OCD <b>TREATMENT PLAN #1 DUE</b>	LeCroy, Chap. 11 Banishing OCD (March & Mulle)
2/15	Depression, suicide, bi-polar Bi-Polar Interventions—2 readings (Goldberg-Arnold & Fristad)	LeCroy, Chap. 12 Ash—Suicide in Children and Adolescents NY Times article—Pre-school depression
2/22	Family Treatment Approaches McDaniel, Lusterman, Philpot—Ecosystemic Family Therapy <b>MID-TERM DUE</b>	Dishion—Ethical Standards
2/29	Disruptive Behavior Disorders	LeCroy, Chaps. 3, 6, & 13
3/7	Parent-training approaches with ADHD and ODD	LeCroy, Chap. 16 Dishion—Parent Intervention Groups Levine—Enlisting the ODD Child
3/14	Collaborative Problem Solving GROUPS MEET	Greene & Albon Reading
3/21	Autism/Developmental Disabilities GROUPS MEET	New York Times article on Sensory Issues Treatments for Asperger Syndrome (Ozonoff et al)

- 3/28 **NO CLASS—SPRING BREAK**
- 4/4 Anorexia, Enuresis, Sleep, Obesity      Schroeder & Gordon—Toilet Training  
**TREATMENT PLAN #2 DUE**      LeCroy, Chap. 14
- 4/11 Divorce, step-parenting, abuse      TBA  
**FINAL EXAM GIVEN—DUE BY 4/18**
- 4/18 Present/discuss interviews in class  
**INTERVIEW REPORTS DUE**

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

Treatment Planning and Intervention  
With Children and Adolescents  
CPSY 523—Spring, 2012  
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office hours by appointment—call or e-mail

Required Text:

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

Other readings available through Moodle

Optional/Recommended:

American Psychiatric Association (2000). Diagnostic and statistical manual of mental disorders (4<sup>th</sup> ed. Text revision) Washington, DC: Author.

Other readings as assigned

**Description:** This course will introduce students to treatment planning and interventions with child and adolescent populations using a general framework of eco-systemic case conceptualization. The model provides for viewing problems of childhood and adolescence by incorporating family, school, community, and cultural contexts. Students will develop skills in the fundamentals of interviewing, diagnosis, case conceptualization, and treatment planning. Students will also become familiar with effective treatment strategies for the most common psychological disorders.

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

**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 treatment plans from case examples during in-class work group assignments. A format will be provided by the instructor.

**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 on 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 or to the instructor. Students will work in small groups to give evaluation and feedback on the interview.

You will turn in a formal written report.

**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 demonstrate understanding of the readings, with an emphasis on synthesis and analysis. There will be one or more case examples which will require a diagnosis and treatment plan.

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

A = 90-100 points/%

B = 80-89 points/%