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

Treatment Planning and Intervention With Children and Adolescents

CPSY 523, Summer 2009

Instructor: Jeni Felker-Thayer, Licensed Psychologist

Phone: (503) 936-2555

Class Location: South Campus Conference Center

Class Time: Tuesdays, 5:30-9:00pm

Office Hours: By appointment (please call or e-mail to schedule)


Additional readings: These will be assigned and distributed as needed.

Course Description: This course will help you to recognize that child and adolescent problems exist within family, peer, school, community and cultural contexts. It will acquaint mental health practitioners with psychological interventions appropriate for working with children and teens across settings (school, home). Using a general framework of eco-systemic case conceptualization, students will develop skills in the fundamentals of interviewing, diagnosis, case conceptualization
and treatment planning. Students will also become familiar with empirically supported treatment strategies for the most common psychological disorders of children and adolescents (early childhood through adolescence).

**Course Goals and Objectives:**

1. Demonstrate the ability to perform a clinical interview with parents and children in a culturally sensitive manner.
2. Generate a knowledge base of current intervention and treatment protocols for common mental, emotional and behavioral disorders of children and adolescents.
3. Conceptualize cases and demonstrate the ability to plan and implement appropriate intervention and treatment strategies for children and adolescents.
4. Identify personal emerging theoretical orientation and learn to apply it to intervention and treatment strategies.
5. Demonstrate the ability to explain and defend intervention and treatment strategies using sound theoretical arguments and knowledge of empirically supported research through verbal and written formats.

**Grading:**

- **Class participation** (10% of grade)
- **3 tests** (30 % of grade)
- **Specialty area project** (20% of grade) includes: treatment plan, clinical formulation section of intake (explanation of why you have given this client the diagnosis and any rule outs, etc), explanation of an evidence-based treatment that would be appropriate to use, recommendation section of intake written up regarding child, parents, family and systemic support to best meet needs of child or teen.
- **Presentation to class of specialty area project** (10% of grade) Give yourself about 20-30 minutes.
- **Editorial** (5 % of grade) regarding your thoughts about how to be most effective in helping children, teens and their families within a mental health system and the larger community system (1-2 typed pages).
• Editorial (5% of grade) regarding your thoughts on successful consultation with other professionals regarding your client (1-2 typed pages).
• Completion of three (3) treatment plans (10% of grade)
• Completion of an intake interview in class (10% of grade) client confidentiality, Privacy practices, mental health assessment interview

Grading scale: 100-97      A+

              96-94      A
              93-90      A-
              89-87      B+
              86-84      B
              83-80      B-

Summer 2009 Course Schedule
<table>
<thead>
<tr>
<th>Date</th>
<th>Topics</th>
<th>Readings</th>
</tr>
</thead>
<tbody>
<tr>
<td>May 12</td>
<td>Introductions, Review of Syllabus, Ice breaker, Chapter 1, 2</td>
<td>Building on your current knowledge base, Ethics, Development: What’s “Normal” What’s Not Review of Childhood Disorders in DSM-IV</td>
</tr>
<tr>
<td>May 19</td>
<td>Recap on diagnosis of children and teens; Chapter 3</td>
<td>differential diagnosis; Interviewing, assessment clinical formulations and recommendations</td>
</tr>
<tr>
<td>May 26</td>
<td>Treatment plans and mental health assessments; Chapter 4, 5</td>
<td>Sleep, alcohol and drug use; social support; cultural diversity</td>
</tr>
<tr>
<td>June 2</td>
<td>Editorial due</td>
<td>Anxiety disorders in children and teens</td>
</tr>
<tr>
<td>June 9</td>
<td>Test 1</td>
<td>Depression in children; working w/ suicidal Chap. 6,7 youth; self injurious behaviors (e.g. cutting); Bipolar Disorder</td>
</tr>
<tr>
<td>June 16</td>
<td>Treatment plans due</td>
<td>Parenting interventions &amp; support; Chap 8 Attachment ; Encopresis &amp; Enuresis</td>
</tr>
<tr>
<td>June 23</td>
<td>Intake interviews completed in class and turned in</td>
<td></td>
</tr>
<tr>
<td>June 30</td>
<td>Editorial due</td>
<td>ADHD in children &amp; teens; drug affected youth</td>
</tr>
</tbody>
</table>
July 7  Conduct disorder & Oppositional Defiant Disorder

July 14  Test 2  Autism Spectrum Disorders (PDD)

July 21  Drug & alcohol use and teens (and pre-teens)

July 28  Project Due  Abuse and youth; PTSD

Aug 4  Test 3  Building Self esteem (self efficacy) in youth