

Children in Clinical Treatment CPSY 590-05 Professional Mental Health

Department of Counseling Psychology Lewis and Clark College Graduate School

Spring Semester 2014 Friday April 11th and Friday April 18th both days 9:00 to 5:30

York Graduate center #121 Margaret Eichler PhD LPC ACS meichler@lclark.edu

Class Description- One Semester Credit:

This class will include an overview of theoretical frameworks for conceptualizing about counseling with children. A systemic and cultural perspective of parents, and families as well as a cultural context will be key to understanding children and formulating helpful interventions. Lifespan Developmental Theory, Attachment Theory, Relational Theory as well as Trauma impact will be presented to gain understanding of children. Mind/body dynamics, the neurobiology of relationships as well as engagement in play and imagination will be considered. Special awareness of the relational role and presence of the clinician as a therapeutic factor will be explored.

Books Required Reading:

Clinical Work with Traumatized Young Children

by Joy D. Osofsky (Editor), Alicia F. Lieberman (Foreword)

The Boy Who Was Raised as a Dog: And Other Stories from a Child Psychiatrist's Notebook--What Traumatized Children Can Teach Us About Loss, Love, and Healing

by Bruce Perry (Author) , Maia Szalavitz (Author)

A Shining Affliction: A Story of Harm and Healing in Psychotherapy

by Annie G. Rogers (Author)

Essential Goals

Students will establish a foundation for their professional role as effective counselors through the study of theories, assessments, diagnosis and treatments focused on work with children and adolescents. Through presentations and dialogues students will develop awareness and intentionality in the conceptualization of clinical practices for working with children. Awareness of a personal worldview including race, power and privilege will create a foundation of accountability when considering clients along with increased awareness of self as an essential component in effective therapeutic interactions.

CACREP OBJECTIVES

The following program objectives as well as objectives defined by **CACREP** are the standards for “helping relationships” These broad objectives will be pragmatically and experientially integrated into the classroom experience.

- 5 a. An orientation to wellness and prevention as desired counseling goals,
- 5 b. Counselor characteristics and behaviors that influence helping processes,
- 5 c. An understanding of essential interviewing and counseling skills,

Format and Outcomes

Students will demonstrate their understanding of theories, diagnosis and treatment as well as clinical applications of interventive and effective modalities of therapy used in working with children and adolescents. . Emphasis will be placed on developing an empathetic and therapeutic relationship within the counseling context. Ethical principles, self-awareness, personal counseling style and honoring of diversity will be examined through readings, class discussions, reflective assignments, as well as various classroom activities. Recognition of positions of power and privilege, as well as ethical considerations of marginalization and discrimination in counseling interactions will be explored. The class will be developed as a community of collaborative learners where each will be an active in agent in their own learning experiences. Students will participate in generating a classroom environment where students support each other in a respectful, productive and resourceful manner as might be paralleled in the world of work.

Confidentiality and Ethical Guidelines

It is expected that students will follow the ethical guidelines as defined by the American Counselors Associations. Guidelines, parameters and boundaries are implemented into assignments and class discussions it is expected that anything presented by students during class presentations, assignments and discussions will remain absolutely confidential. Failure to follow these guidelines may result in failure of the class.

Evaluation of Professional Qualities

Each student will be evaluated in the areas of demonstration of self-awareness, empathetic presence, ethical considerations, effectiveness of oral and written communication, and openness to feedback. This includes the expectation for completion of all assignments as well as a respectful and earnest attitude towards classmates, instructor and future clients. Judgments about what constitutes satisfactory performance will be made by the class instructor which if not satisfactory might result in an incomplete or failure of the class. If there are concerns about a students work a meeting with the instructor will be schedule to discuss the dynamics and potential outcomes.

Assignments

Due for class on April 18th: A 10 minute power point presentation portraying your particular interest or focus for your future professional work with children and adolescents. There can be a title slide, then following no more than 5 slides with no more than 5 lines on each. **45 pts**

Due April 25th by midnight (email to professor): Reflection paper consisting or 5 to 6 pages organizing your thoughts around clinical work with children and adolescents. Please include cites from each of your required readings, references to classroom experiences and a portrayal of your interests in professional work with children. **45 pts**

Classroom participation: 10 pts

Grading

100-90= A 89-80=B 79-70=C below a C failure of class.

Classroom Policies

Missing Assignments:

Students are expected to do all assignments; any assignments not completed may result in a class incomplete or class failure.

Late Assignments:

5 point deduction for a late assignment per day.

Make-up Work and incompletes:

Incompletes will be determined before the final class, including what is expected and the timeframe for completion.

Absences:

Please notify instructor. Missing any class time results in an additional class assignment at the discretion of the instructor. Missing more than 10% of class time (**1.5 hours**, a graduate school policy) may result in **a class incomplete or failure to complete class.**

Laptops and Cell Phones:

Laptops maybe used to write notes as needed in class. Laptops may not be used during the experiential activities including classmate presentations and videos in the class unless designated by professor. Please come prepared to take hand written notes during these times. **Using computers or cellphones for non-classroom activities during classroom time unless directed by Professor will result in 10 pt. penalty. Cell phones must be silenced (if necessary vibrate ok) and text messaging is not allowed during class time unless emergency. If there is an emergency you may exit the class to use your cell.** Laptops and cells phones may of course be used on breaks. If alternate learning needs require the use of a laptop please let the instructor know at the beginning of the semester.

Please notify instructor of any special learning considerations that need to be taken into considerations as covered by the American Disabilities Act.

The Nature of this Flower is to Bloom

By Alice Walker

Rebellious. Living.

Against the Elemental Crush.

A Song of Color Blooming

For Deserving Eyes.

Blooming Gloriously

For its Self.