

COURSE SCHEDULE  
 CPSY 523—SUMMER, 2015  
**Treatment Planning and Interventions  
 With Children and Adolescents**

<u>Date</u>	<u>Topic</u>	<u>Reading</u>
5/12	Introduction—Developmental issues, ethics Ethnic issues	Dishion—Ethical Standards Vernon & Clemente—Child Assessment Process LeCroy, Chap. 2-2
5/19	Interviewing, assessment, case conceptualization	McConaughy--Interviewing O'Conner & Ammen, Chap. 1
5/26	Socially rejected children GROUPS MEET	Frankel reading LeCroy, Chaps. 2-4, 3-1, 3-3
6/2	Anxiety, OCD GROUPS MEET	LeCroy, Chap. 1-1, 6-2 Banishing OCD (March & Mulle)
6/9	Depression, suicide, bi-polar Bi-Polar Interventions—2 readings (Goldberg-Arnold & Fristad) <b>TREATMENT PLAN #1 DUE</b>	LeCroy, Chap. 1-3 Ash—Suicide in Children and Adolescents
6/16	Substance abuse issues <b>MID-TERM AVAILABLE</b>	Adolescent Substance Abuse Disorders Family Response to Adolescence, Youth, and Alcohol
6/23	Disruptive Behavior Disorders <b>MID-TERM DUE</b>	LeCroy, Chaps. 2-1 McDaniel, Lusteran, Philpot
6/30	Parent-training approaches with ADHD and ODD	LeCroy, Chap. 1-2, 3-2 Dishion—Parent Intervention Groups
7/7	School-Based Interventions GROUPS MEET	LeCroy, Chap. 3-5, 4-3
7/14	Coping with the explosive child GROUPS MEET	Greene & Albon Reading
7/21	Autism/Developmental disabilities Learning Disabilities <b>TREATMENT PLAN #2 DUE</b>	New York Times article on Sensory Issues Treatments for Asperger Syndrome (Ozonoff et al)

7/28 Anorexia, Enuresis, Sleep, Obesity Schroeder & Gordon—Toilet Training  
LeCroy, Chap. 1-4  
Divorce, step-parenting, child abuse, foster children, adoption, grief  
LeCroy, Chap. 5-2, 5-4

8/4 Present/discuss interviews in class  
**FINAL EXAM DUE**  
**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—Summer, 2015  
Richard Rosenberg, Ph.D.  
503-402-1802  
[rjr@lclark.edu](mailto:rjr@lclark.edu)

office hours by appointment—call or e-mail

Required Text:

Case Studies in Child, Adolescent, and Family Treatment; LeCroy and Daley, eds.  
Brooks/Cole, 2005

Other readings available through Moodle

Optional/Recommended:

American Psychiatric Association (2013). Diagnostic and statistical manual of mental  
disorders (5<sup>th</sup> ed.) Washington, DC: Author.

Other readings as assigned

**Description:** This course will introduce students to treatment planning and interventions with child and adolescent populations, exposing students to a wide variety of conceptual models, but focusing on viewing problems of childhood and adolescence systemically and behaviorally. 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 as well as important issues facing child and adolescent treatment.

**Course Requirements:****CPSY 523 Counseling and Intervention with Children and Adolescents\***

1. Demonstrate an understanding of culturally sensitive case conceptualization (CACREP 7f,7h,2c) (NASP 2.5)
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)(NASP 2.7)
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) (NASP 2.4)
6. Demonstrate the ability to perform an intake/developmental history interview with parents, children and education personnel. (CACREP 5b,5c)(NASP 2.7)
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) (NASP 2.7)
10. Apply knowledge of diagnosis and psychopathology appropriately with children and adolescents using cultural sensitivity, understanding of normal development, and ecological evaluation. (CACREP 3c) (NASP 2.4)
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. . (CACREP 5b,5c,5e,B4, C1,C2,C3)(NASP 2.6, 2.8)
12. Demonstrate an understanding of basic special education/disability law, school environments, and mechanisms/methods for interventions in school settings.

**ATTENDANCE:** Class attendance is expected and required. Any missed class time will be made up by completing extra assignments designed by the instructor. 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). In case of extreme hardship and also at the discretion of the instructor, a grade of incomplete may be given for an assignment or the entire course. In such cases, the work to be submitted in order to remove the incomplete must be documented appropriately and stated deadlines met. Students are expected to be on time to class and tardiness may be seen as an absence that requires make-up work.

**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:** Groups of 4 or 5 students will be asked to role-play a sample case during class four times throughout the semester. For each activity, two students will be the "therapist," while the others will play family members. Each subgroup will be given a few minutes to review the case scenario and prepare for the "initial interview." After 15 minutes or so of role-playing, the subgroups will debrief for a few minutes and prepare for the "second session." After another 15 minutes of role-playing, the whole group will debrief. One person from the "therapy team" will write up a case conceptualization and treatment plan (see outline in Moodle), and one person from the "family" will write up a description of their experience (outline also on Moodle). The subgroups will swap positions for the second in-class activity, and the groups will re-arrange for the last two. Everyone will have a chance to write one treatment plan and one "client experience." (25 points total).

**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.

**CLASS PARTICIPATION:** This is admittedly subjective, but will be based largely on your involvement in small-group discussions, asking questions, making relevant comments, etc.

<u>Grading:</u>	<u>Points</u>
Treatment Plan	15 (10 pts for conceptualization, 10 pts for treatment plan)
Client Experience	10 points
Take Home Tests	40 (2 @ 20 points each)
Interview Paper	25
Class Participation	10

A = 90-100 points/%

B = 80-89 points/%

C = < 80 points/%