

**Lewis & Clark College**  
**Professional Mental Health Counseling & Professional Mental Health**  
**Counseling – Specialization in Addictions**  
**CPSY 523**  
**Counseling and Interventions with Children and Adolescents**  
**Syllabus Cover Sheet**

Required Objectives:

Professional Counseling Identity (CACREP 2016 Standards)

- 3h. 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
- 5m. crisis intervention, trauma-informed, and community-based strategies, such as Psychological First Aid
- 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
- 8d. development of outcomes measures for counseling programs

Entry-Level Specialty: Clinical Mental Health Counseling (CACREP 2016 Standards)

- C1c. principles, models and documentation formats of biopsychosocial case conceptualization and treatment planning
- C2a. roles and settings of clinical mental health counselors
- C2b. etiology, nomenclature, treatment referral, and prevention of mental and emotional disorders
- 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.).

## Key Required Assignments/Student Learning Outcomes

These assignments are required for the course, but will not be the only requirements/expectations. The chart below lists the assignment, method of submission, and benchmark score/grade. These assignments are set up for upload to Taskstream and/or instructor provides rating for assignment. See syllabus for details.

Theory and Research into Practice		Proficient (A)	Benchmark (B)	Emerging (C)	Inadequate/Fail	As evidenced by:	Evaluation and Remediation
<b>Goal 4 of 6</b>							
Understands and applies interventions	Early Program	Demonstrates strong understanding of interventions and evidence based practices with children/adolescents	Demonstrates adequate understanding of interventions and evidence based practices with children/adolescents	Demonstrates inadequate understanding of interventions and evidence based practices with children/adolescents		MHC 523: Final grade AND Midterm and case conceptualization 80% minimum	First year portfolio/advisor review; referral to Benchmark Review Committee

<b>Clinical skill</b>		Proficient (A)	Benchmark (B)	Emerging (C)	Inadequate/Fail	As evidenced by:	Evaluation and Remediation
<b>Goal 1 of 5</b>							
Students develop therapeutic communication skills, emphasizing the client-counselor relationship with individuals and families	Early Program	Student demonstrates high level of skill interviewing a child and parent. Grade: 90-100%	Student demonstrates adequate skill interviewing a child and parent. Grade: 80-89%	Student's ability to interview a child and parent is rudimentary/merging. Grade: 70-80%	Student fails to complete assignment	CPSY 523: Child Interview instructor grade	First year portfolio/advisor review; referral to Benchmark Review Committee

**Lewis & Clark College**  
**Graduate School of Education and Counseling**  
**Department of Counseling Psychology**  
CPSY 523 - Counseling and Interventions with Children & Adolescents  
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**Required Readings:**

LeCroy, C. W., & Anthony, E. K. (2014). *Case studies in child, adolescent, and family treatment*. John Wiley & Sons.

McConaughy, S. (2013). *Clinical Interviews for Children and Adolescents, Second Edition: Assessment to Intervention*. New York: Guilford Press.

**Additional readings posted to Moodle or handed out in class.**

**Optional Reading (Recommended):**

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

**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.

**What this course is NOT:** This course is not where students will learn to “do therapy.” This is one of the many courses where you will learn skills and techniques that will contribute to becoming an effective counselor or school psychologist. In this course, we use your knowledge from prior courses and/or professional experience to learn to conceptualize cases from a multi-systemic view. We will cover the most common presenting issues and types of therapies and interventions that are appropriate for children and adolescents. This is not a techniques class, although I have included some resources for you that include techniques. This course focuses on developing your assessment, reasoning, and planning skills as an emerging counselor or school psychologist. The “how” of doing therapy comes through your clinical training in practicum and internship.

This course is taught from an ecological perspective that focuses on viewing the child or adolescent within context. The ecological perspective is used to conceptualize and plan interventions that can come from any theoretical perspective (cognitive-behavioral, psychodynamic, etc.) and does not limit the type of interventions that can be used.

**Professional Integrity:** Students will maintain a continuing capacity for openness to points of view, theories, experiences and perspectives different than their own. 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 other alternative points of view will be done in a thoughtful and professional manner.

**Participation:** This course will function in a collaborative learning format where participants will actively and knowledgeably contribute to discussions. Students are responsible for preparing questions for guest speakers and for coming to class ready to actively engage with peers. Participation will be evaluated not only on the quantity of what you say but also on the quality of your contributions to large- and small-group discussions.

**All 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 rarely necessary; the expectation is that students will be fully participating in discussions or presentations – particularly when other students are presenting.

**Please keep eating/drinking during lecture, conversations, role playing, and case studies to a minimum, to reduce unnecessary distractions.**

**Attendance:** Mandatory for each class. *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 Counseling Psychology policy below. Please on time.

### **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.

**Assignments:** Required 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. Citations should be in APA format, following the styles indicated in *APA's Publication Manual, 6<sup>th</sup> Edition*. **Late assignments** are accepted with prior approval of instructor. Grade will be lowered at a rate of one letter per day for late assignments.

### **Disability Accommodations**

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 in order to meet your full potential.

### **Course Requirements:**

**Readings:** Kindly complete assigned readings ON TIME and come to class prepared to ask questions, discuss and apply the material during in-class discussions and assigned work.

**Case Conceptualization:** You will be required to complete a thorough case conceptualization, demonstrating what you have learned about identifying and addressing behaviors observed in children and adolescents. You will be presented in class with necessary case study information and an opportunity to ask questions to aid in developing your conceptualization. Case conceptualization will be complete by the final class period.

**Mid-Term Exam:** Take home, one week to complete. Exam will consist of a number of short answer/essay questions where you will be expected to clearly and concisely demonstrate understanding of the readings beyond factual knowledge with an emphasis on analysis and synthesis of the material. The exam will also contain one or more case examples that will require a thorough assessment, identification of symptoms and treatment plan.

**Parent(s) and Child Interview:** You will conduct an intake/developmental history interview with a child and one or more parents. It is your responsibility to find someone willing to let you practice with them. You will be provided with the informed consent forms that explain that you are a student in training. You must videotape the interview with the child. Your total interview should be no less than 30 minutes (points will be deducted for interviews that are less than 30 minutes). You will choose a 10-12 minute segment of the video to show in class. On presentation day, you will present your video as well as give your peers evaluation and feedback on their interviews. You will be required to turn in your interview notes, a formal written report, evaluation/feedback sheets from your peers, and the evaluation sheets from the parent(s) on presentation day. ***Evaluations from your peers and parent(s) will not affect your grade.***

**Special Topic Presentation:** Presentation will be done in collaboration with at least 2 other students, and you will also be responsible for an individually authored 5-8 page paper in APA format, with a minimum of 5 references, on a topic you select. Instructor permission required for all topics. Please find the top five BEST resources on your topic. You may use a maximum of 2 websites in addition to a minimum of 3 books or scholarly articles (in peer-reviewed journals) OR 5 books/articles. Brief presentation outline and reference list due by **November 2** for approval by 11/9.

Presentations will be 40-50 minutes in length. There are two options for presentation: Create a Powerpoint presentation with handouts for all class members (8-12 slides) &/or prepare a 1-2 page summary sheet of your topic with references for all class members. The Powerpoint presentation or summary sheet will be written to provide the class with a concise summary of the topic so your peers will be able to use it for their reference. The aim of limiting the length of the slides or summary is to help you learn to be

CONCISE in your research and presentation of material. When you are practicing counselors, school psychologists, and MCFT's, you will not have time to research topics as fully as you might like, so it is valuable to learn to find the best sources of information quickly and to efficiently synthesize what you've learned.

This assignment is designed to help you learn how to find information on topics of interest to providers working with children and adolescents. We cannot cover all possible areas you will encounter in practice and you need to be able to find appropriate guidelines for intervention and treatment planning. Presentations due: **November 24.**

**Triad Interview/Case Conceptualization:** In groups of 3, you will be asked to role-play a sample case during class throughout the semester. For each activity, one student will be the "Therapist," while the others will play the "Family" (parent, child, legal guardian, etc.). At the start of each session, the group will be given a few minutes to review the case scenario and prepare for the "Initial Interview." After 15-20 minutes of role-playing, the subgroups will debrief for a few minutes and prepare for the "second session." After another 15-20 minutes of role-playing, the whole group will debrief. The "Therapist" will write up a Case Conceptualization and Treatment Plan, and each person from the "Family" will write up a description of their experience. The subgroups will swap positions for the second and third in-class activities. Everyone will have a chance to write one Case Conceptualization, one Treatment Plan and one Client Experience. You will be graded based on your participation in the experiences and your application of the therapeutic principles and techniques discussed and taught in class.

**Grading:**

Triad Interview/Conceptualization:	50 pts.
Child Interview:	50 pts.
Mid-Term Exam:	40 pts.
Presentation:	40 pts.
Attendance/Participation:	20 pts.
<b>Total:</b>	<b>200 pts.</b>

A-/A = 90% and above

B-/B/B+ = 80%-89%

C+/C=75%-80%

Below 75% = Non-Passing

**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](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).

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

## Weekly Schedule\*

- 9/7            Topic: Course Introduction  
Class Plan: Introductions, Syllabus Review & Assignment Expectations  
Discussion: Normative Childhood Development
- 9/14            Topic: Clinical Interviewing with Children & Adolescents  
Readings: McConaughy: Ch. 1, 2  
Class Plan: Create your interview, conduct practice interview, write reflection
- 9/21            Topic: Early Childhood Disorders, Developmental Disabilities & Autism Spectrum Disorders  
Readings: McConaughy: Ch. 3; LeCroy: 2-4, 3-1, 3-2  
Class Plan: Discussion, Play Therapy Demonstration
- 9/28            Topic: Intakes w/Children & Adolescents  
Readings: McConaughy: Ch. 5, 6, 8; LeCroy: 2-2, 4-4  
Discussion: Collaborative Mental Health Assessment & Treatment Planning, Ethical Standards & Ethical Issues, Mandated Reporting  
Class Plan: Responsibilities
- 10/5            Topic: Attention-Deficit Disorders & Disruptive Behavior Disorders  
Readings: McConaughy: Ch. 7, LeCroy: 1-2, 2-1  
Article(s) on Moodle  
Class Plan: Discussion  
**TRIAD GROUPS MEET**
- 10/12            Topic: Child & Adolescent Substance Abuse Disorders  
Readings: McConaughy: Ch. 4  
Class Plan: Validated screening tools, introduction to Motivational Interviewing  
**Mid-Term Handed Out**
- 10/19            Topic: Youth w/Unique Treatment Needs  
Readings: LeCroy 3-5, 4-1, 4-2  
Class Plan: Discussion  
**TRIAD GROUPS MEET, MID-TERM DUE**
- 10/26            Topic: Eating, Feeding, & Toileting Disorders  
Readings: LeCroy: 1-4, articles on Moodle  
Class Plan: Discussion  
**TRIAD GROUPS MEET**
- 11/2            Topic: Working with an explosive child, Collaborative Problem Solving  
Readings: Article(s) on Moodle  
Class Plan: Guest speaker: Kiri Horsey, MS, LPC, PhD candidate  
**Presentation Topics due via Moodle**

- 11/10            Topic: Self-Harm, Suicide, & Youth Violence  
                    Readings: McConaughy: Ch. 9, 10; LeCroy 1-3  
                    Class Plan: Risk Assessment, Discussion
- 11/17            Topic: Mood & Anxiety Disorders, Child Abuse & Domestic Violence  
                    Readings: LeCroy 1-1, 1-3, 5-4, 4-3  
   Article(s) on Moodle  
                    Class Plan: Discussion
- 11/24            Topic: Psychotic Disorders & Conduct Disorders  
                    Readings: LeCroy: 4-3  
   Article(s) on Moodle  
                    Class Plan: Discussion, **Presentations**
- 12/1             Topic: Divorce, Blended Families, Foster Care & Adoption  
   LeCroy: 2-3, 5-1, 5-2  
   Article(s) on Moodle  
   Discussion, **Presentations**
- 12/8             Topic: Termination Processes with Children and Adolescents  
                    Readings: Article(s) on Moodle  
                    Class Plan: Discussion, **Presentations**
- 12/15            Topic: Child Interview Skills and Critique  
                    Class Plan: Presentations, thoughts/reflections  
   Course evaluations

*\*Schedule subject to change.*

## Child Interview Written Report Guidelines

CPSY 523 – Fall 2016 (50 pts, 8-10 pgs.)

### Video – 25 pts.

Turn in your entire Child Interview Video, with the time (minutes) of the section you're showing the class noted.

### APA Format – 2 pts.

Please use regular APA format guidelines for your paper. Your paper should be typed, double - spaced on standard-sized paper (8.5" x 11") with 1" margins on all sides. You should use a clear font that is highly readable. Include a title page and Reference List if you use additional resources for your paper.

### Summary of Video Tape – 8 pts.

Summarize your entire session with the child. In addition, thoroughly describe your interaction with the child in the section of tape that you choose to share with your peers. This is the "Who" the "What" the "Where" of your paper.

### Challenges, Surprises, Strengths & Growth – 10 pts.

In this section I want you to think about what you did well in the interview with the child. Did you have good rapport with the child, and if so, how did you make that happen? What therapeutic skills or interventions did you use with the child (trust me, you did!) that helped facilitate the interview? What did you do to set yourself up for success in the interview? Be creative here and give yourself credit! What were the challenges that you experienced in being the interviewer of the child? Were there any surprises that came up for you and how did you respond to being surprised? How did you maneuver through the challenges of interviewing the child? Also, what areas or growth do you see for yourself? What parts of the interview do you feel like you struggled with? **You may only have as many areas of growth as you have strengths!!!**

### Developmental Appropriateness – 3 pts.

Did you seem to be speaking with the child at his/her developmental level? Did you practice re-wording statements or questions to the child's level when necessary? Did you use a variety of statements other than questions (clarification, response to feeling, paraphrase, etc)? If this was an area of struggle for you discuss this as well.

### Future Planning- 2 pts.

Knowing what you know now that you have experienced interviewing a child, what would you do differently if you had to do this assignment again? What activity would you plan and how would you prepare for the future child interview? What would you do to be facilitative of the therapeutic process with the child?

## **Informed Consent to Interview**

CPSY 523 – Fall 2016

Dear Parent,

Thank you for considering allowing the graduate student, \_\_\_\_\_, to interview you and your child. Please read the following information carefully before signing this form.

1. The graduate student is PRACTICING SKILLS and is in the beginning stages of training to become a counselor or school psychologist. If you have genuine concerns about your child that you believe may need professional help, please seek assistance from a professional. The graduate student listed below will assist you in finding a referral.
2. Because this student is in the beginning stages of training, they should NOT, under any circumstances, nor can they offer any advice, opinion, or make any statements to you about your child, family, or parenting. The student will conduct an interview and you will not receive any feedback during or after the interview. The student will avoid giving any feedback to your child. However, sometimes children ask questions such as “Am I weird because I think/feel that?” to which some type of a response is in the child’s best interest. The graduate student will respond to direct questions with statements such as “I’ve heard other kids say they feel/think that way” “I think that is a question you need to ask your (parent)” or “What do YOU think?” or other statements to avoid giving feedback.
3. The graduate student will be asking you personal information about your pregnancy, child development, parenting, family functioning, information about your child’s school, and your feelings, thoughts, beliefs, and culture. The student will ask your child similar questions appropriate for the child’s developmental level.
4. Any information obtained from you will be kept confidential. Your name will not be used on any written work completed by the student. THERE IS ONE EXCEPTION TO CONFIDENTIALITY. If you or your child reveal information that may indicate child abuse or harm to self or others (child, family members, or others) the student is ethically obligated to report this information to Child Protective Services and/or the police in consultation with Arien Muzacz, PhD, the faculty member teaching the graduate student’s course.
5. You may choose to make up things to tell the student in the interview, but if you do, ABSOLUTELY DO NOT MAKE UP ABUSE OR SELF HARM stories. The

student interviewing you will be expected to treat these disclosures as real and will report them as described above.

6. Please do not ask your child to make up stories.
7. You have a right to be present during your child's interview. However, it will provide the best learning experience for the student if you are not present during the child interview. If you decide to be present, please watch quietly. The purpose of the child interview is to help the student learn to talk to children without help from the parent. **YOU MAY STOP THE INTERVIEW AT ANY TIME AND WITHDRAW PERMISSION AT ANY TIME.** However, if abuse/harm has been disclosed this will still be reported.

If you choose not to be present during your child's interview, any information your child shares with the graduate student will NOT be disclosed to you unless the student feels that the child has told something that could be harmful to the child or others. If the child reveals statements about abuse, the graduate student is required to report that information directly to the authorities as described previously. You will not be informed of this report if the graduate student, in consultation with the faculty instructor, has any concern that such information would put the child in danger.

8. You will be asked to fill out a rating form and give the student feedback on her/his interviewing skills for the interview with you and with your child if you are present. This will not have an effect on the student's grade, but it is vital to the student's learning to give both positive feedback and suggestions for improving.

I have read the above information and/or it has been explained to me. I have had the opportunity to ask questions. I give permission for

\_\_\_\_\_ to interview me  
\_\_\_\_\_ and my child \_\_\_\_\_ on  
(date) \_\_\_\_\_ for purposes of learning to interview. I understand I will not receive any feedback about the interview, my child, or anything I discuss. I also understand I can withdraw this permission at any time.

I give permission for \_\_\_\_\_ to videotape the interview. I understand that the tape will be played in the graduate class. I understand my name and any other identifying information will not be given to the class. The tape will be destroyed when the student completes the course.

\_\_\_\_\_  
Parent Signature

\_\_\_\_\_  
Date

This permission form will be given to Dr. Arien Muzacz to verify that the student has obtained informed consent. Dr. Muzacz will keep the form on file until the student completes the course at which time the form will be shredded.

If you have any questions, please contact:

Student: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Faculty: Dr. Arien Muzacz  
Lewis & Clark College  
Department of Counseling Psychology  
[arien@lclark.edu](mailto:arien@lclark.edu) 646-580-3129

## CHILD INFORMED CONSENT

This portion is to be used to READ TO OR EXPLAINED to the child/adolescent WITH THE PARENT PRESENT for children 5 or over. The graduate student and parent can adjust these statements to insure that the child understands at his/her developmental level.

Suggested dialog:

Hi, I'm \_\_\_\_\_ and I'm a student in college (describe what college is if necessary - "I'm in the 17<sup>th</sup> grade") learning to interview (talk to) parents and kids because that is what I will be doing for a career (job, kind of like a teacher, etc). We are going to talk (and play with some stuff, play cards...) for a while and I'm going to ask you questions about yourself, your family, school, and friends. We have about (1/2 hour, hour, depends on age level of child), but if you want to stop sooner that will be o.k. If I ask you a question you don't want to talk about that is o.k. too, just tell me. I am going to videotape us so that my teacher and other students in my class can watch me and help me learn how to do a better job talking with kids. Can we talk (play, etc,) for a while now?

DO NOT OFFER THE CHILD CONFIDENTIALITY. If the child asks if you will keep secrets, or not tell his/her parents something, tell the child you can't keep secrets. If the child reveals something then asks you not to tell, remind the child you cannot keep secrets. You will have to judge whether what the child told you needs to be passed on to the parent or reported to the appropriate authorities. In general, anything that you believe could be harmful to the child or others needs to be revealed to the parent unless doing so might put the child at risk for immediate further harm. The best option is to encourage the child to help you tell the parent.

I give permission (say it is o.k.) for \_\_\_\_\_ to talk/play with me and ask me questions. We will also be on a videotape. I understand what I say may be told or shown to other people. I know I can stop any time I want to.

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Child signature (or mark, drawing, X, etc., whatever the child can write)

The information contained in the informed consent statement(s) above were explained to my child in a way he/she understood and she/he willingly gave permission.

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Parent Signature

Date



