

**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**  
**(Updated 2.15.2017)**

Required Objectives:

Professional Counseling Identity (CACREP 2016 Standards)

- 3h. a general framework for understanding differing abilities and strategies for differentiated interventions
- 3i. 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
- 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

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

- C1c. principles, models and documentation formats of biopsychosocial case conceptualization and treatment planning
- 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	Midterm and final exams cumulative grade 90-100% Demonstrates strong understanding of interventions and evidence based practices with children/adolescents	Midterm and final exams cumulative grade 80-89% Demonstrates adequate understanding of interventions and evidence based practices with children/adolescents	Midterm and final exams cumulative grade 70-79% Demonstrates inadequate understanding of interventions and evidence based practices with children/adolescents	Midterm and final exams cumulative grade below 70%	MHC 523: Final grade AND Midterm and final exam 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 communications skills emphasize 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/emerging Grade: 70-80%	Student fails to complete assignment	CPSY 523: Child Interview Instructor grade	First year portfolio/advisor review; referral to Benchmark Review Committee

### Methods of Instruction for this Course

<b>Instruction Method</b>	<b>Mark All That Apply</b>
Lecture	X
Small Group Discussion	X
Large Group Discussion	X
Course Readings	X
Group Presentation	X
Individual Presentation	X
DVD/Video Presentation	X
Supervised Small Group Work	
Individual/Triadic Supervision	
Group Supervision	
Case Study	X
Debate	X
Class Visitor / Guest Lecturer	X
Off-Campus / Field Visit	
Other:	

Counseling and Interventions for Children and Adolescents CPSY 523  
Professional Mental Health Counseling  
Lewis and Clark College  
Fall 2018

Elizabeth Trautwein, LPC LMHC  
Email: [etrautwein@lclark.edu](mailto:etrautwein@lclark.edu)  
Cell: 503-890-2280  
Office hours by appointment

Course Dates: Sept. 4<sup>th</sup> – Dec. 4<sup>th</sup>  
Tuesdays 9:00am – 12:30 pm  
Class Location: York Room 101  
3 credit class

### **Required Reading**

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

### **Suggested reading**

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.

### **CPSY Department Attendance Policy**

Class attendance and participation is a critical factor to your success in the course. As you develop your professional identity as a counselor, I encourage you to subsume professional behaviors such as timeliness, attentiveness and engagement in the class. You are adult learners, making professional and personal decisions. I encourage you to be involved in this course participating to the best of your ability, use effective communication skills, and directly express your ideas, needs, desires, conflicts, and/or relevant learning.

We will have initial and ongoing discussions around acceptable class norms, breaks, etc. I appreciate your honest input and continued engagement in this process.

Class attendance is expected and required. It is important to note that although you will be expected to make up missed course content, any missed class time will lower your ability to earn full professional participation points and potentially jeopardize your ability to complete the requirements for this course. 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), or 1.5 hours for a 15 hour class (1 credit). 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 with Disabilities Policy

Lewis and Clark College is committed to serving the needs of its students with disabilities. Professional staff in the office of Student Support Services ensure that disabled students receive all of the benefits of a comprehensive selection of services, and a formal Student Disability Grievance Procedure provides prompt and equitable resolution of any complaints arising out the College's responsibilities under the ADA Amendments Act, the Americans with Disabilities Act (ADA), Section 504 of the Rehabilitation Act of 1973, and other pertinent federal, state, and local disability anti-discrimination laws. Please see the Student Support Services website for more information:

[http://www.lclark.edu/offices/student\\_support\\_services/rights/disability\\_policy/h](http://www.lclark.edu/offices/student_support_services/rights/disability_policy/h)

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### Course Requirements and Evaluation Requirements

Assignment	Points Possible	Due Date
Attendance, class participation, required readings, etc.	13	
Journal articles	7	Weekly
Treatment Plan	15	October 16
Parent/Child Interview	25	October 30
Research Paper	30	November 20
Presentation Fair	10	December 4
<b>Total Points Possible</b>	<b>100</b>	

#### Grading Scale:

93 – 100 = A	77 – 79 = C+
90 – 92 = A-	73 – 76 = C
87 – 89 = B+	70 – 72 = C-
83 – 86 = B	69 and below = F
80 – 82 = B-	

Late work: 2 points per day late will be deducted from your total score of the assignment. Late work will not be accepted after 7 days.

All papers are to use APA for overall formatting of paper, referencing/citing sources and reference section. Please include title page for all papers being turned in.

#### 1. Attendance, class participation and required readings: 13 Points

Your grade will be determined by class attendance, participation and demonstration of having read the required materials, role plays, and engagement in small and large group discussions. Please come to class prepared, having read the required materials and prepared your journal articles for the week. Lectures will not be outlines of the chapter as the assumption will be that you have read the chapter and thoroughly reviewed the materials. Come prepared to class with questions and a readiness to participate in discussions and class activities.

The content of this course will often be taught in an experiential manner. Therefore, class attendance and active participation is critical to the mastering of course material. In cases of emergency or illness, it is the student's responsibility to contact the professor prior the beginning of the missed class. It is the also responsibility of the student to obtain any missed material, class notes, handouts, etc. Points for attendance and participation will be awarded at the discretion of the instructor and is based on the level of engagement from the student, essentially one point per week.

*If the class is not engaged in discussion quizzes will be given weekly to earn the required points.*

**2. Journal Articles/Book Chapter: 7 Points**

As noted in the syllabus, you will be required to research and bring in a peer reviewed article related to that weeks topics which will then be discussed during class. The article can be on diagnosis, treatment, or other research that is related. For each article you should highlight important points and engage the material in the margins of the article by writing thoughts, questions, or comments about things you agree or disagree with. Your article is to be turned in weekly, you will receive one point per article that has the appropriate markings. Articles will be returned the following week. No points will be given for turning in just the article (without highlighting and comments) and late articles (turned in a different week) will not be accepted. Articles are to be within the last 7 years, peer reviewed and from a respectable source (Psychology Today, etc. are not acceptable).

**3. Role Play and Treatment Plan: 15 Points**

In groups of 4-5, you will role play a given scenario. Each student will have a turn at being a therapist, client and observer. You will complete a 30 minute role play session as therapist then write a formal report, including presenting problem, diagnosis and treatment plan. The outline of this assignment will be posted on Moodle and you will turn in a formal report according to the instructions. **Due October 16<sup>th</sup>**

**4. Parent/Child Interview: 25 Points**

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 (no family members). 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 in small groups. You will turn in a formal written report. An outline will be posted to moodle for the written report. I reserve the right to ask to see your interview. **Interviews need to be recorded prior to class on October 9<sup>th</sup>. Paper Due October 30<sup>th</sup>**

**5. Presentation Fair and Research Paper: 40 Points (30 for the paper and 10 for the fair)**

Presentation can be done alone or in collaboration with at least 2 other students, and you will also be responsible for an individually authored 6-8 page paper. This assignment is designed to help you learn how to find information on topics of interest to providers working with children and adolescents as well as share information with your classmates. 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. **Topics are to be approved by October 2<sup>nd</sup>.**

You will be responsible for authoring an individual research paper related to your topic presented. Paper should be 6-8 pages, in APA format, and with a minimum of 5 references. 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. **Papers due on November 20<sup>th</sup>**

The presentation fair (think science fair) will be the last day of class. Individually or as a small group (no more than 3 people) you will present your information at a booth. Creativity is strongly encouraged! Prepare a 1-2 page summary sheet of your topic with references for all class members. This will be discussed in more detail during class. **Presentation fair will be December 4<sup>th</sup> (last day of class).**

Week	Date	Description	Case Study	CACREP
1	Sept 4	<ul style="list-style-type: none"> <li>• Introduction and review of course and assignments</li> <li>• Research, ethics, cultural considerations, mandated reporting, and confidentiality</li> <li>• Child and Adolescent Development</li> </ul>		3i. 7d. C2l.
2	Sept 11	<ul style="list-style-type: none"> <li>• Interviewing, assessment, case conceptualizations, theory, and treatment planning</li> <li>• Attachment theory and attachment disruptions</li> </ul>		5b. 5j. 51c.
3	Sept 18	<ul style="list-style-type: none"> <li>• Neurodevelopmental Disorders (development, communication, Autism, ADHD, learning, movement)</li> </ul> <b>ROLE PLAY 1 &amp; 2</b> <b>Journal Article #1 Due</b>	1-1	8b. C1c., C2b. 5b., 5j.
4	Sept 25	<ul style="list-style-type: none"> <li>• Depressive Disorders</li> <li>• Self harm, suicide, crisis planning</li> </ul> <b>ROLE PLAY 3 &amp; 4</b> <b>Journal Article #2 Due</b>	1-3	8b., 7c. C1c., C2b. 5b., 5j., 5l.
5	Oct 2	<ul style="list-style-type: none"> <li>• Anxiety Disorders</li> <li>• Bullying and social media</li> </ul> <b>ROLE PLAY 5</b> <b>Journal Article #3 Due</b> <b>Topics to be approved by TODAY</b>	5-2	8b. C1c., C2b. 5b., 5j., 5l., 7c.
6	Oct 9	<ul style="list-style-type: none"> <li>• Feeding and Eating Disorders, Elimination Disorders, Sleep-Wake Disorders</li> </ul> <b>Watch Interviews</b>	3-1	8b. C1c., C2b. 5b., 5j.
7	Oct 16	<ul style="list-style-type: none"> <li>• Play therapy, Early Intervention, Parent training</li> </ul> <b>Treatment Plan Due</b>	3-2 3-3	8b., 7d. C1c., C2b. 5b., 5j

8	Oct 23	<ul style="list-style-type: none"> <li>Disruptive, Impulse-Control, and Conduct Disorders</li> <li>Residential</li> </ul> <p><b>Journal Article #4 Due</b></p>	1-7	8b. C1c., C2b. 5b., 5j.
9	Oct 30	<ul style="list-style-type: none"> <li>Substance use and abuse, rape</li> <li>School-based treatment</li> </ul> <p><b>Journal Article #5 Due</b> <b>Interview Paper Due</b></p>	1-5 2-3	8b. C1c., C2b. 5b., 5j.
10	Nov 6	<ul style="list-style-type: none"> <li>Trauma and Stressor-related Disorders</li> <li>Sexual abuse</li> </ul> <p><b>Journal Article #6 Due</b></p>	5-4 1-6	8b., 7d. C1c., C2b. 5b., 5j.
11	Nov 13	No Class		
12	Nov 20	<ul style="list-style-type: none"> <li>Gender identity and sexual development</li> </ul> <p><b>Journal Article #7 Due</b> <b>Research Papers Due</b></p>	2-4	8b. C1c., C2b. 5b., 5j.
13	Nov 27	<ul style="list-style-type: none"> <li>Divorce, blended families, grief, foster care, adoption, homelessness, child abuse, and reunification</li> </ul>	4-1 4-2 4-3 4-4	C2b. 3h. 5b., 7d.
14	Dec 4	<p><b>Presentation Fair</b></p> <ul style="list-style-type: none"> <li>Course evaluations</li> </ul>		3h., 3i., 5b 5j., 8b.