

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 4.30.2019)

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
- C2d. diagnostic process, including differential diagnosis and the use of current diagnostic classification systems, including the *Diagnostic and Statistical Manual of Mental Disorders (DSM)* and the International Classification of Diseases (ICD)
- 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
Goal 4 of 6							
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

Clinical skill		Proficient (A)	Benchmark (B)	Emerging (C)	Inadequate /Fail	As evidenced by:	Evaluation and Remediation
Goal 1 of 5							
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

Instruction Method	Mark All That Apply
Lecture	X
Small Group Discussion	X
Large Group Discussion	X
Course Readings	X
Group Presentation	
Individual Presentation	X
DVD/Video Presentation	X
Supervised Small Group Work	X
Individual/Triadic Supervision	
Group Supervision	
Case Study	
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 2019

Chelsea Casey, MA, LPC, MFTI

Email: ccasey@lclark.edu

Cell: 971-361-9035

Office hours by appointment

Course Dates: September 4th – December 11th

Mondays 5:00pm – 8:45 pm

Class Location: York 107

3 credit class

Required Reading

- Wohlfarth, D., & Morgan, R. K. (2017). Case studies in child and adolescent psychopathology. Long Grove, IL: Waveland.
- Theodore, L. A. (2017). *Handbook of evidence-based interventions for children and adolescents*. New York: Springer Publishing Company.
- Additional Readings Posted on Moodle - TBD

For Reference

- American Psychiatric Association (2013). Diagnostic and Statistical Manual of Mental Disorders, 5th 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:

Many students enter this course with an assumption or expectation that this is *the* course where one learns to do therapy with youth. This course is just one among all of your courses where you learn to be an effective counselor. In this course we use your knowledge from your prior courses to learn to conceptualize and design treatment plans. In addition, we cover the most common presenting issues and types of therapies and interventions that are appropriate. This is not a techniques class, although I have included some resources for you that include techniques. This course focuses on applying your theoretical framework and on developing your assessment, reasoning, and planning skills as an emerging counselor. The “how” of doing therapy comes during your clinical training in practicum and internship.

The course is taught from an ecological perspective that focuses on viewing the person within context. This theoretical approach is in opposition to the medical model where a diagnose/treat model assumes that disorders are inherent within the individual. The ecological perspective is used to conceptualize and plan interventions that can come from any theoretical perspective (psychodynamic, cognitive-behavioral, etc.). The ecological perspective does not limit the type of intervention.

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/

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Course Requirements and Evaluation Requirements:

Assignment	Points Possible	Due Date & Method
Required Readings & Engagement in Dialogue/Activities	12	Weekly
Role Play & Case Conceptualization	15	Hard Copy due in class 1 week after role-play is completed (see calendar below)
Midterm Intervention Plans	20	Uploaded to Moodle by 9pm on 10/16
Parent/Child Interview	25	Hard Copy due in class on 11/20
Creative Intervention	8	Hard Copy in class due on 12/4
Final Intervention Plans	20	Uploaded to Moodle by 9pm on 12/11
Total Points Possible	100	

Grading Scale:

93 – 100 = A

90 – 92 = A-

87 – 89 = B+

83 – 86 = B

80 – 82 = B-

Late work: 5% will be deducted per day from your total score of the assignment. After 7 days, late work will be accepted at instructor discretion.

All papers are to use APA format and should include citations and a title page.

1. Class engagement and required readings (12 Points)

Your grade will be determined by class participation and demonstration of having read the required materials, role-plays, and engagement in small and large group discussions. 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 participation will be awarded at the discretion of the instructor and is based on the level of engagement from the student.

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

2. Role Play and Case Conceptualization (15 Points)

In groups of 3-4, you will role-play a therapy session aligned with the week's topic – topics to be assigned in class. Each student will have a turn at being a therapist, client and observer. You will complete a 15-minute role-play session as therapist then write a 4-6 page formal reflection about the experience. The paper should include a client/case conceptualization including presenting problem, your impressions, and general treatment focus. Additionally, your paper should include a reflection about your experience as the therapist, focusing on any interventions you attempted, reflecting on challenges and successes, as well as your subjective experience of this process. The outline of this assignment will be posted on Moodle.

Due: the beginning of class, 1 week after in-class role-play.

3. 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. 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.

Due: 11/20 with feedback sessions in class the same day.

4. Midterm & Final Intervention Plans (20 points each)

Each take-home test will consist of a number of short answer/essay questions where you will be expected to clearly and concisely demonstrate understanding of the readings and class materials beyond factual knowledge with an emphasis on application. Tests will contain case examples that will require a case conceptualization, including, but not limited to: potential diagnoses, treatment planning with knowledge of best practices and evidence based practice, explanation using sound theoretical

reasoning, and ethical/legal considerations. Students will answer a minimum of 4 questions, and will have the option of answering 5. If you choose to answer 5 your lowest score will be thrown out. Tests will be provided in class and via Moodle 1 week prior to due date.

Midterm Due: October 16th by 9pm –uploaded to Moodle.

Final Due: December 11th by 9pm –uploaded to Moodle.

5. Creative Intervention (8 points)

You will create and bring in a one-page description of an activity to be done with a child/teen client. The activity should be something to facilitate discussion, identify or process a challenging experience, or use in conjunction with a specific modality or client. Use interventions from any source you learned about during this course, or invent one of your own. Get creative - add images and diagrams, step-by-step guides, etc. Please include background on your intervention's theoretical or empirically based underpinnings, and appropriately cite your work as needed. This assignment should result in each student leaving class with ~20 activities to use with youth during fieldwork.

Due: In class on December 4th – please provide a paper copy to each of your classmates as well.

Week	Date	Description	Reading	Assignments	CACREP
1	9/4	Introduction; Review of Course and Assignments; Research; Laws, Ethics, Mandated Reporting, and Confidentiality; Cultural Considerations; Child and Adolescent Development			3i., 7d., C2l.
2	9/11	Interviewing; Assessment; Case Conceptualization, Theory, and Treatment Planning	<ul style="list-style-type: none"> Theodore pg. 3-14 & 129-139 Additional Readings Posted on Moodle – TBD 		5b., 5j., 51c.
3	9/18	Attachment Theory and Disruptions; Parents; Family Structures	<ul style="list-style-type: none"> Theodore pg. 356- 363 Additional Readings Posted on Moodle – TBD 		C2b., 3h., 5b., 7d.
4	9/25	Trauma and Stressor-Related Disorders; Child Abuse; Sexual Abuse/Rape; Substance Use/Abuse Disruptive, Impulse-Control, and Conduct Disorders	<ul style="list-style-type: none"> W&M: pg. 64-71 & pg. 209-223 W&M: pg. 97-105 & pg. 269-281 Additional Readings Posted on Moodle – TBD 		8b., 7d., C1c., C2b. 5b., 5j.
5	10/2	Depressive Disorders Self-Injury, Suicide, Crisis Planning & Intervention	<ul style="list-style-type: none"> Theodore pg. 55-66 & pg. 289-300 W&M: pg. 36-44 & pg.165-176 AND pg. 106-114 & pg. 282-298 Additional Readings Posted on Moodle – TBD 	Role-Play #1	8b., 7c., C1c., C2b., 5b., 5j., 5l.

6	10/9	Anxiety Disorders	<ul style="list-style-type: none"> Theodore pg. 217-244 W&M: pg. 45-63 & pg. 177-208 Additional Readings Posted on Moodle – TBD 	Role-Play #2 (Role Play #1 Papers Due)	8b., C1c., C2b., 5b., 5j., 5l., 7c.
7	10/16	Work Day - Completed Midterm Uploaded to Moodle by 9pm (3h., 3i., 5b., 5j., 8b.)			
8	10/23	Bullying and Social Media	<ul style="list-style-type: none"> Theodore pg. 155-166 & pg. 365-376 Additional Readings Posted on Moodle – TBD 	Role-Play #3 (Role Play #2 Papers Due)	8b., C1c., C2b., 5b., 5j., 5l., 7c.
9	10/30	Play Therapy & Early Intervention	<ul style="list-style-type: none"> Readings Posted on Moodle - TBD 	Role-Play #4 (Role Play #3 Papers Due)	8b., C1c., C2b., 5b., 5j., 7d.
10	11/6	Neurodevelopmental Disorders; Autism, ADHD, Learning Disorders	<ul style="list-style-type: none"> Theodore pg. 471-482, & Skim 167-180 W&M pg. 3-14 & pg. 117-130 AND pg. 15-24 & pg. 131-144 Additional Readings Posted on Moodle – TBD 	Role-Play #5 (Role Play #4 Papers Due)	8b., C1c., C2b., 5b., 5j., 7d.

11	11/13	Feeding and Eating Disorders, Elimination Disorders, Sleep-Wake Disorders	<ul style="list-style-type: none"> Additional Readings Posted on Moodle – TBD 	Role-Play #6 (Role Play #5 Papers Due)	8b., C1c., C2b., 5b., 5j.
12	11/20	Gender Identity and Sexual Development	<ul style="list-style-type: none"> Skim Theodore pg. 377-400 Additional Readings Posted on Moodle - TBD 	Parent/ Child Interview Due Watch Interviews & Provide Feedback	8b., 7d., C1c., C2b., 5b., 5j.
13	11/27	No Class – Relax!			
14	12/4	Creative Intervention Sharing & Role Play #6 Papers Due (3h., 3i., 5b., 5j., 8b.)			
15	12/11	Work Day - Completed Final Uploaded to Moodle by 9pm (3h., 3i., 5b., 5j., 8b.)			