

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
Goal 4 of 6							
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 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

COURSE SCHEDULE
CPSY 523—Fall, 2019
Treatment Planning and Interventions
With Children and Adolescents

<u>Date</u>	<u>Topic</u>	<u>Reading</u>
9/4	Introduction—Developmental issues, ethics, Diversity issues (CRACEP 3h, C2l)	Dishion—Ethical Standards LeCroy/Anthony, Chap. 5-1
9/11	Interviewing, assessment, case conceptualization (CRACEP 5b, C1c)	McConaughy—Interviewing O’Conner & Ammen, Chap. 1 Vernon & Clemente—Child Assessment Process
9/18	NO CLASS—INSTRUCTOR OUT OF TOWN	
9/25	Play Therapy, Social Skills, Bullying GROUPS MEET—Case #1 (CRACEP 7c)	LeCroy/Anthony, Chaps. 2-1, 2-2, 2-3, 5-2
10/2	Anxiety, OCD (CRACEP 5j, 7d, 8b) GROUPS MEET—Case #2 TREATMENT PLAN OR CLIENT EXPERIENCE #1 DUE	Taming the Wild Things Banishing OCD (March & Mulle)
10/9	NO CLASS—RELIGIOUS HOLIDAY	
10/16	Depression, suicide, self-harm, and bi-polar (CRACEP 5l, 7c, 8b)	LeCroyAnthony, Chap. 1-3 Bi-Polar Interventions—2 readings (Goldberg-Arnold & Fristad) Ash—Suicide in Children and Adolescents Other readings in Moodle
	TREATMENT PLAN OR CLIENT EXPERIENCE #2 DUE	
10/23	Disruptive Behavior Disorders (CRACEP 7c)	LeCroy/Anthony, Chaps. 1-2, 1-7, 5-3 4 Mistakes with Teens article
	MID-TERM AVAILABLE	
10/30	Substance abuse, Working with Teens (CRACEP 3i)	LeCroy/Anthony, Chap 1-5 Other readings on Moodle

MID-TERM DUE

- 11/6 Coping with the explosive child Greene & Albon Reading
(CRACEP 3i)
GROUPS MEET—Case #3
- 11/13 ADHD, Executive Functioning, Parent Training Chaps. 1-1, 3-2, 3-3
(CRACEP 5j, C2b) Other readings on Moodle
TREATMENT PLAN OR CLIENT EXPERIENCE #3 DUE
- 11/20 School-Based Interventions, Transgender and Gender non-conforming youth
ODD Reading Chap. 2-4
GROUPS MEET—Case #4
- 11/27 **NO CLASS--THANKSGIVING**
- 12/3 Autism/Developmental disabilities New York Times article on Sensory Issues
Learning Disabilities Treatments for Asperger Syndrome (Ozonoff et al)
Sleep, and Elimination Disorders Sleep Problems article
TREATMENT PLAN OR CLIENT EXPERIENCE #4 DUE
FINAL EXAM AVAILABLE ON MOODLE
- 12/11 Eating Disorders, Divorce, step-parenting, child abuse, foster children, adoption, grief
(CRACEP 3i)
Chaps. 4-1, 4-3
Grief and Divorce articles
INTERVIEW REPORTS DUE
FINAL EXAM 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—Fall, 2019
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office hours by appointment—call or e-mail

Required Text:

Case Studies in Child, Adolescent, and Family Treatment, 2nd Edition; LeCroy and Anthony, eds. Wiley, 2015

Other readings available through Moodle

Optional/Recommended:

American Psychiatric Association (2013). Diagnostic and statistical manual of mental disorders (5th 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.

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. (25 points)

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. (25 points each)

CLASS PARTICIPATION: This is admittedly subjective, but will be based largely on your involvement in small-group discussions, asking questions, making relevant comments, etc. There are no points associated with this requirement.

<u>Grading:</u>	<u>Points</u>
Treatment Plan	15
Client Experience	10
Take Home Tests	50 (2 @ 25 points each)
Interview Paper	25

A = 92-100 points

A- = 90-91 points

B+ = 88-89 points

B = 80-87 points

C = < 80 points/%