

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	
Individual/Triadic Supervision	
Group Supervision	
Case Study	
Debate	
Class Visitor / Guest Lecturer	X
Off-Campus / Field Visit	
Other:	

CPSY 523 Counseling & Interventions with Children & Adolescents

SUMMER 2020

Graduate School of Education and Counseling

Lewis & Clark College

Time: Thursdays, 5/7/20 – 7/30/20, 9am-12:30pm

Location: Lewis & Clark College, York Graduate Center, Room 107

Instructor: Suzanne Sanchez, LPC

Email: suzannesanchez@lclark.edu

Catalog Description: Mental, emotional, and behavioral disorders of childhood and adolescents. Topics include identification, diagnosis, and planning of multifaceted counseling intervention and treatment strategies; developmental, social, and cultural influences on diagnoses and interventions; ecological and social-justice-oriented conceptualization and intervention across systems.

Restrictions: For Professional Mental Health Counseling and Professional Mental Health Counseling - Specialization in Addictions students, take MHCA 502, CPSY 506, MHC 513, and CPSY 550.

Prerequisite: Take MHC 503 or MHCA 502.

Credit: 3 semester hours

Course Description and Outcomes: 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.

Required Text:

Vernon A., Schimmel C.J. (2019). *Counseling Children & Adolescents, Fifth Edition*

Other readings will be assigned and available through Moodle.

For Reference:

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

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. 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.

COURSE GUIDELINES

CPSY Departmental 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.

Student with Disabilities Policy: Lewis & 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/

Other Classroom Expectations:

- As a therapist in training you are expected to approach your classmates and instructor with respect and empathy. Reactions to your peers or course material are understandable and expected,

but please take responsibility for your reactions and own them as yours rather than judge others harshly, shut down or write anyone off.

- Honesty and direct communication are honored in this course. Do your best to practice and experiment with these.
- You are expected to participate fully in group projects with your peers. Should you have any interpersonal difficulties collaborating throughout the course, please contact me and I'd be glad to mediate as needed.
- Please be respectful about the use of technology in the classroom. Laptops should be used for note taking purposes only during lecture time. If this becomes problematic, the use of laptops will no longer be acceptable during class time for all students. Please keep your cell phones put away during class time and use your breaks to check your phone, texts and social media. For special considerations please talk with professor.
- Late assignment policy: Inability to facilitate on assigned date without previous permission from instructor may result in a drop in a full grade. Late assignments will result in a loss of 3 points deduction per day following the assignment due date.

COURSE REQUIREMENTS

CLASS ENGAGEMENT & READING (13 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.

PARENT(S) AND CHILD INTERVIEW (25 points):

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 (no family members). 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 write-up which includes a summary of the interview in addition to a personal reflection.

ROLE PLAY REFLECTIONS (10 points) AND CASE CONCEPTUALIZATION PAPER (7 points):

You will participate in weekly client-therapist role plays. You will play the same client every week, and you will be the therapist for the same client each week. You will create the client you will role-play and must choose to be a child or adolescent. You will write a weekly reflection on your experience as a therapist. After ten client-therapist role plays, you will turn in a paper which includes a client/case conceptualization including presenting problem, your impressions, and general treatment focus.

Additionally, your paper should include a reflection about your subjective experience of this process. The outline of this assignment will be posted on Moodle. **Role play reflections due the night before the next class. Case conceptualization due: July 23rd.**

MIDTERM (20 points) & FINAL (20 points):

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: June 18th Final Due: July 30th.**

ASSIGNMENT	POINTS	DUE DATE
Class Engagement	13	Weekly
Role Play Reflections	10	Weekly (weeks 2-11)
Midterm	20	June 18 th , 12am
Parent-Child Interview Write-Up & Video	25	July 9 th , 12 am
Role Play Conceptualization Paper	7	July 23 rd , 12am
Final	20	July 30 th , 12 am
Total	100	

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

SCHEDULE

Week	Date	Chapter Reading Due & Topics	Assignments Due
1	May 7	<i>1: Practical Application & Developmental Theory</i> Laws, Ethics, Mandated Reporting, and Confidentiality	None
2	May 14	<i>2: Individual Counseling Process</i> Interviewing, Assessment, Case Conceptualization, Theory, Treatment Planning, & Termination	Client Write-Up for Role Play
3	May 21	<i>3: Creative Art Interventions</i> Depression, Bi-polar, Suicide, Self-Harm, Crisis Planning & Intervention	Role Play Reflection
4	May 28	<i>4. Play Therapy</i> Attachment Theory, Early Intervention, Foster Care, Adoption	Role Play Reflection
5	June 4	<i>13: Working w/Parents & 14: Working w/Families</i> Parenting & Parent Training, Divorce & Blended Families	Role Play Reflection
6	June 11	<i>5: Solution-Focused Brief Counseling</i> Trauma and Stressor-Related Disorders; Child Abuse; Sexual Abuse/Rape;	Role Play Reflection
7	June 18	<i>6: Reality Therapy</i> ADHD (Impulse control), Conduct Disorder, Disruptive Bx's	Mid-Term & Role Play Reflection
8	June 25	<i>7: Rational-Emotive Behavior Therapy</i> Anxiety Disorders, OCD	Role Play Reflection
9	July 2	<i>8: Exceptionalities</i> Autism and Neurodevelopmental Disorders, Learning Disorders, Social Skills	Role Play Reflection
10	July 9	<i>9: Diverse Backgrounds</i> Eating Disorders, Substance Abuse, Teens	Role Play Reflection Parent-Child Interview Write-Up
11	July 16	<i>10: Challenges</i> Bullying & Social Media, Gender Identity & Sexual Development	Role Play Reflection
12	July 23	<i>11: At-Risk Children</i> Residential Tx, Juvenile Justice	Case Conceptualization
13	July 30	<i>12: Small Group Counseling</i> Interdisciplinary Work, Schools, & Special Education	Final

Please Note: The weekly schedule is offered as a guideline only and is subject to revision by the instructor based on the needs of the class. Additional readings will be assigned and posted in Moodle.