

**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
<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

Clinical skill		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
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### 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	
Individual Presentation	X
DVD/Video Presentation	X
Supervised Small Group Work	
Individual/Triadic Supervision	
Group Supervision	
Case Study	X
Debate	
Class Visitor / Guest Lecturer	X
Off-Campus / Field Visit	
Exam(s)	X

**Graduate School of Education and Counseling Lewis & Clark College**  
**CPSY 523-02 Counseling & Interventions with Children & Adolescents**

Fall 2020 (3 credits) & Remote via Zoom

**Day & Time:** Wednesdays at 5:30-8:45 pm (dates: 9/7/20 - 12/18/20)

**Location:** Zoom: <https://zoom.us/j/95628984108>

**Office hours:** by appointment only

**Instructor:** Gianna Russo-Mitma, LMFT, [giannar@lclark.edu](mailto:giannar@lclark.edu), 702-706-1811 (Phone is for emergencies only, & I don't generally respond to emails on weekends because *Self Care is Healthcare*)

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***I want to acknowledge that we're operating in unusual circumstances this term. The current COVID-19 pandemic is affecting all of us in various ways, both big and small, and you are not alone. I've adjusted our course plans to accommodate remote teaching and I anticipate we may have to make additional changes as the term progresses and we learn what is working and what is not working for our class community.***

**Class Structure:**

We will have live (synchronous) lectures as a class on Zoom on Wednesday evenings, but lecture may or may not go for all 3 hours each time, but we may have Moodle asynchronous participation as well.

**Technology:**

Per accessibility, I will be recording Zoom lectures for this class. If you are in a shared space, please wear headphones/earbuds. I would like to make this as safe an environment as possible to ask questions and to learn. It is highly encouraged to keep your cameras on, as this keeps folks engaged. Please do not share class recordings with anyone else. If you share this video with folks who are not in the class, we will be having discussions about conduct and consent.

I understand that there are major equity and privilege issues in regards to remote learning, and utilizing things like Zoom and wifi are privileges of economics and ability. If there are access issues such as no camera, spotty wifi, sharing wifi in a household, etc, please let me know and we'll discuss privately.

If there is an internet outage, wifi issues, etc, we will have backup plans. See calendar below for specifics.

**Google doc** for burning questions [HERE](#).

**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.

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**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.

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 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/](http://www.lclark.edu/offices/student_support_services/rights/disability_policy/)

**A Word About Language:** We will be discussing this more when create our class norms. Please be aware that many of your classmates come from marginalized backgrounds based on a variety of identities; they are not enrolled in this class to experience this further. If a person requests that you, or we as a group, use or not use specific terms to describe them or their family, please respect this. This is a skill that will also serve you well as you proceed through your career.

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## **Assignments**

### **1. Parent & Child Interview**

You will conduct an **intake/developmental history interview** with a child and at least one parent/caregiver. It will be your responsibility to find someone willing to let you practice with them (preferably no family members, but with COVID19 restrictions, this is understandable, so good ideas are: kids of friends, neighbors, etc, not a stranger).

Please do **NOT** choose a child/teen that has severe trauma and behavioral difficulties

that may present ethically gray issues for yourself because we are all mandatory reporters. You will also have the parent fill out a **feedback sheet**.

You will be provided with an **informed consent** form that explains that you are a student in training and that they are being recorded for an assignment. **You must get this signed by parent(s) AND the minor if they are 14 or over.** You must **videotape or sound record** (due to COVID19 and safety risks of in-person interviews) the interview with the child. You will choose a 10-minute segment of the video to show in class in the final weeks. Students will work in small groups (Zoom breakout rooms) to give evaluation and feedback on the interview.

**You will turn in: 1) video or sound recording, 2) parent feedback sheet, 3) a write-up which includes: the full assessment Q&A AND a brief summary/overview of the child/case/interview AND a personal reflection. (Total 1-3 pages)**

The purpose of this assignment is to get you used to talking to “clients” that are younger than you— toddlers, kids, or teens— and their caregiver(s). It’s just a basic intake assessment; you are NOT their counselor and are not treating them or giving them interventions. Challenge yourself and have fun!

**NOTE: Due to confidentiality, do NOT include any real names in anything you turn in or record other than the Informed Consent obviously.**

**Additionally, during Week 11,** you will all have a chance to show/post your Parent/Child Interview video or sound recording with the 5 minute (max) time stamp that you would like us to watch to give feedback on. The professor and other students will give strengths-based & constructive feedback. You do not need to show the class your assessment, reflection, etc. JUST the video.

- **Peer Video Review Guidelines:** For the person showing the tape, resist the urge at first to give a lot of explanation and qualifiers (this went wrong, I should have...) everyone is new at this, nobody will have a “perfect” tape, and the main point of the activity is to begin to develop comfort in showing your work and receiving feedback. Breathe :) The video feedback should be strengths based and constructive feedback.
- **Areas to consider:**
  - **Rapport:** Did the counselor appear to have good rapport with the client? What did they do that appeared to help build rapport? How did the session flow?
  - **Developmental Appropriateness:** Did the counselor seem to be speaking with the child at their developmental level? Did the counselor re-word statements or questions to the child’s level when necessary? Did you notice statements that maybe the child did not understand, but the interviewer did not catch the developmental implications? (i.e. What’s your mother like? Answer: Pickles)

- **Play:** Was the activity during the session facilitative of the process? i.e. drawing their family, etc. What other activities might you have tried?

## **2. Special Topics Presentation:**

Throughout the term, about 4 people per class (weeks 3, 4, 5, 6, 8, & 9) will present on special topics related to children & adolescents. You can find the Google sign up [HERE](#) with your lclark gmail ID. If a topic you would like to cover is not on there, please **email me** first. Please do not duplicate topics (only one student should cover each topic).

Each student presentation will be ~10 minutes each (that is all we have time for) and should include a powerpoint or an information document/flyer. The various topics will be specific to working with youth that may or may not be covered fully in our class lectures.

**Topics choices are:** Bullying, foster care, adoption, attachment, teen pregnancy, rape/assault, ADHD, conduct disorders, OCD, Autism, learning disabilities, developmental delays & disabilities, social phobias, gender identity & sexual orientation, residential work, juvenile justice system, school counseling, parental deployment, deportation, parents with mental illness or addiction, grandparent dementia/memory loss, video game addiction, insomnia & tech, & bed wetting.

## **3. Midterm Exam & Final Exam**

Each of these exams will consist of short answer questions (about 5 questions each) and will be conducted remotely on Moodle and open for a full class day. This is traditionally a take home exam, so you can do open book if you would like, but the exams will have an emphasis on demonstrating what you have learned and applying it to case examples given by your professor. **This will include but not be limited to:** case conceptualization, diagnosis, theory application, interventions, treatment planning, ethical/legal considerations, etc.

## **4. Attendance & Participation**

Participation is important, so this includes speaking up about your ideas or questions in class, completing class discussion forums, and watching all class videos/podcasts. Learning remotely is very different, but please do not have other windows open or become distracted by technology or people around you while in online class; please contribute to the learning process and environment by actively participating in class discussions. Your participation grade will be determined by engagement in both class and smaller breakout groups, demonstrating having read the materials, and ethical and professional behavior with the professor and your peers/colleagues. Please come

prepared with 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. (SEE BELOW FOR ABSENT POLICY)

Additionally, we will have some asynchronous participation on **Moodle Discussions**. Check the calendar below for dates and check Moodle for discussion prompts. **The full prompts and information of discussions are ON Moodle.**

Additionally, we will also have **voluntary participation** in class for **role plays**. You don't *have* to participate, but I will *strongly encourage* you all to step outside of your comfort zones and try this. You will be seeing clients one day and the best time to attempt, make mistakes, and learn is in the safety of a grad school class where no real clients are present. There will be multiple opportunities for this with case studies/vignettes that the professor has created. If no one volunteers, students will be called on.

**Grading Scale** (Total possible: 100%):

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

**Grading of Assignments:** These assignments will be graded on your ability to:

- Accurately synthesize and represent learned content
- Deeply articulate learned content
- Demonstrate excellence in representing chosen assignments / materials / techniques

**Late work** will be accepted, with the reduction of possible point value of one letter grade increment per day the late assignment is turned in.

**Absences:** Per Lewis & Clark Graduate School Policy: Missing more than 10% of class time, may result in **failure** of this class and can have financial consequences. We understand that emergencies happen, but if you are sick, being in a remote class makes it easy to just listen in. If you do miss class for an emergency, we will discuss makeup work.

ASSIGNMENT	POINTS
Parent & Child Interview (Recording & Paper)	50
Special Topics Presentation	25

ASSIGNMENT	POINTS
Attendance & Participation (includes Moodle & role plays: 10 points per week)	120
Midterm Exam	25
Final Exam	25
<b>TOTAL</b>	<b>245</b>

**UPDATED Fall 2020 Course Schedule** (\*subject to change)

Week & Date	Class Content	Reading Due	Assignment or Moodle Discussion Due (by Friday at 11:59 pm, unless otherwise noted)
Week 1: Sept 9	Introductions & Syllabus  Self Care  Basics: Working with Kids & Development	_____	Ask at least 1 burning question on the Google Doc <a href="#"><b>HERE</b></a> .
Week 2: Sept 16	Laws, Ethics, Mandatory Reporting, Confidentiality  Informed Consent Activity	Vernon & Schimmel: Ch. 1 & 2	<b>On Moodle Discussions:</b> Ethical Dilemma
Week 3: Sept 23	ACES (Ted Talk)  Trauma Informed Care  Crisis Planning  <b>4 Special Topics</b>	Vernon & Schimmel: Ch. 9 & 11	<b>On Moodle Discussions:</b> Cultural Humility & Anti-Racism
Week 4: Sept 30	Interviewing, Assessment, & Case Conceptualization  Case Studies  <b>4 Special Topics</b>	Vernon & Schimmel: Ch. 5	<b>On Moodle Discussions:</b> Trauma-Informed Questions

Week 5: Oct 7	Diagnosis, Treatment Planning, & Intervention  Case Studies  <b>4 Special Topics</b>	Vernon & Schimmel: Ch. 7 & 8	<b>On Moodle Discussions:</b> Practice Youth Case Conceptualization
Week 6: Oct 14	Eating Disorders: <b>Guest Speaker: Rachelann Bryant, MSW, Center for Discovery</b>  Creative Interventions  <b>4 Special Topics</b>	Vernon & Schimmel: Ch. 3 & 10	<b>On Moodle Discussions:</b> Creative Interventions
Week 7: Oct 21	<b>MIDTERM</b> (on Moodle)  (No class meeting)	_____	_____
Week 8: Oct 28	Play & Sand Therapy for Little Kids under 10: <b>Guest Speaker: Dr. Margaret Eichler</b>  <b>4 Special Topics</b>	Vernon & Schimmel: Ch. 4 & 6	<b>On Moodle Discussions:</b> Working with little kids
Week 9: Nov 4	Death & Dying: <b>Guest Speaker: Kate Sherwood, LCSW, Dougy Center</b>  <b>4 Special Topics</b>	Vernon & Schimmel: Ch. 12	<b>On Moodle Discussions:</b> Post Election Day check in (quick)
Week 10: Nov 11	Working with Parents & Families  Parents with Narcissism  Collaborative Problem Solving	Vernon & Schimmel: Ch. 13 & 14	<b>On Moodle Discussions:</b> Calling-in parents
Week 11: Nov 18	Parent/Child Interview Reviews & Feedback in class (See info in Assignments section)		<b>Parent &amp; Child Interview DUE on Moodle @ 11:59 pm</b>

Week 12: Nov 25	<b>NO CLASS</b> (Thanksgiving Break)	_____	_____
Week 13: Dec 2	Role Plays Activity	_____	<b>On Moodle Discussions:</b> Reflection of role plays
Week 14: Dec 9	Last class meeting Post-grad school life & final questions	_____	Post Final Questions on the Google doc <b><u>HERE</u></b>
Week 15: Dec 16	<b>FINAL EXAM</b> (on Moodle) (No class meeting)	_____	_____