

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	
Off-Campus / Field Visit	
Other:	

CPSY 523 Counseling & Interventions with Children & Adolescents

FALL 2020

Graduate School of Education and Counseling

Lewis & Clark College

Time: Tuesdays, September 8th, 2020 – December 8th, 2020; 10am-12pm (Synchronous Class)

Location: Online Zoom Meeting

<https://zoom.us/j/94066204634>

Meeting ID: 940 6620 4634

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, participate 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, “netiquette”, 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 role plays and group discussion assignments 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.
- Late assignment policy: Assignments are due in Moodle by midnight the day prior to class (e.g. if an assignment is due by September 15th, you have until 11:59pm on Monday, September 14th to get the assignment into Moodle. If the assignment comes in at 12:01am on September 15th, the assignment is late and you will be deducted points). Late assignments will result in a loss of 3 points deduction per day following the assignment due date.

COURSE FORMAT

Classes will be broken down into synchronous and asynchronous class activities.

Synchronous

We will use Zoom and meet for class at 10am. Generally, we will spend between 1-2 hours of class together participating in class discussion, small group discussion, role plays, and showing child interviews.

Asynchronous

Class lectures, forums, and other assignments will be part of asynchronous learning. All of the learning and information about assignments will be in Moodle.

Moodle

At the top of Moodle under the Announcements area you will find instructions for class requirement assignments (e.g. Child-Parent Interview, template for weekly role play reflections, etc.). There also will be a forum open for the entire term where you can start discussions with others, ask questions, or just share thoughts. You are not required to participate in the forum, but I encourage regularly checking the forum because participation can help us build a community within our class.

Moodle will be categorized by each week. Under each week you will find the following categories:

- **Required Reading**: this will be the required chapter(s) from the textbook in addition to possible other readings posted. Come prepared to class with questions and a readiness to participate in discussions and class activities based on the required reading.
- **Lectures**: all lectures will be available to watch in Moodle. Lectures will not be outlines of the chapter as the assumption will be that you have read the chapter and thoroughly reviewed the materials. Each lecture will have an associated assignment to be completed.
- **Assignments Due**: this is where you will find instructions for assignments due for the week and where you will upload assignments (if they are needing to be uploaded). Pay attention to due dates as most will be due by midnight the day prior to the next class (e.g. midnight of Monday, Tuesday at 12am will be considered late).
- **Suggested Reading**: this heading includes extra resources for you. There are so many topics to cover and so many great resources, but there's just not enough time to cover it all. The resources

here are available for you to add to or start your personal resource library for when you are practicing counseling later on as an intern or post-graduation. This information is optional.

- Resources: anything which may be useful for class will be under this heading. This will include slides from lectures if you would like them for taking notes.

COURSE REQUIREMENTS

Class Participation (13 Points)

During synchronous learning (10am-11:30am'ish) your grade will be determined by attendance and engagement in small group discussion/activity utilizing the weekly required reading. 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. 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.

Lecture Assignments (13 Points)

Weekly lectures will include an assignment each week. You must watch the lecture in order to find out what the assignment is and how to demonstrate completion.

Role Play Reflections (10 Points):

From weeks two through ten, 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. There will be a total of 9 reflections that you will turn in with the Case Conceptualization Paper (see below). You will receive one point for your initial Instructions for writing reflections are in the Announcement section of Moodle.

Application or Theory Questions (24 Points):

After each class (starting week 3) there will be an application or theory question/directive (located in the assignments areas in Moodle) relating to material covered in the course. You must choose to answer 6 questions throughout the term (there will be 12 to choose from). Each question is worth 4 points.

Case Conceptualization Paper (15):

After the last week of client-therapist role plays, you will turn in a paper which includes a client/case conceptualization and include presenting problem, your impressions, and general treatment focus. Additionally, your paper will include a reflection about your subjective experience of this process. The outline of this assignment will be posted in the Moodle Announcement section. **Role play reflections and the case conceptualization paper are due December 1st.**

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 may

do the interview through teleconference (using Zoom) or in-person. You will be provided with an informed consent form that explains that you are a student in training. You must video record 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. An outline of the assignment will become available in the announcement section of Moodle. **The write-up is due by the last class, 12/8/20 (you are welcome to turn it in sooner).**

ASSIGNMENT	POINTS	DUE DATE
Class Participation/Attendance	13	Weekly (weeks 2-14)
Lecture Assignments	13	Weekly (weeks 2-14)
Role Play Reflections & Conceptualization Paper	25	December 1st
Parent-Child Interview Write-Up & Video	25	December 8th
Application or Theory Assignments	24	Weeks 3-14 (Must do 6 out of 12)
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

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.**

Week	Date	Chapter Reading & Lecture Topics	Assignments Due
1	9/8	<i>None</i> Introduction to Class	None
2	9/15	<i>Chapter 1: Practical Application & Developmental Theory</i> Developmental Theories Progress Notes	See Moodle Week 2 Assignments
3	9/22	<i>Chapter 2: Individual Counseling Process</i> Intake to Termination, Ethics & Confidentiality	See Moodle Week 3 Assignments
4	9/29	<i>Chapter 3: Creative Art Interventions</i> Interventions and Teletherapy	See Moodle Week 4 Assignments
5	10/6	<i>Chapter 13: Working w/Parents</i> <i>Chapter 14: Working w/Families</i> Parents & Families	See Moodle Week 5 Assignments
6	10/13	<i>Chapter 4 Play Therapy</i> Depression, Safety Assessment & Planning	See Moodle Week 6 Assignments
7	10/20	<i>5: Solution-Focused Brief Counseling</i> Attachment and Trauma	See Moodle Week 7 Assignments
8	10/27	<i>6: Reality Therapy</i> Anxiety, Foster & Adopted Children	See Moodle Week 8 Assignments
9	11/3	<i>7: Rational-Emotive Behavior Therapy</i> ADHD and Autism	See Moodle Week 9 Assignments
10	11/10	<i>8: Exceptionalities</i> Interdisciplinary and Special Education	See Moodle Week 10 Assignments
11	11/17	<i>9: Diverse Backgrounds</i> ODD, CD, Juvenile Offenders	See Moodle Week 11 Assignments
12	11/24	<i>10: Challenges</i> Bullying & Social Media, LGBTQ+ & Teen Sexuality	See Moodle Week 12 Assignments
13	12/1	<i>11: At-Risk Children</i> Eating Disorders, Substance Use Disorders, Residential Treatment	See Moodle Week 13 Assignments
14	12/8	<i>12: Small Group Counseling</i> Q&A Lecture (you submit questions, and I answer)	See Moodle Week 14 Assignments