

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	
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

SUMMER 2021

Graduate School of Education and Counseling

Lewis & Clark College

Time: Thursdays, May 13th, 2021 – August 5th, 2021; 9:10-11:10am (Synchronous Class)

Location: Online Zoom Meeting

<https://zoom.us/j/92074163365>

Meeting ID: 920 7416 3365

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 before class begins. Late assignments will result in 3-point percentage deduction per day following the assignment due date. If you turn an assignment in more than one week late, you will receive 50% credit for the assignment unless a previous arrangement has been made with me.

COURSE FORMAT

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

Synchronous

We will use Zoom and meet for class from 9:10-11:10am. Generally, we will spend this class time together participating in class discussion, small group discussion, role plays, and showing child interviews.

Asynchronous

Lectures and videos of counseling with children will be part of the asynchronous learning time. You will find these available in Moodle and should be viewed prior to class starting. There will be a mini-quiz from the lecture to complete in Moodle prior to class starting.

Moodle

At the top of Moodle under the "Announcements" area you will find the details for class assignments. You will upload assignments under the week/date the assignment is due.

Moodle will be categorized by each class date and class number. Everything for that day should be completed by 9am, before class begins.

Under each class date and number you will find the following categories:

- Required Reading: you will find the chapter reading from the textbook and the additional readings in this area that should be completed prior to class. Class discussion will focus in on the required reading for that week. 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. This is also where you can find the slides for the lecture if you would like to download them and the Lecture Mini-Quiz.

- Assignments Due: this is where you will find Application and Theory assignments and where you will upload any other assignments due. Pay attention to due dates.
- 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 everything. This information is optional.
- Resources: this section contains any other materials which may supplement classwork. The resources here are available for you to add to or start your personal resource library for when you are practicing counseling.

COURSE REQUIREMENTS

Class Participation (13 Points)

During synchronous learning (9:10am-11:10am) your grade will be determined by attendance and engagement in small group discussion/activity utilizing the weekly required reading. 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. In cases of emergency or illness, it is the student's responsibility to contact the professor prior the beginning of the missed class. Points for participation will be awarded at the discretion of the instructor and is based on the level of engagement from the student.

Lecture Mini-Quiz (12 Points)

Weekly lectures will include a mini-quiz each week available in Moodle. You must watch the lecture to be able to pass the quiz. This will be found in the Lecture section of Moodle.

Role Play Reflections (6 Points):

From weeks two through seven, 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. Each week you will write a reflection after the role-play, and you will hand these in with the Case Conceptualization Paper (see below). Instructions for writing reflections are available in the Announcement section of Moodle.

Application or Theory Questions (36 Points):

After each class an Application/Theory question will become available in Moodle for you to answer. You can find these in the "Assignments Due" section for each week. The questions or directive relate to material covered in the course up to that week. You must choose to answer 6 questions throughout the term (there will be 12 to choose from in weeks 2 through week 13). Each question is worth 6 points. Make sure to follow the specific directions given as you will lose points for going over length or if you copy + paste a chart rather than creating your own.

Role Play Conceptualization Paper (10):

After the last week of client-therapist role plays, you will turn in a paper of your case conceptualization which includes the 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 July 8th.**

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 you can record it 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 and the length of time you spend with the child is up to you. 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 be available in the announcement section of Moodle. **The write-up is due by the last class on 8/5, although you are welcome to turn it in sooner.**

ASSIGNMENT	POINTS	DUE DATE
Class Participation/Attendance	13	Weekly
Lecture Assignments	12	Weekly
Role Play Assignment		
Questionnaire	1	Week 2, May 20 th
Reflections	6	Week 9, July 8th
Case Conceptualization	10	
Parent-Child Assignment		
In-Class Video Presentation	10	Weeks 8-13, July 1st-August 5 th
Write-Up	10	Week 14, August 12 (no class)
Parent Evaluation and Consent Forms	2	
Application or Theory Assignments	36	Weeks 2-13 (Must do 6 out of 12)
Total	100	

Grading Scale	
95-100	A
90-94	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	5/13	<i>Chapter 1: Practical Application & Developmental Theory</i> No Asynchronous Lecture	None
2	5/20	<i>Chapter 2: Individual Counseling Process</i> Lecture: Developmental Theories, Intake to Termination, Ethics & Confidentiality	See Moodle Week 2
3	5/27	<i>Chapter 3: Creative Art Interventions</i> Lecture: Interventions for Teletherapy	See Moodle Week 3
4	6/3	<i>Chapter 4 Play Therapy</i> Lecture: Depression, Safety Assessment & Planning	See Moodle Week 4
5	6/10	<i>Chapter 13: Working w/Parents</i> <i>Chapter 14: Working w/Families</i> Lecture: Parents & Families	See Moodle Week 5
6	6/17	<i>5: Solution-Focused Brief Counseling</i> Lecture: Attachment and Trauma	See Moodle Week 6
7	6/24	<i>6: Reality Therapy</i> Lecture: Anxiety, Foster & Adopted Children	See Moodle Week 7
8	7/1	<i>7: Rational-Emotive Behavior Therapy</i> Lecture: ADHD and Autism	See Moodle Week 8
9	7/8	<i>8: Exceptionalities</i> Lecture: Interdisciplinary and Special Education	See Moodle Week 9 Role Play Reflections & Conceptualization
10	7/15	<i>9: Diverse Backgrounds</i> Lecture: ODD, CD, Juvenile Offenders	See Moodle Week 10
11	7/22	<i>10: Challenges</i> Lecture: Bullying & Social Media, LGBTQ+ & Teen Sexuality	See Moodle Week 11
12	7/29	<i>11: At-Risk Children</i> Lecture: Eating Disorders, Substance Use Disorders, Levels of Care	See Moodle Week 12
13	8/5	12: Small Group Counseling Q&A Lecture (you submit questions, and I answer)	See Moodle Week 13 Parent-Child Interview Write-Up