

Lewis and Clark College
Graduate School of Education
Department of Counseling Psychology

Treatment Planning and Intervention
with Children and Adolescents
CPSY 523

Thursdays 1:00 – 4:15

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Office hours by appointment: Monday 1-3

Tuesday 3-4

Wednesday 4:30 – 5:30

Other hours available for students in class by request

Readings:

Required:

Vernon, A. & Clemente: R. (2005). *Assessment and Intervention with Children and Adolescents: Developmental and Multicultural Approaches* (2nd ed.). Alexandria, VA: American Counseling Association.

Articles/Chapters posted on Moodle or handed out in class as assigned.

Optional/Recommended:

Mash, E.J., & Wolfe, D.A. (2002). *Abnormal Child Psychology* Belmont, CA: Wadsworth Group.

American Psychiatric Association (2000). *Diagnostic and statistical manual of mental disorders* (4th ed. text revision). Washington, DC: Author.

American Psychological Association (2001). *Publication Manual of the American Psychological Association* (5th ed.). Washington, DC: Author.

Other readings as assigned.

Catalog Description: This course will introduce students to treatment planning and interventions with child and adolescent populations using an ecosystemic case conceptualization model. The ecosystemic model provides a general framework for viewing problems of childhood and adolescence in the environmental context including family, school, community, and culture. Students will develop their skills in the fundamentals of interviewing, diagnosis, case conceptualization, and treatment planning.

Goals: Students will:

1. Demonstrate an understanding of culturally sensitive case conceptualization (CACREP 7f,7h,2c)
2. Demonstrate the ability to comprehend the material at a level of analysis and synthesis and be able to apply this reasoning to case studies.
3. Conceptualize cases and formulate treatment plans. (CACREP 5b,5c)
5. Identify their emerging theoretical orientation and learn to apply it in treatment planning. (CACREP 5b,5c)
6. Demonstrate in verbal and written form the ability to explain and defend their treatment plan using sound theoretical arguments and knowledge of empirical research. (CACREP 8e)
8. Demonstrate the ability to perform an intake/developmental history interview with parents and children. (CACREP 5b,5c)
9. Demonstrate knowledge of common presenting problems and child/adolescent psychopathology and appropriate treatment including evidence based practice as required by Oregon state law.
10. Demonstrate understanding of ethical considerations and ability to make sound ethical decisions when working with children, adolescents and families. (CACREP 3c, 7i, 5g)
11. Demonstrate an understanding of developmental levels/developmental appropriateness in assessment and intervention with children and adolescents. (CACREP 3c, 3d).
12. Apply knowledge of diagnosis and psychopathology appropriately with children and adolescents using cultural sensitivity, understanding of normal development, and ecological evaluation. (CACREP 3c)

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. 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, although I have included some resources for you that include techniques. 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 Requirements:

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: Students will be required to turn in TWO complete case conceptualizations and treatment plans from case examples. The first will be completed primarily in class based on a role played case, while the second will be done outside of class based on a written vignette.

Tests: Midterm and Final, Take Home, two weeks to complete. Tests will consist of a number of short answer/essay questions where you will be expected to clearly and concisely demonstrate understanding of the readings beyond factual knowledge with an emphasis on analysis and synthesis of the material. Tests will also contain one or more case examples that will require a diagnosis and treatment plan with an explanation using sound theoretical reasoning and knowledge of best practices and evidence based practice. Students will answer a minimum of 5 questions and will have the option of answering 6. If you choose to answer 6 your lowest score will be thrown out.

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. Students will work in small groups to give evaluation and feedback on the interview.

You will turn in the notes you take during the interview, a formal written report, evaluation/feedback sheets from peers, and the evaluation sheet from the parent(s). Evaluations from the parent and peers will NOT affect your grade.

Grading:

	<u>Points</u>
Treatment Plans	100 (2 @ 50 pts each: Each plan: 25 pts “facts”/conceptualization, 25 pts treatment plan)
Take Home Tests:	100 (2 @ 50 pts each – 5 questions @10 pts each)
Interview:	<u>50</u> (30 points video/20 points written summary)
Total	250

LATE ASSIGNMENT POLICY: Late assignments will lose 5% per week they are late. This applies to all of the above expectations. Plan your interview early, and double check your video equipment during the interview.

A = 90-100%

B = 80-89%

Students are expected to complete work at an acceptable level of performance to demonstrate competence to perform the tasks required in a treatment setting.

Below 80% is considered an unacceptable grade and students will be required to do additional work to demonstrate competence. The extent and nature of this work will be determined based on the quality of the work completed and may include re-completing assignments, additional testing, paper(s), or re-completing the course in another semester.

Attendance: No more than one absence is acceptable. If you miss more than one class under other than the most extreme circumstances you may be required to retake the course.

Schedule: This is a tentative schedule subject to change based on student and instructor needs.

Readings and Resources: This course covers a large amount of material in order to prepare you for the most common presenting problems in counseling practice. Although it is impossible to cover everything you will need in one course, I have attempted to provide a wealth of information to get you started in practice. The materials are divided into **Readings** and **Resources**.

1) Readings: It is expected that you will read the assigned chapters/ articles labeled Readings prior to class. Readings may be added/deleted as the semester progresses if I find better articles. All changes will be made in the schedule or readings at least 2 weeks prior to the class except in the case of guest speaker changes. **Expect to read a lot – this is information directly related to what you will be doing on a day to day basis in your practice!** Remember you are doing graduate school reading, not reading for memorization. The key is to read for the main points and to know where to go find the information later when you need it (for tests and in clinical practice). Also note that the amount of reading gets somewhat heavier after the 6th week when we move into discussing particular presenting problems/issues.

2) Resources are intended to provide you with information to have to complete assignments, to use later in practice when you need it, or to read now if you have further interest in particular topics. I may also have some optional test questions from Resources.

Students with Disabilities

The Student Support Services Office, located in the Templeton Student Center, is a resource for students with disabilities. A variety of services are available through this office according to the particular needs of each student. Students interested in such services may contact Student Support Services at 503-768-7191. This contact is the necessary first step for receiving appropriate accommodations and support services. Please inform me if you need accommodations in class.

Weekly Schedule – Subject to change, check Moodle weekly for readings/changes

Sept 4, 2008 : Introductions

Class Plan: Syllabus Review
Practice Case Diagnosis/Treatment Plan
Theory review

Sept 11 : Ecosystems theory, Normal Development, Interviewing

Readings:

Text: Vernon & Clemente: Chapters 1, 2
Moodle: O'Connor & Ammen : Chapter 1 Theoretical Foundations
McDaniel, Lusterman, & Philpot: Chapter 1 Introduction to Integrative
Ecosystemic Family Therapy

Resources: McConaughy: Chapter 1, Strategies for Child Clinical Interviews
Sattler:

Class Plan: Lecture

Due:

Self: Schedule interview
Instructor:

Sept 18 : Intake, Mental Status, and Multicultural Assessment

Readings:

Text: Vernon & Clemente: Chapter 3
Moodle: O'Connor & Ammen Chapters 4, 5

Class Plan: Lecture
Case Role Play
Form review

Due:

Self: Outline/format to use in interview

Sept 25 : Case Conceptualization

Readings:

Moodle: O'Connor & Ammen: Chapter 6
Conyne & Cook: Chapter 5
Class Plan: Lecture – Systems beyond the family
Conceptualizing Culture

Role play case - conceptualization

Due: Self: Conduct interview this week or next

Oct 2: Planning Interventions, Writing Treatment Plans

Text: Vernon & Clemente Chapter 4

Class Plan: Role play case – treatment plan

Oct 9 : Planning interventions, writing treatment plans

Class Plan: Role play case – treatment plan finish

Videotape review

Midterm Handed Out

Due:

Instructor: ***** Interview report, prepared tape, evaluation forms*****

Oct 16: Child abuse

Class plan: Guest Speaker

Readings:

Moodle: Wolfe (2006) Child Sexual Abuse
Azar & Wolfe (2006) Child Physical Abuse and Neglect
Webb (2007)The Family and Community Context of Children Facing
Crisis or Trauma
Webb (2007) Assessment of the Child Following Crisis

Resources: Webb(2007) Crisis Intervention Play Therapy with Children
Webb (2007) Helping the Helpers: Guidelines to prevent vicarious
traumatization of play therapists working with traumatized
children

Oct 23:: Parenting

Readings:

Moodle: Dishion & Stormshak(2007) Brief Parenting Interventions
Dishion & Stormshak (2007) Parent Intervention Groups
Vernon (2004) Working With Parents
Cheng Gorman & Balter (1997) Culturally Sensitive Parent Education

Due:

Instructor: *******Midterm Due*******-----

Oct 30: Mood

Readings:

Moodle: Mufson & Pollack Dorta (2003) Interpersonal Psychotherapy for Depressed Adolescents
Weisz et. al. (2003) Primary and Secondary Control Enhancement Training for Youth Depression
Goldberg-Arnold & Fristad (2003) Psychotherapy for Children with Bipolar Disorder
Fristad & Goldberg-Arnold (2003) Family Interventions for Early-Onset Bipolar Disorder

Due:

Instructor: *******Case conceptualization/treatment plan 1*******

Nov 6: Suicide

Ethics

Readings:

Moodle Goldman & Beardslee (1999) Suicide in Children and Adolescents
Jacobs (1999) Guidelines for Identification, Assessment and Treatment Planning for Suicidality
Dishion & Stormshak (2007) Ethical and Professional Standards in Child and Family Interventions

Class Plan: **Case 2 handed out**

November 13: **Anxiety**

Readings:

Moodle Christopherson & Mortweet (2001) Diagnosis and Management of Anxiety Disorders
Others TBA

Class Plan:

November 20 - Substance Abuse

Readings:

Moodle TBA

Class plan: Guest speaker

Final handed out

November 27 – Thanksgiving

December 4: ADHD/ODD/Conduct Disorder

Readings :

- AP: Erk (2004) Attention-Deficit/Hyperactivity Disorder in Children and Adolescents
- Kazdin (2007) Psychosocial treatments for conduct disorder in children and adolescents
- Dishion & Stormshak_(2007) Child and Adolescent Intervention Groups

Resources

ADHD parent and teacher handouts (8 of them)

DUE:

Instructor: *******Treatment Plan 2*******

**December 11: Developmental Disabilities/ Autism
Special Education
How to read a psychological report**

Readings:

- Moodle Thompson Prout & Cale (1994) Individual Counseling Approaches
- Strohmer & Spengler (1994) Individual Behavioral Counseling Approaches
- TBA: counseling with asperger's/high functioning autism

Resources (one final question will come from these):

- Marcus et. al. (1997) Working with Families
- Grandin (1997) A Personal Perspective on Autism

December 15: Note: this is a Monday

*******Final Exam DUE by 5p.m.*******

Other resources:

Health/Encopresis/Enuresis/Sleep

- 1) Schroeder & Gordon (2002) Toileting: Training, Enuresis, and Encopresis
- 2) Schroeder & Gordon (2002) Sleep

Normal Development

- 1) Schroder & Gordon (2002). Development of Psychopathology
- 2) O'Connor (2000). Theoretical Underpinnings of Play Therapy