

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

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Office Hours by Appointment Only (before class is preferred)

**Readings:**

**Required**

Fonagy, P., Target, M., Cottrell, D., Phillips, J., and Kurtz, Z. (2005). What works for whom?: A critical review of treatments for children and adolescents. New York: Guilford Press.

Forbes, H. & Post, B. (2006). Beyond consequences, logic, and control. Orlando, FL: BCI.

McConaughy, S. (2013). Clinical Interviews for Children and Adolescents, Second Edition: Assessment to Intervention. New York: Guilford Press.

**Additional readings posted to Moodle or handed out in class.**

**Optional (Recommended)**

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

**Course Description**

This course covers the identification and diagnosis of the general 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 systems. Students will become familiar with effective treatment strategies for the most common psychological disorders in children and adolescents.

**What this course is NOT:** This course is not the one where students will learn to “do therapy.” This is one of the courses where you will learn skills and techniques that will contribute to becoming an effective counselor. In this course we use your knowledge from your prior courses to learn to conceptualize cases from a multi-systemic view. We will cover the most common presenting issues and types of therapies and interventions that are appropriate. This is not a technique 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 through your clinical training in practicum and internship.

This course is taught from an ecological perspective that focuses on viewing the child or adolescent within context. The ecological perspective is used to conceptualize and plan interventions that can come from any theoretical perspective (cognitive-behavioral, psychodynamic, etc.) and does not limit the type of interventions that can be used.

## **Course Objectives for 523 Counseling and Intervention with Children and Adolescents**

1. Demonstrate an understanding of culturally sensitive case conceptualization (CACREP 7f,7h,2c) (NASP 2.5)
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)(NASP 2.7)
4. Identify their emerging theoretical orientation and learn to apply it in treatment planning. (CACREP 5b,5c)
5. 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) (NASP 2.4)
6. Demonstrate the ability to perform an intake/developmental history interview with parents, children and education personnel. (CACREP5b,5c)(NASP 2.7)
7. Demonstrate knowledge of common presenting problems and child/adolescent psychopathology and appropriate treatment including evidence based practice as required by Oregon state law.
8. Demonstrate understanding of ethical considerations and ability to make sound ethical decisions when working with children, adolescents and families. (CACREP 3e, 7i, 5g)
9. Demonstrate an understanding of developmental levels/developmental appropriateness in assessment and intervention with children and adolescents. (CACREP 3c, 3d) (NASP 2.7)
10. Apply knowledge of diagnosis and psychopathology appropriately with children and adolescents using cultural sensitivity, understanding of normal development, and ecological evaluation. (CACREP 3c) (NASP 2.4)
11. Demonstrate ability to conceptualize from a systems/ecological perspective and create treatment plans/interventions (including consultation) across settings including family, school, community, and other systems relevant to the client. . (CACREP 5b,5c,5e,B4, C1,C2,C3)(NASP 2.6, 2.8)
12. Demonstrate an understanding of basic special education/disability law, school environments, and mechanisms/methods for interventions in school settings.

### **Course Requirements:**

**Readings:** Complete assigned readings ON TIME and be prepared to ask questions, discuss the material and apply the material during in-class discussions and assigned work.

**Case Conceptualizations:** You will be required to complete two case conceptualizations: one for a child and one for an adolescent. You will be presented in class with two case studies and will be asked to complete your thorough conceptualization but the next class period.

**Final Exam:** Take home, one week to complete. Exam 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. The exam will also contain one or more case examples that will require a thorough assessment, diagnosis and case conceptualization.

**Parent(s) and Child Interview:** You will conduct an intake/developmental history interview with a

child and one or more parents. It is your responsibility to find someone willing to let you practice with them. You will be provided with the informed consent forms that explain that you are a student in training. You must videotape the interview with the child. You will choose a 10-12 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 be required to turn in your interview notes, a formal written report, evaluation/feedback sheets from your peers, and the evaluation sheets from the parent(s). Evaluations from your peers and the parent(s) will not affect your grade.

**Grading:**

Case Conceptualizations:	50 pts. (25 pts. each)
Final Exam:	100 pts.
Interview:	50 pts. (25 for video, 25 for written summary)
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Total:	200 pts.

A = 180-200 pts.

B = 160-180 pts.

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

**LATE ASSIGNMENT POLICY: Late assignments will lose 5% per week they are late. Plan your interview EARLY, and double-check that your video equipment works properly.**

**ATTENDANCE:** Class attendance is expected and required. No more than 1 excused absence is acceptable. Because this course only meets once a week, missing one class can be detrimental to your overall success in the course as a whole. More than two absences (excused or not) will result in a grade of No Credit being awarded. 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 course. In such cases, the work to be submitted in order to remove the incomplete must be documented appropriately and stated deadlines met. Additionally, it is important that you be on time for class. Excused absences, in which prior arrangements are not possible, (i.e. accidents, death of an immediate family member, sudden illness, etc.) will be handled on a case-by-case basis and will require make-up work.

**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 as soon as possible if you need accommodations in class.

**Weekly Schedule**

*This is a tentative schedule subject to change.*

- 9/5            Topic: Course Introduction  
Class Plan: Syllabus Review, Forms Review,  
Lecture: Ethics, Case Conceptualization Expectations
- 9/12            Topic: Normative Development, Interviewing, & Assessment  
Readings: Fonagy, 2005: Ch. 1, 2. McConaughy, 2013: Ch. 1, 2.  
Class Plan: Lecture, Case Role Play, Discussion
- 9/19            Topic: Intake, Mental Status, Multicultural Assessment  
Readings: Forbes & Post, 2006: Read Entire Book, McConaughy, 2013: Ch. 8.  
Class Plan: Lecture, Discussion
- 9/26            Topic: Early Childhood Disorders & Interventions  
Readings: Fonagy, 2005: Ch. 11,  
Class Plan: Lecture, Play Therapy, Case Study Presented
- 10/3            Topic: Autism Spectrum Disorder & Developmental Disabilities  
Readings: Fonagy, 2005: Ch. 9, 12.  
Class Plan: **CASE CONCEPTUALIZATION #1 DUE**  
Guest Speaker: Margaret Scott, Clinical Director of  
Outpatient Programs, Morrison Child & Family Services (Tentative)
- 10/10            Topic: Mood & Anxiety Disorders & Interventions  
Readings: Fonagy, 2005: Ch. 3, 4. McConaughy, 2013: Ch. 3, 5.  
Class Plan: Lecture, Group Discussion, Case Study Presented
- 10/17            Topic: Self-Harm, Suicide, & Youth Violence  
Readings: Fonagy, 2005: Ch. 10 (pg. 304-325). McConaughy, 2013: Ch. 9 & 10.  
Class Plan: Discussion, Guest Speaker: Edward May, LCSW
- 10/24            Topic: Attention-Deficit Disorders & Disruptive Behavior Disorders  
Readings: Fonagy, 2005: Ch. 6. McConaughy, 2013: Ch. 6, 7.  
Class Plan: **CASE CONCEPTUALIZATION #2 DUE**  
Lecture, Discussion, Class Activity
- 10/31            Topic: Child & Adolescent Substance Abuse Disorders  
Readings: Fonagy, 2005: Ch. 10 (pg. 314-325). McConaughy, 2013: Ch. 4  
Class Plan: Discussion, Motivational Interviewing & Role Plays
- 11/7            Class Plan: **PRESENTATION OF CHILD INTERVIEWS**
- 11/14            Topic: Child Abuse & Domestic Violence, Conduct Disorders  
Readings: Fonagy, 2005: Ch. 5 – Additional Readings on Moodle.  
Class Plan: Discussion, Video, Small Groups

11/21 Topic: Divorce, Blended Families, Foster Care & Adoption  
Readings: TBA – Please check Moodle.  
Class Plan: Lecture, Guest Speaker: Lindsay Spina, LPC, ATR

**11/28 NO CLASS! THANKSGIVING HOLIDAY!**

12/5 Topic: Eating, Feeding, & Toileting Disorders & Psychotic Disorders  
Readings: Fonagy, 2005: Ch. 8, 10 (pg. 285-304),  
Class Plan: **FINAL EXAM HANDED OUT**

12/12 Topic: Course Wrap Up  
Readings: Fonagy, 2005: Ch. 13  
Class Plan: Evaluations, **FINAL EXAM DUE**