

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

**Treatment Planning and Intervention With Children and
Adolescents**

CPSY 523, Summer 2009

Instructor: Jeni Felker-Thayer, Licensed Psychologist

Phone: (503) 936-2555

Class Location: South Campus Conference Center

Class Time: Tuesdays, 5:30-9:00pm

Office Hours: By appointment (please call or e-mail to
schedule)

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

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

Additional readings: These will be assigned and distributed as
needed.

Course Description: This course will help you to recognize that
child and adolescent problems exist within family, peer, school,
community and cultural contexts. It will acquaint mental health
practitioners with psychological interventions appropriate for
working with children and teens across settings (school, home).
Using a general framework of eco-systemic case
conceptualization, students will develop skills in the
fundamentals of interviewing, diagnosis, case conceptualization

and treatment planning. Students will also become familiar with empirically supported treatment strategies for the most common psychological disorders of children and adolescents (early childhood through adolescence).

Course Goals and Objectives:

1. Demonstrate the ability to perform a clinical interview with parents and children in a culturally sensitive manner.
2. Generate a knowledge base of current intervention and treatment protocols for common mental, emotional and behavioral disorders of children and adolescents.
3. Conceptualize cases and demonstrate the ability to plan and implement appropriate intervention and treatment strategies for children and adolescents.
4. Identify personal emerging theoretical orientation and learn to apply it to intervention and treatment strategies.
5. Demonstrate the ability to explain and defend intervention and treatment strategies using sound theoretical arguments and knowledge of empirically supported research through verbal and written formats.

Grading:

- **Class participation** (10% of grade)
- **3 tests** (30 % of grade)
- **Specialty area project** (20% of grade) includes: treatment plan, clinical formulation section of intake (explanation of why you have given this client the diagnosis and any rule outs, etc), explanation of an evidence-based treatment that would be appropriate to use, recommendation section of intake written up regarding child, parents, family and systemic support to best meet needs of child or teen.
- **Presentation to class of specialty area project** (10% of grade) Give yourself about 20-30 minutes.
- **Editorial** (5 % of grade) regarding your thoughts about how to be most effective in helping children, teens and their families within a mental health system and the larger community system (1-2 typed pages).

- **Editorial** (5% of grade) regarding your thoughts on successful consultation with other professionals regarding your client(1-2 typed pages).
- **Completion of three (3) treatment plans** (10% of grade)
- **Completion of an intake interview in class** (10 % of grade) client confidentiality, Privacy practices, mental health assessment interview

<u>Grading scale:</u>	100-97	A+
	96-94	A
	93-90	A-
	89-87	B+
	86-84	B
	83-80	B-

Summer 2009 Course Schedule

<u>Date</u>	<u>Topics</u>	<u>Readings</u>
May 12	Introductions, Review of Syllabus, Ice breaker, Chapter 1, 2	
	Building on your current knowledge base, Ethics, Development: What's "Normal" What's Not Review of Childhood Disorders in DSM-IV	
May 19	Recap on diagnosis of children and teens; Chapter 3	
	differential diagnosis; Interviewing, assessment clinical formulations and recommendations	
May 26	Treatment plans and mental health assessments; Chapter 4, 5	
	Sleep, alcohol and drug use; social support; cultural diversity	
June 2	Editorial due Anxiety disorders in children and teens	
June 9	Test 1 Depression in children; working w/ suicidal Chap. 6,7	
	youth; self injurious behaviors (e.g. cutting); Bipolar Disorder	
June 16	Treatment plans due Parenting interventions & support; Chap 8	
	Attachment ; Encopresis & Enuresis	
June 23	Intake interviews completed in class and turned in	
June 30	Editorial due ADHD in children & teens; drug affected youth	

July 7 Conduct disorder & Oppositional Defiant Disorder

July 14 **Test 2** Autism Spectrum Disorders (PDD)

July 21 Drug & alcohol use and teens (and pre-teens)

July 28 **Project Due** Abuse and youth; PTSD

Aug 4 **Test 3** Building Self esteem (self efficacy) in youth