

COURSE SYLLABUS COVER SHEET
Lewis & Clark College
Graduate School of Education and Counseling

Please attach completed cover sheet to course syllabus.

Course Name	Treatment Planning and Intervention With Children and Adolescents
Course Number	523
Term	GU10
Department	CPSY
Faculty Name	Richard Rosenberg

Catalogue Description (*copy from current catalogue*): Mental, emotional, and behavioral disorders of childhood and adolescents. Topics include identification, diagnosis, and planning of multifaceted intervention and treatment strategies; developmental, social, and cultural influences on diagnoses and interventions; multicultural considerations; and effects of substance abuse on individuals, families, schools, and other environments. **Corequisite:** CPSY 522.

Prerequisite: CPSY 506. **Credit:** 3 semester hours.

Guiding Principles/Standards Addressed in Course:

(please check box to indicate which guiding principles/standards from the Conceptual Framework are addressed in this course)

Guiding Principles/Standards	
<u>Learning Environments</u> Create democratic learning communities in which caring, equity, social justice, and inclusion are practiced and diverse perspectives, supported.	X
<u>Content Knowledge</u> Integrate fundamental and emergent components of disciplinary knowledge in ways that extend learners' experience and enhance their own and students' capacity to solve problems.	X
<u>Teaching Approaches</u> Engage students and school personnel in meaningful learning experiences responsive to individual differences, interests, developmental levels, and cultural contexts.	X
<u>Connection to Community</u> Design educational activities that cultivate connections between learners and their communities and region.	X
<u>Educational Resources</u> Incorporate a wide range of teaching and technological resources from the school and community into experiences that support learning.	X
<u>Assessment</u> Assess, document, and advocate for the successful learning of all students and school stakeholders.	X
<u>Research and Reflection</u> Adopt habits of personal and scholarly reflection that examine professional practice and lead to systemic renewal.	X
<u>Leadership and Collaboration</u> Lead and collaborate with others to plan, organize, and implement educational practices and programs that confront the impact of societal and institutional barriers to academic success and personal growth.	X
<u>Professional Life</u> Pursue a professional identity that demonstrates respect for diverse peoples, ideas, and cultures.	X

Authorization Levels:

This course addresses preparation at specific authorization levels through readings and in-class discussions (indicate with an "R" in the appropriate box) and/or through a practicum experience (indicate with a "P" in the appropriate box).

Early Childhood Age 3-4 th Grade	
Elementary 3 rd -8 th Grades in an Elementary School	
Middle Level 5 th -9 th Grades in a Middle or Junior High School	
High School 7 th -12 th Grades in Subject/Dept. Assign. in a Mid- or Sr.-High School	

*R = Readings and In-class Discussions

*P = Practicum

Student Performance:

Student performance criteria appear on page(s) _____ of this syllabus (student performance includes goals, evidence, and levels of performance).

COURSE SCHEDULE
CPSY 523—SUMMER, 2010
**Treatment Planning and Interventions
With Children and Adolescents**

<u>Date</u>	<u>Topic</u>	<u>Reading</u>
5/11	Introduction—Developmental issues, ethics Ethnic issues	Dishion—Ethical Standards
5/18	Interviewing, assessment, case conceptualization GROUPS MEET	McConaughy--Interviewing O'Conner & Ammen, Chap. 1 & 6
5/25	Play therapy interventions Socially rejected children	O'Conner & Ammen, Chap. 8 Frankel reading LeCroy, Chaps. 2 & 5
6/1	Substance abuse issues GROUPS MEET	Adolescent Substance Abuse Disorders Family Response to Adolescence, Youth, and Alcohol LeCroy, Chap. 15 Taffel—The Divided Self
6/8	TREATMENT PLAN #1 DUE Anxiety, OCD	LeCroy, Chap. 11 Banishing OCD (March & Mulle)
6/15	Depression, suicide, bi-polar Bi-Polar Interventions—2 readings (Goldberg-Arnold & Fristad) Ash—Suicide in Children and Adolescents	LeCroy, Chap. 12
6/22	MID-TERM DUE Disruptive Behavior Disorders	LeCroy, Chaps. 3, 6, 13 & McDaniel, Lusteran, Philpot
6/29	Parent-training approaches with ADHD and ODD GROUPS MEET	Dishion—Parent Intervention Groups
7/6	Coping with the explosive child GROUPS MEET	Greene & Albon Reading
7/13	TREATMENT PLAN #2 DUE Autism/Developmental disabilities Anorexia, Enuresis, Sleep, Obesity	New York Times article on Sensory Issues Treatments for Asperger Syndrome (Ozonoff et al) Schroeder & Gordon—Toilet Training LeCroy, Chap. 14
7/20	NO CLASS	
7/27	Present/discuss interviews in class INTERVIEW REPORTS DUE	
8/4	FINAL EXAM DUE BY EMAIL	

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With Children and Adolescents
CPSY 523—Summer 2010
Richard Rosenberg, Ph.D.
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office hours by appointment—call or e-mail

Required Text:

LeCroy, C.W., ed. (2008). Handbook of Evidence-Based Treatment Manuals for Children and Adolescents, 2nd Ed. Oxford University Press.

Other readings available through Moodle

Optional/Recommended:

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

Other readings as assigned

Description: This course will introduce students to treatment planning and interventions with child and adolescent populations using a general framework of eco-systemic case conceptualization. The model provides for viewing problems of childhood and adolescence by incorporating family, school, community, and cultural contexts. Students will develop skills in the fundamentals of interviewing, diagnosis, case conceptualization, and treatment planning. Students will also become familiar with effective treatment strategies for the most common psychological disorders.

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)
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)
6. Demonstrate the ability to perform an intake/developmental history interview with parents, children and education personnel. (CACREP 5b,5c)
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).
10. Apply knowledge of diagnosis and psychopathology appropriately with children and adolescents using cultural sensitivity, understanding of normal development, and ecological evaluation. (CACREP 3c)
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.
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 material and apply the material during in-class assigned work.

TREATMENT PLANS: Students will be required to turn in two complete treatment plans from case examples during in-class work group assignments. A format will be provided by the instructor.

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

You will turn in a formal written report.

TESTS: Midterm and Final, Take Home, one week to complete. Tests will consist of a number of short answer/essay questions where you will be expected to demonstrate understanding of the readings, with an emphasis on synthesis and analysis. There will be one or more case examples which will require a diagnosis and treatment plan.

<u>Grading:</u>	<u>Points</u>
Treatment Plans	40 (2 @ 20 points each—10 pts for conceptualization, 10 pts for treatment plan)
Take Home Tests	40 (2 @ 20 points each)
Interview	20 (10 points for video/10 points for written summary)

A = 90-100 points/%

B = 80-89 points/%