

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

Treatment Planning and Intervention
with Children and Adolescents
CPSY 523
Thursday 1:30-4:45
Amy M Rees-Turyn, Ph.D.
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Office hours by appointment: Monday 4:00-6:00 Friday 10:00-12:00
Other hours available for students in class by request

Readings:

Required:

Ingram, B. L. (2006) *Clinical Case Formulations: Matching the Integrative Treatment Plan to the Client*. Wiley: New Jersey.

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

Optional/Recommended:

Mash, E.J., & Wolfe, D.A. (2002). Abnormal Child Psychology 3rd Ed. 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, children and education personnel. (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 3e, 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)
13. 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.
14. Demonstrate an understanding of basic special education/disability law, school environments, and mechanisms/methods for interventions in school settings.

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 4 questions and will have the option of answering 5. If you choose to answer 5 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 with 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:	80 (2 @ 40 pts each – 4 questions @ 10 pts each)
Interview:	<u>50</u> (30 points video/20 points written summary)
Total	230

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. Please follow college policy on H1N1 flu.

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).

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

See attached screen shot from Moodle webpage. NOTE: Page printed on 12/30/10 and WILL change, **you MUST consult Moodle weekly to updates on readings and assignments.**

- **NOTE: Schedule/Readings subject to change. Any reading or assignment changes will be made at least 2 weeks prior to due date. Resources may be added at any time.**

Summary of Assignments

SEE SYLLABUS for full details, and all will be explained first class period

- 1) Parent and Child Interview: Due February 17
 - [Permission form for Interview Word document](#)
 - [Parent/Child Evaluation Form Word document](#)
 - [Example report for interview Word document](#)
- 2) Case Formulation/Treatment Plan 1 (Mostly completed in Class): Due February 24
- 3) Midterm (take home): Due March 10
- 4) Case Formulation/Treatment Plan 2: Due March 31
- [Evaluating Web Resources file](#)
- [Form to use for evaluating websites: based on information on page linked above PDF document](#)
- 6) Final Exam: Due April 14

- **January 13: Week 1**
- Class Plan: Syllabus review, Interview assignment description and guidelines, Ecological/Ecosystems theory lecture, class activity TBA
-  [Tasks and Processes of Case Formulation Word document](#)
- **Readings: Please read before first class**
-  [Supporting Social Justice Advocacy: A Paradigm Shift towards an Ecological Perspective PDF document](#)
-  [The ecosystemic view: A choice of lenses file](#)

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- **January 20: Week 2**
- Topics: Ecosystems Theory: Data Gathering, Intake, Mental Status, Normal Development
- **Readings:**
-  [O'Connor & Ammen: Chapter 1 Theoretical Foundations PDF document](#)
-  [Toward Cultural Competence in Intake Assessments PDF document](#)
-  [Read pg 38-50, Section: Mental Status AND Pg 73-75 Cultural systems- FROM O'Connor & Ammen Chapter 4 - Data Collection PDF document](#)
- **Resources:**
-  [McConaughy: Chapter 1 Strategies for Child Clinical Interviews PDF document](#)
-  [Sattler: Assessment of Behavior by Interview Methods PDF document](#)
-  [Mcaniel, Lusterman & Philpot: Chapter 1 Introduction to Integrative Ecosystemic Family Therapy PDF document](#)
- Powerpoint: Class activity
-  [Introduction Lecture Ecological/Social Justice Powerpoint presentation](#)

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- **January 27: Week 3**
- Topics: Assessing worldview, environmental assessment, ADDRESSING model, Introduction to case formulation (aka case conceptualization)
- **Readings:**

Text (Clinical Case Formulations): Preface, Chapter 1, Chapter 2, Chapter 9

- **Resources:**

-  [ADDRESSING Model PDF document](#)
- Worldview reading TBA
-  [Treatment Planning Powerpoint Powerpoint presentation](#)
-  [Wahab-Afghanistan file](#)
-  [Cultural Self-Awareness Assessment PDF document](#)
-  [A Multidimensional conceptualization of racism related stress PDF document](#)

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- Feb 3: Week 4

Topic: Case conceptualization/formulation

- **Readings:**

- Text: Chapters 11,12,13

- **Resources**

-  [Ecological Case Conceptualization Form: Word 2007 file](#)

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- Feb 10: Week 5

Topic: Treatment Planning

- **Readings:**

Text: Chapters 14,15

-  [Coyne & Cook Chapter 5 PDF document](#)
- **Resources**
-  [Example Problem Statement/Goal/Treatment plan Word document](#)

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- February 17: Week 6

Due: Interview, prepared tape

- Readings: Note that there are no readings for this week, but reading begins to get heavier and topic oriented starting next week, so you may want to start reading ahead.

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- February 24: Week 7

Case Formulation/Tx Plan 1 Due

Topic: Mood Disorders and Suicide

- **Readings:**

Text: Chapter 4

-  [Ash \(2006\) Suicide in Children and Adolescents PDF document](#)
-  [Depression readings, both in same PDF file PDF document](#)
-  [Bipolar Disorder readings, both in same PDF file PDF document](#)

- **Resources**

-  [Goldman & Beardslee \(1999\) Suicide and Children and Adolescents AND Jacobs \(1999\) Guidelines for Identification, Assessment and Treatment Planning for Suicidality PDF document](#)
-  [page 430 missing from Jacobs\(1999\) PDF document](#)
-  [CDC Harm/suicide site file](#)
-  [Suicide Stats 1990-2004 file](#)
-  [Suicide Lecture Notes Word document](#)
-  [Phenomenology and diagnosis of bipolar disorder in children, adolescents, and adults: Complexities and developmental issues file](#)
-  [NIMH Fact Sheet Bipolar Disorder in Children and Adolescents file](#)
-  [suicide stats file](#)

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- March 3: Week 8

Topic: Parenting/Abuse

- **MIDTERM LINK BELOW**
-  [Parenting Lecture Powerpoint Powerpoint presentation](#)
- **Readings:**
-  [Dishion & Stormshak: Brief Parenting Interventions AND Parent Intervention Groups \(both in same PDF\) PDF document](#)
-  [Vernon: Working with Parents PDF document](#)
-  [Cheng/Gorman/Balter Culturally Sensitive Parent Education PDF document](#)
-  [Webb: The family and community context PDF document](#)
- **RESOURCES**

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- **March 10: Week 9**

Due: Midterm Exam

- Topic: Child Abuse, PTSD, & Trauma Treatment

- **Readings:**
-  [Wolfe: Child Sexual Abuse PDF document](#)
-  [Web: Assessment of the child following crisis PDF document](#)
-  [Azar & Wolfe: Child Physical Abuse and Neglect PDF document](#)
- **Resources:**
-  [Webb: Crisis Intervention Play Therapy with Children PDF document](#)
-  [Webb/Ryan/Cuninham Helping the Helpers: Guidelines to prevent vicarious traumatization PDF document](#)
-  [DHS Child Abuse Reporting Guidelines file](#)

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- **March 17: Week 10**

ADHD/ODD/Conduct Disorder

Ethics

-  [ODD/CD Lecture Powerpoint presentation](#)

- **Readings:**

Text: Chapter 5

-  [ADHD Treatment PDF document](#)
-  [Multisystemic Therapy - Conduct Disorder PDF document](#)
-  [Evidence Based Practice - Disruptive Behaviors PDF document](#)

- **Resources:**

-  [Dishion & Stormshak \(2007\) Ethical and Professional Standards in Child and Family Interventions PDF document](#)
-  [Oregon Minor Consent Law file](#)
-  [Oregon Evidence Based Practices Website file](#)
-  [ADHD website: Vincent Monastra text file](#)

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- **March 24: Spring Break**

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- **March 31: Week 11**

Case Formulation/Tx Plan 2 Due

Topics: Anxiety

Advocacy in Counseling

- **Readings:**

Text: Chapter 6

-  [They're not just little adults PDF document](#)
-  [Diagnosis/Management Anxiety Disorders PDF document](#)
-  [Advocacy in Counseling PDF document](#)

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- April 7: Week 12

Topics: Developmental Disabilities/Autism

School Consultation

Special Education/How to read a psychological report

-  [School Consultation for Agency Counselors Word document](#)

- Readings:

Counseling high function autism/aspergers reading TBA

-  [Counseling MR clients - adults PDF document](#)
-  [Working with Families:Autism PDF document](#)

- Resources:

-  [Grandin - A personal perspective on Autism PDF document](#)
-  [Oregon Special Education Law - Actual Text file](#)
-  [Special Education Parents Rights Brochure text file](#)
-  [Special Education Parents Rights - All languages available file](#)
-  [Psychological Evaluation Report - High Functioning Autism Case Example Word document](#)
-  [Autism/Vaccine debate summary/links file](#)
-  [Recent news - Autism/Vaccines file](#)

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- April 14: Week 13

Due: Final Exam

- Catch up topics:

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- April 21: Week 14, Last Class

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Substance Abuse in Adolescents

- Readings:

-  [Family Response to Adolescence Youth and Alcohol Word document](#)
-  [Adolescent Substance Abuse Word document](#)
-  [The Addicted Brain Word document](#)
-  [Brief Interventions Comorbid Addiction/Psychiatric Disorder](#)

