

Psychology 751: Psychotherapy with Children and Adolescents
Spring, 2005
Wednesdays, 1-3:30 pm

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Office Hours: Mondays 1-2:30 pm or by appointment

Course Description:

This course presents a multidimensional model of therapeutic interventions for children and adolescents within a family/school/socio-cultural systems context. Emphasis will be placed on developing an integrated case conceptualization approach that is based on principles of developmental psychopathology and resilience models applied to evidenced-based interventions with children. Emphasis will also be placed on developing a therapeutic relationship with a child, and learning effective therapeutic skills and techniques, including the judicious use of play media, art, games, manuals, etc. The role of parent/family members, and school/community personnel will be key components in developing and implementing interventions. Class format will include lecture, discussion, role-play, and supervised experience. Treatment planning within the context of mental health service delivery models in the schools, professional/legal/ethical standards of practice, and assessment of outcomes are integrated into course content.

Course Outcomes:

1. The student will demonstrate knowledge of theory, research, and practice of child/adolescent therapeutic interventions.
2. The student will demonstrate knowledge of professional ethics and standards for practice related to psychotherapy.
3. The student will demonstrate increased knowledge, skills, and awareness of age, gender, and socio/cultural issues as they pertain to interventions with children and adolescents.
4. The student will demonstrate knowledge and skill in developing a therapeutic relationship with a child, and group of children, planning an appropriate treatment/intervention plan, conducting child therapy sessions, and evaluating outcomes.

The above competencies will be assessed based on performance in class, examination, case presentations, self-assessment, and supervisor feedback.

Readings:

Wagner, W.G. (2003). Counseling, psychology, and children: a multidimensional approach to intervention. Upper Saddle River: Pearson Education. <www.prenhall.com>

McClure, F. & Teyber, E. (2003). Casebook in child and adolescent treatment: Cultural and familial contexts. Pacific Grove, CA: Brooks/Cole. <www.brookscole.com>

Merrell, K.W. (2001). Helping students overcome depression and anxiety: a practical guide. New York: The Guilford Press. <www.guilford.com>

NASP/ACA/ APA Guidelines.

Other readings as assigned.

Course Requirements:

1. Attendance and active engagement in class discussion are expected; at least one observation of child therapy in CAPS. (5 pts.)
2. Students must provide individual counseling (6-8 sessions) to a child or adolescent client in a supervised setting. Supervised teacher/parent consultation is encouraged. This case must be audio or video taped, and will be presented in class, and discussed in individual supervision sessions with the course instructor. Parental permission must be obtained—check with your site supervisor for procedures. A log of sessions and a written summary must be submitted including the following:
 - a. description of the referral problem and developmental/family/educational history.
 - b. case formulation and treatment plan. This should include goals of the counseling, assessment, age/gender/cultural considerations, interventions used, role of parents/family, school personnel, use of other resources, progress, DSM-IV-TR diagnosis, and outcome measures.
 - c. description and rationale of the theoretical approaches selected and integrated, given the case formulation;
 - d. commentary on relevant ethical issues/standards of practice;
 - e. summary evaluation and self-critique (30 pts.)
3. Students must co-lead a group counseling experience of at least 4-6 sessions. Written logs of each session including goals, critique and evaluation must be submitted. Prepare to discuss the group's process in class. (30 pts.)
4. Select a group counseling program to review. This can be from a program you are using in your #3 requirement, if you prefer. Talk to each other about this to avoid duplication. Review the group counseling program or kit and present a 20 minute overview and role-play activity. (10 pts.)
5. Mid-term exam (case study format) (25 pts.)
Total points: 100 (90% A, 80% B, below 80 % C)

Course Schedule (Modifications to schedule made as needed)

Jan 12 Course overview; introduction: the domain of child psychotherapy—a multidimensional approach; (What is it, who does it, who needs it...are there maps?) Self-exploration exercise.

Jan 19 Effective therapist characteristics, review of professional, ethical and legal issues; contemporary issues; process and outcomes research

Jan 26 Assessment; developmental and cultural considerations; linking assessment to goal setting; treatment planning. Begin overview of theories: Psychodynamic theory and interventions; Use of play, art, games, books in therapy to facilitate assessment, expression of feelings, communication, and positive outcomes

Feb 2 Child-centered interventions; Behavioral and Cognitive-Behavioral Theory and interventions (brief review) Family Systems Theory; role of parent training

Feb 9 Integration of interventions: case management/consultation with school, family, etc. use of multiple resources, interventions

Feb 16 Theories, interventions continued

Feb 23 Group counseling

Mar 2 Mid-term exam (in class)

Mar 9 Spring Break

Mar 16 Group Counseling continued; social skills training, use of metaphors in counseling

Mar 23 (NASP—no class) Crisis Intervention/ post-trauma work; Special concerns: counseling children with disabilities, resistant clients, conduct problem adolescents, etc.

Mar 30 Crisis Intervention/trauma interventions; special concerns: counseling children with disabilities, issues of spirituality, sexual orientation, trouble shooting atypical situations, etc.

Apr 6 Case presentations; group demonstrations

Apr 13 Case presentations; group demonstrations

Apr 20 Case presentations; group demonstrations

Apr 27 Case presentations; group demonstrations

May 4 Final Individual Case Summaries, Group Counseling Summaries due

