

WESTERN SEMINARY - SACRAMENTO

Child and Adolescent Therapy
CNS 517M: 2 credit hours

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Syllabus – Fall 2009

COURSE SCHEDULE

Tuesdays, September 8 and 22, October 6 and 20, November 3 and 17, (6:00-9:55 p.m.), *plus an additional 6 class hours allotted to group study for a group presentation.*

COURSE DESCRIPTION

Child and Adolescent Therapy. This course provides an overview of the major treatment modalities for children and adolescents.

COURSE CONTRIBUTION TO STATED DEGREE OUTCOMES

The objectives of this course are tied directly to the desired outcomes constructed specifically for the MFT degree for which this course is a requirement. Below are the formal degree outcomes which this class supports:

KNOW HOW to accurately diagnose the major mental disorders and KNOW HOW to establish and implement an effective treatment plan for each.

- familiarity with standard treatment approaches;
- ability to formulate and implement treatment goals and objectives.

COURSE GOALS/OBJECTIVES

1. To become familiar with current knowledge regarding biological, psychological, social and family contributors to the development of childhood and adolescent mental disorders.
2. To develop a working knowledge of the common clinical issues (DSM IV-TR diagnoses) and therapeutic interventions in working with children and adolescents.
3. To gain an understanding of the legal and ethical issues involved in working with children and adolescents.
4. To gain an understanding of the parents' role in clinical work with children and adolescents.
5. To gain a global understanding of psychological assessment tools and their use with children and adolescents.
6. To gain an understanding of pertinent cultural issues regarding therapeutic work with children and adolescents.

7. To consider issues related to the integration of the Christian faith with the practice of psychotherapy with children and adolescents.

TEXTBOOKS (Hotlinked to Western's Amazon Associate Account, which nets the school 4% of purchase price—thank you for supporting your school in this way!)

Required:

Clark, Chap. [Hurt: Inside the World of Today's Teenagers \(Youth, Family, and Culture\)](#) Grand Rapids: Baker Book House, 2004. ISBN: 0801027322

Kaduson, Heidi Gerard & Schaefer, Charles E. [Short-Term Play Therapy for Children, Second Edition](#). New York: Guilford Press, 2009. ISBN: 160623353X

McConaughy, Stephanie H., [Clinical Interviews for Children and Adolescents: Assessment to Intervention \(Practical Intervention In The Schools\)](#). New York: Guilford Press, 2005.
ISBN: 1593852053

Steiner, Hans & Yalom, Irvin D. [Treating Adolescents](#). Hoboken: Jossey-Bass, 1996.
ISBN: 0787902063

Suggested:

Axline, Virginia M. [Play Therapy](#). New York: Churchill Livingstone, 1989.
ISBN: 0443040613

COURSE REQUIREMENTS

Reading

Complete all required reading before each class session so that you will be able to participate in and benefit from the class discussions. Reading should be done a familiarity level (about 45 pages per hour) that assumes knowledge of the material assigned. A reading log will be sent around each week for you to report your reading.

Assignments

1. **Attendance and active participation in all** class sessions. To underscore the importance of active involvement in the material, class attendance and participation total 20% of each student's grade. To gain full credit for each class session (10 points), students must attend the entire class and actively participate in discussion.
2. **Write 2 papers, one on your experience with a child and one on your experience with an adolescent.** Spend approximately 2 hours each with a child and adolescent that you do not have a previous relationship with. (Produce and submit a copy of a consent form for the parents to sign that gives permission for you to work with their child in a

non-professional capacity, and indicates their understanding that this time is intended for educational purposes only.) Part of your time should be spent in interview (when appropriate) and part in play. (You may substitute an interview with the parent(s) if the child is too young, however you must spend a minimum of 90 minutes with the child.) Create a Play therapy kit for your interviews that you will present in class (this is worth a total of 10 points).

Write a 4-6 page *summary* for each experience. Making use of interviewing techniques provided in your textbook by McConaughy, include information about intrapersonal functioning, family relationships, peer relationships, school adjustment and community involvement. Also include a discussion of the child/adolescent's developmental stage (Erikson). Give the child a tentative diagnosis and treatment recommendations. The student should also include a discussion of the transference and countertransference experienced in the interview process.

3. **Reaction Paper**

Write a 2-3 page response to the book *Hurt*, by Chap Clark. Indicate how Clark's representation of today's youth does or does not fit with your experience in your adolescent interview and why. Be prepared to discuss your reactions in class.

4. **Case Study Report**

Prepare a 2-4 page case summary of a child or adolescent (real or imagined). You must also find 2-3 journal articles/books that might aid you in assessing and treating this child. List these resources and briefly explain their usefulness. Please include the following in your report:

- Presenting problem and its history
- Relevant family history
- Other psychosocial factors
- Symptoms
- Assessment tools used and why
- GAF score, current and one year ago
- Diagnosis
- Treatment Plan (goals and interventions)
- Involvement of Family in treatment (if relevant)
- Legal/ethical concerns

5. **Participation in group presentation on one of the following hot topics in working with adolescents:**

- **Self harm (i.e. Cutting)**
- **Sexual identity (i.e. Bisexual, homosexual)**
- **Sexual behaviors (i.e. Rainbow parties)**
- **Technology overload (i.e. Internet addictions)**
- **Drug/Alcohol use**
- **Eating Disorders**

Students will be responsible for conducting research on the selected issue and presenting a balanced perspective. Students will present the *latest findings* on their topic including current trends, possible causes of these behaviors and treatment recommendations. Students will be responsible for condensing their research and clinical perspectives in the form of presentation handouts. Presentation handouts will be graded. Each presentation should be approximately 30 minutes in length, and include a comprehensive list of research articles used (minimum 6). Students will also present a case study of an adolescent dealing with their issue and give treatment recommendations, as well as discuss any legal and ethical concerns. Also include information on how you would involve the family in treatment.

The presentation you make in class should be well organized, and should only cover content that is new to the field of research. Students are encouraged to be creative and to make use of Powerpoint etc. in their presentation. Points will be deducted for presentations that are less than 25 minutes or more than 35 minutes.

STANDARDS FOR WRITTEN WORK (APA)

Papers must be written to a near-thesis standard. That is, minimum format standards must be met, as defined below. English grammar, idiom, and spelling must be up to graduate level. Always include a strong introduction paragraph (declare what you intend to show the reader) and conclusion paragraph. Qualities valued include clarity, succinctness, and precision.

This course employs the APA (American Psychological Association) publication manual style guide. You can find the APA 6th edition in the library reference section. You can also find a simple, straightforward presentation of the format at these online sites:

- <http://owl.english.purdue.edu/owl/>
- <http://www.cws.illinois.edu/workshop/writers/citation/>

A good website with footnote/bibliography entries is:

<http://writing.wisc.edu/Handbook/Documentation.html>

For assignments that require the use of non-course texts and include a bibliography, of the resources mentioned in the bibliography for your project/paper, two must be from a physical library. Note the physical location of each book as an addendum to each bibliographical entry.

All work must reflect master's level use of the English language. Plagiarism will result in failure of assignment.

GRADING

A+	A	A-	B+	B	B-	C+	C	C-	D+	D	D-
99-100%	95-98%	93-94%	91-92%	88-90%	86-87%	84-85%	81-83%	79-80%	77-78%	74-76%	70-73%

Activity	Percent of Final Grade	Estimated Time to Complete
Attendance and Participation	60 points	24 hours
Child and Adolescent Papers	80 points	20 hours
Case Study Report	30 points	6 hours
Group Presentation	50 points	18 hours
Reaction Paper	20 points	4 hours
Reading	60 points	18 hours
Total	300	90 hours (including class time)

CLASS POLICIES

Cover Page: To safeguard confidentiality, provide a title page as a cover for all assignments. Include your student mailbox number in the upper right corner of the cover page.

Fee: There will be a \$10 lab fee assessed for this class to cover the costs of the art therapy experience. This fee is due to the professor by the second day of class.

Attendance and Late Assignments: Students are expected to attend all class meetings. Students who miss class are responsible for missed work. Unexcused absences and tardiness will impact a student's grade. Students who anticipate an absence should discuss it in advance with the instructor. Students who miss two or more classes will not pass the course **without arranging for additional work with the professor**. Assignments submitted after the due date and time constitutes a drop in the student's letter grade for that assignment.

Incompletes: Faculty members determine their own procedures and due dates for the completion of course assignments. The final deadline for submitting all course work is the last day of the semester as noted in the Academic Calendar and in the Sacramento class schedule. In the case of serious illness, family emergency, or similar extenuating circumstances, the instructor may, **if it is initiated by the student**, grant an extension. A 1-3 week extension is typical in all except the most extreme cases, and in all cases the standard decrease of a full letter grade for late work applies. Extensions desired by the student beyond 3 weeks, with prof support, must be approved by the Sacramento Academic Coordinator, with 5 weeks after the end of the course being the longest possible extension for work being due to the prof; for this semester that date is **Saturday, 1/23/10**. (This allows a 6th week for the grading of work and a grade change request to be filed). A temporary notation of "I" (incomplete) is assigned until a final grade can be determined. Under no circumstances may the six-week period (allots 1 week to the prof for grading and grade change petition) be extended except by petition and approval of the Administrative Committee in Portland.

The Availability of Disability Services at Western Seminary: Western Seminary is committed to responding to the needs of students with disabilities as outlined in both the Rehabilitation Act of 1973 and the Americans with Disabilities Act of 1990. Western students are assisted individually as their needs dictate. It is the responsibility of students with disabilities to identify

themselves and the nature of the disability. Any student who has a disability should contact the seminary's Disability (Section 504) Coordinator, Ken Epp, at 503-517-1815/1-877-517-1800, ext. 1815. His office is at the Portland campus. Students at the northern California campuses may contact Carrie Priest (Student Services Coordinator – San José) or PJ Oswald (Director of Student Development – Sacramento), or they may contact Dr. Epp directly. Appropriate forms will be provided and must be submitted to the Disability Coordinator's office.

Enrichment Students: Enrichment students are encouraged, but not obligated, to participate in assignments and class discussions. Professors are not obligated to grade participation for these students, but may opt to do so depending on class size.

LIBRARY AND INTERNET RESEARCH- SACRAMENTO

All class assignments with a research element require library research annotated as such in the bibliography. A minimum of two resources must be from a physical library. Note the physical location of each resource as an addendum to each bibliographical entry.

For complete library information including: hours of operation, interlibrary loan, local library resources, etc., please:

- Visit www.westernseminary.edu/sacramento
- Click the link "Library Services" in the right navigation pane.

Reserve Collection

The library carries all required readings for this course.

Print Resources

Use the Western-Arcade Library catalog to find books and other materials. To search the library collection:

- Visit <http://www.westernseminary.edu/Library/SAC> .
- Click the link "Search the Library Collection Online".

Periodical & Research Databases

As you complete your assignments for this course, don't forget about the resources in the Western research databases. Remember to evaluate and cite your information too. To access the Western research databases:

- Visit <http://www.westernseminary.edu/Library/SAC> .
- Click the link "Research Databases" from the bottom menu.
- Click the link "Ebsco Host Research Databases".
- Log in. [**User ID:** westsem / **Password:** seminary]
- Click the link "EBSCOhost Web".
- Click the database(s) you wish to use. Start with *PsycARTICLES*.

To cite your information, consider the following APA composers:

<http://www.noodletools.com> and <http://www.citationmachine.net>

Course Packs (if applicable)

To access the course pack(s) for this course:

1. Go to the library homepage: <http://www.westernseminary.edu/Library/SAC>
2. Click the link 'Course Packs'.

Reference and Research Contact Information

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COURSE OUTLINE AND SCHEDULE

Date	Topic	Assignments
September 8	<ul style="list-style-type: none"> • Overview of child development • Childhood disorders 	Reading <ul style="list-style-type: none"> • Clark (whole book must be read before Oct 20)
September 22	<ul style="list-style-type: none"> • Therapy with children • Interview and assessment 	Reading <ul style="list-style-type: none"> • McConaughy Chpts 1-4, 7
October 6	<ul style="list-style-type: none"> • Art therapy experience • Play Therapy <p>Case Study Report Due</p>	Reading <ul style="list-style-type: none"> • Kaduson/Schaefer Chpts 1-5,11
October 20	<ul style="list-style-type: none"> • Adolescent Development • Therapy with adolescents • Transference & Countertransference <p>Child Paper Due</p>	Reading <ul style="list-style-type: none"> • Steiner Chpts 1-5
November 3	<ul style="list-style-type: none"> • Working with parents and schools • Legal and Ethical Concerns <p>Adolescent Paper Due Group Presentations Due</p>	Reading <ul style="list-style-type: none"> • McConaughy Chpts. 5, 6, 9 • Kaduson/Schaefer Chpts 7,8
November 17	<ul style="list-style-type: none"> • Clinical Practice Issues • Cultural Issues • Integration <p>Group Presentations Due Reaction Paper Due</p>	Reading