

COURSE SYLLABUS
C7460
TECHNIQUES OF CHILD AND ADOLESCENT PSYCHOTHERAPY
SUMMER 2007: SESSION 1

Instructor: Kim Huselid MFT
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Office hours: Gladly, by appointment!

Course dates: May 7, 2007 through June 27, 2007
In Class Instruction: May 12 and 13, 2007
June 9 and 10, 2007

Online instruction will be provided weekly throughout the term beginning May 7, 2007.

Faculty Biography: *I am a licensed Marriage and Family Therapist. Currently I have a private practice in Oakland, California where I see children, adolescents, individuals, couples and families. I have, for many years, worked with children and families who are coping with life threatening and/or chronic illnesses. I specialize in the area of loss and bereavement related to the changes these bring both individually and to a family's experience together. I currently consult and provide direct service to staff and families at the George Mark Children's House as well as at John Muir Medical Center in Pediatric Oncology.*

Technology: Pentium III CPU/ Windows 98; 128MB RAM, printer; Microsoft Office Acrobat (full version), Microsoft Internet Explorer 5.5 (PC) 5.0 (MAC) or Netscape Navigator 4.08. Norton Antivirus.

Course length: 7.5 Weeks

Contact Hours: 45 Hours

Credit Value: 3.0

REQUIRED TEXTS

Cooper, Shirley. (1988) Children in Treatment. Routledge.

Greenspan, Stanley (2003) The Clinical Interview of the Child, Third Edition. Washington DC and London, England: American Psychiatric Publishing, Inc.

Karen, Robert (1998) Becoming Attached. Oxford U Press.

Sylwester, Robert (2007) The Adolescent Brain, Corwin Press

HIGHLY RECOMMENDED

Axline, Virginia. (1981) Play Therapy. New York: Ballantine Books.

Axline, Virginia. (1964) Dibs in Search of Self. New York: Ballantine Books.

Please note: Any edition of the above books is fine!

COURSE DESCRIPTION

Children, adolescents, and their caregivers, come to us for help when things aren't going well. Generally they come when someone is struggling with some dimension of development and/or relationship to self or the world and its demands upon the self.

This course is an overview of Child and Adolescent Psychotherapy. We will look at the history of childhood psychotherapy as well as what seems to be happening in the field today. You will be challenged to think about how you think about children and parenting and how you will approach this task of helping things get easier for a struggling child, parent or both.

We will review together basic theories of Child and Adolescent psychotherapy, child development and their roots. We will explore some of the techniques commonly found useful in helping children, adolescents and their caregivers. We will read a lot, write a lot and talk a lot.

COURSE OBJECTIVES:

- ❖ Review methods and techniques of the initial clinical interview with children and their caregivers. Learn about developmental assessments and ranges of 'normal'.
- ❖ Explore theories of Attachment.
- ❖ Discuss models of treatment and intervention techniques as well as the strengths and weaknesses of some of the different techniques and their theoretical bases.
Including:
 - Parent-infant treatment for children ages 0-3
 - Early and middle childhood interventions ages 3-11
 - Early adolescence treatment methods ages 12-14
 - Late adolescence treatment methods ages 15-19
- ❖ Practice clinical assessment and treatment planning for children of various ages.
- ❖ Explore the self of the therapist in Child and Adolescent work. In particular, focus on the collaborative relationship the clinician must have with caregivers and/or parents in order to be helpful to a child and some things that might get in the way of a helpful working alliance with parents.

METHODS OF INSTRUCTION

This course is taught in a **blended format**, including in class lecture and discussion, video and role-plays combined with online instruction. In addition to the two required weekends on campus, students are required to participate online on a weekly basis during the entire term of the course.

COURSE ASSIGNMENTS

READING

WEEKEND ONE (May 12-13)

Chapters 1-5 in Greenspan's, The Clinical Interview of the Child

Chapters 1-6 in Cooper's Children in Treatment

WEEKEND TWO (June 9-10)

On adolescence:

Chapters 1-6 in Sylwester's The Adolescent Brain

On working with parents:

Chapter 11 in Cooper's Children in Treatment

Chapter 7 in Greenspan's The Clinical Interview of the Child

WRITING

Personal attachment history: This assignment is based on a basic understanding of attachment styles as outlined in Becoming Attached. You will find Chapters 6, 7, 12, 13 and 14 particularly helpful. Please familiarize yourself with Karen's writings enough to write your own 'attachment' history. I want you to write a few pages about your early childhood experiences and how, perhaps, they effected your attachment style. Next, write a few more pages about how your early experience shows up in your adult relationships (Karen addresses this in chapters 24-25). This paper is to be 8-10 double spaced pages in length. Please use APA guidelines for paper form and for citing Karen in your writing.

**ATTACHMENT ASSIGNMENT DUE BY MIDNIGHT SUNDAY JUNE 3rd, 2007
via email to huselidargosv@yahoo.com**

IN CLASS PARTICIPATION

Attendance is mandatory for both in class weekends. I do expect you to be on time for class, you'll lose class participation points for being late. I am not able to give 'make up' work for those who cannot be in class. Participation includes being prepared for each class meeting by having read the materials in advance and being able to apply the ideas you have read about to your verbal class contribution.

ONLINE PARTICIPATION

All online assignments, and/or postings, are due Sundays at midnight with the exceptions of the final assignment which is due Wednesday June 27th at midnight.

Week of May 7-13, 2007	Topic: Introduction
Week of May 14-20, 2007	Topic: Play Therapy
Week of May 21-27, 2007	Topic: Attachment styles
Week of May 28- June 3, 2007	Topic: Adolescent Brain
Week of June 4-10, 2007	Topic: 'Normal' adolescence
Week of June 11- 17, 2007	Topic: Adolescence: When things go awry
Week of June 18-27, 2007	Topic: Self Evaluation

FINAL PAPER AND PRESENTATION:

PAPER: This paper uses, as it's base, a movie that has as one of its central characters a child or adolescent. I will provide you with a list of possible choices on the first day of class. This paper has THREE basic sections that are outlined below. The paper must be in APA format and is to be 15-18 pages in length. You are to use, at minimum, your texts from class although you may use more references if you wish. **DO NOT** use internet sources, although, of course you may download appropriate journal articles. This paper is due, no later than midnight, on **Sunday June 24, 2007**. Email to huselidargosy@yahoo.com

A. Developmental Assessment of the Child or Adolescent

1. You are to do a developmental assessment of the 'movie child' based on what you assess from the movie. Organize your observations by the outline you have developed during the first weekend of our class. This outline should include Greenspan's categories of analysis (Chapter 2 of Greenspan) as well as other factors including cultural, systemic and family influence. You need to include the following elements:
 - ❖ Begin by describing your child or adolescent as you would in a clinical report. Greenspan gives examples of this style in chapter 4.
 - ❖ A summary of your observations following the case illustrations in Greenspan's chapter 4.

- ❖ A comments section that provides an analysis of your observations that is similar to the comments sections in Greenspan chapter 4.
- ❖ Using the “Observational Categories for Constructing a Developmental Diagnostic Formulation”, from Chapter 6, do your best to construct a formulation of your child or adolescent.

B. Presentation of Issue

Presentation of the child’s ‘issue’ presented in the movie. i.e bereavement, abuse, divorce, disability, eating disorder, substance abuse etc.

- Give a solid explanation and exploration of the issue or illness including symptoms and differential diagnoses.
- Include a full explanation about the difficulties parents, children and adolescents may experience with this issue.
- Explore what we know about the future of children or teens with this difficulty. Is it something one grows ‘out’ of, or learns to live with?
- Does this issue put the teen at risk for other things?
- How does this issue effect family dynamics?

C. Treatment

Choose the theoretical orientation you might use to approach your ‘movie child’ and his or her family. Talk about how this orientation would approach the presenting problem of your child and include the following:

- ❖ How does this theory view children and child development?
- ❖ Who would your theory choose to treat?
- ❖ How does it include, or not, parents of a child or adolescent?
- ❖ How does your theory view this child’s difficulties?
- ❖ How does your model conceptualize the etiology of this ‘issue’?
- ❖ What would treatment with this child look like?
- ❖ The history of, and major contributors to, this theory.
- ❖ Confidentiality and how this model talks about the clinician’s relationship with parents and children.
- ❖ Community supports available for parents and teens with this issue?

FOR EXAMPLE: If I used the movie **Ordinary People** I would do a developmental assessment of the son in the movie. Does he present in a ‘normal range’. How might he present for treatment? I would describe him using a clinical format. Next I would explore the issue of sibling death and the things a kid might struggle with if he had had the experience this young man had. I would also discuss what was happening between the parents and how to include them, or not, in the treatment. I would write about the theoretical orientation I would use to treat him and describe how my theory sees these loss issues. I would think about who to treat, how to include other family. I would talk

about how my theory views adolescent development as well as thoroughly explain my theory, in general, as well as how I would specifically apply it to my case.

PRESENTATION: On the weekend of June 9th and 10th you will give a 15 to 20 minute presentation. Your presentation is a summary of the main points of your final paper. Please show about 5-8 minutes of your movie, just enough to introduce us to your characters. You will then briefly outline your progress in exploring the 3 main areas of your paper. Make sure you have formulated your developmental assessment of your child or adolescent. You can use this time to facilitate a class discussion that might be helpful to your clarifying your treatment plan.

GRADING

Personal Attachment History	10
Informed class participation	20
Online participation	20
Presentation	20
Paper	<u>30</u>
	100 points

Grading

93-100	A
90-92	A-
87-89	B+
83-86	B
80-82	B-
77-79	C+
73-76	C
70-72	C-
69 below	F

Criteria for Class Participation

Grade	
A = 90+	Student actively participated in discussions in >80% of class sessions; nearly all comments were thought provoking and incorporated material from the assigned readings
B = 80 – 89	Student actively participated in discussions in >80% of class sessions; most of the comments were thought provoking and incorporated material from the assigned readings
C = 70 – 79	Student participated in discussions in >70% of class sessions; comments/questions demonstrate a surface level understanding of course topics
F = <70	Student participated in <70% of class sessions; comments/questions did not demonstrate an understanding of course topics, or student did not participate in class discussions.

Criteria for Class Presentation

Grade	
A = 90+	Presentation is well organized and provides excellent coverage of the topic area; informative visual aids provided to the instructor and classmates
B = 80 – 89	Presentation is well organized and provides adequate coverage of the topic area
C = 70 – 79	Coverage of material is marginal; presentation is slightly disorganized
F = <70	Presentation is disorganized and does not provide adequate coverage of the topic area, or presentation was not completed by student.

Criteria for Paper

Grade	
A = 90+	Paper is in appropriate APA format, well thought out and provides excellent coverage of material
B = 80 – 89	Paper is well thought out, but is missing one component of APA format OR coverage of material is adequate
C = 70 – 79	Insufficient number of references provided AND limited coverage
F = <70	Paper is disorganized AND coverage is not adequate AND does not conform to APA format, or there is evidence of plagiarism , or paper not submitted

Library

All resources in Argosy University's online collection are available through the Internet. The campus librarian will provide students with links, user IDs, and passwords.

Library Resources: Argosy University's core online collection features nearly 21,000 full-text journals and 23,000 electronic books and other content covering all academic subject areas including Business & Economics, Career & General Education, Computers, Engineering & Applied Science, Humanities, Science, Medicine & Allied Health, and Social & Behavior Sciences. Many titles are directly accessible through the Online Public Access Catalog at <http://library.argosyu.edu>. Detailed descriptions of online resources are located at <http://library.argosyu.edu/misc/onlinedblist.html>.

In addition to online resources, Argosy University's onsite collections contain a wealth of subject-specific research materials searchable in the Online Public Access Catalog. Catalog searching is easily limited to individual campus collections. Alternatively, students can search combined collections of all Argosy University Libraries. Students are encouraged to seek research and reference assistance from campus librarians.

Information Literacy: Argosy University's Information Literacy Tutorial was developed to teach students fundamental and transferable research skills. The tutorial consists of five modules where students learn to select sources appropriate for academic-level research, search periodical indexes and search engines, and evaluate and cite information. In the tutorial, students study concepts and practice them through interactions. At the conclusion of each module, they can test their comprehension and receive immediate feedback. Each module takes less than 20 minutes to complete. Please view the tutorial at <http://library.argosyu.edu/infolit/>

Academic Dishonesty/Plagiarism

In an effort to foster a spirit of honesty and integrity during the learning process, Argosy University requires that the submission of all course assignments represent the original work produced by that student. All sources must be documented through normal scholarly references/citations and all work must be submitted using the *Publication Manual of the American Psychological Association, 5th Edition (2001)*. Washington DC: American Psychological Association (APA) format. Please refer to Appendix A in the *Publication Manual of the American Psychological Association, 5th Edition* for thesis and paper format. Students are encouraged to purchase this manual (required in some courses) and become familiar with its content as well as consult the Argosy University catalog for further information regarding academic dishonesty and plagiarism.

Additionally, Argosy University considers resubmission of a work produced for one course in a subsequent course or the submission of work done partially or entirely by another to be academic dishonesty. It is the student's responsibility to seek clarification from the instructor regarding how much help may be received in completing an assignment, exam or project and what sources may be used.

Scholarly writing: The faculty at Argosy University is dedicated to providing a learning environment that supports scholarly and ethical writing free from academic dishonesty and plagiarism. This includes the proper and appropriate referencing of all sources. You are responsible for maintaining an electronic copy of any work submitted, because you may be asked to submit your course assignments through “Turnitin,” (www.turnitin.com), an online resource established to help educators develop writing/research skills and detect potential cases of academic dishonesty. Turnitin compares submitted papers to billions of pages of content and provides a comparison report to your instructor. This comparison detects papers that share common information and duplicative language.

ADA Policy

It is AU/San Francisco Bay Area Campus policy not to discriminate against qualified students with a documented disability in its educational programs, activities or services. If you have a disability-related need for accommodations in this class, contact the Campus Director of Student Services at 510-215-0277.

The Argosy University Statement Regarding Diversity

Argosy University prepares students to serve populations with diverse social, ethnic, economic, and educational experiences. Both the academic and training curricula are designed to provide an environment in which students can develop the skills and attitudes essential to working with people from a wide range of backgrounds.