

Argosy University/SFBA **COURSE SYLLABUS**
C7460 BLB
TECHNIQUES OF CHILD AND ADOLESCENT COUNSELING
SUMMER 2006: SESSION 2

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Office hours: Gladly, by appointment!

Course dates: June 29, 2006 through August 20, 2006

In Class Instruction: July 8 and 9, 2006

August 5 and 6, 2006

Online instruction will be provided weekly throughout the term beginning June 29, 2006.

REQUIRED TEXTS

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

Landreth, Garry (2002) *Play Therapy: The Art of the Relationship*, Second Edition, New York: Brunner-Routledge.

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

A reader to be purchased on Weekend One. The price is \$30.00. I will bring these to class.

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 is 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, and their roots, as well as 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'.
- ❖ 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 lectures and discussion, videos and role playing 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

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|---|-----|
| 1. Assigned readings and informed class participation. | 15% |
| 2. Online participation beginning June 29, 2006 | 10% |
| 3. Topic and self help book review presentation | 20% |
| 4. Child play session, analysis, formulation and evaluation | 30% |
| 5. Topic paper related to adolescence | 25% |

Assignment #1

Reading

I would like each of you to do the assigned reading before class. You will get more of class if you are prepared!

Prior to weekend 1 (July 8 and 9): Please read **all** of Greenspan, The Clinical Interview of the Child **AND** Chapters 1-8 in Landreth's Play Therapy. You will read the rest of Landreth as do your writing for Assignment #4.

Prior to Weekend 2 (August 5 and 6) **I will supply you with a reader with articles about Adolescents on weekend 1.** I hope you read all of the assigned articles before the second weekend when we do most of our adolescent work together

In Class Participation

Attendance is mandatory for both in class weekends. I do expect you to be on time for class. 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.

Assignment #2 Online Participation

All online assignments, and/or postings, are due Sundays at midnight unless otherwise noted.

| | |
|-------------------------------|---|
| Week of June 29- July 9, 2006 | Topic: Introduction |
| Week of July 10-16, 2006 | Topic: Dibs In Search of Self |
| Week of July 17-23, 2006 | Topic: Dibs In Search of Self |
| Week of July 24-30, 2006 | Topic: School Experience |
| Week of July 31-Aug 6, 2006 | Topic: 'Normal' adolescence |
| Week of Aug 7-13, 2006 | Topic: Adolescence: When things go awry |
| Week of Aug 13-20, 2006 | Topic: Self Evaluation |

Assignment #3 Topic Presentation

This assignment is linked to your final 'topic paper'. You are to choose a recently published (in the past 10 years or so) 'self help' type of book that was written for parents and/or adolescents, related to parenting a, **or** being an **adolescent with a particular mental health issue**. This is to be the same issue you plan to base your final paper on. You may not be able to find an

entire book that relates to the topic, but do choose one that has something **significant** to say about parenting, or being, a teen with whatever difficult issue you have chosen. Please make sure to **clear your title and your issue choice with me before you start reading. This book will also be one of the resources for your final project.**

Some possible issues for final topic paper AND “self help” book are:

Pervasive Developmental Disorder (autism and spectrum disorders)

ADHD

Childhood Bipolar

Eating Disorders

Learning Disabilities (psychological/emotional issues of)

Chronic and/or life threatening illness and their effects on development

OCD and/or difficulties with anxiety and/or separation

Self-harming behaviors

Depression

Drug and Alcohol Use and/or Abuse

Suicide

The presentation: On **Sunday August 6th** you will give a 15 to 20 minute presentation about the issue you have chosen for your final topic paper **and review for us the ‘self help’ parenting book you read.** Things to include in your presentation are:

- An introduction to the issue you plan to write about in your final paper; symptoms, diagnosis, prognosis, etiology etc.
- What treatments seem to be most effective in helping the adolescent and family life with, or heal from, this difficulty?
- What advice do the authors of the self help book you chose give to parents parenting teens with this issue?
- What is the theoretical orientation of the author (what is their philosophy of how change happens)?

- Pay particular attention to the voice the writer uses regarding both the parent and the adolescent. What can you surmise is the writer’s attitude toward adolescents and their place in society?
- Does this writer have a theoretical orientation you can figure out, or that s/he divulges?
- Talk about the author’s basic premise and, perhaps, their ideas about ‘good parenting’.

This is not to be a comprehensive presentation based on your research since I am aware you are just beginning your final project. It is a way to start thinking with your colleagues about what you are about to write about!

Assignment #4

Part One: The Play Session

You are to play with a child, aged 5-12, for one hour. This 'play session' needs to be **audio taped**. You are to choose a child **you do not know, or at the very least one you haven't played with before**. The session is to be child led using concepts and ideas about beginning a relationship with a child you have read about in Landreth's Play Therapy. While this is not to be a therapy session I want you to observe yourself and the child 'as if' you were beginning a therapeutic relationship.

You will need to have permission to meet with the child, in this way, since you are audio taping them. You will need to get written permission from the parents and I will instruct you on getting verbal permission from the child on our first weekend together.

You may play a board game, card game, build something, draw etc. The point is the time is to be CHILD LED, meaning the child chooses what you do and directs you (i.e. if the child wants to draw you draw only if invited, otherwise you are an observer, if the child wants to play in a dollhouse, you are to play the role s/he requests of you). You **may not** play video games, computer games or anything outdoors. You need to offer the child relational activities that are limited in scope and done in a place without distraction. You will be **audio taping** this time, so make sure to do the best you can to have an audible tape when you are done (you can see that working on something on a table or on the floor where you stay in one area can be the easiest). We will talk more about this on our first weekend together.

Part Two: The Paper (Includes Two Parts) This paper is to be 8 to 10 pages double spaced, NOT including the 20 minute transcript! This paper is due, in class on Sunday August 6th, 2006.

Developmental Assessment of the Child

1. You are to do a developmental assessment of this child based on the time you have spent with them. 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:

- 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.

Evaluation of Skills

2. Transcribe 20 minutes of your audiotape (you will hand in the transcript and the tape). You will use your transcript to notice what you learned about your clinical style, or lack thereof, with this child. More than anything, this part of the assignment is to help you know what you 'naturally' do with children and begin your understanding of the difference between a friendship and a therapeutic relationship.

- Notice what the child said, then notice how you responded. Were you able to be led by the child or did you find yourself initiating conversation and/or asking questions? Were you able to let the child teach you and follow their rules or did you try to teach the 'right' rules? What did you do if the child 'cheated' or made up their own rules?
- What, perhaps, was your countertransference with this child? What feelings and thoughts were elicited in you during this time
- 'Correct' your transcript with what you 'wish you had said' or with what might have been more child centered. Use information from Landreth, particularly chapter 15 to help you with this section.

Assignment #5: Final Topic Paper

Students are to write a **15 to 20 page** paper critically reviewing a specific treatment model and its methods and techniques for a specific adolescent mental health issue (The same one you chose to do your presentation about). Use enough additional resources to adequately cover the material. Make sure you use some primary sources as well as some journal articles. The self help book about the issue is one of your resources You may use a maximum of **ONE** online source Again, **please clear your topic with me before you begin**. This paper is due **Sunday August 20, 2006**, by

midnight, via email to huselidargosy@yahoo.com and needs to be in APA format.

- Give a solid explanation and exploration of the issue or illness including symptoms and differential diagnoses.
- Include a full explanation about the difficulties parents and adolescents may experience with this issue as well as the major developers/founders of the model you choose to explore for ‘treating’ this issue.
- Explore what we is known about the future of teens with this difficulty. Is it something one grows ‘out’ of, learns to live with?
- How does this issue, generally, respond to psychotherapeutic treatment?
- Does this issue put the teen at risk for other things?
- How does this issue affect family dynamics?
- What types of community supports are available for parents and teens? with this issue?
- Talk about confidentiality with teens and how this model addresses the clinician’s relationship with parents of adolescents.)
- Include in your paper a ‘mini-review’ of the self help book your chose for assignment #3.

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. |

Grading of 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 |

Grading

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|----------|----|
| 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 |

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.

Your instructor is responsible for delivering this curriculum in a format that will ensure the objectives are met and measured. This can be accomplished in a variety of ways depending upon the experience, orientation, technological acumen, emphasis and preferences of the instructor as well as the resources available. Your instructor is also required to ensure that the course Outline include details regarding assignments and method of instruction.