

NATIONAL UNIVERSITY

COURSE SYLLABUS

COURSE NUMBER: PSY 636

COURSE TITLE: Principles of Psychotherapy II:
Child and Adolescent Psychotherapy

PROFESSOR: Edward Pierce, M.S.W., L.C.S.W.
Telephone: (619) 203-8983
National e-mail: EDWARD.PIERCE@NATUNIV.EDU
Permanent e-mail: edbirdusa2000@yahoo.com
Web site: <http://www.edwardpierce.net>

REQUIRED TEXTS: Wilmhurst, Linda (2005). *Essentials of Child Psychopathology*.
Hoboken, NJ: Wiley & Sons.

Oaklander, Violet (2007) *Windows to Our Children*. Gouldsboro, ME: Gestalt Journal Press

WEB SITE: The website above has supplementary readings, bibliography, useful links and a copy of this syllabus available for download.

COURSE DESCRIPTION: This is a graduate level course that provides education regarding the techniques, strategies, and theories relevant to the psychological treatment of children and adolescents. Developmental, environmental, cultural and family parameters that impact diagnosis and treatment will be examined and students will have the opportunity to explore and experience treatment strategies that have been found to be effective with this population.

METHODOLOGY: This course will utilize lecture, discussion, presentation, personal investigation and an case study paper. It is crucial that the student attend all classes, to be on time and stay for the full class. The learner needs to be present for all processing of assignments to get full credit for them. There will be point deductions for handing written work in late. Emergency absence and lateness require instructor notification.

REQUIREMENTS: In accordance with University guidelines, no student may receive credit for the class with more than three absences.
In supporting National's policy of writing across the curriculum, every assignment is designed to be a useful writing exercise. This means that every line that is turned in needs to be written as if it is being given to a job supervisor who expects full and literate sentences, written according to directions, and in a timely and professional manner. All papers will have 1" margins, no greater than 12 point type and will be double-spaced. References are required when writing papers. There will be a point deduction for less than university level work.

ABILITIES:

1. Become familiar with common treatment issues and diagnoses for children and adolescents based on DSM-IV-TR classification.
2. Gain experience with using assessment interviews, assessment instruments, and DSM-IV-TR criteria, to correctly diagnose children and adolescents, including differential diagnoses and ruling out potential biological causes.
3. Become familiar with the various theoretical perspectives related to child and adolescent psychotherapy and the specific interventions and techniques prescribed by these theories.
1. Become familiar with family perspectives related to child and adolescent psychotherapy and how to integrate this knowledge into treatment planning and diagnosis.
2. Demonstrate an ability to select an appropriate theoretical perspective to guide interventions based on the developmental level, cultural background, and diagnosis of the child or adolescent.
3. Practice creating an effective treatment plan and designing treatment interventions for children using common therapeutic strategies, such as play therapy, sand play, puppetry, and creative dramatics.
4. Practice creating an effective treatment plan and designing treatment interventions for adolescents using common therapeutic strategies, such as letter writing, storytelling, and creative questions.
5. Develop an understanding of how developmental levels, family dynamics, cultural factors, and environmental factors impact diagnosis and treatment for children and adolescents.
6. Demonstrate an ability to utilize common therapeutic interventions for children and adolescents, such as play and sand therapy, puppet play, story telling, etc.
7. Demonstrate an understanding of how to build rapport with your child or adolescent client and create a safe therapeutic environment in which they can explore their issues.
8. Understand ethical and legal issues regarding the assessment, treatment, referral, and practice of psychotherapy with children and adolescents.

GRADING:

Grading will be in compliance with the National University grading system as outlined in your catalog. The plus and minus system will be utilized.

Letter Grade	Points	Letter Grade	Points
A	95 to 100	C	73 to 75
A-	90 to 94	C-	70 to 72
B+	86 to 89	D+	66 to 69
B	83 to 85	D	63 to 65
B-	80 to 82	D-	60 to 62
C+	76 to 79	F	Below 60

ASSIGNMENTS: Assignments for this course and the due dates appear below. Assignments submitted after the due date will be reduced in point score. No assignments will be accepted after the last class.

Assignment	Due Date	Points
Presentation	09/21/2010	35
Case study	09/23/2010	35
Final Exam	09/25/2010	40
	TOTAL	100

EXPLANATION OF ASSIGNMENTS

- Presentation** Small group presentation. From your assigned theoretical approach, develop an experiential exercise that demonstrates the essence of the model and includes the participation of the whole class. Be prepared for debriefing and questions at the end of your presentation.
- Case Study** Case formulation paper (8-10 pages). Use the case vignette on the course website. Describe how you would approach and treat the case depicted in the vignette. The paper should include: description of client, initial diagnostic impressions, initial treatment plan, crisis intervention, description of treatment stages with interventions used, description of termination with interventions used, and theoretical conceptualization of case.
- ❖ Case Formulation:
 - Use one of the theories discussed in class to depict the symptoms within the vignette. For example use a theory to describe the etiology of the problems being presented.
 - Don't forget to describe the client and the environment which effects your understanding of the symptoms.
 - Diagnostic impression. Chose a diagnoses from the DSM which you feel is applicable to the case.
 - ❖ Treatment Plan:
 - Describe your suggestions for a treatment plan based on one of the theories discussed in class (this does not have to be the same theory used to formulate the case).
 - Give both short and long-term goals and strategies.
 - Discuss interventions, treatment times, goals, and termination.
 - Discuss any ethical concerns with regards to the case.
 - ❖ Conclusion:
 - Sum up your ideas regarding the case along with suggestions for how a clinician should proceed.
- Final Exam** This will cover all material in this course. This final can take four hours so budget your time accordingly. This examination is scheduled for September 25, 2010.

Class Schedule and Readings

Class Date	Material Covered	Readings
08/31/2010	Course & Subject Overview Ethical and legal concerns Introduction to diagnosis and assessment	Wilmhurst Chap. 1 & 2
09/2/2010	Theoretical overview of Child and Adolescent therapy Developing a treatment plan	Oaklander Chapter 1 & 2
09/7/2010	The process of therapy Introduction to interventions	Oaklander Chapter 3 & 4 Wilmhurst Chapter 3
09/9/2010	Coping with blocks to therapy ADHD, Anxiety Disorders and Conduct disorders	Wilmhurst Chapter 4, 5 & 8
09/14/2010	Theories and treatment planning for children Interventions specific to working with children	Wilmhurst Chapter 11
09/16/2010	Theories and treatment planning for adolescents Interventions specific to working with teens Developmental expectations for teens	Wilmhurst Chapter 6 & 9, 10
09/21/2010	Coping with counter-transference Coping with agencies and outside parties Coping with parents and other caregivers	Wilmhurst 12 & 13
09/23/2010	Terminating therapy Overview of material	
09/25/2010	Final Exam	