

Argosy University
COURSE SYLLABUS
C7460

Ed.D. Counseling Psychology
Techniques in Child and Adolescent Counseling
July 9th & 10th and August 6th & 7th, 2011

Faculty Information:

Faculty Name: Rich Chiovarelli, Psy.D.

Campus: San Francisco Bay Area

Contact Information: Dr.Chiovarelli@gmail.com

Office Hours: by appointment

Short Faculty Bio:

Dr. Chiovarelli is an interdisciplinary scholar and clinician who has worked with children, families, and adults in various mental health settings. He has taught at San Jose State University and California Institute of Integral Studies, and holds an adjunct faculty position at The Wright Institute. In addition to teaching, Dr. Chiovarelli supervises and has a private practice.

Argosy Communication:

If you choose to use an email address other than the assigned Argosy email, please be advised that you do so at your own risk. Any difficulty receiving Argosy emails will be your responsibility.

COURSE DESCRIPTION:

This course is an introduction to infant, child and adolescent psychotherapy, with an emphasis on a psychodynamic ecosystemic perspective. Constitutional, developmental, family dynamic and broader social/political contributors to child mental health difficulties will be considered. Basic issues involved in assessment, treatment planning, intervention, and collateral work will be addressed. A relational perspective will be emphasized, including the formative role of relationships in subject formation and personality development, the on-going power of relationships to positively and negatively impact development and functioning, and the potentially transformative role of the therapeutic relationship.

Technology: Internet Access; Microsoft WORD; Adobe Acrobat (full version)

Course length: 7.5 Weeks

Contact Hours: 45 Hours

Credit Value: 3.0

Final Date to Drop Class:

To receive a “W” grade a student must officially drop this class by the date listed below that corresponds to this course’s term and length. Students may not withdraw from this course after this date. If a student chooses to discontinue course work after the final drop date, the student may receive an “F” grade for the course.

Summer Session II (7.5 week courses):

Deadline for 100% refund: 7/8/11

Deadline for withdrawal “W”: 8/3/11

REQUIRED TEXT

Greenspan, S. I. (2003). *The Clinical Interview of the Child* (3rd ed.). Washington, DC and London, England: American Psychiatric Publishing, Inc.
ISBN-13: 978-1585621378

Recommended Texts

Cooper, S., & Wanerman, L. (1977). *Children in treatment: A primer for beginning psychotherapists*. New York, NY: Brunner/Mazel, Inc.

Karen, R. (1998). *Becoming Attached: First relationships and how they shape our capacity to love*. New York, NY: Oxford University Press.

Sylwester, R. (2007). *The adolescent brain: Reaching for autonomy*. Thousand Oaks, CA: Corwin Press.

Program Outcomes: Doctor of Education in Counseling Psychology

Program Outcome One: Professional Practice

Competency 1: Assessment and Skills

Formulate assessments of psychological functioning and apply therapeutic intervention strategies when working with individuals, couples, families, and groups, toward the development of optimal mental health.

Competency 2: Theory

Synthesize and apply psychological and developmental theories to therapeutic intervention strategies.

Competency 3: Writing

Employ appropriate media and technology when presenting information orally and in writing, so that the presentation is concise, organized, well supported, professional, and appropriate to the audience.

Program Outcome Two: Research

Competency 1: Analyze research, translate research findings, and conduct research for improvement of counseling psychology services using statistics and evaluation methods.

Program Outcome Three: Interpersonal Effectiveness and Professional Development

Competency 1: Students will develop positive relationship skills that promote personal and professional development via effective communication, encouragement, empathy, respect for others, self-awareness, and other-awareness.

- a. Apply active listening communication skills in interpersonal scenarios to establish empathetic relationships.**
- b. Analyze the importance of effective nonverbal communication skills in interpersonal relationships.**
- c. Solicit and utilize feedback to build and maintain interpersonal relationships.**

Competency 2: Participate in professional development activities in the discipline of counseling psychology to reflect lifelong learning.

Program Outcome Four: Ethics

Competency 1: Using the American Counseling Association's Standards of Practice /or the American Psychological Association's Ethical Code, as well as, and local state law as it applies to the behavior of mental health professionals, identify ethical dilemmas, interpret the standards of practice to apply ethical decision-making strategies while engaging in professional activities.

Program Outcome Five: Diversity

Competency 1: Multicultural Skills

Develop assessment, counseling, and consultation services by applying counseling and multicultural theories and research to diverse populations, and modifying counseling interventions as needed to work effectively with diverse clients.

Competency 2: Multicultural Awareness

Reflect and integrate personal values, beliefs and biases in working with clients as well as in interpersonal relationships with others.

Competency 3: Multicultural Knowledge

Synthesize the complexity and multidimensionality of cultural/diversity issues in the field of counseling psychology while working with clients as well as interpersonal relationships with others.

COURSE OBJECTIVES:

- ❖ Review methods and techniques of the initial clinical interview with children and their caregivers.
- ❖ Introduction to 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:
 - Infant-parent psychotherapy 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 15-18
 - Transitional youth treatment ages 18-24
- ❖ Practice clinical assessment and treatment planning for children of various ages.
- ❖ Explore the use of the self of the therapist in child and adolescent work. In particular, focus on the collaborative relationship the clinician must have with caregivers in order to be helpful to a child and some things that might get in the way of a helpful working alliance with caregivers.
- ❖ Learn tools for collateral work on behalf of a child with other systems and providers.

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 (July 9 & 10)

Required reading:

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

Recommended reading:

Chapters 1-6 in Cooper's, *Children in Treatment*

WEEKEND TWO (August 6 & 7)

Required reading:

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

Recommended reading:

Chapters 1-6 in Sylwester's, *The Adolescent Brain*

Chapter 11 in Cooper's, *Children in Treatment*

REFLECTIVE/INTEGRATIVE WRITING ASSIGNMENT (50 points)

Personal attachment history: This assignment is based on a basic understanding of attachment styles. You are expected to read and be familiar with the work of John Bowlby and Mary Ainsworth. The book *Becoming Attached* by Robert Karen (listed under recommended texts) may be of assistance for writing this paper, particularly chapters 6, 7, 12, 13, 14, 23, and 25. The assignment is to write about your early childhood experiences and how you imagine they affected your attachment style. Which attachment style do you think you have (e.g., secure, avoidant, ambivalent)? Has it shifted over time? What experiences in your childhood influenced the development of your attachment style? What past interactions showcase your behaviors, feelings, and/or thinking that are congruent with your attachment style? Furthermore, describe how your early experience shows up in your adult relationships. This paper is to be approximately 5 double spaced pages in length. Although it is a reflective writing assignment, use APA guidelines for paper form and for citing Bowlby, Ainsworth, and Karen in your writing. Identify a level of self disclosure you are comfortable with – grading will not be affected by choices around levels of intimacy in this assignment.

ATTACHMENT ASSIGNMENT DUE BY MIDNIGHT MONDAY JULY 18TH via email as a word document to Dr.Chiovarelli@gmail.com

IN-CLASS PARTICIPATION (100 points)

Attendance is mandatory for both in-class weekends. Students are expected to be on time for class. ‘Make-up’ work for missed class time is not an option. Participation includes being prepared for each class meeting by having read the materials in advance and being able to apply the material in verbal class contributions, as well as generally supporting the learning environment through productive comportsment and respectful responsiveness to other students.

ONLINE PARTICIPATION (25 points per Module = 100 points total)

Discussion topics/assignments will be posted every Tuesday by the end of the day. All online assignments are due by the next Monday at midnight, with the exception of the first assignment, which is due Wednesday, July 6th at midnight.

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|-------------------|------------------------------------|
| Wednesday, July 6 | Module 1, Topic: Introduction |
| Monday, July 18 | Module 2, Topic: Play Therapy |
| Monday, July 25 | Module 3, Topic: Attachment styles |
| Monday, August 1 | Module 4, Topic: Adolescent Brain |

FINAL PAPER AND PRESENTATION

PAPER: (150 points)

This paper uses, as its base, a movie that has a child or adolescent as one of its central characters. Please clear your choice with me prior to beginning the assignment and do so no later than 5pm on July 21st.

This paper has THREE basic sections that are outlined below. The paper must be in APA format and is to be 8-12 pages in length. You are to use, at minimum, your texts from class plus 3 additional references, 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 by midnight on Tuesday, August 2nd by email to both Dr.Chiovarelli@gmail.com and Turnitin.com, with a hard copy submitted on Saturday, August 6th. Instructions on how to submit your paper to Turnitin.com will be provided in class on July 9th.

A. Developmental Assessment of the Child or Adolescent

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, construct a clinical 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 in general (beyond the movie) 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 child/teen at risk for other things?
- How does this issue effect family dynamics?
- Bonus points will be assigned for the inclusion of supplemental scholarly work on this topic. Use APA format including all citation information.

C. Treatment/Intervention

Propose a preliminary treatment plan that identifies treatment goals, anticipates likely obstacles to achieving these goals, and includes considerations of treatment constellation and collateral work. Include a brief general discussion of the theoretical orientation/treatment approach proposed (about one paragraph). Describe three intervention strategies you imagine would be important with this child or adolescent and create examples of the implementation of these interventions. The examples should be italicized and indented within the text as though they were quotations from your actual case notes/process notes. What did the client say/do/look like? What did the therapist say/do? How did the client respond? What happened next? Each example should be about one paragraph long.

PRESENTATION: (100 points)

On the weekend of August 6th & 7th you will give a 15 to 20 minute presentation. Your presentation is a summary of the main points of your final paper. Show about 5-8 minutes of your movie, just enough to introduce us to your characters. You will then briefly outline the 3 main areas of your paper, including presenting at least one of the intervention examples. Make sure you have formulated your developmental assessment of your child or adolescent.

GRADING

| | |
|-----------------------------------------|-----------------------|
| Personal Attachment History Paper | 50 pts = 10% |
| In-Class Participation/Attendance | 100 pts = 20% |
| Online Participation/Weekly Assignments | 100 pts = 20% |
| Final Paper | 150 pts = 30% |
| Presentation | <u>100 pts = 20%</u> |
| | 500 pts = 100% |

Grading Scale

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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

Criteria for In-Class Participation

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|-------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 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, 6th Edition (2010)*. Washington DC: American Psychological Association (APA) format. Please refer to Appendix A in the *Publication Manual of the American Psychological Association, 6th 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.

Americans with Disability Act Policy

It is the policy of Argosy University to make reasonable accommodations for qualified students with disabilities, in accordance with the Americans with Disabilities Act (ADA). If a student with disabilities needs accommodations, the student must notify the Director of Student Services. Procedures for documenting student disability and the development of reasonable accommodations will be provided to the student upon request.

Students will be notified by the Director of Student Services when each request for accommodation is approved or denied in writing via a designated form. To receive accommodations in class, it is the student’s responsibility to present the form (at his or her discretion) to the instructor. In an effort to protect student privacy, the Department of Student Services will not discuss the accommodations for individuals who have not been approved in this manner.

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.

Instructional Contact Hours/Credit

Students can expect 15 hours of instructional engagement for every 1 semester credit hour of a course. Instructional engagement activities include lectures, presentations, discussions, group-work, and other activities that would normally occur during class time. Instructional engagement activities may occur in a face-to-face meeting, or in the eclassroom.

In addition to instructional engagement, students can expect to complete 30 hours of outside work for every 1 semester credit hour of a course. Outside work includes preparing for and completing readings and assignments. Such outside work includes, but is not limited to, all research associated with completing assignments, work with others to complete a group project, participation in tutorials, labs, simulations and other electronic

activities that are not a part of the instructional engagement, as well as any activities related to preparation for instructional engagement.

At least an equivalent amount of work as required in paragraph above shall be applied for other academic activities as established by the institution, including laboratory work, internships, practica, studio work, and other academic work leading to the award of credit hours.