

Argosy University
COURSE SYLLABUS
Ed.D. Counseling Psychology C7460
Techniques in Child and Adolescent Counseling

Faculty Information

Faculty Name: Arinn Testa, Psy.D.
Campus: San Francisco Bay Area
Contact Information: dr.arinn@yahoo.com
Office Hours: by appointment
Short Faculty Bio:

Arinn Testa, PsyD - The Wright Institute 2001

Adjunct Faculty, Counseling Psychology & Forensic Psychology

Dr. Testa worked as a Forensic Psychologist for the Marin County Sheriff's Department fulfilling a research grant awarded by the California Board of Corrections for several years. Her extensive work with forensic populations, with its emphasis on rapid treatment results such as the substantial reliance on the use of pharmaceuticals, inspired her exploration into the use of Holistic alternatives/complements in therapy. Consequently, Dr. Testa is a certified Doula emphasizing medicinal plant resources and has volunteered with midwives in Central America. To complement this practice she is working on certification as a Holistic Health Practitioner which includes healing through body work and movement. She is the co-founder of an organization that supports the Children's Crisis Center in Modesto, California where she provides pro-bono consultation with families and staff on Clinical and Assessment dimensions. Other areas of specialty that Dr. Testa enjoys are Health Psychology, Trauma Therapy (EMDR), Neuropsychology, Spirituality and Human Sexuality. She is currently developing a private practice in Marin County and is particularly influenced by Jungian, Gestalt and Existential Psychotherapies.

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.

Course Pre-requisites: None

Final Date to Drop the 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 (indicated by bold type). Students may not withdraw from this course after the date 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.

Spring Session II (7.5 week courses): August 4th, 2010

Required Textbooks:

1. Cooper, Shirley. (1977). Children in treatment. Brunner/Mazel Publishers. ISBN-13:978-0876303337
2. Greenspan, Stanley (2003). The clinical interview of the child (3rd ed.). Washington DC and London, England: American Psychiatric Publishing, Inc. ISBN-13: 978-1585621378
3. Karen, Robert (1998). Becoming attached. Oxford University Press. ISBN-13: 978-0195115017
4. Sylwester, Robert (2007). The Adolescent Brain, Reaching for autonomy. Corwin Press. ISBN-13: 978-1412926119

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

Course length: 7.5 Weeks

Contact Hours: 45 Hours

Credit Value: 3.0

Program Outcomes:

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.

Assignments:

READINGS

WEEKEND ONE

Chapters 1-5 in Greenspan’s, The Clinical Interview of the Child
Chapters 1-6 in Cooper’s Children in Treatment

WEEKEND TWO

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

REFLECTIVE/INTEGRATIVE WRITING ASSIGNMENT (50 Points)

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. Familiarize yourself with Karen's writings enough to write your own 'attachment' history. Write about your early childhood experiences and how you imagine they affected your attachment style, as well as about how your early experience shows up in your adult relationships (Karen addresses this in chapters 24-25). 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 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.

**ASSIGNMENT DUE
SUNDAY, JULY 25th (for Summer-2010 Term II)
via email as a word document to dr.arinn@yahoo.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 comporment and respectful responsiveness to other students.

ONLINE PARTICIPATION

(100 points or 14 points each + 2 pts bonus for all Modules completed)

Discussion topics/assignments will be posted every Monday by the end of the day. All online assignments are due by the following Sunday at midnight. I will address what is expected in a *full credit* post in Module 1.

Module 1 Topic: Introduction
Module 2 Topic: Play Therapy
Module 3 Topic: Attachment styles
Module 4 Topic: Adolescent Brain
Module 5 Topic: TBA
Module 6 Topic: TBA
Module 7 Topic: TBA

FINAL PAPER AND PRESENTATION

PAPER: (150 Points)

This paper uses, as its base, a movie that has as one of its central characters a child or adolescent. Please clear your choice with me prior to beginning the assignment **(No later July 16th – Summer Session II)**

This paper has THREE basic sections that are outlined below. The paper must be in APA format and is to be 10-15 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 on the Sunday after the second weekend of classes. We will be submitting them to Turnitin.com. I will provide you with instructions when we meet the second weekend.

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 (citing sources outside of the required course readings). Use APAformat 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.

ASSIGNMENT DUE
SUNDAY, AUGUST 11th (for Summer-2010 Term II)
via: Turnitin.com...instructions forthcoming

PRESENTATION: (100 Points)

On the second weekend we meet 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 Criteria

Grading Scale

A	100 – 93
A-	92 – 90
B+	89 – 88
B	87 – 83
B-	82 – 80
C+	79 – 78
C	77 - 73
C-	72 – 70
F	69 and below

Grading requirements

<i>Attendance/participation</i>	<i>20%</i>
<i>Weekly Assignments</i>	<i>20%</i>
<i>Personal Attachment Paper</i>	<i>10%</i>
<i>Final Paper</i>	<i>30%</i>
<i>Presentation</i>	<i>20%</i>
	<i>100%</i>

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.argosy.edu>. Detailed descriptions of online resources are located at <http://library.argosy.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.argosy.edu/infolit/>

Academic Policies

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.

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

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 Disabilities 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 accommodation 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 accommodation needs of any student with instructors. Faculty may not make 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.

MACP APA Style Requirements

Minimum required elements of APA style for written assignments in first year courses include the following:

- Cover page that meets APA style requirements of elements and formatting (i.e., title of paper, name, course number/course name, Argosy University, semester or term and year, running head in left header, and page number in right header)
- Body of paper with critical voice (e.g., synthesis of opinions/ comments) supported by paraphrasing of credible sources using the two styles of APA citing (out-of-text and in-text) with correct punctuation; avoid use of 1st person singular “I” (except personal reflection papers) and 2nd person singular “you;” use of third person plural “we” acceptable to reflect universal human experience
- Quoted passages to include author, year, and page number; emphasis on paraphrasing with minimal use of quotations to support critical voice
- Reference page that meets APA style requirements to include appropriate sources

(e.g., no Wikipedia), references that match citations (e.g., no references listed that are not also cited), and correct formatting/punctuation

- APA style formatting to include 1” margins, running head in left header, page number in right header, Times New Roman 12 point font, left justification of all passages, indentation of 5 spaces for new paragraphs, 1 ½ line spacing and double sided pages (modified APA in spirit of promoting “green” for MACP program)
- Grammatical and punctuation errors edited to address incomplete sentences, run-on sentences, awkward sentences, inconsistent verb tense, inconsistent pronoun use, redundancy of ideas/words, use of extremes or superlatives (e.g., “always,” “never,” “very,”) and conversational or idiomatic language