
SYLLABUS

Course Description

The course is an introduction to diagnosis and treatment of children and adolescent disorders. It will explore various therapeutic theories and techniques used to treat specific psychological problems such as eating disorders, depression and suicide, behavioral problems, school related problems and family dysfunction.

Objectives

- Develop a deeper understanding of child and adolescent psychopathology unique to these populations.
- Develop familiarity with an integrated model of child and adolescent therapy in a family context, which includes psycho-dynamic, cognitive-behavioral, play therapy, and systems perspectives.
- Explore research on the efficacy of various therapeutic modalities for specific children and adolescent disorders and challenges, e.g. eating disorders, depression and suicide, behavioral problems, school-related problems, familial dysfunctions.
- Explore children and adolescents' capacity to create representations or images of God.

Methodology

Exposure to interactive pedagogy, such as role playing, small group discussions, lectures and group and case presentations, videos or films, books and selected readings on child therapy.

Required Readings

Jongsma A. & Peterson M. 2006. *The Adolescent Psychotherapy Treatment Planner* (4th Edition). New York: John Wiley

Jongsma A, Peterson M, & McInnis, W. 2006. *The Child Psychotherapy Treatment Planner* (4th Edition).

Marchand, Chris. 2009. *Restoring Rebecca*. Outskirts Press, Inc: Colorado.

Wright, Norman H. 2004. *It's Okay to Cry*. WaterBrook Press: Colorado.

Recommended Reading

Micucci, Joseph. 1998. *The Adolescent in Family Therapy*. New York: Guilford Press

Pipher, Mary. 1994. *Reviving Ophelia*. New York: Grosset.

Pollack, Williams. 1994. *Real Boys*. New York: Henry Holt and Company, Inc.

Stallard, Paul. 2002. *Think Good-Feel Good: A Cognitive Behavior Therapy workbook for children and young people*. West Sussex: Wiley.

Course Requirements

****All assignments subject to change slightly dependant on class size.**

****Books are Set. No changes will be made to required books.**

Assignment #1 20%

Loss History Graph

1. Read "It's Okay to Cry" by H. Norman Wright.
2. Complete a Loss History Graph.
3. Identify how, "It's Okay to Cry" is applicable for clinical practice.

***Discussion in class will bring more clarity to this assignment.**

DUE: May 26th/2010.

Assignment #2 25%

Case Study

1. Read "Restoring Rebecca" by Chris Marchand
2. Pick a character out of the book to focus on.
3. Do a case conceptualization and treatment plan for the chosen character.

***Discussion in class will bring more clarity to this assignment.**

DUE: June 1st/2010.

Assignment #3 35% *topics may be revised dependant on class size**

Group Presentation on the following TOPICS (DUE: IN-CLASS)

1. Children and Divorce, Depressed Child
2. Attention Deficit Hyperactivity Disorder (ADHD)
3. Personality Disorders/Cutting
4. Childhood Sexual Abuse
5. Anxiety

Background Information or Definition and Stages:

- Definition of the disorder and symptoms
- Typical stages of the disorder

Etiological Theories: What are the causes of the disorder

- Biological factors
- Social factors
- Psychological factors
- Spiritual factors

Needs and Issues Raised by the Disorder: What are the key needs of clients and their families

- Physical, emotional, spiritual, social

Intervention or Treatment Strategies

- What are the goals of intervention/treatment?
- What intervention strategies has research indicated are most helpful?

Assignment #4 20% DUE: Daily**Group Discussion: Case studies to be presented by Professor in class**

1. You will be using the Adolescent Psychotherapy and Child Psychotherapy Treatment Planners.
2. Criteria will be discussed in class.
3. 2-4 cases will be worked through dependant on time and class roster.

PLEASE NOTE:

- **Students who miss more than two classes will risk failing the course**
- Counseling Students must use APA format in citing resources:
http://webster.comnet.edu/apa/apa_index.htm
- **Papers are due on the DATE they are DUE.** Exceptions will be made only in cases where emergencies arise. In such cases of emergency, you must secure a written permission in a formal petition. Those who do not submit papers on the date they are due and who have not secured written permission will receive a grade of F for the paper.

E-mail is the best way to contact me as you have questions regarding the course.

My e-mail is daina.funk@prov.ca