

National University
PSY 636 Child and Adolescent Therapy
October 3 -28th 2017

Instructor: Caroline Paltin, Ph.D., Licensed Psychologist
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Course Schedule: Tuesdays and Thursdays, 5:30-10pm (October 3 , 5, 10,12,17,19,24, 26, and one Saturday, 28^h 2017

Text(s): Oaklander, Violet. Windows to Our Children. Main; Gestalt Journal Press, ISBN 0-939266-06-7

Parritz, Robin Hornik. Disorders of Chidhood. Cengage, 2nd ed. 978-1-285-09606-3

Official Catalog Course Description:

A survey of the theories, techniques and empirical findings essential to the treatment of children and adolescents. Emphasizes the developmental, cultural, and family parameters necessary to conduct successful treatment. Students gain experience with a variety of diagnostic and treatment techniques tailored to the particular age and developmental levels of children and adolescents through in-class experiential activities.

Course Goals:

1. Explore the historical contexts of childhood, adolescence and development as these relate to current notions of diagnosis and treatment.
2. Familiarity with the notions of developmental line (e.g., object relations, self, cognitive, attachment, etc. and developmental stages (e.g., trust vs. mistrust, etc.) as these relate to the treatment process.
3. Understand the differences between the "normal" range of child or adolescent behaviors and/or development vs developmental psychopathology vs. variation due to culture.
4. Understanding of the similarities and differences involved in treating children vs. adolescents vs. adults.
5. Understand fully the laws applicable to the practice of child and adolescent therapy in the state of California especially the child abuse reporting laws.

6. Familiarity with those treatment techniques specifically designed for play therapy, i.e. puppetry, dramatic play materials and storytelling, sandtray, art therapy, other forms of intervention (e.g., mother-infant therapy, group therapy, etc.) and techniques useful for adolescent therapy.
7. Understanding of how to conceptualize and write a rudimentary treatment plan.
8. Understanding of the roles played by parents, siblings, school and peers in the child's and adolescent's life and some of the ways that treatment might be conceptualized to include any of the aforementioned.

Expected Learning Outcomes:

Upon completion of this course, learners will have the ability to:

1. Relate the historical contexts of childhood, adolescence and development to current notions of diagnosis and treatment.
2. Relate the concepts of developmental line and developmental stage to case material.
3. Distinguish the "normal" range of child and adolescent behaviors and/or development from developmental psychopathology as well as variation due to culture.
4. Articulate the differences and similarities involved in treating children vs. adolescents vs. adults.
5. Demonstrate and use empathy during analysis of case material or role playing exercises involving children and adolescents undergoing treatment.
6. Design a treatment plan which fully considers the child's or adolescent's age, developmental levels, presenting problem, diagnosis, resources, and family circumstances.
7. Discuss the significance of play, fantasy, metaphor, and fair tales in the developmental process, as well as how these may be used in child or adolescent therapy.
8. Apply the child abuse reporting laws to case material, as well as the general laws governing the practice of child and adolescent therapy in the State of California.

Supplementary References:

Axline, Virginia. (1947) Play Therapy. New York: Houghton Mifflin.

Berenstein, F. H. (1996) Lost Boys Reflections on Child and Adolescent Therapy. New York: W. W. Norton.

Brems, C. (1997). A Comprehensive Guide to Child Psychotherapy. Boston: Allyn & Bacon.

- Brems, C. (1996). The Child Therapist: Personal Traits and Markets of Effectiveness. Boston: Allyn & Bacon.
- Broomfield, R. (1997). Playing for Real: A Child Therapist Explores the World of Play Therapy and the Inner Worlds of Children. New York: Jason Aronson.
- Freeman, Epston, E. & Lobovits, D. (1997). Playful Approaches to Serious Problems. New York: W. W. Norton.
- Gil, Eliana (1901) The Healing Power of Play. New York: Guilford.
- Gil, Eliana (1996). Treating Abused Adolescents. New York: Guilford.
- Levy-Warren, M. (1997). The Adolescent Journey Development, Identity Formation, and Psychotherapy. New York: Jason Aronson.
- McClure, F. H. & Teyber, E. (1996). Child and Adolescent Therapy: A Multicultural Relational Approach. New York: Harcourt Brace.
- Miller, J. P. (1996). Using Self Psychology in Child Psychotherapy: The Restoration of the Child. New York: Jason Aronson.
- Shirk, S. R. & Russell, R. L. (1996). Change Processing Child Psychotherapy: Revitalizing Treatment and Research. New York: Guilford

Evaluation & Attendance: Due to the intensive nature of this course, you will be expected to attend *all* scheduled classes and remain for the full time period. If you are planning to miss more than two scheduled classes or any exam date, you should reconsider taking the course at a later date. *Please Note:* This class will involve some degree of self-exploration and interpersonal learning. The assumption is that one of the best ways to learn about the practice of therapy is to experience the process and then conceptualize this learning experience. We will participate in quasi-simulated format, as students will role-play various scenarios.

Grading Scale: Grades are calculated based on the total points earned, and are assigned on the basis of full completion of requirements for the assignment. Higher values are assigned to those papers and assignments which demonstrate *exceptional and outstanding skills and mastery of the material*, and which *express this mastery in a particularly articulate, creative and well developed manner*. Final Grade Scale is as follows:

A+	169-175	In Class Exercises	5pts
A	163-168	Quizzes (2):	20pts
A-	157-162	Group Technical Demonstration	20pts
B+	151-156	Field Observation:	15pts
B	145-150	Treatment Plan and Integrative	30pts
B-	139-144	Final Examination:	85pts
C+	133-138		

C	127-132	TOTAL POINTS POSSIBLE: 175 pts
C-	121-126	
D+	115-120	
D	109-114	
D-	103-108	
F	102-0	

In-Class Exercises: These exercises will vary in nature and may include discussions dyad work or role-plays, emphasizing application of course concepts.

Quizzes: There will be two multiple choice/true false quizzes given, in order to assess comprehension of course material and to provide the student with a sample of the testing format to be expected on the final exam.

Group Technical Demonstration: Each group will be responsible for a brief demonstration of a technique utilized in working with children in psychotherapy representing the various theoretical modalities. Projects will consist of a handout over viewing the theory and technique, a brief oral introduction to the technique and its theoretical basis, and a brief demonstration of the technique in role-play format. Students will sign up for these presentations in the first week of class. Presentations should take a maximum of 25 minutes.

Field Observation: This activity gives you the opportunity to observe a child or adolescent age 0-18 in their natural "field." This is a valuable form of data collection. A handout will be provided with details. You will be required to spend one hour observing a child and then write up your observations utilizing outside sources, readings, and lecture to assist with examination and reflection on your observation.

Treatment Plan & Integrative Paper: A basic requirement of the course is the submission of a Treatment Plan and Integrative paper based on at least *two* of the numerous theories presented throughout the course. These theories are listed in the text. Using either an actual or fictitious patient, students will apply techniques, issues and theoretical concepts presented throughout the course. The paper should articulate the following: (1) key concepts of the approach, (2) view of the role of the counselor in this context; (3) role of patient (4) key developmental tasks and therapeutic goals (5) techniques and methods (6) treatment planning and goals . The paper should include theoretical and/or research material from outside the course. Generally, the paper is approximately 8 to 10 pages in length.

Final Examination: The Exam is multiple choice, true/false and brief essay. Materials for the exam will be drawn from the text, lectures, and presentations. There will be ***NO MAKE-UP EXAMS.***

DUE DATES ON ALL ASSIGNMENTS AND EXAMS ARE NON-NEGOTIABLE.

Please see me if you have any questions, curiosities, or encounter any problems during this course. I will make every effort to be available to assist in clarifying material and facilitating completion of assignments. You are strongly encouraged to meet with the instructor regarding *any* problems you encounter in this course. I can most easily be reached on my voicemail/phone by 657-333-0824 or by email at cpaltin@nu.edu

We will refer to this syllabus throughout the course. It is your contract with the

instructor, and you are expected to be familiar with the requirements, assignments and due dates.

GENERAL POLICIES

Cell Phones: Cell phones may not be used during class. Students should shut off or switch phones and pagers to silent mode. You are welcome to use phones and check pagers before and after class and on break times, but please remember to again shut them down during class times.

Diversity: Learning to work with and value diversity is essential in this degree program. Students are required to act respectfully toward other students and instructors throughout the course. Students are also expected to exhibit an appreciation for multinational and gender diversity in the classroom and develop leadership skills and judgment appropriate to such diversity in the workplace.

Disability: National complies with the Americans with Disabilities Act of 1990 and Section 504 of the Federal Rehabilitation Act of 1973. If you need accommodations due to a documented disability, please contact the Office of Scholarships and Special Services at specialservices@nu.edu.

Ethics: Ethical behavior in the classroom is required of every student. Students are also expected to identify ethical policies and practices relevant to course topics.

Academic Integrity: Students are required to cite the use of materials written by others in all written communications for courses. Plagiarism is the presentation of someone else's ideas or work as one's own. This includes using ideas, words, or phrases without proper attribution. Students found plagiarizing are subject to the penalties outlined in the Policies and Procedures section of the University Catalog, which may include failing grades for the work in question or for the entire course. Inadequately or improperly cited work receives no credit. In cases of plagiarism, the burden of proof rests on the student, not the instructor. In other words, the student will be required to prove that plagiarism has not occurred.

For more information on proper citation and writing research papers see the web sites listed below:

Plagiarism (http://owl.english.purdue.edu/handouts/research/r_plagiar.html)

Quoting Paraphrasing and Summarizing

(http://owl.english.purdue.edu/handouts/research/r_quoatprsum.html)

**PRINCIPLES OF PSYCHOTHERAPY II:
Child & Adolescent
Course Schedule**

*The following schedule may be revised at the instructor's discretion
in order to accommodate topics and assignments*

Date	Topic/Assignments/Due Dates
T 10/3	Introduction to the Course; Working with the child; Role of the Therapist; Ethics of Child Therapy Theories of Play/Conceptual Models Video: Erv Polster READ: Parritz TBA; Oaklander: Ch 1 & 3
TH 10/5	Ethics/Conceptual Models Continued; Case Formulation Humanistic and Psychoanalytic; Anxiety and Depression Video- Landreth on Person-Centered approach Guest Speaker: Jody Brown, M.A. : Learning disabilities READ: Parritz TBA ; Oaklander: Ch 2
T 10/10	Conceptual Models continued/Gestalt The Use of Play Games in Therapy Trauma work with children and Adolescents QUIZ #1 DUE DATE: PRESENTATION GROUP 1 READ: Parritz TBA Oaklander: Ch 8,9 Puppets in Chapt 5
TH 10/12	Gestalt Approach to older children & Adolescents Behavioral Approach VIDEO: Polster Attachment in context DUE DATE: PRESENTATION GROUP 2 (Field Observation Due) READ;; Parritz TBA Oaklander: 6, 7

T
10/17

Psychoanalytic Approach to Child Therapy
Sand Tray and Jungian

GROUP 3 & 4

READ: Parritz TBA Oaklander: 8 (continued)

TH
10/19

Uses of Art Therapy with Children & the
Adolescent
QUIZ #2
GROUP 5

READ: Parritz TBA Oaklander: Ch 10, 4

T
10/24

Treating Learning Disabled/Autistic Children
Behavioral methods VIDEO tx. planning exercise
Guest Lecturer
DUE DATE: PRESENTATION GROUP 6

READ: Parritz TBA Oaklander 10, 6, 7

TH
10/26

ADHD, Conduct Issues: Aggression, Anger and Impulsivity
Lethal Violence Prediction/ disruptive and defiant children
Group 7 Presentation
Guest Lecture: David Paltin, Ph.D.
PRESENTATION GROUP 7

READ: Parritz TBA Oaklander: Ch 11

SAT
10/28

FINAL EXAMINATION ()
(DUE DATE: INTEGRATIVE TX PLAN PAPER)