National University

PSY 636 Child and Adolescent Therapy

(50463)

**September 4 to September 28th 2019**

# Instructor: Caroline Paltin, Ph.D., Licensed Psychologist

**(657) 333-0824 cpaltin@nu.edu**

**Course**

**Schedule: Mondays and Wednesdays, 5:30-10pm (September 4, 9, 11, 16, 18, 23, 25,**

**AND TWO Saturdays, September 14th (8:30-12noon) and September 28th, (8:30 12 noon), 2019**

Text(s): Child and Adolescent Therapy: Science and Art

ISBN 978-1-118-72211-4

J. Shapiro

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.

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

Shirk, S. R. & Russell, R. L. (1996). Change Processing Child Psychotherapy: Revitalizing Treatment and Research. New York: Guilford

Additional: Play Therapy: Comprehensive Guide to Theory and Practice.

Crenshaw and Stewart

**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**](mailto: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**](http://owl.english.purdue.edu/handouts/research/r_plagiar.html)**)**

**Quoting Paraphrasing and Summarizing (**[**http://owl.english.purdue.edu/handouts/research/r\_quoatprsum.html**](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

Class 1

W Introduction to the Course; Working with the child;

9/4 Role of the Therapist; Ethics of Child Therapy

Theories of Play/Conceptual Models

READ: 1, 6

Class 2

M Ethics/Conceptual Models Continued; Case

9/9 Formulation Humanistic and Psychoanalytic;

Anxiety and Depression

Video- Landreth on Person-Centered approach

Special Topic: Learning disabilities

READ: 1 & 6, 13

Class 3

W Conceptual Models continued/Gestalt

9/11 The Use of Play Games in Therapy

Trauma work with children and Adolescents

QUIZ #1

DUE DATE: PRESENTATION GROUP 1

READ: 5 & 14

Class 4

Sat

9/14 Field Trip: Field Observation activity

Class 5

M Gestalt Approach to older children & Adolescents

9/16 Behavioral Approach

VIDEO: Polster

Attachment in context

DUE DATE: PRESENTATION GROUP 2

(Field Observation Due)

READ: 4, 15

Class 6 Psychoanalytic Approach to Child Therapy

W Sand Tray and Jungian

QUIZ #1

9/18

GROUP 3 & 4

READ:

Class 7 Uses of Art Therapy with Children & the

M

9/23 Adolescent

GROUP 5

READ: 11, 12

Class 8

W

9/25

Treating Learning Disabled/Autistic Children

Behavioral methods VIDEO tx. planning exercise

Guest Lecture David Paltin Ph.D.

DUE DATE: PRESENTATION GROUP 6

QUIZ #2

READ: 3

Class 9

Saturday Take Home Final

DUE DATE: TREATMENT PLAN INTEGRATIVE PAPER

9/28

Final Exam

Field Observation of a Child or Adolescent

This project requires you to do a one hour observation of a child (ages 0-12) or

adolescent (ages 12-18) in a natural setting, and then write a 3-4 page typewritten report

about your observations. You should be as unobtrusive as possible and use a notebook to

write down the activities, behaviors, and interactions that you are observing during that

time. The types of observations you will be making will vary greatly depending on the

age of the child you are observing, the setting the child is in, and the activities occurring

within the setting.

HOW TO PROCEED

1. IDENTIFY A SUBJECT. If you have friends or relatives who have children

whom you could observe, contact them. When setting a time to observe, keep in

mind that you want the child to be awake, alert, and active. Do not observe your own children; your own pre-knowledge of them, there behaviors and the reasons why they act the way the do will filter and bias your observation and make this a useless learning activity.

Do not “babysit” in order to observe. You want to be free to see things you would not normally notice, and you want to be an “observer” and not a caretaker. If you need assistance locating a subject, I recommend visiting a local park, or play area, asking to observe in a classroom at a school you may have connections with, a youth group at a church, etc. Finally, if you wish to observe in a public

place (ie: the mall, the ice cream shop), you may do so, however, DO NOT FOLLOW AN UNKNOWN CHILD.. Observe and record the behaviors and

interactions of the individuals you see without judgment or analyzing. Act like a martian who has never seen children on planet earth.

2. If you have permission from a friend or relative to do the observation, make it clear that you are not provding any assessment, treatment, or clinical impressions, and that this is simply a learning experience for you. Assure confidentialilty when writing up your obvservation. Do not identify individuals by name or other identifying features Explain that you will simply be writing down

the activities and interactions that you observe for about an hour, and you will be

reacting to that material with respect to what you have learned in class. Also,

ASSURE CONFIDENTIALITY. Explain that nobody will be identified by name

or identifiable characteristics in your report.

3. After observing the child, research developmentally expected behaviors for a child of this age. IF you do not know the child, estimate the age range you are observing, and not in your write-up that the age was an estimate.

Focus on: language, cognition, social interaction, motor abilities,

socialization, emotional development and gender roles.

4. OBSERVE and RECORD. Give the child a pseudonym to preserve

confidentiality. Note the following: date, time, setting, age, sex, distinguishing

characteristics (dress, appearance, etc.). Take notes on the activities the child

engages in, the objects used (and how), the quality and quantity of social

interactions (Does the child initiate? Is the child seeking attention? If so, positive

or negative? Is the child seeking play? Comfort? Assistance?) How about the

interactions with other children? Is the child playing? If so, is it cooperative,

interactive, parallel, independent, structured, creative…? Take notes on the

content of language, motor development and coordination, and indications of use

of concepts or cognitive stages of development (ie: what cognitive concept must

be mastered to play Hide-and-Go-Seek?). Write down, verbatim, some of the

language interactions or vocalizations. What stage of language development is

the child exhibiting?

This gives you an idea of how to make detailed observations of several

developmental issues. There is LOTS more you can observe and report!

Remember, areas you can focus on include language, cognition, social

interactions, emotional development, motor and perceptual competence,

socialization, and gender role development.

Remember, they may be wanting to know “what you found.” Remind them that

this is just an observation, not a test or clinical/diagnostic session.

5. WRITING THE REPORT. Read your notes carefully and think about how to

organize the information for your report. Organize the top of your report as

follows:

Subject: Pseudonym Date:

Age: Time:

Sex: Setting:

General Description:

Behavioral Observation:

In the **General Description** section describe the setting, the child’s presentation, the other people in the setting, etc. Don’t go too crazy here, because you will probably find you are short on space.

The major body of your paper will be the **Behavioral Observation** in which you are reporting your observations and interpreting through the lens of a developmental psychologist. Whenever possible, you should relate observations to what you have learned in class, in readings and in outside readings of typical and pathological behaviors of a child of this age. Do not simply describe or list what you

observed. Interpret or explain what your observations illustrate about the child’s

stage of development. This is the most important part of this assignment. These

interpretations should be thoughtful and should be applied to as many of the

observations as possible. If you wish you may end the report with a personal

reaction to the experience.

***Group Technical Demonstration:***

***Groups will be assigned the first evening of class.***

**Each group will be responsible for a brief demonstration of a**

**technique utilized in working with children in psychotherapy representing the various theoretical**

**modalities.**

**Handout: Each group will provide a handout overviewing the theory and technique they are demonstrating.**

**Groups will provide a brief Oral presentation to the technique and its theoretical basis.**

**Demonstration: Groups will then provide a role-play format demonstration of their technique. This can be in the form of a video you have created for the course showing a role play of the technique, or an in class live roleplay of the technique.**

**Students will sign up for presentations days, and must be able to present on their assigned day.**

**Presentations should be a maximum of 25 minutes followed by 5 minutes for Q & A.**

**Please prepare your presentations ahead of time. Think carefully about what you will need.**

**I suggest Group activities be developed as a team, with people in the group appointed for the following roles in your group:**

**Captain – leads the disucssions and planning process in a democratic non fascist fashion.**

**Secretary – keeps note of the planning, the scheduling, the decisions made.**

**Treasurer – Notes what supplies will be needed, if any and advises the group on how to aquire them.**

**Motivator – reminds everyone of meeting times, and when things are due to each other, keeps excitement up about the topic**

**Skeptic – raises thoughtful questions about the reality of planning (e.g. do we really have time to accomplish that? Is this the best way to demonstrate what we are doing? Are we on the right track?)**

**HAVE FUN!!**

**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.**