
Therapeutic Interventions with Children

Counseling Psychology 317
Santa Clara University
Fall Quarter 2019

Professor: Jasmín Llamas, Ph.D.
Office: Guadalupe Hall 116
Office hours: Wednesday 4-5, Monday 12:30-2:30 (by appointment)
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Class Location: Guadalupe Hall 201
Class Time: Monday 9:30am-12:30pm

Course Objectives:

This course will cover a broad range of theory and practice related to children's mental health care. The course will focus on play therapy techniques as well as the most commonly used theoretical approaches used when working with children. Clinical conceptualization, diagnosis, treatment planning, and issues/needs related to providing culturally sensitive, inclusive, and competent treatment will be covered. This course aims to achieve the following goals:

1. Describe the major theoretical approaches to psychotherapy with children
2. Identify common counseling related problems/issues confronting children
3. Demonstrate competence in the assessment and clinical treatment of commonly encountered childhood mental health issues

Required Texts:

1. Henderson, D., Thompson, C. (2016). *Counseling children* (9th ed.). Belmont, CA: Cengage.

Other Required Readings: In Camino

Recommended Texts:

1. Lowenstein, L. (2008) *Assessment and treatment activities for children, adolescents, and families: Practitioners share their most effective techniques*. Toronto, ON: Champion Press.
2. VanFleet, R., Sywulak, A., Sniscak C. (2010). *Child-centered play therapy*. New York, NY: Guiliford.

Student Evaluation:

1. Class participation (25%)
2. Play Observation (20%)
3. Case Consultation (25%)
4. Clinical Paper (30%)

Course Requirements:

Class participation - Students are expected to participate by coming to class on time, prepared, and respectfully contributing to class discussions. Participation includes your presence and active engagement in class (this includes listening). Two missed classes will result in a loss of all participation points. Three or more missed classes will result in failure of the course.

Personal Technology. It is allowable to use a laptop, tablet, or other device for taking notes or otherwise participating in class. However, please do not use personal devices for any purpose unrelated to class, as it interferes with your ability to actively participate in class and is a distraction to your fellow students. Students are prohibited from recording course lectures without prior approval from the instructor. Inappropriate use of personal devices may result in grade reductions. It is noteworthy that research has highlighted the learning benefits of taking notes by hand!

Play Observation - Students will observe “free” play at a local playground or afterschool recess (i.e. no organized sports, practices, or games) for 60 minutes. The experience is designed to be one that is free of any writing or recording during the observation. You should watch what is happening in the play and any reactions you might be having internally to the play. Immediately after the hour, return to a quiet place and reconstruct what you observed. Use these notes to form the basis of your paper. Include what was happening in the play and conclude with the thoughts and feelings that you had during and after the observation. Papers must include a self-reflective component. Papers should be 4-5 pages double-spaced. See Camino for further instructions and format guidance.

Case Consultation – The class will be divided into groups, where groups will present a case of a child and family, demonstrating a full mental health service plan. The plan should include: assessment, diagnosis, cultural factors, strengths, case conceptualization, treatment plan, and prognosis. The format will be that of a case consultation, where groups present their case and the class serves as the team of colleagues providing feedback. Groups should have questions prepared to ask the class. Presentations are 15-20 minutes each. Each group will select a date to present and come prepared with a presentation and include any necessary handouts for fellow students. Handouts should serve as a case summary.

Clinical Paper – Students will complete a 5-page paper based on a provided clinical vignette. The primary purpose of the paper is to demonstrate your ability to create a treatment plan that is clinically relevant and culturally sensitive based on the clinical needs of the individual in the vignette. Details will be further discussed in class.

Grading:

Late Policy- Papers submitted late will be reduced by the equivalent of one letter grade for each day late. Group presentations cannot be rescheduled.

Grading Policy- Grades are final and will not be changed. You are encouraged and welcome to meet with the professor to discuss ways to improve your grade on future assignments, however past assignments will not be re-graded or available for negotiation.

Course Guidelines:

Respectful Behavior- To create a constructive learning environment students are expected to demonstrate respect for others. Discussions should occur within the context of academic inquiry and in the spirit of understanding diverse perspectives and experiences. Any personal information shared by students in class should be considered confidential. Failure to act in a respectful manner to your peers or the instructor in class will result in a loss of all participation points.

Academic Integrity- You are expected to uphold our university policy on academic integrity and subscribe to the ideals of academic integrity. Any act of academic dishonesty, such as cheating or plagiarism, will subject a person to University disciplinary action. Any work (written or otherwise) submitted to fulfill an academic requirement must represent a student's original work. Representing the words, ideas, or concepts of another person without appropriate attribution is plagiarism and will result in failure of the course. Please make sure that you appropriately cite your sources.

Individual Difference- If you experience difficulty in this course for any reason, please do not hesitate to consult with me. If you have a disability that may prevent you from fully demonstrating your abilities, please contact me so we can discuss accommodations necessary to ensure your full participation. A wide range of university services are available to support you:

Peer Writing Tutor: CPSY has hired a fellow CPSY student to serve as a writing tutor who can assist you with your writing. Contact Andres Laso (alaso@scu.edu) to set up an appointment.

HUB Writing Center: HUB helps students understand assignments and aids in all stages of the writing process (www.scu.edu/provost/writingcenter).

Counseling Resources: CAPS offers counseling for personal concerns, self-help information, and connections to off-campus mental health resources (www.scu.edu/cowell/caps).

Disability Resources: To request academic accommodations for a disability please contact the Office of Accessible Education (*Benson 1*, <http://www.scu.edu/oe>, 408-554-4109). Students must provide documentation of a disability to Disability Resources to receive accommodations.

Pregnant and Parenting Students: Pregnant and parenting students can arrange accommodations by working directly with the professor. In addition, the Office of Accessible Education will provide reasonable accommodations for pregnancy-related impairments that impact a major life activity.

	Class Schedule	Readings
1	September 23 rd	
	Introduction to Child's World Development in Context	Henderson, Ch. 1 & 2 Greca, Silverman, & Lochman (2009) O'Conner (2005)
2	September 30 th	
	Counseling Process and Assessment	Henderson, Ch. 3 & 4 Sherman (2015) Brassard & Boehm (2007)
3	October 7 th	
	Psychodynamic & Individual Psychology <ul style="list-style-type: none"> • Trauma & Resilience 	Henderson, Ch. 5 & 11 Silverman et al. (2008) Scales (2005)
4	October 14 th	
	Gestalt Therapy & Individual Psychology <ul style="list-style-type: none"> • Sibling Issues 	Henderson, Ch. 7 & 11 Pike, Coldwell, & Dunn (2005) Moser & Jacob (2002) <i>Play Observation Due</i>
5	October 21 st	
	Person-Centered Therapy <ul style="list-style-type: none"> • Divorce • School & Peers 	Henderson, Ch. 6 Brand, Howcroft, & Hoelson (2017) Juvonen & Graham (2014)\
6	October 28 th	
	Behavior Therapies <ul style="list-style-type: none"> • ADHD 	Henderson, Ch. 8 & 10 Rajwan, Chacko, & Moeller (2012)
7	November 4 th	
	Cognitive Therapies <ul style="list-style-type: none"> • Depression • Anxiety <i>Group Presentations</i>	Henderson, Ch. 12 & 13, pgs. 646-654 Wergeland et al. (2016)
8	November 11 th	
	Family Systems & Consultation <ul style="list-style-type: none"> • ODD & CD • Anger Management <i>Group Presentations</i>	Henderson, Ch. 15 & 16 Shapiro (2015) Tanner-Smith, Steinka-Fry, Lipsey & Winters (2015)
9	November 18 th	
	Play Therapy & Group Therapy <ul style="list-style-type: none"> • PCIT • Art Therapy <i>Group Presentations</i> <i>Guest Speaker (11-12)</i>	Henderson, Ch. 17 & 18 Nelson, Shanley, Funderburk, & Bard (2012) Waller (2006)
10	November 25 th	
	Children with Special Needs <i>Panel (9:30-10:30)</i>	Henderson, Ch. 19 & 20 <i>Clinical Paper Due</i>

This syllabus is a working document provided for informational purposes only. Changes may be necessary due to factors such as class needs, student feedback, unexpected occurrences, and so forth.