

CPSY 317: Therapeutic Interventions with Children

Winter 2017

Thursday 1:00-4:00

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Office Hours: Posted and Scheduled by Appointment

Introduction: Therapeutic Interventions with Children will cover a broad range of theory and practice related to children's mental health care. The course will focus on clinical interventions for children. Clinical conceptualization, diagnosis, treatment planning and issues/needs related to treatment will be covered. Additionally providing mental health services that are culturally sensitive, inclusive and competent.

Required Materials and Reading:

- Henderson, D., Thompson.C. (2011). *Counseling children* (8th ed.). Belmont, CA: Cengage.
- Lowenstein, L. (2008) *Assessment and treatment activities for children, adolescents, and families: Practitioners share their most effective techniques*. Toronto, ON: Champion Press. *This text is optional yet recommended.
- VanFleet, R., Sywulak, A., Sniscak C. (2010). *Child-centered play therapy*. New York, NY: Guiliford.

Grading Criteria: Your course grade will be calculated as follows:

- 15% Play Observation Paper (due class 4)
- 25% Group Project - Class Child/Family Presentation
- 30% Final Paper - Treatment Plan
- 30% Participation in Class demonstrating clinical skills

Play Observation Paper: Students are expected to observe play at a local playground or after-school recess. The experience is designed to be one that is free of any writing or recording during the observation. The student would want to watch what is happening in the play and any reactions they might be having internally to the play.

Class Presentation of a child and their family: demonstrating a full mental health service plan to include: assessment, diagnosis, treatment plan, cultural factors, strengths inventory and prognosis. Presentations are 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. We will cover more details about the specifics in class.

Final Paper: Students are expected to complete a 5 page paper based on a provided clinical vignette. The primary purpose of the paper is to demonstrate ability to create a treatment plan that is clinically relevant and culturally sensitive based on clinical needs of individual in the vignette.

Participation in Class: Demonstrating Clinical Skills: A primary goal in this class is to assist students in developing their clinical foundation for the mental health treatment of children. Students are expected to come to class with reading assignments completed and ready to participate and share in the class dialogue. 100% attendance and punctuality are critical and expected. Beyond 1 absence a student's grade may be affected.

Reading Assignments:

All reading assignments are to be completed before the class.

Class 1: Henderson Chapter 1, 2

Class 2: Henderson Chapter 3, 4

Class 3: Henderson 5, 6 Van Fleet Intro Chapter 1

Class 4: Henderson 7, 8 and Van Fleet 2, 3

Class 5: Henderson 10 and Van Fleet 4, 5

Class 6: Henderson 11, 12 and Van Fleet 6, 7

Class 7: Henderson 13, and Van Fleet 8, 9

Class 8: Henderson 15, 16 and Van Fleet 10, 11

Class 9: Henderson 17, 18 and Van Fleet 12, 13

Class 10: Henderson 19, 20 and Van Fleet 14

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.

Disabilities Resources

If you have a disability for which accommodations may be required in this class, please contact Disabilities Resources, Benson 216, www.scu.edu/disabilities as soon as possible to discuss your needs and register for accommodations with the University. If you have already arranged accommodations through Disabilities Resources, please discuss them with me during my office hours. Students who have medical needs related to pregnancy or parenting may be eligible for accommodations.

While I am happy to assist you, I am unable to provide accommodations until I have received verification from Disabilities Resources. The Disabilities Resources office will work with students and faculty to arrange proctored exams for students whose accommodations include double time for exams and/or assisted technology. (Students with approved accommodations of time-and-a-half should talk with me as soon as possible). Disabilities Resources must be contacted in advance to schedule proctored examinations or to arrange other accommodations. The Disabilities Resources office would be grateful for advance notice of at least two weeks. For more information you may contact Disabilities Resources at [408-554-4109](tel:408-554-4109).

Academic Integrity Pledge

Santa Clara University is implementing an Academic Integrity pledge designed to deepen the understanding of and commitment to honesty and academic integrity.

The Academic Integrity Pledge states:

"I am committed to being a person of integrity. I pledge, as a member of the Santa Clara University community, to abide by and uphold the standards of academic integrity contained in the Student Conduct Code."

I ask that you affirm this pledge and apply these principles to your work in this class.

Sexual Harassment and Discrimination (Title IX)

Santa Clara University upholds a zero tolerance policy for discrimination, harassment and sexual misconduct. If you (or someone you know) have experienced discrimination or harassment, including sexual assault, domestic and dating violence or stalking, we encourage you to tell someone promptly. For more information, please go to www.scu.edu/studentlife/about/osl.cfm and click on the link for the University's [Gender-Based Discrimination and Sexual Misconduct Policy](#) or contact the University's EEO and Title IX Coordinator, Belinda Guthrie, at [408-554-3043](tel:408-554-3043) or by email at bguthrie@scu.edu. Reports may be submitted online through www.scu.edu/osl/report or anonymously through Ethicspoint: www.ethicspoint.com or <http://stage-www.scu.edu/hr/quick-links/ethics-point/>

While I want you to feel comfortable coming to me with issues you may be struggling with or concerns you may be having, please be aware that there are some reporting requirements that are part of my job at Santa Clara University.

For example, if you inform me of an issue involving harassment, sexual violence, or discrimination, I will keep the information as private as I can, but I am required to bring it to the attention of the institution's EEO and Title IX Coordinator. If you inform me that you are struggling with an issue that may be resulting in, or caused by, traumatic or unusual stress, I will likely inform the Office of Student Life.

If you would like to reach out directly to the Office of Student Life for assistance, you can contact them at www.scu.edu/osl/report. If you would like to talk to the Office of EEO and Title IX directly, they can be reached at 408-554-3043 or by email at bguthrie@scu.edu. Reports may be submitted online through www.scu.edu/osl/report or anonymously through Ethicspoint: www.ethicspoint.com. Additionally, you can report incidents or complaints to the Office of Student Life (OSL), Campus Safety Services, and local law enforcement. For confidential support, contact the Counseling and Psychological Services office (CAPS), the Wellness Center, the YWCA, or a member of the clergy (for example, a priest or minister).

Finally, please be aware that if, for some reason, our interaction involves disruptive behavior, a concern about your safety or the safety of others, or potential violation of University policy, I will inform the Office of Student Life. The purpose of this is to keep OSL apprised of incidents of concern, and to ensure that students can receive or stay connected to the academic support and student wellness services they need.