

**Pacific Oaks College
Course Syllabus**

Therapy with Children, MFT 595
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Fall 2006
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Time: 9:00am to 4:00 pm
Dates: 9/10, 10/15, 10/22, 11/5, 11/19, 12/10

Eureka Campus
Room 33

Course Description:

This course is designed to provide students with a basic understanding and practical approaches to the assessment and treatment of infants, young children, and adolescents. Students will develop clinical skills in the areas of observation, assessment, diagnosis, intervention, treatment planning, and referral to community resources. Students will be provided with “hands-on” experience in the use of art therapy techniques used in assessing and treating children. Students will become familiar with the documentation and the professional language used in communicating with agencies that provide children’s services. Cultural diversity will be included in discussions of children and adolescents and its impact on assessments and treatment planning.

Performance Objectives:

- Develop observational skills of children with particular attention to stress and stress recovery systems.
- Develop skills to assess and diagnose children and adolescents using a multi-disciplinary team approach.
- Demonstrate ability to apply knowledge of child development in observations, assessment, and case studies.
- Interpret child behavior in the context of child’s family, culture, and psycho-social environment.
- Develop the ability to conceptualize a treatment plan.
- Explore community resources for children and adolescents.
- Complete a final case study research paper demonstrating ability to provide multidisciplinary team assessments, diagnosis, and treatment planning for clinical disorders first diagnosed in infancy and childhood, or adolescence.

Course Requirements and Assignments:

Attendance: Students are expected to attend each class meeting and to arrive on time to class. Attendance is required because students' understanding and integration of the material occurs during class sessions. Students are expected to hand in completed assignments on the day they are due. Oral presentations are to be given in class on the due date. Students who miss more than one day (or two half days) of class will receive a "no credit" for the semester.

Required Books:

Children in Therapy: Using the Family as a Resource, by Bailey, C. Everette
Creative and Mental Growth, by Viktor Lowenfeld
DSM IV-TR, 4th Edition
Healing Power of Play: Working with Abused Children, by Gil, Eliana

Recommended Books:

Building Healthy Minds, by Greenspan, Stanley
Reaching Children Through Play: An Experiential Approach, by Norton, Carol Crowell

Required Art Supplies: (These will be needed on first day of class. Bring art supplies to each class session as art therapy techniques will be integrated into this course throughout the semester.)

- 1 package of colored markers (set of 8)
- 1 package of crayons
- 1 package of multi-colored sculpey modeling clay or plasticene

Participation: Students are expected to participate in group and individual art therapy activities in class in order to become familiar with the use of art therapy techniques used in the assessment and treatment of children and adolescents. Students are expected to participate in class discussion and to deliver oral presentations in class on the due date so that others may learn from them.

Observation: A child observation study will be assigned the first day of class. Guidelines and a check list will be provided to facilitate the observation. An observation report (3 to 4 pages) will be written and presented in class on October 22, 2006.

Community Resource Agency: Students will explore resources in the community that are available for children and adolescents. Each student is to contact two community agencies, complete an interview and write a summary of each agency's services offered to infants, children, and/or adolescents. This agency information should include the address, phone number, and contact person. Agency information will be collected and placed into a "resource directory" which students will receive at the end of the course. Agency summaries are due November 5, 2006.

Art Therapy Project: A child art therapy project will be assigned. Guidelines will be provided to facilitate this project. A report will be written and presented in class on November 19, 2006.

Final Case Study Research Paper: A case study research paper (8-10 pages) will be typed. Students will choose a client with a clinical disorder usually first diagnosed in infancy, childhood or adolescence for which they have a particular interest and would like more in-depth knowledge. (Examples include Pervasive Developmental Disorders, ADHD, Reactive Attachment Disorder of Infancy or Early Childhood, etc.) Assessment, diagnosis, treatment plan, cultural diversity, and community resources referral will be included in this paper. Students are to include a description of the clinical model for intervention that they would choose to work with the child and family in this case study. Two reference books in addition to the required text books are required for the case study paper. A brief summary of the case study research paper will be presented orally on the last day of class and the written version will be due the same day on December 10, 2006 . Oral summaries should be limited to 10 minutes each. Please make two copies for instructors.

Therapy With Children Class Schedule

September 10, 2006

Introduction to “Therapy With Children”

Class Introductions (using art therapy)
Overview of Class and Syllabus

Observing Children: Observing Ourselves

Understanding States of Arousal, Stress and Stress Recovery

“How Does Your Engine Run?”

Guest speaker – Kate Crowley OTR

Introduction – “The Arousal Arch” and it’s use in observation of children.

Principles of Sensory Integration
The 4 A’s: Arousal, Attention, Affect, Action
Self-regulation, Children and Trauma

Video: “Helping Children Heal: Trauma, The Brain and Relationships”

Case Presentation: Guest Speaker, Kate Crowley

“Self-Regulation, Children, and Trauma”

Reading Assignment for Class #2, October 15, 2006:

Children In Therapy – Chapters 6,7

Creative and Mental Growth – Chapter 2

Healing Power of Play – Chapters 1-6

Reading from Instructors – “What is an Organized Infant?”

October 15, 2006

The Observation and Assessment of Infants, Children, and Adolescents

Infant Stress and Stress Recovery: What Do We Learn From Observing Infants?

Premature vs. full term infants

The Synactive Theory (Dr. Heidi Als)

Autonomic Nervous System

Motor Systems

State Systems

Infant Mental Health

Case Presentation with video: “The Story of Kaila”

Introduction to Assessment Tools

Achenbach Behavioral Check List (ABCL)

Teacher Achenbach

Ages and Stages Questionnaire (ASQ)

Ages and Stages Questionnaire: Social-Emotional (ASQ:SE)

Sensory Profiles

Denver II Developmental Screener

Video: Using the Denver II Screener

Assessing Children As Individuals Using Art

Standardized Tools

“House-Tree-Person”

“Draw a Person, Draw a Tree”

Assessing Children in Groups Using Art

Choice of materials

Response to Space

Process vs. Product

Assessing Children in Families Using Art

The nonverbal dual drawing

Individual Art Therapy Assessment (the “House-Tree-Person Drawing”)

Family Art Therapy Assessment (“Family Representations,” and “Assessing Attachment Using Art”)

Reading Assignment for Class #3, October 22, 2006:

Children In Therapy- None

Creative and Mental Growth – Chapters 6-12

Healing Power of Play- None

October 22, 2006

Assignment Due: Child Observation (3-4 pages)

Child observation papers will be presented in class and discussed prior to turning in to instructors. (Please make two copies.)

**Overview of Child Treatment Modalities and DSM-IV Diagnosis:
The Use of Art Therapy**

Brief History of Art Therapy

Role of Art Therapist in Working With Children

A quiet observer

An active questioner

A parallel participant

A joint creator with materials

Looking at Core Issues in Growth and Development of Children Using Art

The Scribbling Stage: ages 2-4 years

The Pre-schematic Stage: ages 4-7 years

The Schematic Stage: ages 7-9 years

The Baseline as Part of Landscape

“X-Ray Pictures”

The Meaning of Color and Design

The Dawning Realism Stage and the “Gang”: ages 9-12 years

The Pseudo-Naturalistic Stage and the Representation of Human Figures: ages 12-14 years

Adolescent Art Stage: ages 14-17 years

Stages of the Therapeutic Process Using Art

DSM-IV Diagnosis: Selective Mutism

Case Presentation: “Art Therapy in the Treatment of Selective Mutism”

Art and Family Therapy

Facilitating Expression through Art

“Hands-on” experiences using a variety of art therapy modalities commonly used in treating children and families.

Case Presentation “Art Therapy in the Treatment of Encopresis”

Reading Assignment for Class #4, November 5, 2006:

Children In Therapy- Chapters 1-5

Creative and Mental Growth - None

Healing Power of Play- Chapters 7-9

November 5, 2006

Assignment Due: Community Resource Agency Summaries

Community resources papers will be presented in small groups today before handing in to instructors. (Please make two copies.)

**Overview of Child Treatment Modalities and DSM Diagnosis
(Continued)**

Introduction to Play Therapy

Recognizing the Play of Healthy vs. Disordered Children

Diagnosis Appropriate for Play Therapy

Toys: The Tools of the Play Therapist

Assessing Children’s Play

Themes in Children’s Play

Stages of the Therapeutic Process

Therapeutic Responses and Metaphorical Stories

Developmentally Appropriate Termination

Video: “Techniques of Play Therapy” (Nancy Boyd Webb)

Case Presentation with Video: “PTSD, Foster Care and the Story of Caleb.”

Discussion

The Process of Assessing Children (continued)

Assessment Tools and Rating Scales

The Mental Status Exam

Review of a D.M.H. assessment

Art Therapy

Case Presentation: “**Art Therapy and the Treatment of Asperger’s Disorder**”
“**Art Therapy and the Treatment of Identity Disorder**”

Reading Assignment for Class #5, November 19, 2006:

Children In Therapy- Chapters 8-12 and 16

Creative and Mental Growth - None

Healing Power of Play- None

November 19, 2006

Child Treatment modalities and DSM Diagnosis (continued)

FEAS (Functional Emotional Assessment Scale)

P.D.D., Aspergers, Autism

Video. Temple Granden and Autism

F.E.A.S. (Functional Emotional Assessment Scale)

Treatment Modalities

Case Presentation: “Autism and the Story of Ben”

Narrative Therapy and Making Books With Children

Experiential Group Activity – Making books

Sensory Integration and Muscle Tone

Guest Speaker: Kate Crowley, OTR

“The Out of Sync Child Has Fun”: Use of a multi-disciplinary team in treating children with Pervasive Developmental Disorder.

Reading Assignment for Class #6, December 10, 2006:

Children In Therapy- Chapters 13-15, 17

Creative and Mental Growth - None

Healing Power of Play- None

Readings from Instructors

December 10, 2006

Assignment Due: Final Research Case Study Paper due today. Case Study papers will be presented orally in class and written papers will be handed in to instructors. (Please make two copies.)

Class Presentations and Discussion

Child Treatment Modalities and DSM Diagnosis (Continued)

Children and Divorce (Family Therapy)

Children With Special Needs (Group Therapy)

Case Presentation: “Depression, Trauma and the Story of Josephina and Mari”

Case Presentation: “Therapy With Children Who Are Terminal: The Story of Aiden”

Termination: The Importance of Rituals

The Use of Art Therapy in Termination

(Class Experiential Art Therapy Project)

The Use of Music Therapy in Working with Children

Guest Speaker: Natalie Rodriguez MSW, MT, BC

(Class Experiential Music Therapy)

Class Termination Ritual

Course Evaluations and Wrap-Up