

**PSYC6356 Childhood Disorders and Therapies**  
**New Orleans Baptist Theological Seminary**  
**Spring 2015**  
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**Mission Statement:**

The mission of New Orleans Baptist Theological Seminary is to equip leaders to fulfill the Great Commission and the Great Commandments through the local church and its ministries.

**Course Purpose, Core Value Focus, and Curriculum Competencies Addressed:**

New Orleans Baptist Theological Seminary highlights five core values: Doctrinal Integrity, Spiritual Vitality, Mission Focus, Characteristic Excellence, and Servant Leadership. While all five core values are emphasized, the primary focus for the academic year is Spiritual Vitality. We are not here merely to get an education or to give one. We are here to change the world by fulfilling the Great Commission and the Great Commandments through the local church and its ministries. Throughout this course students will be encouraged to consider how the core value of “Spiritual Vitality” impacts their development as a Christian counselor called to operate in the local church. This course will address the curriculum competency component of Christian Counseling in both the M. Div. and MAMFC degrees.

**Course Description:**

This course is designed as a comprehensive overview of mental and behavioral disorders and problems affecting children and adolescents. Students will acquire knowledge of the DSM classification system as it pertains to various childhood disorders. Emphasis is placed on diagnostic techniques, etiology, and the primary treatment strategies for the disorders and problems studied. The course is designed to help students develop effectively as practitioners working with children, adolescents and their families. This course is taught from a systemic perspective.

**Student Learning Outcomes:**

By the end of the study, the student will be able to demonstrate knowledge and understanding of working with children and adolescents in the following domains:

- Admission to Treatment
  - by demonstrating knowledge and familiarity with systems thinking in relationship to working with children and adolescents. This knowledge will be illustrated conceptually by the application of information to case studies in the Exam.
  - by practicing the counselor qualities and skills necessary for establishing effective therapeutic alliances with children or adolescents through a practice session with a child or adolescent.
  
- Clinical Assessment and Diagnosis

- by learning how to use various assessment instruments and interviews designed especially for use with children and adolescents and demonstrate knowledge of when they would be used through case studies and role plays.
- Treatment Planning and Case Management
  - by developing the perceptual skills to provide for the interpretation of data through paradigmatic and conceptual lenses, and tie theory or conceptual skills to what is happening in the client system. A broad knowledge of the developmental context for child psychotherapy, cultural sensitivity, and various models of working with children and adolescents will be necessary for the development of these perceptual skills. These perceptual skills will be demonstrated through responses to case studies.
  - by learning the various DSM-V disorders related to children and adolescents, along with other problems affecting children and adolescents by recognizing and identifying them on an exam.
- Therapeutic Interventions
  - by developing the executive skills (behaviors, actions, and interventions) performed during the therapeutic process, and illustrating those skills through practice sessions with a child or adolescent. These skills include techniques from the various therapeutic models for working with children and adolescents.
  - by developing specific interventions and treatment plans for specific disorders.
- Legal Issues, Ethics, and Standards
  - by developing knowledge of the relevant legal and ethical issues, as well as practical implications and applications of those issues in working with children and adolescents, and illustrating that knowledge on an exam.

#### Course Methodologies:

Course goals and objectives will be met through a variety of instructional activities. Reading assignments, dialogues, lectures, interviews, research, reflection papers, examinations, role plays, and other assignments will be included.

#### Required Textbooks:

Cohen, J. A., Mannarino, A. P., & Deblinger, E. (2006). *Treating trauma and traumatic grief in children and adolescents*. New York: Guilford Press.

Landreth, G., Bratton, S., Kellam, T., & Blackard, S. R. (2006). *Child parent relationship therapy (CPRT) treatment Manual: A 10-session filial therapy model for training parent*. New York: Routledge.

#### Optional Textbooks:

Galanter, C. A. & Jensen, P. S. (2009). *DSM-IV-TR casebook and treatment guide for child mental health*. Arlington, VA.: American Psychiatric Publishing.

Cohen, J. A., Mannarino, A. P., & Deblinger, E. (2012). *Trauma-focused CBT for children and adolescents: Treatment applications*. New York: Guilford.

## Course Requirements:

Topic Presentation	15%
Group Presentation	15%
Mid-Term Exam	20%
Final Exam	20%
Attendance, Participation & Role Plays	15%
Reading	15%

### **Topic Presentation**

Each student will be required to research and present two 10-15 minute presentations to the class on a disorder/topic related to working with children and adolescents. Students may use Power Point, or other methods useful for teaching the topic, plus the required handout. Your handout should be a one page summary sheet that includes Symptoms of the Disorder/Effective Treatment Modalities/Resources/Training. Presentation topics will be assigned during the first week of class. In order to make the presentation process flow more smoothly, email your PowerPoint presentation (if you are using one) to Dr. Kathy Steele (ksteele@nobts.edu) no later than noon the Tuesday before your scheduled presentation time.

### **Group Presentation—CPRT and Trauma-Focused CBT**

Each student will be assigned to a group. Each group will discuss and demonstrate an assigned portion of the CPRT manual. More information on this assignment will be given in class. There is a slight possibility we might have some moms to train in CPRT. If this becomes available, each student will be responsible for the teaching of one or more lessons to the moms.

**Reading Report:** Each student is expected to read completely the two required books. A report of the percentage completed will be required for Landreth et al. on February 25; Cohen et al. on April 22.

### **Attendance:**

Class attendance is extremely important, not just for the content discussed, but to contribute to and learn from the class interaction and different viewpoints. Any work missed due to absence or tardiness is the student's responsibility. Please obtain copies of notes or handouts from your colleagues. Although you are allowed 9 hours of absence (3 days of class) in accordance with NOBTS attendance policy, please take this course seriously and attend all classes unless providentially hindered. Three occasions of arriving late or leaving early will count as one absence.

## Course Schedule

Students should be prepared to discuss the material on the scheduled day.

Week	Date	Class Schedule
1	January 21	Introduction/Syllabus The State of Children & Adolescents Today
2	January 28	Review of Ethical Issues Assessment & Interviews
3	February 4	Case Conceptualization & Treatment Planning Student Presentations of Mental Disorders & Problems Impacting Children & Adolescents
4	February 11	Student Presentations of Mental Disorders & Problems Affecting Children & Adolescents Mandatory Reporting Training
5	February 18	Impact of the Family System on Children Working with Parents
6	February 25	Introduction to CPRT History, Development, and Objectives of CPRT <b>Landreth et al. Book Completed</b>
7	March 4	CPRT Sessions 1-3
8	March 11	CPRT Sessions 4-6
9	March 18	CPRT Sessions 7-10/ <b>Mid-Term Due</b>
10	March 25	<b>Spring Break-No Class</b>
11	April 1	Introduction and Basics of Play Therapy Storytelling
12	April 8	Play Therapy: Sand Tray; Art; Behavioral
13	April 15	Adolescents
14	April 22	Trauma-Focused CBT <b>Cohen et. Al Book Completed</b>
15	April 29	Trauma-Focused CBT
16	May 6	Trauma-Focused CBT
17	May 13	<b>Final Exam-Due by 1 PM</b>

Topics and Disorders for Student Presentations  
(sign up on Wiki on Blackboard. First come first serve)

Abuse (Physical/Emotional/Verbal)

ADHD

Autism Spectrum

Blended Families

Divorce

Bullying

Gender/Sexuality

Grief

Mood

Anxiety

Disruptive Behaviors

OCD

PTSD

Substance Abuse

Suicide

### **Bibliography**

Abela, J. R. Z. & Hankin, B. L. (2006). Handbook of depression in children and adolescents. New York: Guilford Press.

Achenbach, T. & Rescorla, L. (2006). Multicultural understanding of child and adolescent psychopathology: Implications for mental health assessment. New York: Guilford Press.

Amen, D. (2002). Healing ADD: The breakthrough program that allows you to see and heal the 6 types of ADD. New York: G.P. Putnam's Sons Publishers.

Brems, C. (2008). A comprehensive guide to child psychotherapy and counseling. Long Grove, IL: Waveland Press Inc.

Cooper, B. & Widdows, N. (2008). The social success workbook for teens: Skill-building activities for teens with non-verbal learning disorder, asperger's disorder and other social-skill problems. Oakland, CA: Instant Help Group.

Davies, D. (2004). Child development: A practitioners guide. 2nd Ed. New York: Guilford Press.

Fletcher, J. M., Lyon, G. R., Fuchs, L. S., & Barnes, M. A. (2006). Learning disabilities: From identification to intervention. New York: Guilford Press.

Friedberg, R. & McClure L. (2002). Clinical practice of cognitive therapy with children and adolescents: The nuts and bolts. New York: Guilford Press.

- Gaventa, W. C. & Coulter, D. (2002). *Spirituality and intellectual disability: International perspectives on the effect of culture and religion on healing body, mind, and soul*. New York: Routledge.
- Hill, R. W. & Castro, E. (2002). *Getting rid of Ritalin: How neurofeedback can successfully treat attention deficit disorder*. Charlottesville, VA: Hampton Roads Publishing Company.
- Jensen, P. S., Knapp, P. & Mrazek, D. A. (2006) *Toward a new diagnostic system for child psychotherapy: Moving beyond the DSM*. New York: Guilford Press.
- Jongsma, A., Peterson, L. & McInnis, W. (1996). *The child and adolescent psychotherapy treatment planner*. John Wiley & Sons, Inc.
- Kaduson, Heidi and Schaefer, Charles. (1997) *101 Favorite Play Therapy Techniques*. Jason Aronson.
- Landreth, Gary. (2002) *Play Therapy: The Art of the Relationship*. Taylor & Francis.
- Mackenzie, H. (2008). *Reaching and teaching the child with autism spectrum disorder: Using learning preferences and strengths*. Philadelphia: Jessica Kingsley Publishers.
- Mash, E. J. & Barkley, R. A. (2002). *Child psychopathology*, 2nd Ed. New York: Guilford Press.
- D.G. Martin, D. G. (2002). *Clinical Practice with Adolescents*. Waveland Press Inc.
- Morrison, K. J. , Andra, T. (1999). *Interviewing children and adolescents Skills and strategies for effective DSM-IV diagnosis*. New York: Guilford Press.
- Nadeau, K. G., Dixon, E. B., & Beyl, C. (2004). *Learning to slow down & pay attention: A book for kids about ADHD*. Magination Press.
- Pennington, B. F. (2008). *Diagnosing learning disorders: A neuropsychological framework*. 2nd Ed. New York: Guilford Press.
- Shapiro, E. S. (2010). *Academic skills problems: Direct assessment and intervention*. 4th Ed. New York: Guilford Press.
- Sicile-Kira, C. & Grandin, T. (2004). *Autism spectrum disorder: The complete guide to understanding autism, asperger's syndrome, pervasive development disorder, and other ASDs*. New York: Pengee.

## Excellent Resource Books for Parents

Amen, Daniel. Healing ADD: The Breakthrough Program that Allows You to See and Heal Types of ADD.

Arp, David; Arp, Claudia. Suddenly 13.

Carlso, Trudy. The Life of a Bipolar Child: What Every Parent and Professional Needs to Know

Chapman, Gary. 5 Love Languages of Children.

Clinton, Tim. Attachments.

Curry, C.L. Keeping Your Kids Afloat When It Feels Like You're Sinking.

Hart, A.D. Helping Children Survive Divorce.

Hersh, Sharon. Mom, I Feel Fat: Becoming Your Daughter's Ally in Developing a Health Body Image.

Kimmel, Tim. Why Christian Kids Rebel.

Nichols, Fern, & Grant, J. Every Child Needs a Praying Mom.

Nicolosi, J., Nicolosi, L.A. A Parent's Guide to Preventing Homosexuality.

Phillips, Mike. Building Respect, Responsibility & Spiritual Values in Your Child.

Sande, Ken. Peacemaking for Families.

Sargent, L.W. The Power of Parent-Child Play.

Smalley, Gary. Key to Your Child's Heart.

Smalley, Gary, & Smalley, Greg. Bound by Honor.

Tobias, Cynthia, W. You Can't Make Me (But I Can Be Persuaded).

Townsend, & Cloud. Boundaries for Kids.

**The Department of Psychology and Counseling** has adopted the following policies for use in all psychology and counseling classes.

### **Papers or Assignments**

All assignments are to be typed in either Times New Roman 12 or Courier 10. Any deviation in this will result in the deduction of points. Assignments will be turned in at the beginning of the class on the date it is due. Papers or assignments turned in after this time will be considered late.

### **Late assignments will result in a deduction of eight points per class period.**

Assignments must be turned in to the professor, grader, or administrative assistant. The time and date of submission will be noted. **No assignments may be submitted by fax or e-mail without prior approval.**

All counseling students will write papers in accordance to standards set in the APA Publication Manual.

### **Quizzes**

Quizzes will not be given to students late for class. A grade of zero will be given for any missed quiz. No makeup quizzes will be given.

### **Exams**

If there is a conflict with a scheduled test, you may request to take it early. Only under extreme circumstances will late exams be administered. If you find yourself in an extreme circumstance, please contact the professor, grader, or the departmental secretary as soon as possible. Taking a late final exam requires the approval of the registrar's office.

### **Study Guide**

Students should not assume that the study guide, if one is given, is comprehensive to what will be on the exam.

### **Academic Honesty Policy**

All graduate and undergraduate NOBTS students, whether on-campus, Internet, or extension center students, are expected to adhere to the highest Christian standard of honesty and integrity when completing academic assignments for all courses in every delivery system format. The Bible provides our standard for academic integrity and honesty. This standard applies whether a student is taking tests, quizzes, exams, writing papers, completing Discussion Boards, or any other course requirement.

### **Class Participation**

Working on assignments for other classes or playing games on electronic devices during class time are examples of behavior that will not be tolerated. If you feel the need to study during class time, then please choose to be absent that day.

\* Any exceptions to any of the above policies require unanimous approval of all faculty members in the department.