

# **DIAGNOSIS AND TREATMENT OF CHILDREN**

## Psychology 607

Instructor: Saadia McLeod, Ph.D.  
Licensed Clinical Psychologist  
PSY17324

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Th 11am-12pm by email

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Blackboard will only be used to post grades

### **COURSE DESCRIPTION:**

This is a graduate level course in child psychopathology to fulfill a requirement for a master's degree in Marriage and Family Therapy. Specifically, the focus in this course is on the diagnostic assessment and treatment of children and their families. This course will also cover the ethical, assessment, and treatment issues related to child abuse as a particular concern when working with children.

### **REQUIRED TEXTS:**

Prout, H. Thompson and Fedewa, A. L. (2015). Counseling and Psychotherapy with Children & Adolescents: Theory and Practice for School and Clinical Settings. New York: John Wiley & Sons, Inc.

Crosson-Tower, C. (2014). Understanding Child Abuse and Neglect. Boston: Pearson – Allyn and Bacon.

Diagnostic and Statistical Manual of Mental Disorders - 5. (2013). American Psychiatric Association, Washington, DC

Jongsma, A., Peterson, M. and McInnis, W. (2006). The Child Psychotherapy Treatment Planner. New York: John Wiley & Sons, Inc.

### **SUPPLEMENTAL READING: (AVAILABLE ON MY WEBSITE)**

McCulloch, Lisa (editor). The California Child Abuse and Neglect Reporting Law: Issues and Answers for Mandated Reporters. (2012). California Department of Social Services, Office of Child Abuse Prevention, Sacramento, CA.

### **RECOMMENDED TEXTS:**

Sattler, J. M. (1998). Clinical and Forensic Interviewing of Children and Families. San Diego: Jerome M. Sattler, Publisher, Inc.

O'Connor, K. J. (1991). The Play Therapy Primer. New York: John Wiley & Sons, Inc.

### **COURSE OBJECTIVES:**

1. CASE CONCEPTUALIZATION:
  - A. Theoretical Component: To explore major theoretical models and concepts which may be used to understand and explain children's distress and/or dysfunction; and to discuss problems and issues faced by children.
  - B. Application Component: To review specific techniques which therapists may use to facilitate change and improve mental health.

2. **PROFESSIONAL KNOWLEDGE BASE:**  
To develop the ability to apply theory to case conceptualization and guide the formulation of comprehensive treatment plans to resolve mental health symptomatology. A particular outcome goal will be for student's to demonstrate the ability to **verbally discuss** those theories.
3. **LEGAL ADHERANCE**  
To increase students' awareness of and adherence to the ethical and professional standards required and expected in mental health treatment.
4. **CHILD ABUSE:** To meet licensure requirements for identification, assessment, & treatment of child abuse.

**COURSE REQUIREMENTS:**

1. **EXAMS:** There will be two examinations worth 50 points each. Make-up exams will not be given. A missed exam will count as 0 points toward your course grade (maximum points = 100 points). Exams will be short answer essay and clinical case analysis. The format will be case analysis, short answer essay.
2. **CHILD ABUSE EXAM:** An exam which covers the Child abuse portion of the course will be given during the final exam period and will be worth 50 points. The format will be multiple choice.
3. **LECTURE/FACILITATION:** You will be required to facilitate two class discussions on an assigned topic (15 PTS EACH, TOTAL = 30). Topics/dates assigned second week of quarter.  
Presentatations should include a lecture on the specific theoretical orientation/child abuse topic assigned and student led discussion. The second half of class will involve case discussion and analysis led by the instructor.
4. **DISCUSSION:** You may earn up to 30 points for contributing to class discussions when you are not facilitating.
5. **PROFESSIONALISM:** You will be evaluated on your adherence to ethical and professional standards as they relate to this course and its members. A Qualitative rating of Above Expectations (AE), Meets Expectations (ME), or Below Expectations (BE) will be awarded, which will result in the following:  
  - AE = a "+" will be added to your Quantative grade
  - ME = no change in your Quantative grade
  - BE = your grade may lowered by one letter grade; and/or a memo outlining the area(s) that "needs improvement" may be given to you, the graduate director, and/or the chairperson of the department.
6. **ATTENDANCE** is mandatory. It is your responsibility to be present for class meetings.

**GRADING:**

At the end of the quarter your points from your Exams (maximum total = 150), Facilitation (maximum = 30) and Discussion Participation (maximum = 30) will be totaled and grades assigned as follows:  
GRAND TOTAL MAXIMUM = 50 + 50 + 50 + 30 + 30 = 210 points

A = 210 – 190	D = 149 – 130
B = 189 – 170	F = 129 – 0
C = 169 – 150	

**Title IX:**

Please note that there are two executive orders from the CSU's Office of the Chancellor that limit what information faculty members are able to keep confidential. These are Executive Order 1096 (which relates to reporting of campus sexual assaults) and Executive Order 1083 (which relates to mandatory reporting of child abuse). What this means is that CSU faculty members are what are called "mandatory reporters," which means that once we are apprised of such incidents, we are required to report the incident to our Title IX officer on campus, regardless of whether the student wants this information reported or not. It may very well be that you would like the information reported but you do not know whom to approach about this information, in which case our mandatory reporting requirements will be desirable to you. However, if you just wanted to emote about an incident but do not want it reported, neither you nor I have any choice in this matter, and once it is divulged, I must report it. This is just to let you know about the kinds of requirements under which we all are operating. For additional information, please visit the following Cal Poly Pomona web page: <http://www.cpp.edu/~title-ix/index.shtml>

**TENTATIVE SCHEDULE**

<b>DATES</b>	<b>TOPICS</b>	<b>PROUT, JONGSMA, FACILITATORS</b> (Beginning page)
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Th Sept 21	Introduction: Treatment of Children	<u>MCLEOD</u>
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T Sept 26	Assessment of Children and Adolescents	Chapter 1 <u>MCLEOD</u>
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Th Sept 28	Ethical and Legal Issues in Psychological Interventions Culturally Responsive Counseling & Psychotherapy	Chapter 2 Chapter 3 <u>MCLEOD</u>
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T Oct 3	Play Therapy Mindfulness Group Therapy	Chapter 4 <u>MCLEOD</u>
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Th Oct 5	Cognitive-Behavioral and Behavioral Approaches	Chapter 5 <u>Joe</u> <u>Cassandra</u> <u>Jazmine</u> <u>MCLEOD</u>
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T Oct 10	Rational Emotive Behavior Therapy	Chapter 6 <u>Sam</u> <u>Emelio</u> <u>Jay</u> <u>MCLEOD</u>
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<b>Th Oct 12</b>	Reality Therapy Approaches	Chapter 7 <u>Lupe</u> <u>Jordan</u> <u>Daisy</u> <u>MCLEOD</u>
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T Oct 17	<b>EXAM #1</b>	
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TENTATIVE SCHEDULE

DATES	TOPICS	DSM 5	PROUT, JONGSMA, FACILITATORS
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Th Oct 19	Solution-Focused Approaches		Chapter 8	<u>Veronica</u> <u>Brianna</u> <u>Victoria</u> <u>MCLEOD</u>
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T Oct 24	Systematic Approaches: Family Therapy		Chapter 9	<u>Jana</u> <u>Mashal</u> <u>Summer</u> <u>MCLEOD</u>
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Th Oct 26	Child Psychotherapy Treatment Planner		6, 10	<u>MCLEOD</u>
	Neurodevelopmental Disorders (DSM 5, pg. 31)		10	
	Intellectual Disabilities (DSM 5, pg. 33)		219	
	<b>Autism Spectrum Disorder</b> (DSM 5, pg. 50)		91	
	<b>Attention-Deficit / Hyperactive Disorder</b> (DSM-5, pg. 59)	78		
	<b>Specific Learning Disorder</b> (DSM 5, pg. 66)		14	

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T Oct 31	Neurodevelopmental Disorders (DSM 5, pg. 31)			<u>MCLEOD</u>
	<b>Disruptive, Impulse Control, and Conduct Disorder (DSM 5, pg. 469)</b>	(DSM 5, pg. 461)	155	
	<b>Oppositional Defiant (DSM 5, pg. 461)</b>		126	
			271	

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Th Nov 2	<b>Anxiety Disorder (DSM 5, pg. 189)</b>		52	<u>MCLEOD</u>
	Adjustment Disorder (DSM 5, pg. 286)		167	
	V Codes (DSM 5, pg. 715)			
	<b>Depression, Suicide and Children (DSM 5, pg. 801)</b>		142	
	<b>Bipolar Disorder</b>			

**Nadia Alvarez, MFT Registered Intern: Case Presentation**

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T Nov 7	Grand Rounds: Student Case Presentations (Extra Credit)			<u>Emelio</u> <u>Daisy</u> <u>Brianna</u>
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Th Nov 9	<b>EXAM #2</b>			
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## CHILD ABUSE

**REQUIRED TEXT:**

Crosson-Tower, C. (2010). Understanding Child Abuse and Neglect. Boston: Pearson – Allyn and Bacon.

**SUPPLEMENTAL READING:**

McCulloch, Lia (editor). The California Child Abuse and Neglect Reporting Law: Issues and Answers for Mandated Reporters (2012). California Department of Social Services, Office of Child Abuse Prevention. Sacramento, CA

DATES	TOPICS	READINGS		FACILITATOR
		Lough	Crosson-Tower	
T Nov 14	Reporting Laws Intervention: Reporting and Investigations		Chapter 10	<u>MCLEOD</u>
Th Nov 16	Physical Abuse of Children		Chapter 5	<u>Lupe</u> <u>Jordan</u> <u>Veronica</u> <u>MCLEOD</u>
T Nov 21	Neglect of Children		Chapter 4	<u>Jana</u> <u>Jay</u> <u>Summer</u> <u>MCLEOD</u>
<b>Th Nov 23 THANKSGIVING HOLIDAY</b>				
T Nov 28	Treatment: Physical Abuse & Neglect		Chapter 12	<u>Joe</u> <u>Emelio</u> <u>Mashal</u> <u>MCLEOD</u>
	Psychological Maltreatment of Children		Chapter 9	<u>Daisy</u> <u>Brianna</u> <u>Victoria</u> <u>MCLEOD</u>
Th Nov30	Sexual Abuse of Children		Chapter 6	<u>Cassandra</u> <u>Jazmine</u> <u>Sam</u>
	Treatment: Sexual Abuse Prevention		Chapter 13 Chapter 16	<u>MCLEOD</u>

**Thursday DEC 7 FINAL Exam: Child Abuse, 11:30am – 1:30**