

Psychology 683

Child Psychotherapy

Fall 2014

Instructor:	Dr. Kate Schwartzenger	Lecture Location:	AD 051
Phone:	403-428-5325	Lecture Days/Time:	Tuesdays 4:30-7:30
Email:	Kathleen.Schwartzenger@albertahealthservices.ca	Lab	Sept 15, Sept 22, Nov 17 and Nov 24
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Office:	Contact for individual appointment		

Office Hours:**Course Description and Goals**

The overall impetus of the course is to assist you in acquiring beginning knowledge and skills relevant to theory, research, and practice in child psychotherapy. We will emphasize the knowledge base and major issues underlying child psychotherapy, with a focus on evidence-based treatments. An overarching theme will be the tension between science and practice in child psychotherapy, between a commitment to data and an appreciation of the clinical realities that often require therapists to operate in ways that may be supported weakly by scientific evidence.

The course is designed to provide broad coverage of selected topics in the treatment of childhood disorders. Some topics focus on general issues in child psychotherapy (e.g., theoretical models underlying treatments, developmental considerations in child treatment, the therapist-client relationship, treatment effectiveness outcome, culturally-sensitive treatment, and translating research-based interventions into clinical practice). Others will introduce you to specific treatment approaches and techniques for common childhood disorders.

Within this broad framework, the course will pursue the following objectives:

1. Acquisition of knowledge about **basic conceptual** issues in child psychotherapy;
2. Acquisition of knowledge about **research** in child psychotherapy
3. Acquisition of knowledge about substantive and practical issues relevant to different child psychotherapy **approaches, techniques, and processes.**
4. Acquisition of knowledge about substantive and practical issues involved in the treatment of specific **populations and problems;**
5. Acquisition of knowledge about substantive and practical issues involved in treatments carried out in different **settings;**

6. Exposure to beginning **clinical skills** with children and families.

Class Format

This class will be taught in a seminar format. There are assigned readings, student presentations, lectures and demonstrations by the instructor and other clinical psychologists. You are expected to complete all assigned readings, attend all classes, and participate actively in class discussions; indeed, I hope there will be lots of lively discussion and debate.

This class also includes a lab component. You are expected to attend and participate in 4 labs. The labs will focus on teaching you the practical skills necessary for effective implementation of the therapeutic modalities discussed in class. The labs will be run and administered by the two TAs for the course.

Additionally, students will participate in an observership. Students will have the opportunity to observe a treatment group at the Alberta Children's Hospital. Students will be required to attend and observe each group (8-10 weeks) session. Students will only observe and will not participate in the treatment. Students will observe either the CONNECT parenting group, a mental health CBT group, or a CBT group for girls with functional abdominal pain.

Required Text

Kendall, P.C. (Ed.). (2012). *Child and adolescent therapy: Cognitive-behavioral procedures*. (4th ed.). New York: Guilford Press.

Weisz, J.R., & Kazdin, A.E. (Eds.). (2010). *Evidence-based psychotherapies for children and adolescents*. (2nd ed.). New York: Guilford Press.

Both available at the bookstore.

Optional Reference Texts:

Friedberg, R. D., McClure, J.M., & Garcia, J.H. (2009). *Cognitive therapy techniques for children and adolescents*. New York: Guilford Press.

Mash, E.J., & Barkley, R.A. (Eds.). (2006). *Treatment of childhood disorders* (3rd ed.). New York: Guilford Press.

www.effectivechildtherapy.com

Evaluation

There are several components to the evaluation. Please note that the grade for each of the following components will not be assigned until all presentations in any one component are complete.

1. Treatment Plan #1: 35% of final grade

Papers may not exceed 10 pages. Please, be succinct. Students will be presented with an assessment report without the conceptualization/formulation section completed. Students are asked to complete this section of the report. Please include the diagnosis/diagnoses.

Students should describe what treatment modality they would use to treat the patient (max 5 pages). Please describe the research around empirically supported treatments for the particular disorder. List

all treatments by order of research support. Please describe what treatment you would choose for this patient and why. Describe that treatment – what is it, how does it work, how do you implement it. Are there any contraindications? Can you foresee any areas where you may need to show some flexibility within the fidelity? How will you accommodate the developmental level of your patient? How will you involve caregivers?

Treatment Plan (2-3 pages). Describe what you are going to do and why (e.g., before beginning the trauma narrative, will teach diaphragmatic breathing to provide the patient with the skills to self regulate and soothe themselves when distressed). List the long term and short term goals. Describe how you will evaluate progress and when you will know to terminate.

2. Class Presentation #1: 35% of the final grade

Select three articles for the class to read on EBT for this disorder and come prepared with 5 discussion questions. Present your case and why you decided to choose this therapeutic modality (show your research process). Please be creative. To help teach this therapy, video clips can be really helpful. Don't be afraid to throw in some role plays. Teach the class at least one practical skill that is needed for administering this therapy

3. Class presentation #2: 10% of final grade

Students will present on their observerships. This presentation will include a description of the group, the theoretical background driving the group, the research supporting the implementation of the group and the practicalities of administering the group. In your presentation, please describe what the group involved. Describe the theoretical model used in the group and the components of the group. Delineate why that modality was appropriate for that population, keep in mind our discussions of EBT. Please reflect on how effectively the group worked. Note any instances where the psychologists needed to show flexibility within fidelity. Describe the strengths and weaknesses of the group. Explain how the group accommodated the developmental needs of their participants. Additionally, for the class presentation: provide 3 articles on the group intervention and come prepared with 3 discussion questions.

4. Class participation: 10% of the final grade

This mark will be based on your completion of all assigned readings, your class comments and questions that indicated that you have read and reflected upon the readings and your active participation during class discussions and presentations.

5. Lab participation: 10% of the final grade

This mark will be based on your attendance and active participation at all 4 labs and attendance and appropriate behaviour at all group psychotherapy sessions. Students are responsible for the following when completing their observerships: arriving on time, dressing professionally, and being helpful with setup and tear down, but quiet during the group. Remember you are there to observe not participate. Be respectful of your supervisor and her time.

Grading Scale

A+	96-100%	B+	80-84%	C+	67-71%	D+	54-58%
A	90-95%	B	76-79%	C	63-66%	D	50-53%
A-	85-89%	B-	72-75%	C-	59-62%	F	0-49%

As stated in the University Calendar, it is at the instructor's discretion to round off either upward or downward to determine a final grade when the average of term work and final examinations is between two letter grades. To determine final letter grades, final percentage grades will be rounded up or down to the nearest whole percentage (e.g., 89.5% will be rounded up to 90% = A but 89.4% will be rounded down to 89% = A-).

Important dates

[Fall 2014]

Date	
M Sep 8	Lecture begins.
F Sep 19	Last day to drop full courses (Multi-term) and Fall Term half courses. No refunds for full courses (Multi-term) or Fall Term half courses after this date.
M Sep 22	Last day to add or swap full courses (Multi-term) and Fall Term half courses. Last day for change of registration from audit to credit or credit to audit.
Nov 8-11	Reading Days. No lectures.
T Nov 11	Remembrance Day (Observed). University Closed (except Taylor Family Digital Library, Law, Medical, Gallagher and Business Libraries). No lectures.
F Dec 5	Fall Term Lectures End. Last day to withdraw with permission from Fall Term half courses.

Date	Topic/Activity/Readings/Due Date
M Sep 8	Lecture begins.
W Sep 10	
F Sep 12	
M Sep 15	
W Sep 17	
F Sep 19	Last day to drop full courses (Multi-term) and Fall Term half courses. No refunds for full courses (Multi-term) or Fall Term half courses after this date.
M Sep 22	Last day to add or swap full courses (Multi-term) and Fall Term half courses. Last day for change of registration from audit to credit or credit to audit.
W Sep 24	
F Sep 26	Fee payment deadline for Fall Term full and half courses.
M Sep 29	
W Oct 1	
F Oct 3	
M Oct 6	
W Oct 8	
F Oct 10	

M Oct 13	Thanksgiving Day, University closed (except Taylor Family Digital Library, Law, Medical, Gallagher and Business Libraries). No lectures.
W Oct 15	
F Oct 17	
M Oct 20	
W Oct 22	
F Oct 24	
M Oct 27	
W Oct 29	
F Oct 31	
M Nov 3	
W Nov 5	
F Nov 7	
Nov 8-11	Reading Days. No lectures.
T Nov 11	Remembrance Day (Observed). University Closed (except Taylor Family Digital Library, Law, Medical, Gallagher and Business Libraries). No lectures.
W Nov 12	
F Nov 14	
M Nov 17	
W Nov 19	
F Nov 21	
M Nov 24	
W Nov 26	
F Nov 28	
M Dec 1	
W Dec 3	
F Dec 5	Fall Term Lectures End. Last day to withdraw with permission from Fall Term half courses.
Dec 8-18	Fall Term Exam Period.

DATE	TOPIC	Assigned Articles (will be assigned weekly)	Chapters
1. September 9	Intro. Evidence Based Treatments		17. Evidence Based Treatments for Children and Adolescents (Kendall) 28. Implementation of Evidence-Based Treatments for Children and Adolescents: Research Findings and their implications for the Future (Weisz and Kazdin)
2. September 16	Therapeutic Components		2.Guiding Theory for Therapy with Children and Adolescents (Kendall) 16. Change Processes and Active Components (Kendall) 3. Developmental Issues and Considerations in Research and Practice

			(Weisz and Kazdin)
3. September 23	Trauma TF CBT		11. Trauma Focused Cognitive Behavioural Therapy (Kendall) 19. Trauma Focused Cognitive Behavioural Therapy for Traumatized Children (Weisz and Kazdin)
4. September 30	Autism Presentation Guest Lecturer		20. Early and Intensive Behavioural Intervention in Autism (Weisz and Kazdin) 21. Empirically Supported Pivotal Response Treatment for Children with Autism Spectrum Disorders (Weisz and Kazdin)
5. October 7	Student Presentation 1 GAD		5. Anxiety Disorders in Youth (Kendall) 4. Child Focused Treatment of Anxiety (Weisz and Kazdin)
6. October 14	Student Presentation 2 Depression		6. Childhood Depression: The Action Treatment Program (Kendall) 9. Treating Depression in Adolescents Using Individual Cognitive Behavioural Therapy (Weisz and Kazdin) 10. Treating Adolescent Depression Using Interpersonal Psychotherapy (Weisz and Kazdin)
7. October 21	Student Presentation 3 Oppositional Defiance		2. Aggression in Children (Kendall) 4. Anger Management in Children (Kendall) 14. Problem Solving Skills Training and Parent Management Training for ODD and CD (Weisz and Kazdin) 15. Anger Control Training for Aggressive Youth (Weisz and Kazdin) 17. Treating Serious Anti-Social Behaviour Using Multisystemic Therapy (Weisz and Kazdin)
8. October 28	Student Presentation 4 Obsessive Compulsive Disorder		8. Obsessive Compulsive Disorder (Kendall) 6. Treating Pediatric Obsessive Compulsive Disorder Using Exposure Based Cognitive Behavioural Therapy (Weisz and Kazdin)
9. November 4	Student Presentation 5 Selective Mutism		
10. November 11	Medical Psychology Guest Lecturer		
11. November 18	Student Presentation 6 Emotional		7. Adolescent Suicidal Behaviour 14. Mindfulness Based Treatment for Children and Adolescents

	Regulation		
12. November 25	Presentations of Observerships		
13. December 2	Presentations of Observerships		

Reappraisal of Grades

A student who feels that a piece of graded term work (e.g., term paper, essay, test) has been unfairly graded, may have the work re-graded as follows. The student shall discuss the work with the instructor within 15 days of being notified about the mark or of the item's return to the class; no reappraisal of term work is permitted after the 15 days. If not satisfied, the student shall immediately take the matter to the Head of the department offering the course, who will arrange for a reassessment of the work within the next 15 days. The reappraisal of term work may cause the grade to be raised, lowered, or to remain the same. If the student is not satisfied with the decision and wishes to appeal, the student shall address a letter of appeal to the Dean of the faculty offering the course within 15 days of the unfavourable decision. In the letter, the student must clearly and fully state the decision being appealed, the grounds for appeal, and the remedies being sought, along with any special circumstances that warrant an appeal of the reappraisal. The student should include as much written documentation as possible.

Plagiarism and Other Academic Misconduct

Intellectual honesty is the cornerstone of the development and acquisition of knowledge and requires that the contribution of others be acknowledged. Consequently, plagiarism or cheating on any assignment is regarded as an extremely serious academic offense. Plagiarism involves submitting or presenting work in a course as if it were the student's own work done expressly for that particular course when, in fact, it is not. Students should examine sections of the University Calendar that present a Statement of Intellectual honesty and definitions and penalties associated with Plagiarism/Cheating/Other Academic Misconduct.

Academic Accommodation

It is the student's responsibility to request academic accommodations. If you are a student with a documented disability who may require academic accommodation and have not registered with the Disability Resource Centre, please contact their office at 403-220-8237. Students who have not registered with the Disability Resource Centre are not eligible for formal academic accommodation. You are also required to discuss your needs with your instructor no later than 14 days after the start of this course.

Absence From A Test/Exam

Makeup tests/exams are NOT an option without an official University medical excuse (see the University Calendar). A completed Physician/Counselor Statement will be required to confirm absence from a test/exam for health reasons; the student will be required to pay any cost associated with this Statement. Students who miss a test/exam have 48 hours to contact the instructor and to schedule a makeup test/exam. Students who do not schedule a makeup test/exam with the instructor within this 48-hour period forfeit the right to a makeup test/exam. At the instructor's discretion, a makeup test/exam may differ significantly (in form and/or content) from a regularly scheduled test/exam. Except

in extenuating circumstances (documented by an official University medical excuse), a makeup test/exam must be written within 2 weeks of the missed test/exam.

Travel During Exams

Consistent with University regulations, students are expected to be available to write scheduled exams at any time during the official December and April examination periods. Requests to write a make-up exam because of conflicting travel plans (e.g., flight bookings) will NOT be considered except under exceptional circumstances. Students are advised to wait until the final examination schedule is posted before making any travel arrangements.

Freedom of Information and Protection of Privacy (FOIP) Act

The FOIP legislation disallows the practice of having student's retrieve tests and assignments from a public place. Therefore, tests and assignments may be returned to students during class/lab, or during office hours, or via the Department Office (Admin 275), or will be made available only for viewing during exam review sessions scheduled by the Department. Tests and assignments will be shredded after one year. Instructors should take care to not link students' names with their grades, UCIDs, or other FOIP-sensitive information.

Evacuation Assembly Point

In case of an emergency evacuation during class, students must gather at the designated assembly point nearest to the classroom. The list of assembly points is found at

<http://www.ucalgary.ca/emergencyplan/assemblypoints>

Please check this website and note the nearest assembly point for this course.

Student Ombudsman's Office

The Office of the Student Ombuds provides independent, impartial and confidential support for students who require assistance and advice in addressing issues and concerns related to their academic careers. The office can be reached at 403-220-6420 or ombuds@ucalgary.ca (<http://www.su.ucalgary.ca/services/student-services/student-rights.html>).

Safewalk

The safewalk program provides volunteers to walk students safely to their destination anywhere on campus. This service is free and available 24 hrs/day, 365 days a year.

Call 403-220-5333.

Important Dates

The last day to drop this course with no "W" notation and **still receive a tuition fee refund** is **September 19, 2014**. Last day for registration/change of registration is **September 22, 2014**. The last day to withdraw from this course is **December 5, 2014**.