



Department of Psychology
Psychology 683 – Child Psychotherapy
Fall 2011 – Course Outline

Instructor:	John Pearce, PhD, RPsych	Lecture Location:	TBA
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Course Description and Goals

The overall 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 treatments, 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. Acquisition of knowledge about **professional, ethical and legal issues** relevant to child psychotherapy;
7. Exposure to beginning **clinical skills** with children and families.

A practicum has been a component of Psychology 683 in the past but students did not have the same opportunity in 2010 due to a shortage of supervising psychologists at Alberta Children's Hospital. At the time I prepared this course outline (July 2011) the situation remains essentially the same at ACH and the practicum may remain observational in nature. However, I will pursue other ideas before we meet in September and will inform you then of our options.

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, and opportunities to observe clinicians doing psychotherapy with children and families. 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 discussion and debate.

Required Texts (both are available at the University of Calgary bookstore)

Mash, E.J., & Barkley, R.A. (Eds.). (2006). *Treatment of childhood disorders* (3rd 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.

Specific journal articles and readings as assigned (see below)

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. Class presentation #1: 10% of final grade

These presentations will be held on **September 19**. Each of you will sign up for one of the five readings identified on pp. 4-5 of the course outline. Presentations should highlight the main points of the reviewed article/chapter (no need for tons of detail), its strengths and weaknesses, and propose one "thought question" for class discussion. Please send the thought question via email to the other students and myself by **Sunday, September 18, 12:00pm** so we can give it some reflection before the next day's class. The student presenting the paper will lead the discussion. The presentation should include a brief (2 pages maximum) written handout that describes the major points of the article/chapter. You will have 20 minutes for your presentation, including the discussion you will facilitate.

2. Class presentation #2: 35% of final grade

These presentations will be held on **October 17, 24, & 31; November 7 & 14**. Each student will assume responsibility for acquiring considerable knowledge about specific evidence-based child treatment techniques for one of the following common problems: anxiety; depression; oppositional defiant disorder/conduct disorder; ADHD; and pediatric (health) problems.

Presentations should be grounded in the assigned readings and will require additional background research to flesh out your knowledge of the topic.

The duration of the didactic presentation will be a maximum of 90 minutes and cover the following domains:

1. *Brief* overview of the clinical problem (e.g., symptoms, incidence, prognosis, co-morbidities);
2. Conceptual model of the evidence-based treatment(s), including the model's view of the disorder's etiology. The emphasis should be placed on the link between the theoretical formulation of the disorder and the recommended treatment strategies. In other words, how does the treatment follow from the model's conceptualization of the disorder?
3. Description (or demonstration via role play, videos, or information from clinical work you observe at ACH) of selected techniques for remediating the problem;
4. A recommended and realistic strategy for evaluating the child's/family's progress and outcomes in the context of everyday clinical practice;
5. A review of the supporting evidence based on criteria that have been developed for assessing the effectiveness and efficacy of child-based treatments. What is the quality of the research?
6. What are some unanswered questions about the approach that need to be addressed in the future and how would you go about answering them (including further outcome studies)?

Following the didactic portion of the presentation you will have 15 minutes to facilitate a class discussion based on a reading pertinent to your topic. You are responsible for choosing the reading, distributing it to the other students and myself a week before the date of your presentation, and develop a thought question or two for discussion. The thought question(s) should be distributed along with the reading.

The presentation will be graded on clarity/organization (20%), accuracy (20%), completeness (20%), level of interest (20%), and choice of the designated reading and success in facilitating an active discussion (20%).

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

Each of you will be asked to respond to a clinical process question. The topics will be assigned on September 12. In the 30 minutes allotted to each presentation, you will provide a summary of the scientific and scholarly literature, its strengths and weaknesses, and its clinical applicability, along with a 3-page (maximum) handout. A fourth page can include a maximum of 5 references. These presentations will be held on the following dates: **October 17, 24, & 31; November 7 & 14**

4. Term paper: 35% of the final grade

Each student will write a major paper (25 pages maximum not including references) on an approved topic in child psychotherapy. Please contact me by October 30 at the latest so that we can discuss your interest and the focus of the paper and to approve the topic. The topic must

be different than the class presentation (#3 above) and your own research area. Papers must adhere to APA style (5th ed.). Term papers are due on **Friday, December 9, 2011 at 4:00pm** via email to: john.pearce@albertahealthservices.ca

5. 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 the thought questions, and your active participation during class discussions and presentations.

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%

To determine final letter grades, final percentage grades will be rounded up 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-).

Tentative Lecture Schedule and Important Dates

Date	Topic/Activity/Readings/Due Date (revise and add columns & rows as necessary)
M Sep 12	<p>Introduction to the course and overview of evidence-based psychotherapies for children and adolescents Dr. John Pearce</p> <p>Required readings Chorpita, B.F., Daleiden, E.L., & Weisz, J.R. (2005). Identifying and selecting the common elements of evidence based interventions: A distillation and matching model. <i>Mental Health Services Research, 7</i>, 5-20.</p> <p>Dishion, T.J., McCord, J., & Poulin, F. (1999). When interventions harm: Peer groups and problem behavior. <i>American Psychologist, 54</i>, 755-764.</p> <p>Kendall, P.C., & Beidas, R.S. (2007). Smoothing the trail for dissemination of evidence-based practices for youth: Flexibility within fidelity. <i>Professional Psychology: Research and Practice, 38</i>, 13-20.</p> <p>Mash, E.J. (2006). Treatment of child and family disturbance: A cognitive-behavioral systems perspective. In Mash & Barkley, pp. 3-64.</p> <p>Weisz, J.R., Jensen-Doss, A., & Hawley, K.M. (2006). Evidence-based youth psychotherapies versus usual clinical care. <i>American Psychologist, 61</i>, 671-689.</p>
M Sep 19	<p>The therapeutic relationship and developmental considerations Dr. John Pearce & students</p> <p>Required readings (each student will present one article, but everyone should read all)</p>

	<p>Grave, J., & Blissett, J. (2004). Is cognitive behavior therapy developmentally appropriate for young children? A critical review of the evidence. <i>Clinical Psychology Review, 24</i>, 399-420.</p> <p>Holmbeck, G.N., Devine, K.A., & Bruno, E.F. (2010). Developmental issues and considerations in research and practice. In Weisz & Kazdin, pp.28-39.</p> <p>Karver, M.S., Handelsman, J.B., Fields, S., & Bickman, L. (2006). Meta-analysis of therapeutic relationship variables in youth and family therapy: The evidence for different relationship variables in the child and adolescent treatment outcome literature. <i>Clinical Psychology Review, 26</i>, 50-65.</p> <p>Langer, D.A., McLeod, B.D., Weisz, J.R. (2011). Do treatment manuals undermine youth-therapist alliance in community clinical practice? <i>Journal of Consulting and Clinical Psychology, 79</i>, 427-432.</p> <p>Shirk, S.R., & Karver, M. (2003). Prediction of treatment outcome from relationship variables in child and adolescent therapy: A meta-analytic review. <i>Journal of Consulting and Clinical Psychology, 71</i>, 453-464.</p>
F Sep 23	Last day to drop a course with no W grade and tuition refund.
M Sep 26	<p>Last day for registration/change of registration.</p> <p>Psychotherapy for maltreated children Dr. John Pearce</p> <p>Required readings Amaya-Jackson, L., & DeRosa, R.R. (2007). Treatment considerations for clinicians in applying evidence-based practice to complex presentations in child trauma. <i>Journal of Traumatic Stress, 20</i>, 379-390.</p> <p>Cohen, J.A., Mannarino, A.P., & Deblinger, E. (2010). Trauma-focused cognitive-behavioral therapy for traumatized children. In Weisz & Kazdin, pp. 295-311.</p> <p>Saunders, B.E., Berliner, L., & Hanson, R.F. (Eds.). (2004). <i>Child physical and sexual abuse: Guidelines for treatment (Revised Report: April 26, 2004)</i>. Charleston, SC: National Crime Victims Research and Treatment Centre. Document may be downloaded electronically at: http://www.musc.edu/cvc/</p>
M Oct 3	<p>Clinical seminar: Relaxation training procedures with children: Desensitization, exposure, and cognitive restructuring Dr. Sally During, guest presenter</p> <p>Required reading Chorpita, B.F., & Southam-Gerow, M.A. (2006). Fears and anxieties. In Mash & Barkley, pp. 271-335.</p>
M Oct 10	Thanksgiving Day. No lecture. University closed.
M Oct 17	<p>Treatment of Anxiety Disorders (student presenter TBA)</p> <p>Required readings</p>

	<p>Franklin, M.E., Freeman, J., & March, J.S. (2010). Treating pediatric obsessive-compulsive disorder using exposure-based cognitive-behavioral therapy. In Weisz & Kazdin, pp. 80-92.</p> <p>Kendall, P.C., Furr, J.M., & Podell, J.L. (2010). Child-focused treatment of anxiety. In Weisz & Kazdin, pp. 45-60.</p> <p>Plus, 1 reading assigned by student – TBA</p> <p>Clinical Process Issue #1 (student presenter TBA)</p>
M Oct 24	<p>Treatment of Depression (student presenter TBA)</p> <p>Required readings Stark, K.D., Sander, J., Hauser, M., Simpson, J., Schnoebelen, S., Glenn, R., & Molnar, J. (2006). Depressive disorders during childhood and adolescence. In Mash & Barkley, pp. 336-407.</p> <p>Plus, 1 reading assigned by student – TBA</p> <p>Clinical Process Issue #2 (student presenter TBA)</p>
M Oct 31	<p>Treatment of Oppositional Defiant Disorder and Conduct Disorder (student presenter TBA)</p> <p>Required readings McMahon, R.J., Wells, K.C., & Kotler, J.S. (2006). Conduct Problems. In Mash & Barkley, pp. 137-268.</p> <p>Plus, 1 reading assigned by student – TBA</p> <p>Clinical Process Issue #3 (student presenter TBA)</p>
M Nov 7	<p>Treatment of Attention-Deficit/Hyperactivity Disorder (student presenter TBA)</p> <p>Required readings Smith, B.H., Barkley, R.A., & Shapiro, C.J. (2006). Attention-deficit/hyperactivity disorder. In Mash & Barkley, pp. 85-136.</p> <p>Plus, 1 reading assigned by student – TBA</p> <p>Clinical Process Issue #4 (student presenter TBA)</p>
F Nov 11	<p>Reading days. Remembrance Day. No lecture.</p>
M Nov 14	<p>Treatment of Pediatric Problems (student presenter TBA)</p> <p>Required readings - TBA</p> <p>Plus, 1 reading assigned by student – TBA</p> <p>Clinical Process Issue #5 (student presenter TBA)</p>

M Nov 21	<p>Treatment of Autism Spectrum Disorders (guest presenter TBA)</p> <p>Required readings Newsom, C., & Hovanitz, C. (2006). Autism spectrum disorders. In Mash & Barkley, pp. 455-511.</p> <p>Plus, readings assigned by guest presenter - TBA</p>
M Nov 28	<p>Treatment of Psychological Disorders in Infants and Young Children Dr. Sonya Vellet, guest presenter</p> <p>Required readings Nelson, F., & Mann, T. (2011). Opportunities in public policy to support infant and early childhood mental health: The role of psychologists and policymakers. <i>American Psychologist, 66</i>, 129-139.</p> <p>Osofsky, J.D., & Lieberman, A.F. (2011). A call for integrating a mental health perspective into systems of care for abused and neglected infants and young children. <i>American Psychologist, 66</i>, 120-128.</p> <p>Plus, readings assigned by Dr. Vellet - TBA</p>
M Dec 5	<p>Discussion of students' observations of therapy sessions at ACH Each student will briefly review (maximum 20 minutes) his or her observations of therapy sessions at ACH. Details re the content of this review will be provided later.</p> <p>Summing Up</p> <p>Required readings Chorpita, B.F., Bernstein, A., & Daleiden, E.L. (2011). Empirically guided coordination of multiple evidence-based treatments: An illustration of relevance mapping in children's mental health services. <i>Journal of Consulting and Clinical Psychology, 79</i>, 470-480.</p> <p>Chorpita, B.F., & Daleiden, E.L.(2010). Building evidence-based systems in children's mental health, In Weisz & Kazdin, pp. 482-499.</p> <p>Weisz, J.R., & Kazdin, A.E. (2010). The present and future of evidence-based psychotherapies for children and adolescents. In Weisz & Kazdin, pp. 557-572.</p>
F Dec 9	Last day to participate in research and allocate research credits.
F Dec 9	Lecture ends. Last day to withdraw. Term paper due by 4:00pm via email: john.pearce@albertahealthservices.ca

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. 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.

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 Organizations

Psychology students may wish to join the Psychology Undergraduate Students' Association (PSYCHS). They are located in Administration 170 and may be contacted at 403-220-5567.

Student Union VP Academic: Phone: 403-220-3911 [suvpaca@ucalgary.ca](mailto:suypaca@ucalgary.ca)

Student Union Faculty Rep.: Phone: 403-220-3913 socialscirep@su.ucalgary.ca

Important Dates

The last day to drop this course with no "W" notation and **still receive a tuition fee refund** is **Sep 23rd, 2011**. Last day for registration/change of registration is **Sep 26th, 2011**. The last day to withdraw from this course is **Dec 9th, 2011**.