

# PSYC\*6580, Course Outline: Fall 2022

## General Information

**Course Title: Foundations in Child and Adolescent Psychotherapy**

### **Course Description:**

This course will build foundations relevant for psychotherapy with children and adolescents with a focus on evidence-based practice and on developing strong self-reflective skills as an emerging therapist. Cultural humility and sensitivity in the context of therapy will be addressed throughout this course and culminate in an applied clinical rounds project/presentation with an emphasis on serving clients from traditionally underserved backgrounds (e.g., Indigenous clients). There will be an in-depth and experiential focus on Cognitive-Behaviour Therapy (including a CBT skills exercise, introduction to “positive” CBT, third wave therapies and adaptation of CBT to diverse clients/families). In addition, several major theoretical approaches to therapy will be covered in the course, including, Behavioral, Psychodynamic, Child-Centred Play, Group Therapy and Family Systems therapies.

**Credit Weight: .5**

**Academic Department (or campus): Psychology**

**Semester Offering: Fall 2022**

**Class Schedule and Location: Tuesdays 11:30-2:20, Maplewoods Classroom**

## Instructor Information

Instructor Name: Margaret Lumley

Instructor Email: mlumley@uoguelph.ca

Office location and office hours: by apt.

## Course Content

### **Specific Learning Outcomes:**

Upon successful completion of the course, students will be able to:

1. Identify key ethical and diversity considerations relevant for intervention with children, adolescents and their families.
2. Understand factors that contribute to the importance of evidence-based intervention practice (and some of the historical/contemporary debate that surrounds this).
3. Be able to articulate the importance of theoretically grounded formulation and intervention.
4. Demonstrate a novice-level working knowledge of major systems of intervention in child and adolescent psychotherapy.
5. Develop beginning case formulation skills.
6. Demonstrate an emerging ability to formulate the same case from multiple perspectives.
7. Demonstrate a basic skill level in the implementation of CBT skills for Anxiety that may be used in an individual or group therapy context.
8. Demonstrate cultural humility and awareness of ways that CBT may be modified/adapted for use with diverse populations.
9. Demonstrate skill in effective and professional written and verbal communication
10. Demonstrate self-reflection capacity and skill including issues of self and other identities, intersectionality and cultural humility.

<b>CCAP Competencies &amp; Facets</b>	<b>Level*</b>	<b>Specific LO</b>
<b>Professionalism &amp; Interpersonal Relationships</b> <ol style="list-style-type: none"> <li>Demonstrates knowledge of self (e.g., motivation, culture, resources, values, personal biases, factors that may influence the professional relationship such as limits)</li> <li>Demonstrates knowledge of others, including the macro- (e.g., work, national norms, etc.) and micro-environments (e.g., personal differences, family, culture, gender differences, etc.) in which people function</li> </ol>	<p>Intermediate</p> <p>Basic</p>	<p>1,2,9</p> <p>1,2,9</p>
<b>Assessment &amp; Evaluation</b> <ol style="list-style-type: none"> <li>Demonstrates knowledge of human populations served and human development</li> <li>Demonstrates knowledge of and ability to conceptualize cases with consideration to intra-, inter-personal, and systemic contexts, along with strengths</li> <li>Demonstrates skill in effective written and verbal communication.</li> <li>Demonstrates skill in developing recommendations and action plans based on cases presented</li> </ol>	<p>Intermediate</p> <p>Basic</p> <p>Intermediate</p>	<p>1,2</p> <p>3,4,5,6</p> <p>6</p>
<b>Intervention &amp; Consultation</b> <ol style="list-style-type: none"> <li>Demonstrates knowledge of major evidenced-based intervention theories and approaches with individuals and systems (e.g., children, families, groups, organizations). This includes demonstrating respect for the positive aspects of all major intervention approaches, with an openness to varied viewpoints and approaches</li> <li>Demonstrates knowledge of the relation between assessment and intervention</li> <li>Demonstrates skills in documentation, and both written and verbal communication, regarding intervention process, progress, and termination.</li> </ol>	<p>Basic</p> <p>Intermediate</p> <p>Intermediate</p>	<p>2,3,7</p> <p>6</p> <p>8,4</p>
<b>Ethics &amp; Standards</b> <ol style="list-style-type: none"> <li>Demonstrates knowledge of major ethical principles, issues, and dilemmas, and common professional issues relevant to the practice of psychology</li> <li>Demonstrates knowledge of standards and codes of professional conduct</li> </ol>	<p>Advanced</p> <p>Advanced</p>	<p>1,2</p> <p>1,2</p>

**Lecture Content:**

<b>Date</b>	<b>Topic</b>	<b>Readings</b>
Sept 13	<b>Child/Adolescent Therapy Fundamentals</b>	Shapiro Ch. 1
Sept 20	<b>Behaviour Therapy/Cognitive Behaviour Therapy</b> <b>Intro to MATCH-ADTC</b> <i>Self-Reflection</i>	Shapiro Ch. 2, Ch. 3 Practice wise MATCH resources/manuals <b>throughout next 4 weeks</b>
Sept 27	<b>Group Therapy</b> <i>CBT SKILLS MOCK SESSIONS (2)</i>	Forsyth & Corazzini Shapiro Ch. 13
Oct 4	<b>Psychodynamic Therapy</b> <i>CBT SKILLS MOCK SESSIONS (2)</i>	Shapiro Ch. 5
Oct 11	<b>Thanksgiving Holiday No Class</b>	
Oct 18	<b>Evidence Based Psychotherapy</b> <i>CBT SKILLS MOCK SESSIONS (3)</i>	Dozois et al. (2014) Dozois (2016) APA Task Force EBP CPA Guidelines
Oct 25	<b>Cultural Humility in Therapy Practice</b> APA Cultural Formulation Interview: <i>Workshop</i>	Shapiro Ch. 9 Aggarwal & Lewis-Fernández Sanchez et al.
Nov 1	<b>Child Centered Therapy: Play Case Formulation Primer</b> <i>Self-Reflection: Cultural Humility and Therapy Practice</i>	Landreth (59-93) Silk et al. (2018)
Nov 8	<b>Family Systems Therapy</b>	Shapiro Ch. 7
Nov 15	<b>Practicing Positive CBT</b> <i>Diversity Rounds: Adapted CBT (*note: readings to be sent out prior)</i>	Bannink (excerpt TBA) Paedesky & Mooney <i>Reading TBA</i>
Nov 22	<b>Third Wave CBT (ACT and DBT)</b> <i>Diversity Rounds: Adapted CBT</i>	Shapiro Ch. 4, Greco & Hayes (Ch. 8) <i>Reading TBA</i>
Nov 29	<b>Case Formulation Across Systems</b> <i>Diversity Rounds: Adapted CBT</i>	<i>Reading TBA</i>
Thursday Dec 1	<b>Case Formulation Summative Assignment</b>	

## Course Assignments and Tests:

Assignment or Test	Due Date	Contribution to Final Mark (%)	Learning Outcomes Assessed
<b>Participation and self-reflection notes</b>	Ongoing	25	1, 2, 3, 4,
<b>CBT Skills Anxiety Mock Session</b>	Sept 27, Oct 4, 18	20	2,4,7,8,9,10
<b>Diversity Rounds</b>	Nov 15, 22, 29	30	1,2,4,5,6,8,9,10
<b>Case Formulation Summative</b>	Dec 1	25	1,2,4,5,9,10

Additional Notes:

### **PARTICIPATION - 25%**

Your participation mark will be based on the instructor’s assessment of your engagement with all the in-class components of this course (Do you come to class prepared, demonstrating you have completed and reflected on readings? Are you engaged with discussions? Do you complete self-reflection activities?)

### **MATCH – ADTC: CBT SKILLS MOCK SESSIONS (FOCUS ON CHILDHOOD ANXIETY) -25% Due Sept 27, Oct 4, 18**

A major assignment in the course will be the planning and delivery of a mock CBT for childhood anxiety therapy session. You will have access to a modular manual for childhood anxiety, depression, trauma and conduct problems (MATCH-ADTC; Chorpita & Weisz). You will have the opportunity to read about and practice the delivery of CBT skills that can be used in future individual and group therapy with an emphasis on the most common presenting issue in clinics – childhood anxiety. This exercise is meant to familiarize you with some of the planning needed for conducting initial CBT sessions (meant as a companion to your CBT practicum) as well as a chance to “try on” and experience CBT philosophies and common change approaches/skills (e.g., psychoeducation about anxiety, working with parents, exposure, challenging negative thinking, relaxation, activity scheduling).

Class time will be dedicated to organizing the topics for the sessions which will be led by you, the student therapists. A brief overview of MATCH will occur in class. Additional planning for the sessions you will run will also occur outside of class. Several hours of class time (across three classes) will be dedicated to the actual running of the CBT sessions. You will serve as therapist for your session and mock client for one of your colleague’s sessions. **Each session is meant to be no more than 30 minutes in length** and will cover a CBT for anxiety module/skill. This means that some aspects of the session (e.g., checking in on previous weeks practice, playing a game to elevate mood and build rapport, etc.) will not occur – the goal is to try out the central “content” of the session. We will plan this together in class.

**This course element is conceived as a group learning experience for everyone’s benefit and will be evaluated as such (i.e., your mark will be based on the knowledge and skill you portray but will largely reflect your engagement in the process and willingness to try, be creative, and take risks rather than level of polished performance).**

**Self-Reflection component:** At the beginning of the class immediately following the session you lead, you are responsible for submitting a brief (max 1 page single-spaced) reflection on your experience as a therapist (and, if you like, client) (e.g., How did it feel? What worked/didn’t work for you? What would you do differently next time? What did you like/not like about this approach? etc.)

## DIVERSITY ROUNDS: ADAPTED CBT - 25% Due Nov 15, 22, 29

CBT often needs to be adapted based on client/family characteristics. Your diversity rounds presentation is a small group project (2, 2, 3) that will focus on applying/adapting CBT to a typically underrepresented client seen in child/adolescent psychotherapy and within in an informative case-based workshop that will be delivered to your colleagues.

Your team will be leading a rounds-style discussion that will entail three components. First, a case presentation of a mock child/adolescent client from diverse background. One group will focus on an indigenous client. The other two groups will focus on a client from an underrepresented background (e.g., Black, Latino/a/x, Middle Eastern, South Asian, etc.) As we have focused a great deal on CBT for anxiety thus far, your case should describe *another challenge* seen in therapy clinics (e.g., eating disorders, discrete trauma, developmental trauma, grief, NSSI, anger/aggression). The second component will be didactic in nature, and you will review relevant literature/evidence-based practice/relevant manuals, etc. to succinctly present a treatment plan and considerations for flexible adaptation based on your client's characteristics. Although this component is meant to be didactic in nature, make sure you provide several opportunities for class input/discussion. **Towards that end, you are also to provide one relevant reading the week prior to your presentation to facilitate class learning/discussion.** The final component of your Diversity Rounds presentation will be one applied "skills" exercise relevant to your case that you will demonstrate or lead the class through.

### Steps to Follow/Components of Diversity Rounds Presentation:

1. Generate a case study that highlights salient information about your client.
2. Present a succinct formulation that not only 'describes' your client's characteristics in the context of the core issues/challenges/strengths but also synthesizes them into a formulation that will highlight potential targets for intervention. You are encouraged to use an organizational framework such as the 4 P's model (these will be introduced in class). (Time guideline: 10 min)
3. Review of relevant information/literature/research relevant to adapting CBT to your particular client. Present your intervention plan for this case with a rationale. Your intervention plan should include a brief overview of goals, main 'active' ingredients of the intervention and any special considerations with respect to your client characteristics. Remember to embed questions/points of discussion to involve our class! (Time guideline: 30 min)
4. Application: you will engage the class with a role play exercise, teaching of therapeutic technique or other experiential exercise relevant to this particular case. This is a key aspect of the assignment. (Time guideline: 10-15 min)
5. Complete a 1-page self-reflection on this exercise to be submitted one week following your rounds. Each member to complete independently :)

## CASE FORMULATION SUMMATIVE ASSIGNMENT – 25% due Dec 1, 2022

This assignment will assess your emerging ability to apply CBT, Positive CBT, Client- Centred, Psychodynamic and Family Systems models of psychotherapy simultaneously to one case for formulation and treatment planning (Note: instructor will provide case and scaffolding questions). This assignment is meant to serve as a summative review of central course material and hopefully an excellent preparation for your ongoing clinical work and Qualifying Exam.

## Course Resources

**TEXT:** Shapiro J. P. (2012). *Child and adolescent therapy: Science and art* (2nd ed.). John Wiley & Sons: New Jersey (Selected chapters).

CBT Manual: MATCH-ADTC <https://www.practicewise.com/Home>

**READINGS:** (note additional readings may be added by instructor)

APA Presidential Task Force on Evidence-Based Practice. (2006). Evidence-based practice in psychology. *The American Psychologist*, 61(4), 271.

Aggarwal, & Lewis-Fernández, R. (2020). An Introduction to the Cultural Formulation Interview. *Focus (American Psychiatric Publishing)*, 18(1), 77–82.  
<https://doi.org/10.1176/appi.focus.18103>

Bannink, F. (2012). *Practicing positive CBT*. John Wiley & Sons: West Sussex, UK (Selected chapters).

Chorpita, B. F. & Weisz J. R. (2009). *Modular Approach to Therapy for Children with Anxiety, Depression, Trauma, or Conduct Problems*. Practicewise: Florida.

CPA Guidelines for Non-Discriminatory Practice. (2002).

Dozois, D. J. (2013). Psychological treatments: Putting evidence into practice and practice into evidence. *Canadian Psychology/Psychologie canadienne*, 54(1), 1-11. doi:10.1037/a0031125

Dozois, D. J., Mikail, S. F., Alden, L. E., Bieling, P. J., Bourgon, G., Clark, D. A., ... & Johnston, C. (2014). The CPA Presidential Task Force on Evidence-Based Practice of Psychological Treatments. *Canadian Psychology/Psychologie canadienne*, 55(3), 153. doi:10.1037/a0035767

Forsyth, D. R., & Corazzini, J. G. (2000). Groups as change agents. In C. R. Snyder & R. E. Ingram (Eds.), *Handbook of psychological change: Psychotherapy processes & practices for the 21st century* (pp. 309-336). Hoboken, NJ: John Wiley & Sons Inc.

Greco, L., & Hayes, S. (2008). *Acceptance & mindfulness treatments for children & adolescents: A practitioner's guide*. Oakland, CA: Context Press. (Selected chapters).

Landreth, G. L. (2012). *Play therapy: The art of the relationship (3rd ed.)*. Taylor & Francis: New York. (Selected chapters)

Padesky, C. A., & Mooney, K. A. (2012). Strengths-based cognitive-behavioural therapy: A four-step model to build resilience. *Clinical Psychology & Psychotherapy*, 19(4), 283-290

Sanchez, Jent, J., Aggarwal, N. K., Chavira, D., Coxe, S., Garcia, D., La Roche, M., & Comer, J. S. (2022). Person-Centered Cultural Assessment Can Improve Child Mental Health Service Engagement and Outcomes. *Journal of Clinical Child and Adolescent Psychology*, 51(1), 1–22.  
<https://doi.org/10.1080/15374416.2021.1981340>

Silk, J. S., Tan, P. Z., Ladouceur, C. D., Meller, S., ...R. E., Kendall, P. C., Mannarino, A. & Ryan, N.D. (2018). A randomized clinical trial comparing individual cognitive behavioral therapy and child-centered therapy for child anxiety disorders. *Journal of Clinical Child & Adolescent Psychology*, 47, (4), 542-554, doi: 10.1080/15374416.2016.1138408

## **Other Resources:**

**Centre for Clinical Interventions Website:** <https://www.cci.health.wa.gov.au/Resources/Looking-After-Yourself> (Self-guided CBT for adults!)

## **Course Policies**

### **Grading Policies**

[Graduate Grade interpretation](#)

#### **Course Policy regarding use of electronic devices and recording of lectures:**

Electronic recording of classes is expressly forbidden without consent of the instructor. When recordings are permitted, they are solely for the use of the authorized student and may not be reproduced, or transmitted to others, without the express written consent of the instructor.

## **University Policies**

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**Disclaimer:** Please note that the ongoing COVID-19 pandemic may necessitate a revision of the format of course offerings and academic schedules. Any such changes will be announced via CourseLink and/or class email. All University-wide decisions will be posted on the COVID-19 website and circulated by email.

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### **Academic Consideration**

When you find yourself unable to meet an in-course requirement because of illness or compassionate reasons, please advise the course instructor in writing, with your name, id#, and e-mail contact. See the academic calendar for information on regulations and procedures for

Academic Consideration:

[Academic Consideration, Appeals and Petitions](#)

[Grounds for Academic Consideration](#)

### **Academic Misconduct**

The University of Guelph is committed to upholding the highest standards of academic integrity and it is the responsibility of all members of the University community, faculty, staff, and students to be aware of what constitutes academic misconduct and to do as much as possible to prevent academic offences from occurring.

University of Guelph students have the responsibility of abiding by the University's policy on academic misconduct regardless of their location of study; faculty, staff and students have the responsibility of supporting an environment that discourages misconduct. Students need to remain aware that instructors have access to and the right to use electronic and other means of detection. Please note: Whether or not a student intended to commit academic misconduct is not relevant for a finding of guilt. Hurried or careless submission of assignments does not excuse students from responsibility for verifying the academic integrity of their work before submitting it. Students who are in any doubt as to whether an action on their part could be construed as an academic offence should consult with a faculty member or faculty advisor.

The Academic Misconduct Policy is detailed in the [Graduate Calendar](#):

### **Accessibility**

The University of Guelph is committed to creating a barrier-free environment. Providing services for students is a shared responsibility among students, faculty and administrators. This relationship is based on respect of individual rights, the dignity of the individual and the University community's shared commitment to an open and supportive learning environment. Students requiring service or accommodation, whether due to an identified, ongoing disability or a short-term disability should contact [Student Accessibility Services](#) as soon as possible.

For more information, contact SAS at 519-824-4120 ext. 54335 or email [accessibility@uoguelph.ca](mailto:accessibility@uoguelph.ca) or the [Student Accessibility Services Website](#)

### **Course Evaluation Information**

Please refer to the [Course and Instructor Evaluation Website](#) .

### **Drop date**

The last date to drop one-semester courses, without academic penalty, is Dec. 02, 2022. For regulations and procedures for Dropping Courses, see the [Schedule of Dates in the Academic Calendar](#).

Instructors must provide [meaningful and constructive feedback, at minimum 20% of the final course grade, prior to the 40th class day](#). For courses which are of shorter duration, 20% of the final grade must be provided two-thirds of the way through the course.

[Current Graduate Calendar](#)