

PSYC*6580, Course Outline: Fall 2021

General Information

DUE to the ongoing COVID-19 pandemic some courses are being offered virtually and some face to face. This course is offered using a combination of the Alternate-Delivery-Synchronous (AD-S) format and Face-to-Face format (to be discussed during first class).

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. Multiculturalism and cultural humility in the context of therapy will be addressed throughout this course and culminate in an applied diversity clinical rounds project/presentation. Although several major theoretical approaches to therapy will be covered in the course, including, Behavioral, Psychodynamic, Child-Centred Play, Group Therapy and Family Systems therapies; 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).

Credit Weight: 0.5

Academic Department (or campus): Psychology

Semester Offering: Fall 2021

Class Schedule and Location: Tuesdays 11:30-2:20, MACK 318

Instructor Information

Instructor Name: Margaret Lumley

Instructor Email: mlumley@uoguelph.ca

Office location and office hours: virtual, 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.

CCAP Competencies & Facets	Level*	Specific LO
Professionalism & Interpersonal Relationships <ol style="list-style-type: none"> 1. Demonstrates knowledge of self (e.g., motivation, culture, resources, values, personal biases, factors that may influence the professional relationship such as limits) 2. 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 	Intermediate	1,2,9
	Basic	1,2,9
Assessment & Evaluation <ol style="list-style-type: none"> 1. Demonstrates knowledge of human populations served and human development 2. Demonstrates knowledge of and ability to conceptualize cases with consideration to intra-, inter-personal, and systemic contexts, along with strengths 3. Demonstrates skill in effective written and verbal communication. 4. Demonstrates skill in developing recommendations and action plans based on cases presented 	Intermediate	1,2
	Basic	3,4,5,6
	Intermediate	6
Intervention & Consultation <ol style="list-style-type: none"> 1. 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 	Basic	2,3,7
	Intermediate	6

<ul style="list-style-type: none"> 2. Demonstrates knowledge of the relation between assessment and intervention 3. Demonstrates skills in documentation, and both written and verbal communication, regarding intervention process, progress, and termination. 	Intermediate	8,4
Ethics & Standards		
<ul style="list-style-type: none"> 1. Demonstrates knowledge of major ethical principles, issues, and dilemmas, and common professional issues relevant to the practice of psychology 	Advanced	1,2
<ul style="list-style-type: none"> 2. Demonstrates knowledge of standards and codes of professional conduct 	Advanced	1,2

Lecture Content:

Date	Topic	Readings
Sept 14	Child/Adolescent Therapy Fundamentals	Shapiro Ch. 1
Sept 21	Behaviour Therapy/Cognitive Behaviour Therapy Intro Self-Reflection: CBT self-practice	Shapiro Ch. 2, Ch. 3 CBT resources/manuals throughout next weeks
Sept 28	Group Therapy CBT SKILLS GROUP	Forsyth & Corazzini Shapiro Ch. 13
Oct 5	Psychodynamic Therapy CBT SKILLS GROUP	Shapiro Ch. 5
Oct 12	Thanksgiving Holiday No Class	
Oct 19	Evidence Based Psychotherapy CBT SKILLS GROUP	Dozois et al. (2014) Dozois (2016) APA Task Force EBP CPA Guidelines
Oct 26	Parent Child Interaction Therapy (Guest Lecture: Dr. Greg Simpson) Diversity in Psychotherapy Practice	Shapiro Ch. 9 Chardée et al. (2021) APA Cultural Formulation Interview
Nov 2	Child Centered Therapy: Play Case Formulation Primer Self-Reflection: Cultural Humility and Therapy Practice	Landreth (59-93) Silk et al. (2018)
Nov 9	Family Systems Therapy (Guest Lecture: Kevin Stafford, Director of Clinical Training CFT)	Shapiro Ch. 7
Nov 16	Practicing Positive CBT	Bannink (excerpt TBA)

Date	Topic	Readings
	Diversity Rounds: Adapted CBT (*note: readings to be sent out prior)	Paedesky & Mooney <i>Reading TBA</i>
Nov 23	Third Wave CBT (ACT and DBT) Diversity Rounds: Adapted CBT	Shapiro Ch. 4, Greco & Hayes (Ch. 8) Reading TBA
Nov 30	Case Formulation Across Systems Diversity Rounds: Adapted CBT	Reading TBA
Thursday Dec 2	Case Formulation Summative Assignment	

Course Assignments and Tests:

Assignment or Test	Due Date	Contribution to Final Mark (%)	Learning Outcomes Assessed
Participation and self-reflection notes	Ongoing	25	1, 2, 3, 4,
CBT Skills Group	Sept 28, Oct 5, 19	20	2,4,7,8,9,10
Diversity Rounds	Nov 16, 23, 30	30	1,2,4,5,6,8,9,10
Case Formulation Summative	Dec 2	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 of 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?)

CBT SKILLS GROUP-25% Due Sept 28, Oct 5, 19

A major assignment in the course will be the planning and delivery of a mock CBT for childhood anxiety group. You will have the opportunity to read about and practice the delivery of CBT skills that can be used in future group and individual therapy with the most common presenting

issue in clinics – childhood anxiety. This exercise is meant to familiarize you with some of the planning needed for conducting group therapy, including considerations around group process as well as a chance to “try on” and experience CBT philosophies and common change approaches/skills (e.g., psychoeducation, exposure, challenging negative thinking).

Class time will be dedicated to organizing the topics for the group which will be led by you, the student therapists. You are to consider the instructor and the materials she will provide (and that you source) as resources for your planning. Additional planning for the sessions you will run will also occur outside of class. A total of 3 hours of class time (across three classes) will be dedicated to the actual running of the CBT group. You will serve as therapist for your session(s) and client/group member for the remainder of your colleagues’ sessions. Each session is meant to be 1 hour in length and will cover a couple of CBT for anxiety modules/skills. 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 16, 23, 30

CBT often needs to be adapted based on client/family characteristics. Your diversity rounds presentation will focus on applying/adapting CBT to a diverse client seen in child/adolescent psychotherapy and within in an informative case-based workshop that will be delivered to your colleagues.

You 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 (e.g., Indigenous, 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.

Note about slides if you choose to use: LESS IS MORE! Do not just post notes to read during class. Use slides for visual anchor and key points only

CASE FORMULATION SUMMATIVE ASSIGNMENT – 20% due Dec 2, 2021

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).

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.
- Bannink, F. (2012). *Practicing positive CBT*. John Wiley & Sons: West Sussex, UK (Selected chapters).
- Chardée A. et al. (2021) Editorial: A Call to Action for an Antiracist Clinical Science, *Journal of Clinical Child & Adolescent Psychology*, 50:1, 12-57, DOI: 10.1080/15374416.2020.1860066 [Journal of Clinical Child & Adolescent Psychology \(2021, Volume 50, Issue 1\)](#)
- Chorpita, B. (2007). *Modular cognitive-behavioral therapy for childhood anxiety disorders*. Guilford Press: New York.
- 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
- 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: [Self Help Resources for Mental Health Problems](#)

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

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.

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 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. 03, 2021. 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](#)