

# PSYC\*6580, Course Outline: Fall 2018

## General Information

**Course Title: Models of Child and Adolescent Psychotherapy**

***(Note: Being Renamed Foundations in Child and Adolescent Psychotherapy)***

### **Course Description:**

This course will provide an introduction to psychotherapy with children and adolescents with a focus on evidence-based practice and on developing strong self-reflective skills as an emerging therapist. Although major theoretical approaches 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 Group CBT exercise, introduction to positive or resilience focused CBT and third wave therapies). Diversity issues will be addressed throughout the course with a focus culturally competent psychotherapy.

**Credit Weight: .50**

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

**Semester Offering: Fall**

**Class Schedule and Location: Tuesdays 11:30-2:20, Mackinnon 308**

## Instructor Information

Instructor Name: Margaret Lumley

Instructor Email: mlumley@uoguelph.ca

Office location and office hours: Mackinnon Ext. 3012, by apt.

## Course Content

### Competencies Assessed:

The course is designed to build on several competency facets within the broader competencies of:

**Professionalism and Interpersonal Relationships**

**Assessment**

**Intervention and Consultation**

COMPETENCY FACET	Level Expected	HOW ASSESSED
<i>Demonstrates knowledge of theories and empirical data regarding relationships (e.g., interpersonal relationships, power relationships, therapeutic alliance, interface with social psychology, etc.)</i>	Intermediate	CBT Anxiety Group Exercise Class Discussion – Participation Based on discussions of readings and lecture content
<i>Demonstrates knowledge of self (e.g., motivation, culture, resources, values, personal biases, factors that may influence the professional relationship such as limits)</i>	Intermediate	Written Reflections Class Discussion - Participation
<i>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</i>	Intermediate	Intervention Workshop Case Formulation Assignment Class Discussion - Participation
<i>Demonstrates knowledge of major evidenced-based intervention theories and approaches with individuals and systems. This includes demonstrating respect for the positive aspects of all major intervention approaches, with an openness to varied viewpoints and approaches.</i>	Intermediate	CBT Anxiety Group Exercise Intervention Workshop Contribution to discussion of others' Intervention workshops Case Formulation Assignment
<i>Demonstrates knowledge of and ability to conceptualize cases with consideration to intra-, inter-personal, and systemic contexts, along with strengths.</i>	Intermediate	Intervention Workshop Contribution to discussion of others' Intervention workshops Case Formulation Assignment
<i>Demonstrates knowledge of the relation between assessment and intervention</i>	Intermediate	Intervention Workshop Contribution to discussion of others' Intervention workshops Case Formulation Assignment
<i>Demonstrates skills in documentation, and both written and verbal communication, regarding intervention process, progress, and termination</i>	Basic	Intervention Workshop Written Case Summary

Classes will consist of some lecture time to present core course content illustrated with some audio/visual material and case studies. A significant portion of time will consist of class discussion and experiential application and self-reflection exercises. I strive for this class to be engaging and interactive to promote best learning for all.

### Lecture Content:

#### Schedule of Topics and Important Dates

<b>Date</b>	<b>Topic</b>	<b>Readings</b>
Sept 11	<b>Child/Adolescent Therapy Fundamentals</b> <i>Self-Reflection: Diversity</i>	Shapiro Ch. 1 Landreth (53-58)
Sept 18	<b>Behaviour Therapy/Cognitive Behaviour Therapy Intro</b>	Shapiro Ch. 2, Ch. 3
Sept 25	<b>Evidence Based Practice Case Formulation Intro Parent Child Interaction Therapy (Guest Lecture: Dr. Greg Simpson)</b>	Dozois (2016) Silk et al. (2018) APA Task Force EBP Dozois et al. (2014)
Oct 2	<b>Group Therapy</b> <i>Group CBT Therapy Planning</i>	Forsyth & Corazzini
Oct 9	<b>Thanksgiving Holiday No Class</b>	CBT for ANXIETY readings/manuals (e.g., Choropita)
Oct 16	<b>Family Systems Therapy Emotion Focused Family Therapy (Guest Lecture: Dr. Tamara Berman)</b>	Shapiro Ch. 7
Oct 23	<i>CBT Anxiety Group</i>	CBT for ANXIETY readings/manuals
Oct 30	<b>Psychodynamic Therapy</b> <i>CBT Anxiety Group continued</i>	Shapiro Ch. 5
Nov 6	<b>Child Centered Therapy: Play Intervention Workshop</b>	Landreth (59-93)
Nov 13	<b>Practicing Positive CBT Intervention Workshop</b>	Bannink (excerpt TBA) Paedesky & Mooney
Nov 20	<b>Third Wave Therapies Intervention Workshop</b>	Shapiro Ch. 4
Nov 27	<b>Case Formulation Across Systems Diversity: Culturally Competent Therapy Intervention Workshop</b>	Shapiro Ch. 9 Sue et al. 2007
Thursday Nov 29	<b>Case Formulation Summative Assignment</b>	

## Course Assignments and Tests:

### 1) 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?)

### 2) CBT for Childhood Anxiety Group Exercise-20% Due Oct 2, 23, 30

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 (e.g., psychoeducation, exposure, challenging negative thinking). Roughly 1.5 hours of class time will be dedicated to organizing the topics for the group which will be led by 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 4.5 hours of class time (across two 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. 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 and take risks** rather than level of polished performance).

**Therapist/Client Reflection:** At the beginning of the class immediately following the session you lead, you are responsible for submitting a brief (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.)

### 3) APPLIED INTERVENTION WORKSHOP - 35%

**PRESENTATION/WORKSHOP COMPONENT 25%:** Due Nov 6, 13, 20, 27, 2018

Generate a **MAXIMUM 45-minute interactive workshop** that will focus on applying an evidence-based intervention to particular challenges seen in child/adolescent psychotherapy (e.g., OCD, eating disorders, discrete trauma, developmental trauma, grief, NSSI, anger/aggression) in an informative case-based workshop that will be delivered to your colleagues.

### Steps to follow/Components of your Workshop:

1. Source or 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 synthesizes them into a formulation which will highlight potential targets for intervention. You are encouraged to use an organizational framework such as the 3 P's model (these will be introduced in class). *(Time guideline: 5 min)*
3. Present your intervention plan for this case with a rationale (e.g., fit for client characteristics, prior empirical evidence, etc.) 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. This will give you an opportunity to learn about and share a therapy intervention that will not be covered explicitly in other aspects of the course (e.g., IPT for adolescent depression, ERP for OCD, TF-CBT for childhood trauma). You are encouraged to use brief video clips or other visual or otherwise engaging resources to present your approach. *(Time guideline: 20 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: 20 min)*

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

### **Intervention Workshop Closing Summary and Reflection 10%: Due the week after you present your workshop**

You are to complete a closing summary or termination note for your mock client that will be due the week after you present (you can use the template from PSYC\*7994 or from CPS as a model). **Appended to your summary will be another maximum 1-page, single-spaced reflection on your intervention workshop experience** (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.)

#### **4) Case Formulation Summative Assignment– 20% due November 28, 2018**

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 is meant to be a summative review of central course material and hopefully an excellent preparation for your Qualifying Exam and ongoing clinical work.

## Course Resources

**Please Note: Additional readings may be added at instructor's discretion**

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

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)

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., 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.

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

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, US: John Wiley & Sons Inc.

Landreth, G. L. (2012). *Play Therapy: The Art of the Relationship, third edition*. 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.

Shapiro J. P. (2012). *Child and Adolescent Therapy: Science and Art, Second Edition*. John Wiley & Sons: New Jersey (Selected chapters)

Sue, D. W., Capodilupo, C. M., Torino, G. C., Bucceri, J. M., Holder, A. M. B., Nadal, K. L., & Esquilin, M. (2007). Racial microaggressions in everyday life: Implications for clinical practice. *American Psychologist*, 62(4), 271-286. doi:10.1037/0003-066X.62.4.27

## **Course Policies**

### **Grading Policies**

**Assignments are to be completed on the date specified in the syllabus. Late assignments will lose 10% per day.**

[Graduate Grade interpretation](#)

## **University Policies**

### **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

[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 . For regulations and procedures for Dropping Courses, see the [Schedule of Dates in the Academic Calendar](#).

[Current Graduate Calendar](#)