

# **PSYC\*6610, Course Outline: Winter 2019**

## **General Information**

**Course Title: Advanced Psychotherapy for Children and Adolescents**

### **Course Description:**

This course is designed to explore current issues and practices in psychotherapy with children and adolescents. Specifically, we will consider three inter-related themes: Empirically supported therapies for children and adolescents; use of the self in the implementation of psychotherapy; and finding a balance between the science and art of psychotherapy. In addition, attention will be given to cultural concerns, power relationships, social contexts and therapeutic style.

**Credit Weight: .5**

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

**Semester Offering: Winter, 2019**

**Class Schedule and Location: Usually Fridays 9:30-12:30 (See schedule for details.)**

## **Instructor Information**

Instructor Name: Michael Grand

Instructor Email: mgrand@uoguelph.ca

Office location and office hours:

## **Course Content**

**Specific Learning Outcomes: By the end of the courses, students are expected to**

1. Be able to apply various therapeutic models to complex case material
2. Become more aware of one's own implicit model of therapeutic change
3. Become more aware of the common factors that one brings to the therapeutic relationship
4. Think more independently about the state of the psychotherapeutic literature
5. Become a more reflective therapist, one who is "able to put learning into action and build on it, ...take time to pause, step back, and reflect in and on their work" (Anderson, 2017, p. ix).

## Lecture Content:

Jan 10 Personal Models of Change, Formulation, and Diagnosis

Jan 11 Empirically Supported Therapies

*Canadian Psychology*, 1999, 40, 289-302, 306-308, 320-327.

*Journal of Clinical Child Psychology*, 1998, 27, 138-145, 206-226.

*Journal of Consulting and Clinical Psychology*, 1998, 66, 143-150.

Connor-Smith, J.K., & Weisz, J. R. (2003). Applying treatment outcome research in clinical practice: Techniques for adapting interventions to the real world. *Child and Adolescent Mental Health*, 8, 3-10.

Henry, W. P. (1998). Science, politics, and the politics of science: The use and misuse of empirically validated treatments. *Psychotherapy Research*, 8, 126 - 140.

La Roche, M., and Christopher, M. S. (2008). Culture and empirically supported treatments: On the road to collision? *Culture & Psychology*, 14(3), 333-356.

Weisz, J. R, Kuppens, S., Ng, M., et al. (2017). [What Five Decades of Research Tells Us About the Effects of Youth Psychological Therapy: A Multilevel Meta-Analysis and Implications for Science and Practice](#) 72, 79-117

Evidence-Based Practice of Psychological Treatments: A Canadian Perspective Report of the CPA Task Force on Evidence-Based Practice of Psychological Treatments. Canadian Psychological Association (CPA). [http://www.cpa.ca/docs/File/Practice/Report\\_of\\_the\\_EBP\\_Task\\_Force\\_FINAL\\_Board\\_Approved\\_2012.pdf](http://www.cpa.ca/docs/File/Practice/Report_of_the_EBP_Task_Force_FINAL_Board_Approved_2012.pdf)

Jan 18 Dialectic Behaviour Therapy

Readings tba

Feb 1 Common Factors in Therapy

Karver, M. S., De Nadai, A. S., Monahan, M., & Shirk, S. R. (2018). Meta-Analysis of the Prospective Relation Between Alliance and Outcome in Child and Adolescent Psychotherapy. *Psychotherapy*, 55, 341-355.

Karver, M. S., Handelsman, J. B., Fields, S., & Bickman, L. (2005). A theoretical model of common process factors in youth and family therapy. *Mental Health Services Research*, 7, 35-51.

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. *Clinical Psychology Review, 26*, 50-65.

DeRubeis, R.J., Brotman, M.A., & Gibbons, C. J. (2005). A conceptual and methodological analysis of the nonspecifics argument. *Clinical Psychology: Science and Practice, 12*, 174-183.

Craighead, W. E., Sheets, E.S., & Bjornsson, A.S. (2005). Specificity and nonspecificity in psychotherapy. *Clinical Psychology: Science and Practice, 12*, 189-193.

Feb 7 A Systemic Way of Thinking and Acting in Therapy

Watzlawick, P., Weakland, J.H., and Fisch, R. (2011). *Change: Principles of problem formation and problem resolution*. New York, NY: Norton.

Feb 15 Therapeutic Approaches to Infant Trauma

Osofsky, J. D., Stepka, P. T., & King, L. S. (2017). *Treating Infants and Young Children Impacted by Trauma: Interventions that Promote Healthy Development*. Washington, D.C.: American Psychological Association.

Mar 1 Adolescent Trauma Therapy

Briere, J., and Lanktree, C. (2008). *Integrative Treatment of Complex Trauma for Adolescents (ITCT-A): A Guide for the Treatment of Multiply-Traumatized Youth*. National Child Traumatic Stress Network.  
[http://www.johnbriere.com/Adol%20Trauma%20Tx%20Manual%20-%20Final%208\\_25\\_08.pdf](http://www.johnbriere.com/Adol%20Trauma%20Tx%20Manual%20-%20Final%208_25_08.pdf)

Mar 8 Acceptance and Commitment Therapy for Adolescents

Hayes, L. L., and Ciarrochi, J. (2015). *The Thriving Adolescent: Using Acceptance and Commitment Therapy and Positive Psychology*. Vancouver, BC.: Raincoast Books.

Mar 15 Structural Family Therapy.

Minuchin, S., Reiter, M. D., and Borda, C. (2014). New York, NY.: Rutledge.

Mar 22 Family Therapy for High Risk Adolescents

Selekman, M.D. (2017). *Working with High-Risk Adolescents*. NY, NY: Guilford.Press

Mar 29 Emotion Focused Therapy – Individual and Family Approaches

Readings TBA

Koocher, GP. (2008). Ethical challenges in Mental Health services to children and families. *Journal of Clinical Psychology*, 64(5), 601-612.

McNeil-Haber, F.M. (2004). Ethical considerations in the use of nonerotic touch in psychotherapy with children. *Ethics & Behavior*, 14(2), 123-140.

### Course Assignments and Tests:

Assignment or Test	Due Date	Contribution to Final Mark (%)	Learning Outcomes Assessed
Course thought journal	April 8, 2019	80%	1-5
Class participation	Throughout semester	20%	1-5

### Additional Notes:

**Course thought journal (80%):** Course participants will keep a journal of reflections on the material covered in the course. Please do not simply describe the material of the course. This form of evaluation is being used to give you free rein to explore, on both a professional and a personal level, the readings and discussions throughout the semester. Possible issues for consideration include but are not limited to the following: factors that influence the course of therapy; goals of therapy; the art and science of therapy; the politics of therapy; ethical concerns; therapeutic models and personal style; and possible integration across schools of therapy. I encourage you to personalize your journal through the presentation of reflections on your experiences with therapy and other encounters that are meaningful to you. You may use the first person. Since you are not being asked to write a formal response to the readings and class discussions, you do **not** have to follow APA format.

As you add entries to the diary, do not worry about whether your entry is consistent with a previous one. If you experience a change in thinking about the material, do not go back and change previous entries. Instead, reflect upon your shifting stance on the topic.

This exercise is not meant to be a tightly knit essay but an exploration of your personal encounter with the readings and discussion. I would encourage you to write after every class. Those who wait until the end of the course usually produce less reflective documents. Also, I am not interested in length of the journal; rather, I am interested in the quality of the thought behind the entries. As a rough measure, 20 typed pages of text would be more than adequate.

### Course Participation (20%):

Your participation mark will be based on my assessment of your engagement with all of the in-class components of this course. **Please insure that you come to class, having read all of the**

**material for that week.** As I am not going to be offering formal lectures, you will be expected to be prepared to talk about all of the issues under consideration.

## **Required Texts:**

*Please see weekly course readings.*

## **Course Policies**

The thought journal is due by Dec 8, 2017 at 4:00. It should be sent to me as an attachment. My email address is [mgrand@uoguelph.ca](mailto:mgrand@uoguelph.ca). There will be a 4% penalty for each day that it is late in being submitted.

**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**

### **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 **March 8, 2019**. For regulations and procedures for Dropping Courses, see the [Current Graduate Calendar](#)