

COLLEGE OF HUMANITIES AND SOCIAL SCIENCES
Department of Psychology and Philosophy

PSY 5334: Theory & Research in Psychotherapy II (Child Psychotherapy)

Fall 2017, Tuesday & Thursday 12:30-1:50PM
CHSS Room 249

Instructor: Amanda Venta, Ph.D.
Office: CHSS 325
Dept. Phone: (936) 294-1174
Office Phone: (936) 294-2436
Email: aventa@shsu.edu
Office Hours: Tuesdays & Thursdays 1:50-3:00PM, by appointment

Course Description

This course is an examination of various methods available for the treatment of child and adolescent mental illness. This course will be primarily focused on techniques and programs supported by the current empirical knowledge and best-practice parameters.

Course Objective

- Developing specific skills, competencies, and points of view needed by professionals in the field of psychology. Specifically:
 - Gain an appreciation for the history of current theories and techniques of child psychotherapy.
 - Understand the process of researching psychotherapy, how to evaluate treatment research, and how research informs clinical practice.
 - Identify the basic tenets of the major theories of child psychotherapy, the therapeutic techniques derived from these theories, and the evidence for their effectiveness.
 - Demonstrate knowledge of the techniques and practices currently possessing the most empirical support for the treatment of a variety of childhood problems.
 - Appreciate cultural factors that influence and dictate the treatment process.

Primary Text

Weisz, J. R., & Kazdin, A. E. (Eds., 2017). *Evidence-based psychotherapies for children and adolescents* (3rd ed.). New York: Guilford Press.

Additional required readings emailed or handed out in class

Course Requirements and Grading

Class Structure: The general class structure will be as follows:

- 5 minutes: Brief quiz over assigned reading
- 30 minutes: Brief lecture integrating readings, additional materials, and providing instruction in clinical techniques and applications
- 55 minutes: Clinical skill focus and round-robin role play (rehearsal of clinical skill focus). All students are expected to come to class prepared to participate in the role play, provide feedback to other students involved in the role play, and accept feedback on their

own role play. The aim of this portion of the class is to provide direct instruction in clinical techniques, attempt and rehearse newly learned skills, and receive initial feedback about implementation. In many instances, the instructor will serve as the identified patient and students will volunteer to act as the therapist. You are not expected to be good at any of the clinical techniques role-played, however you are expected to be an active participant and receive/provide constructive criticism in a respectful way.

Quizzes: Brief multiple-choice quizzes covering the reading will be given during each class meeting. Each quiz is worth 5 points and 19 quizzes will be offered. The lowest 3 quiz grades will be dropped. Quizzes missed due to absences cannot be made up.

Exams: There will be 3 exams for this course. All exams are administered through Blackboard. The format of the exams will be short answer and will focus on translation of course material to clinical scenarios. Each exam is worth 100 points. If you are going to miss an exam, you must arrange an alternate test date with me *before* the test date.

Final Exam: Material on the final exam will be cumulative. The student will be provided with a case vignette and asked to generate a treatment plan and provide the rational for the treatment approach taken. The final exam is worth 150 points.

Participation/Attendance: Attendance will not be formally taken during the course; however, in-class lectures and role-plays will form a significant amount of the material required for exams. If you cannot make a class session, please let the instructor know as soon as you possibly can.

Assignments			Grading Scale		
Exams (100 x 3)	=	300 points	519 – 580 (89.5% - 100%)	=	A
Final Exam	=	150 points	461 – 518 (79.5% - 89.4%)	=	B
Daily Quizzes	=	80 points	403 – 460 (69.5% - 79.4%)	=	C
Participation	=	50 points	402 and below (below 69.5%)	=	F

Special Accommodations

Any student with a disability that affects his/her academic functioning should contact the Services for Students with Disabilities (SSD) Office located in the Lee Drain North Annex building (next to Farrington), telephone 936-294-3512, TDD 936-294-3786 to apply for accommodations. In the event that accommodations are approved by SSD, the student is advised to schedule an appointment with the course instructor in order to present his/her accommodation forms and discuss the arrangements for the accommodations.

Student Absences on Religious Holidays

A student desiring to absent himself/herself from a scheduled class in order to observe (a) religious holy day(s) shall present to the instructor a written statement concerning the religious holy day(s). The instructor will notify the student of a reasonable timeframe in which any missed assignments and/or examinations are to be completed.

Student Absences

If you must miss a class at a time when an exam is being given, please notify the instructor as soon as possible. Make-up exams will be offered, but the student may be required to present verification that the absence was for a legitimate reason and the make-up must be arranged before the test date.

Academic Dishonesty

The academic honesty policy of SHSU will be strictly enforced. Students are expected to maintain honesty and integrity in the academic experiences both in and out of the classroom. Any student found guilty of dishonesty in any phase of academic work will be subject to disciplinary action. The University and its official representatives may initiate disciplinary proceedings against a student accused of any form of academic dishonesty including but not limited to, cheating on an examination or other academic work which is to be submitted, plagiarism, collusion and the abuse of resource materials. For a complete listing of the university policy, see: <http://www.shsu.edu/administrative/faculty/sectionb.html#dishonesty>.

Visitors in the Classroom

Only registered students may attend class. Exceptions can be made on a case-by-case basis by the professor. In all cases, visitors must not present a disruption to the class by their attendance.

Decorum in the Classroom

Please silence phones and keep texting to emergencies and essentials.

Please see <http://www.shsu.edu/syllabus/> for a complete listing of University policies that apply to this course.

Tentative Course Schedule

Date	Topic	Skill(s) Focus	Readings
Thurs, 8/24	Introduction	--	Southam-Gerow & Prinstein, 2014 Weisz et al., 2006
Tues, 8/29	CBT Basics	Cognitive Model, Relaxation Training	Beck, 2011
Thurs, 8/31	CBT for Anxiety	Cognitive Restructuring	W&K 2
Tues, 9/5	OCD Treatment	Exposure (& Response Prevention)	W&K 3
Thurs, 9/7	Trauma-focused CBT	Trauma Exposures	W&K 15 http://tfcbt.musc.edu
Tues, 9/12	CBT for Depression	Behavioral Activation	W&K 4
Thurs, 9/14	Interpersonal Psychotherapy for Depression	Communication Training	W&K 5
Tues, 9/19	Self-Injury & Suicide	CBT Assessment & Safety Planning	W&K 14
Thurs, 9/21*	TEST 1 Internalizing Disorders		
Tues, 9/26	REVIEW TEST 1 Internalizing Disorders		
Thurs, 9/28	PMT Model	Patterson's Cycle & Reinforcement	W&K 9
Tues, 10/3	Parent Child Interaction Therapy	Child Directed Interaction	W&K 7 PCIT Manual (pgs. 15-25)
Thurs, 10/5	Brief Behavioral Intervention	Differential Attention, Effective Commands	Parenting the Strong Willed Child BBI Manual (skim)
Tues, 10/10	ADHD Interventions	Goal Setting, Consequences	Evans, Owens, & Bunford, 2013
Thurs, 10/12	DBT for Adolescents	DBT Skills	Adolescent DBT Manual, Ch. 1 Mehlum et al., 2014 Rathus et al., 2002
Tues, 10/17	Anger Control Training	Enhancing Perspective Taking	W&K 10 Skim Coping Power Manual
Thurs, 10/19	Adolescent Antisocial Behavior	Multi-System Interventions	W&K 12
Tues, 10/24	Substance Use	Engaging Adolescents	W&K 20
Thurs, 10/26*	TEST 2 Externalizing Disorders		
Tues, 10/31	REVIEW TEST 2 Externalizing Disorders		
Thurs, 11/2	Applied Behavior Analysis	Functional Behavior Analysis	W&K 16 W&K 17
Tues, 11/7	Social Skills Training For Autism	Group Skills Training	Laugeson et al., 2012 Laugeson & Park, 2014
Thurs, 11/9	Behavioral Treatment of Trichotillomania	Habit Reversal Training	Franklin et al., 2011 Mansueto et al., 1999
Tues, 11/14	Sleep Training & Treatment of Enuresis	Progressive Waiting	Ferber Ch. 4 W&K 19 FSHT Manual (skim)
Thurs, 11/16*	TEST 3 Other Treatments		
Tues, 11/21	REVIEW TEST 3 Other Treatments		
Thurs, 11/23	Thanksgiving		
Tues, 11/28	Wrap-Up, Review for Final		
Thurs, 11/30*	Final Exam		