

Child & Adolescent Counseling – PSY 5523
Thursdays 2-4:45 pm, EDU 301
Syllabus, Spring 2018

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REQUIRED TEXTBOOKS

Friedberg, R.D., & McClure, J.M. (2015). *Clinical practice of cognitive therapy with children and adolescents (second edition)*. Guilford Press.

Weisz, J.R., & Kazdin, A.E. (2017). *Evidence-based psychotherapies for children and adolescents (third edition)*. Guilford Press.

GOALS & OBJECTIVES

From the UCO course catalog: “This course provides an overview of the theories, therapeutic approaches, and empirically supported treatments specific to working with children and adolescents. Students will become proficient in the legal, ethical, and diversity issues applicable to the diagnosis and treatment of children and adolescents through didactic instruction, role play and classroom demonstration.”

Specifically, my goal for you is to learn about the most well-supported treatments for a variety of problematic behaviors in children and adolescents. By the end of this course, students should have mastered the following skills:

1. Be able to perform an appropriate diagnostic and case formulation for a youth given case history and assessment data.
2. Be able to choose, based on appropriate diagnostic and case formulation, the intervention most likely to reduce maladaptive behaviors and cognitions in a child or adolescent.
3. Be familiar with a wide variety of evidence-based interventions utilized in working with youth.

READINGS

Students are expected to master a large volume of information in this class, and the assigned readings reflect this. Reading the material prior to class is required, as all members of class are expected to participate in discussion. I do not expect you to memorize the required readings, but instead come to class knowing the concepts contained in the readings and have questions concerning those concepts or ideas which are unfamiliar or confusing.

Although not required, the following books are excellent resources for your course project and if you plan on working with children and adolescents in the future. I also have them all to borrow, if desired.

Kendall, P.C. (2012). *Child and adolescent therapy: Cognitive-behavioral procedures (fourth edition)*.

Jongsma, A.E., et al. (2015). *The Child Psychotherapy Treatment Planner (fifth edition)*. Wiley.

Jongsma, A.E., et al. (2015). *The Adolescent Psychotherapy Treatment Planner (fifth edition)*. Wiley.

GRADING & EXAMS

There are a total of 1000 points available in this class from three different areas.

There will be a final exam, worth 200 points. It will be a take home exam, given to you at least week before the due date, and will be typed and submitted to me via email. It will consist of three case vignettes that will present biographical, environmental, and symptom-based information. For each you will be required to give a) a case formulation of the problem (including possible diagnoses) and b) a treatment plan based on our discussions in class and the best available evidence for what will produce lasting behavioral change. The exam will be emailed to me by 11:59 pm on the Thursday of finals week.

The next 600 points come from your course project. You will be paired up with a partner of your choosing and then choose a specific evidence-based treatment protocol for a particular problem. You will be doing two things with your choice. The options are:

- Coping Cat for childhood anxiety
- Social skills training for poor social interactions in youth
- PCIT for defiant behaviors in young children
- Parent management training for ODD in children
- ACTION for depressed youth
- Interpersonal therapy for depression in adolescents
- DBT for adolescents with non-suicidal self-injury
- Mindfulness-based cognitive therapy for youth
- CBT for anorexia
- Multi-systemic therapy for antisocial adolescents
- Behavioral management of ADHD
- Seeking Safety for PTSD/trauma
- CBT for sexual behavior problems
- TF-CBT for PTSD
- CBT for childhood sleep disorders
- Coping Power for aggression in youth
- Behavioral therapy for enuresis and encopresis

First you and your partner will be presenting an in-class workshop across an entire class period (200 points). In order to demonstrate what I am looking for from your workshop, I will present several of these (see course schedule). The basic breakdown will be as follows:

1. Part one (approximately 1 hour)
 - a. Brief overview of the problem to be targeted (e.g., how OCD manifests in youth)
 - b. Theoretical overview of the treatment (e.g., how the treatment views the problem's etiology and how that relates to the treatment)
 - c. Overview of the treatment package components (e.g., how it's delivered, typical time frames, typical components and order used)

- d. Overview of the empirical research supporting the intervention discussed (e.g., clinical trials, meta-analyses)
2. Part two (approximately 1 hour)
 - a. Demonstrations of the treatment components
 - b. Role plays, videos, and modeling of the treatment
 - c. Hands on demonstrations for audience of certain treatment aspects

In addition to preparing the in-class part of your workshop, you will also be providing the required readings for your workshop. These should include readings that a) provide an overview of the research support for that treatment and b) provide an overview of how the treatment is delivered. These will typically be large-scale reviews, book chapters, or potentially even a treatment manual if freely available. You should provide 3-5 readings, which will be emailed to the professor **one week before your workshop** (50 points). With your bibliography, you should also include a reference for a “recommended treatment manual” (see Week 5 in the Class Outline below). In addition, your PowerPoint lecture slides will also be emailed to me **one week before your workshop** (50 points).

The **second** thing is creating a professional training video (300 points), based on your workshop. For an example of the kind of thing you should be aiming for, you can browse some examples on this website: <http://effectivechildtherapy.fiu.edu/professionals/keynotes>. The staff at the UCO Technology Resource Center has cameras and other equipment available for recording *and* editing your videos. They provide training on how to use these tools as well (<http://www.uco.edu/technology/trc/multimedia-services/index.asp>). These will be due two weeks after your workshop is presented, and should incorporate feedback given by me after the workshop. The videos will eventually be posted on my YouTube channel (<https://www.youtube.com/user/professorlack>) both for other graduate students and the world at large to access.

The final 200 points will come from reviewing training videos on child psychotherapy. These will be specifically assigned by the professor later in the semester.

CLASS OUTLINE

Weeks 1-4
Readings

Introduction to Course / Nuts & Bolts
Syllabus

Friedberg & McClure chapters 1-7, Weisz & Kazdin chapters 26-33

Week 5
Readings

CBT for OCD in youth

Lack, C.W., & McMillan, S. (2015). What is Obsessive-Compulsive Disorder? In C.W. Lack (Ed.), *Obsessive-Compulsive Disorder: Etiology, Phenomenology, and Treatment*, pp. 9-24. United Kingdom: Onus Books.

Selles, R.R., Sulkowski, M.L., & Storch, E.A. (2015). A review of cognitive-behavioral therapy for Obsessive-Compulsive Disorder. In C.W. Lack (Ed.), *Obsessive-Compulsive Disorder: Etiology, Phenomenology, and Treatment*, pp. 85-103. United Kingdom: Onus Books.

Riggin, B.M., & Lack, C.W. (2015). Cognitive-behavioral therapy for obsessive-compulsive and related disorders. *Current Psychiatry Reviews*, 11(4).

Recommended treatment manuals:

Freeman, J.B., & Garcia, A.M. (2008). *Family-based treatment for young children with OCD (therapist guide)*. Oxford University Press. ISBN-13: 978-0195373639

Piacentini, J., Langley, A., & Roblek, T. (2007). *Cognitive-behavioral treatment of childhood OCD: It's only a false alarm (therapist guide)*. Oxford University Press. ISBN-13: 978-0195310511

Week 6
Readings

Workshop 1 –
TBA

Week 7
Readings

Workshop 2 -
TBA

Week 8
Readings

Workshop 3 –
TBA

Week 9
Readings

Workshop 5 -
TBA

Week 10
Readings

Workshop 4 -
TBA

Week 11

Spring Break

Week 12
Readings

Workshop 6 -
TBA

Week 13
Readings

Workshop 7 -
TBA

Week 14
Readings

Workshop 8 -
TBA

Week 15
Readings

HRT for Body-Focused Repetitive Behaviors

Duke, D.C., Keeley, M.L., Geffken, G.R., & Storch, E.A. (2010). Trichotillomania: A current review. *Clinical Psychology Review*, 30, 181-193.

Morris, S.H., Zickgraf, H.F., Dingfelder, H.E., & Franklin, M.E. (2013). Habit reversal training in trichotillomania: Guide for the clinician. *Expert Review of Neurotherapeutics*, 13(9), 1069-1077.

Woods, D.W., & Houghton, D.C. (2016). Evidence-based psychosocial treatments for pediatric Body-Focused Repetitive Behavior Disorders. *Journal of Clinical Child & Adolescent Psychology*, 45(3), 227-240.

Recommended treatment manual:

Miltenberger, R.G. (2001) Habit Reversal Treatment manual for trichotillomania. In: Woods D.W., Miltenberger R.G. (eds) *Tic Disorders, Trichotillomania, and Other Repetitive Behavior Disorders*. Springer, Boston, MA.

Week 16

Readings

Tornadoes, Trauma, & Treatment

n/a

Finals Week

Final exam due by 11:59 pm on Thursday

UNIVERSITY POLICY

Student Etiquette: Students will be expected to maintain a level of conduct described in the University Student Handbook and may be dismissed from the class if policies are not followed. Part of professional training is learning to behave professionally, including high levels of ethical conduct. Dishonesty includes cheating, violating the integrity of examination, plagiarism, or knowingly furnishing false information to the University or staff. Classroom misconduct includes disrespect for faculty or fellow students or disruption of the class by any means. Students are expected to be on time for class so as to avoid the disruption of learning and participation in discussion.

Special Accommodations: The University of Central Oklahoma complies with Section 504 of the Rehabilitation Act of 1973 and the American with Disabilities Act of 1990. Students with disabilities who need special accommodations must make their requests by contacting the assistant director of Disability Support Services, Kimberly Fields at 974-2549. The office is located in the Nigh University Center, Room 309. Students should also notify the instructor of special accommodation needs by the end of the first week of class.”

Non-payment of tuition: Please be aware of the following:

“If you do not pay your fees by the deadline, you’ll be assessed a \$40 late payment penalty; and interest charges if the debt extends beyond a month. **You will not be dropped from classes for non-payment. If you do not or cannot attend class, you must withdraw, or risk receiving ‘F’s on your transcript, in addition to owing tuition and fees.”**

Emergencies during final examinations: If an emergency occurs that prevents the administration of a final examination, the student’s final course grade will be calculated based on the work in the course completed to that point in time and the faculty member’s considered judgment. Final exams will not be rescheduled, and a grade of “I” will not be given as a result of the missed exam. This applies to situations when the administration of the final was impossible, not when an individual student is unable to take a scheduled final.

Please review the Student Information Sheet available online at:

<http://www.uco.edu/academic-affairs/files/aa-forms/StudentInfoSheet.pdf>

The College of Education and Professional Studies is committed to helping students learn by providing a range of transformative learning experiences in discipline knowledge and in the five core areas: leadership; research, creative and scholarly activities; service learning and civic engagement; global and cultural competencies; and health and wellness.