Clin Psych 462  
Cognitive therapy with children, adolescents, and families.  
Spring Quarter, 2011

This is the third in a three quarter sequence of courses on cognitive-behavioral psychotherapy. This course examines how cognitive and behavioral models can be used in conceptualizing and treating behavioral and emotional disorders among youth. We will review vulnerability factors for child psychopathology and will examine how cognitive-behavioral models can be used to guide the development of treatment and prevention programs. We will analyze the ways in which biological, social, cognitive and behavioral factors interact in placing children at risk, and how this can be used to guide case formulation and treatment. Finally, we will review evidence for the efficacy and effectiveness of alternative interventions, as well as clinical issues related to the practice of psychotherapy with children, adolescents, and families. Our goal is for you to have a critical understanding of research on the developmental psychopathology of important childhood emotional disorders and their treatment. The course will use a seminar format, and will include lecture, discussion, speakers, and case presentations. With this in mind, you should read the assigned readings prior to class and be prepared to discuss them.

Required Texts:


Recommended Texts:


Grading:

Grades will be based on three factors:

1) Class participation, presentations, and discussion (10%)
2) Take home mid-term exam covering readings and lectures (40%)
3) Final paper. This can take the form of a) a critical review or meta-analysis of a treatment approach or outcome area not addressed in class, or b) a research proposal in the form of an NIMH grant application (50%)

Final Paper:

You will be asked to prepare a review paper (suitable for submission to a journal such as Clinical Psychology Review or Annual Review of Clinical Psychology ) or a grant proposal (in NIH/NIMH RO1 format). The review paper or research proposal may be on any topic in the field of child psychopathology or CBT with children, adolescents, and families. The grant proposal should include a brief, critical review of the literature and a narrative describing the proposed research. You do not, however, have to prepare a budget or complete a human subjects protocol. Following NIMH guidelines, you will have a limited number of pages to identify your specific aims, review the background and significance of the literature, highlight preliminary studies you have done (or intend to do), and outline your research design, methods, and analytic strategies. NIH provides recommended pages limits for each of these sections. Although NIH now requires electronic submission (on eRA Commons), we’ll review ours using paper submissions. Please provide four copies of your final paper (one for MAJR, and one for each of your classmates). Guidelines for the grant proposal may be found at: http://grants.nih.gov/grants/funding/phs398/phs398.pdf. Guidelines for grant reviews can be found at the Center for Scientific Review, at http://www.csr.nih.gov. You may also find the CONSORT criteria helpful if you wish to propose an outcome study.
Lecture 1.
March 31, 2011
History and General Principles

Foundations of Clinical Child Psychology


General Principles


Lecture 2.
April 7, 2011
Depression


Lecture 3.
April 14, 2011
Suicide


Lecture 4.
April 21, 2011
Trauma and PTSD


Lecture 5.
April 28, 2011
Principles of Behavior Modification with Children


Lecture 6.
May 5, 2011
Marital & Family Therapy


Externalizing Behavior Problems

**Oppositional-Defiant Disorder and Conduct Disorder**


**Attention-Deficit – Hyperactivity Disorder**


Lecture 8.  
Final Papers Due Today  
May 16, 2011  
Pediatric Bipolar Disorder  
Guest Lecture: Jason Washburn, PhD

*Note the changed date…We’ll be meeting on Monday*

Lecture 9.  
Anxiety Disorders  
May 26, 2011


