Psychology 622
Theory & Methods of Psychotherapy
(Child Psychotherapy)
Spring 2006

Instructor: Wesley D. Allan, Ph.D.
Office: 291 Eberhart
E-mail: wdallan@uncg.edu
Telephone: 256-0411
Class: Thursday 2:00-4:50pm
Office Hour: By appointment

Course Description: This course has recently been re-designed; the focus shifted from a relatively broad overview of psychotherapy to child treatment. However, because this course is the first psychotherapy course in the graduate sequence, we also will cover some basic intervention issues, such as clinical judgment and empirically supported treatments.

The course places emphasis on empirically supported therapies, the majority of which are behavioral or cognitive-behavioral in nature. However, a few treatments will be discussed that have not been validated as extensively.

The primary goals of this course are to help students 1) become exposed to available child and family psychotherapies, 2) understand how to critically select and evaluate treatments, 3) begin to understand and practice how psychotherapy is implemented, and 4) gain an appreciation for relevant ethical issues.

This course will be conducted in a seminar format; the instructor will present some didactic material during each class period, but much of the class will consist of discussion of the reading materials. Students will also do presentations, and role-plays will be used frequently in the course. Students are thus expected to participate in an active manner, which will contribute greatly to the final grade.

Textbooks:


Requirements:

1) Six “reaction papers” (each about 2 pages double-spaced) that raise issues of interest regarding the class readings (10 points each; 60 points total). The paper should not be a summary of the reading; the best reaction papers bridge across readings and ask pertinent questions. These papers are due each week by 8pm Wednesday. Late papers will not be accepted as the material is intended to be incorporated into class discussion.

2) A presentation (approximately 45 minutes) on an intervention not already covered in detail in the class readings (50 points). This presentation should include a discussion and handout outlining the therapy, including: 1) specific elements or techniques, 2) appropriate uses, 3) challenges in implementation, and 4) efficacy or effectiveness; in addition, a video-taped role-play is to accompany the presentation. You must obtain instructor approval of the topic by February 9th.

3) Two discussions (approximately 30 minutes each) of an empirical article (no reviews) pertaining to the day’s topic (25 points each). The presentations should include: 1) a handout, 2) a summary of the article, 3) the strengths/limitations of the study, and 4) questions for consideration. You must obtain approval of the article from the instructor at least a week in advance; please provide the instructor with a hard copy of the article at least three days in advance.

4) A take-home mid-term exam consisting of 5 essay questions (50 points).

5) An in-class, open-book final exam (50 points).

6) Active participation in class discussions and role-plays (5 points per class; 75 points total).

Grading:

312– 335 = A
302 – 311 = A-
291 – 301 = B+
278 – 290 = B
268 – 277 = B-


Course Outline and Readings:

Section 1 – Child Psychotherapy

January 12: Introduction to Course & Empirically Supported Treatments
Barrett & Ollendick – Ch. 1 & 2


Woody & Sanderson (1998) handout

January 19: The First Session, Interviewing, & Assessment
Barrett & Ollendick – Ch. 3 & 4


January 26: Clinical Judgment, Case Conceptualization, & Treatment Planning
Young – Ch. 9


Article Discussion: ________________________________

Section 2 – Interventions

February 2: Cognitive-Behavioral Child Therapy & Parent Management Training
Barrett & Ollendick – Ch. 20


**February 9: Family Systems Therapy**

Nichols & Schwartz – Ch. 3, 4, 6, 7, & 10


Article Discussion: ________________________________

**February 16: Play Therapy & Group Therapy**


Article Discussion: ________________________________

**February 23: School-Based & Peer Treatments**


Section 3 – Psychotherapies for Specific Child Disorders

March 2: Child Anxiety: GAD, OCD, & Specific Phobia
Barrett & Ollendick – Ch. 6, 9, & 12


Mid-Term Due

March 16: Child Anxiety: SAD, Panic, & PTSD
Barrett & Ollendick – Ch. 7 & 10

March 23: Child Anxiety: Social Phobia & School Refusal
Barrett & Ollendick – Ch. 8 & 11

March 30: Child Depression, Bipolar, & Suicidality
Barrett & Ollendick – Ch. 13 & 18


April 6: ADHD
Barrett & Ollendick – Ch. 15


April 13: ODD & Conduct Problems
Barrett & Ollendick – Ch. 16 & 17


Section 4 – Final Issues

April 20: Child & Family Diversity
Barrett & Ollendick – Ch. 5


April 27: Crisis Intervention with Children & Ethical/Licensure Issues
Collins & Collins – Ch. 5
APA Ethics Guidelines
NC Psychology Practice Act
Presentation: ________________________________

Final Exam – May 4\textsuperscript{th} (Thursday) 2:00pm – 4:50pm