

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:

Barrett, P. M., & Ollendick, T. H. (Eds.). (2004). *Handbook of interventions that work with children and adolescents: Prevention and treatment*. West Sussex, England: John Wiley & Sons.

Nichols, M. P., & Swartz, R. C. (2005). *The essentials of family therapy* (2nd ed.). Boston: Pearson

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

Weisz J. R., Doss A. J., & Hawley K. M. (2005). Youth psychotherapy outcome research: A review and critique of the evidence base. *Annual Review of Psychology, 56*, 337-363.

Woody & Sanderson (1998) handout

January 19: The First Session, Interviewing, & Assessment

Barrett & Ollendick – Ch. 3 & 4

Robbins, M. S., Turner, C. W., Alexander, J. F., & Perez, G. A. (2003). Alliance and dropout in family therapy for adolescents with behavior problems: Individual and systemic effects. *Journal of Family Psychology, 17*, 534-544.

January 26: Clinical Judgment, Case Conceptualization, & Treatment Planning

Young – Ch. 9

Dawes, R. M., Faust, D., & Meehl, P. E. (1989). Clinical versus actuarial judgment. *Science, 243*, 1668-1674.

Nurcombe, B., Drell, M. J., Leonard, H. L., & McDermott, J. F. (2002). Clinical problem solving: The case of Matthew, Part II. *Journal of the American Academy of Child and Adolescent Psychiatry, 41*, 215-222.

Weiner, I. B. (2003). Prediction and postdiction in clinical decision making. *Clinical Psychology: Science and Practice, 10*, 335-338.

Article Discussion: _____

Section 2 – Interventions

February 2: Cognitive-Behavioral Child Therapy & Parent Management Training

Barrett & Ollendick – Ch. 20

Cavell, T. (2001). Updating our approach to Parent Training: The case against targeting noncompliance. *Clinical Psychology: Science and Practice*, 8, 299-318.

Foote, R. C., Schuhmann, E. M., Jones, M. L., & Eyberg, S. M. (1998). Parent-child interaction therapy: A guide for clinicians. *Clinical Child Psychology and Psychiatry*, 3, 361-373.

Stallard, P. (2002). Cognitive behaviour therapy with children and young people: A selective review of key issues. *Behavioural and Cognitive Psychotherapy*, 30, 297-309.

February 9: Family Systems Therapy

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

Kuehl, B. (1993). Child and family therapy: A collaborative approach. *American Journal of Family Therapy*, 21, 260-266.

Article Discussion: _____

February 16: Play Therapy & Group Therapy

Beidel, D. C., Turner, S. M., & Morris, T. L. (2000). Behavioral treatment of childhood social phobia. *Journal of Consulting and Clinical Psychology*, 68, 1072-1080.

Dishion, T. J., McCord, J., & Poulin, F. (1999). When interventions harm: Peer groups and problem behavior. *American Psychologist*, 9, 755-764.

Knell, S.M. (1999). Cognitive Behavioral Play Therapy. In S.W. Russ & T. Ollendick (Eds.). *Handbook of psychotherapies with children and families*. (pp.385-404). New York: Plenum.

Article Discussion: _____

February 23: School-Based & Peer Treatments

Fantuzzo, J., Manz, P., Atkins, M., & Meyers, R. (2005). Peer-mediated treatment of socially withdrawn maltreated preschool children: Cultivating natural community resources, *Journal of Clinical Child and Adolescent Psychology*, 34, 320-325.

Mifsud, C., & Rapee, R. M. (2005). Early intervention for childhood anxiety in a school setting: Outcomes for an economically disadvantaged population. *Journal of the American Academy of Child and Adolescent Psychiatry*, 44,

996-1004.

Article Discussion: _____

Presentation: _____

Section 3 – Psychotherapies for Specific Child Disorders

March 2: Child Anxiety: GAD, OCD, & Specific Phobia

Barrett & Ollendick – Ch. 6, 9, & 12

Cobham, V. E., Dadds, M. R., & Spence, S. H. (1998). The role of parental anxiety in the treatment of childhood anxiety. *Journal of Consulting and Clinical Psychology, 66*, 893-905.

Crawford, A. M., & Manassis, K. (2001). Familial predictors of treatment outcome in childhood anxiety disorders. *Journal of the American Academy of Child and Adolescent Psychiatry, 40*, 1182-1189.

Mid-Term Due

March 16: Child Anxiety: SAD, Panic, & PTSD

Barrett & Ollendick – Ch. 7 & 10

Article Discussion: _____

March 23: Child Anxiety: Social Phobia & School Refusal

Barrett & Ollendick – Ch. 8 & 11

Presentation: _____

March 30: Child Depression, Bipolar, & Suicidality

Barrett & Ollendick – Ch. 13 & 18

Asarnow, J. R., Scott, C. V., & Mintz, J. (2002). A combined cognitive-behavioral family education intervention for depression in children: A treatment development study. *Cognitive Therapy and Research, 26*, 221-229.

Shochet, I. M., Dadds, M. R., Holland, D., Whitefield, K., Harnett, P. H., & Osgarby, S. M. (2001). The efficacy of a universal school-based program to prevent adolescent depression. *Journal of Child Clinical Psychology, 30*, 303-315.

Article Discussion: _____

April 6: ADHD

Barrett & Ollendick – Ch. 15

Chronis, A. M., Chacko, A., Fabiano, G. A., Wymbs, B. T., & Pelham, W. E. (2004). Enhancements to the behavioral parent training paradigm for families of children with ADHD: Review and future directions. *Clinical Child and Family Psychology Review*, 7, 1-27.

Article Discussion: _____

April 13: ODD & Conduct Problems

Barrett & Ollendick – Ch. 16 & 17

Borduin, C. M. (1999). Multisystemic treatment of criminality and violence in adolescents. *Journal of the Academy of Child and Adolescent Psychiatry*, 38, 242-249.

Curtis, N. M., Ronan, K. R., & Borduin, C. M. (2004). Multisystemic treatment: A meta-analysis of outcome studies. *Journal of Family Psychology*, 3, 411-419.

Huey, S. J., Henggeler, S. W., Brondino, M. J., & Pickrel, S. G. (2000). Mechanisms of change in Multisystemic Therapy: Reducing delinquent behavior through therapist adherence and improved family and peer functioning. *Journal of Consulting and Clinical Psychology*, 68, 451-467.

Section 4 – Final Issues

April 20: Child & Family Diversity

Barrett & Ollendick – Ch. 5

Leslie, L. A., & Morton, G. (2001). Family therapy's response to family diversity: Looking back, looking forward. *Journal of Family Issues*, 22, 904-921.

Article Discussion: _____

Presentation: _____

April 27: Crisis Intervention with Children & Ethical/Licensure Issues

Collins & Collins – Ch. 5

APA Ethics Guidelines

NC Psychology Practice Act

Presentation: _____

Final Exam – May 4th (Thursday) 2:00pm – 4:50pm