Psychology 660
Evidence-Based Psychological Intervention with Children and Families
Fall 2012

Instructor:  Jill Ehrenreich May, Ph.D.  Meeting Time: Wednesdays 9am-11:30am
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Required Textbooks:


Please note: You will also be required to acquire an evidence-based treatment manual (one of those indicated in sections below) for both a class presentation describing the treatment and a mock session video of its use. Whether or not you choose to purchase the manual, you will be expected to have full access to all relevant manual materials for your class presentation, to give relevant handouts to the class and to allow demonstration of its correct use in your mock session.

Description of Course:

This course is designed to provide an overview of evidence-based treatment of childhood and adolescent disorders within a developmental psychopathology framework. Students will become familiar with the criteria used to evaluate psychotherapy outcome studies and the most recent results of the APA Task Force on Evidence-Based Treatments for Child and Adolescent Disorders. Students will be exposed to several evidence-based, manualized interventions for child and adolescent disorders and their supporting research. By the end of the course, students are expected to have a thorough understanding of what treatments work for each of the core childhood disorders, familiarity with the supporting treatment literature, and a keen grasp of overarching issues in child treatment research (e.g., mechanisms of action, moderators of outcome, dissemination, cultural adaptation). It is anticipated that students will have exposure to core treatment strategies across evidence-based approaches. Further competence in these approaches will also be a goal of the class via structured practice opportunities with behavioral parent training approaches and in the demonstration of another evidence-based treatment.

Course Requirements:

- Completion of weekly readings and active participation in class discussion and experiential activities. The student should demonstrate that s/he is thinking critically as both a researcher and clinician by being prepared for each class ready to discuss strengths and weaknesses of the assigned empirical studies (10% of grade).
• In addition, 4 “pop quizzes” will test mastery of assigned readings for a given week. These quizzes will cover basic concepts that should be easily gleaned from literature provided. Pop quizzes may not be announced in advance (20% of grade).

• Each student will videotape a 50-minute demonstrative session of an evidence-based treatment manual with a mock child/adolescent or parent client. This videotape must be submitted via DVD to the instructor on the day of their class presentation on this treatment and cued to the most relevant 15-minute segment (or two briefer segments equaling approx. 15 minutes) for their class presentation itself. This mock session should demonstrate a full-session or core techniques from the treatment approach, make use of relevant session handouts and assignments. Students should meet with their mock client for at least 20 minutes prior to taping to review case parameters and presentation expectations (15% of grade).

• Each student will give a 45-minute presentation on their selected evidence-based treatment manual. This presentation should provide a didactic overview of the treatment approach sufficient for increasing class familiarity with the manual and its appropriate usage. Handouts may be used, as permissions allow, increasing class ability to utilize the approach with subsequent clients, as well as the video demonstrating treatment techniques with a representative (mock) older child/adolescent client or parent (15% of grade).

• Each student will be expected to participate in four sessions of an eight-session adaptation of a behavioral parent training course – tentatively scheduled to run from 10/4/12-11/29/12 on Thursday evenings from 5:30-6:45pm. For each of their four sessions, students will be responsible for submitting a detailed treatment note for their assigned client in the group and will take leadership responsibility for at least one of the four sessions. For the session(s) in which they serve as leader, the student will submit a written treatment plan to the class one week before their group session, assign group roles to co-leading students, lead discussion with parents, and present treatment video and summarize activities of the group during class supervision time. As group leader, they will also be responsible for contacting their supervisor (JEM) immediately with any clinical concerns or crises that arise regarding parent or child functioning and maintain high ethical standards in the conduct of this group therapy (30% of grade).

Academic Dishonesty: In accord with University Honor Code, academic dishonesty, including cheating, plagiarism, misrepresentation, second-hand papers retrieved via internet or other sources, or other dishonest practices may result in an “F” for the course and other procedural responses, as detailed at: http://www6.miami.edu/dean-students/pdf/graduate_honorcode.pdf.

Course Calendar

Week 1 (8/22) INTRODUCTION TO EVIDENCE-BASED PSYCHOTHERAPY WITH CHILDREN AND FAMILIES
Weisz, Chapter 1: Introduction
Barkley, Introduction and Chapter 1

Supplemental Reading (Please note: Any non-textbook references on syllabus will be posted to Blackboard):

**Week 2 (8/30) ADHD**
Weisz, Introduction to Section D; Chapter 6

Barkley, Chapters 3-4, Section II: Steps 1-5


**Supplemental Readings:**

Piffner, L. J. et al. (2011). From clinic to school: Translating a school-home collaborative intervention for ADHD. *School Mental Health.*

**Group Prep:** Detailed overview of Barkley approach.

*SIGN-UP FOR EBP MANUAL PRESENTATIONS/MOCK SESSION PRESENTATIONS, PART A (10/4-10/25) OR B (11/1-11/29 – Note: no group on 11/22 and potential conflict with ABCT on 11/15) OF PARENT TRAINING GROUP*

**Week 3 (9/5) ADHD – Guest Lecture on the Summer Treatment Program; Meet at Mailman Center, Room TBA (9-10am only)**
Weisz and Kazdin, Chapter 18


**Week 4 (9/12) ODD/CD – Younger Children**
Weisz, Introduction to Section E; Chapters 10 & 11

Barkley, Section II: Steps 6-10

**Supplemental Readings:**

**Group Prep:** Review alternative treatment models (Incredible Years, PCIT, etc.). Debate group concept and collaboratively develop tentative outline for sessions.

**Week 5 (9/19)  ODD/CD – School-Aged Children and Family Therapy**  
Weisz, Chapters 8 & 12

Barkley, Review Assessment Materials and Parent Handouts


*Supplemental Reading:*  

**Group Prep:** Review current group status and participants, determine group leadership schedule for first four treatment weeks (Part A) and assign participants to group members to contact and assess continued interest in participation. Review and modify outline for sessions.

**Week 6 (9/26)  ODD/CD/Substance Abuse – Adolescents**  


*Supplemental Reading:*  
Weisz, Chapter 13

Weisz and Kazdin, Chapters 24, 26 and 27

**Group Prep:** Review current group status and member contacts. Finalize outline and content for Sessions 1-4.

**PRESENTATION 1 – Coping Power (Lochman), Brief Strategic Family Therapy (Szapocznik) or MST (Henggeler)**

**Week 7 (10/3)  ANXIETY AND TRAUMA**  
Weisz, Intro to Section B; Chapters 2 and 3

Weisz and Kazdin, Chapter 19

*Supplemental Readings:*


**Group Prep:** Group leader for session 1 submits written treatment plan to class, assigns group roles and discusses plans for first session.

**PRESENTATION 2 –TF-CBT (Cohen & Mannarino)**

**Week 8 (10/10) OCD, TICS AND EARLY CHILDHOOD ANXIETY**


**Supplemental Reading:**


**Group Prep:** Supervision and videotape review for Session 1 and notes submitted/signed. Group leader for session 2 presents written treatment plan to class, assigns group roles and plans for second session.

**PRESENTATION 3 – OCD manual (March, POTS), Mastery of Your Anxiety and Panic for Adolescents (Pincus) or CBITS (Woods)**

**Week 9 (10/17) DEPRESSION**

Weisz, Intro to Section C; Chapter 4 and 5


**Supplemental Readings:**


Group Prep: Supervision for and videotape review for session 2 and notes signed. Group leader for session 3 presents written treatment plan to class, assigns group roles and plans for third session.

PRESENTATION 4 – PASCET (Weisz) or Coping with Depression Course (Lewinsohn)

Week 10 (10/24) DEPRESSION, CONTINUED
Weisz and Kazdin, Chapter 10


Supplemental Reading:


Group Prep: Supervision for and videotape review for session 3 and notes signed. Group leader for session 4 presents written treatment plan to class, assigns group roles and plans for fourth session. Review and finalize outline for sessions 5-8 (Part B).

PRESENTATION 5 – IPT-A (Mufson/Young)

Week 11 (10/31) EATING DISORDERS
Weisz and Kazdin, Chapter 22


Supplemental Readings:


Group Prep: Supervision for and videotape review for session 4 and notes signed. Group leader for session 5 presents written treatment plan to class, assigns group roles and plans for fifth session.
Week 12 (11/7)  PSYCHOSOCIAL TREATMENTS FOR AUTISM AND RELATED CONDITIONS


**Supplemental Readings:**


**Group Prep:** Supervision for and videotape review for session 5 and notes signed. Group leader for session 6 presents written treatment plan to class, assigns group roles and plans for sixth session.

PRESENTATION 6 – PEERS (Laugeson) or BIACA (Woods)

Weeks 13 (11/14)  CONSIDERING ACCEPTANCE AND COMMITMENT THERAPY AND MINDFULNESS APPROACHES


**Supplemental Readings:**


*Group Prep:* Supervision for and videotape review for session 6 and notes signed. Group leader for session 7 presents written treatment plan to class, assigns group roles and plans for seventh session.

**Week 14 – NO CLASS (11/21 – “Early Thanksgiving”)**

**Week 15 (11/28)  BORDERLINE PERSONALITY FEATURES AND PEDIATRIC BIPOLAR DISORDER**


*Group Prep:* Supervision for and videotape review for session 7 and notes signed. Group leader for session 8 presents written treatment plan to class, assigns group roles and plans for seventh session.

PRESENTATION 7 – DBT-A