

PSY 712: COGNITIVE-BEHAVIORAL INTERVENTIONS with CHILDREN

Summer Semester 2014

THUR 3-6pm; Kennedy 013 (May Be Changed)

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Office Hours: By appointment

REQUIRED TEXTS

Friedberg, R. D., & McClure, J. M. (2002). *Clinical practice of cognitive therapy with children and adolescents: The nuts and bolts*. New York, NY: Guilford Press.

Mash, E. J., & Barkley, R. A. (2006). *Treatment of childhood disorders (3rd ed.)*. New York, NY: Guilford Press.

COURSE DESCRIPTION

The purpose of this course is to acquaint the student with a variety of therapeutic techniques designed to address childhood difficulties. A framework for evaluating and choosing a treatment approach and a brief overview of diagnostic classification systems and their relevance to treatment will be provided. Practical techniques will be reviewed including: interviewing, interventions for working with parents, for consulting to schools, intervening with common childhood developmental problems, as well as more extreme psychological difficulties such as anxiety disorders, conduct disorders, and abuse. Cognitive-behavioral treatment approaches that have been empirically supported will be emphasized, and the advantages and disadvantages of techniques will be discussed within a developmental framework.

COURSE OBJECTIVES

The main goals of this course are to give you an in-depth understanding of interventions for specific childhood disorders as well as familiarity with specific conceptualization-intervention skills. The primary learning objectives of this course are to: (a) gain further proficiency in diagnosis of and case formulation for children and adolescents, (b) develop treatment plans for child and adolescent clients, including goals and specific treatment interventions that are empirically validated and developmentally appropriate; (c) devise a child behavior management plan that assists in parent training for externalizing disorders; and (d) orally present a case formulation and treatment plan for a child or adolescent client. These are all skills that you will need in order to be a successful practicing counselor with both youth and their parents.

COURSE EXPECTATIONS

Blackboard and e-mail: Course announcements, assignments, and updates to the syllabus will be provided on Blackboard. This information will also be provided on my personal website: <http://dradamvolungis.com/>. Additional required readings are also available on Blackboard and my personal website. Although I will also inform you of any such information in class, it is expected that you utilize my personal website and check your e-mail to ensure that you are up to date with all class material and information (especially if you are absent). Lastly, you are strongly encouraged to e-mail me with any questions or concerns. I check my e-mail daily and will often get back to you promptly (i.e., less than 24 hours). However, I ask for at least 24-48

hours to provide a timely reply. I also do my best to reply to emails over the weekend, but please note that some weekends I may not be immediately available to reply until Sunday night or Monday morning (e.g., an e-mail at 6pm Friday may not get a reply until 10am Monday on some weekends). Finally, please e-mail me directly at am.volungis@assumption.edu; do not e-mail me ‘through Blackboard,’ as I do not check Blackboard for e-mail.

Course Readings: Please refer to the “Projected Course Outline” for the due date and topic of each reading. You are expected to have completed the required textbook and journal readings by the indicated class date. In addition to the readings provided in the course outline, you may be required to read supplemental materials to enhance existing readings.

Attendance: Due to the topic of this course being primarily in-class lecture and class discussion, it is crucial that you attend class. Much of the value of this course lies in your presence and participation in the classroom. Therefore, your presence is important for the “community within the class.” If you are absent from class, you are still responsible for all information and material covered that day. Also, class will always start and end on time, thus, the expectation is for students to be present for the full duration of class. If you must come late or leave early, please notify me before class.

- Coming late to class is an important issue. Occasionally, events like an accident, flat tire, or similar events can delay your arrival on campus. A pattern of tardiness (even 10 or 15 minutes) is unacceptable, however. You need to allow sufficient time to deal with predictable situations (like finding a parking space on campus, traffic, etc.).
- Even in circumstances where you have an acceptable reason for missing class, you will not receive credit for this class if you are absent for more than 2 classes during the semester. If you do miss more than 2 classes because of personal emergency or similar extenuating circumstances, you may petition the Dean of the Graduate School for an exception to this rule.

IMPORTANT NOTES

Academic Honesty: Representing the work of another as your own is a violation of fundamental principles of truthfulness and an offense against the academic community. Academic dishonesty may result in the student failing the course, at the discretion of the instructor. Academic dishonesty includes cheating on examinations, as well as *plagiarism* (i.e., failure to credit properly the ideas, organization of material or phrasing of another, including the use of term paper or reference paper services). Submitting one’s own work, in part or in whole, to more than one instructor without proper notification is also academically dishonest and subject to appropriate disciplinary action. For more information, please consult Assumption College’s Academic Honesty Policy:

<http://www.assumption.edu/sites/default/files/StudentHandbookOnLineVersion.pdf> (p. 137).

This instructor reserves the right to utilize turnitin.com if there are concerns of academic dishonesty.

Students with Disabilities: Assumption College is committed to ensuring the full participation of all students in its programs. If you have a disability (or think you have a disability) and, as a result, need a reasonable accommodation participate in this class, complete course requirements, or benefit from the College’s programs or services, then you should speak with me and contact the Director of Disability Services, Sharon deKlerk, at x7500. All information regarding disabilities will be treated with confidentiality. Documentation guidelines are available at: <http://www.assumption.edu/academics/resources/disabilityservices>. *Students with disabilities are encouraged to contact me with any questions.*

Smart Phones/Cell Phones/Pagers/MP3 Players and the like: All of these electronic devices should be powered off while class is in session. You are expected to devote your attention to each class for its full duration. A ringing/vibrating phone, texting, listening to music, etc. is not only a distraction to me, but more importantly, to your peers. Use of such devices may result in being asked to leave for the remainder of class. If you are expecting an emergency phone call, please notify me before class, sit near the door, and leave the room quietly and quickly if you receive a call.

Laptops in Class: *Students are allowed to use laptops in class only if they consult with the class instructor and sign an honesty statement for appropriate class usage.* Thereafter, you are welcome to bring and use your laptop in class to follow along with the presentation material and take notes. However, it should only be used to facilitate your learning of the class material. Engaging in other activities that are not related to your learning of course material (e.g., Facebook, e-mail, games) is not only a distraction to me, but more importantly, to your peers. Inappropriate laptop use may result in no longer being able to use your laptop in class.

METHODS of EVALUATION

1. Discussion Blog (15%). With the exception of the first and last class, each student is expected to complete a blog post in response to a question provided by the instructor by the beginning of each class. At least two replies to your peers' posted responses is also required, no later than two days after the original post due date. The discussion board will be available on my personal website: <http://dradamvolungis.com/>. These reflections are required in the spirit of assuring each student keeps up with the assigned readings and is prepared to engage in class discussion. (Blog posts are still required on the due dates for Written Case Assignments 1 & 2.)
2. Written Case Assignments (2 x 15% = 30%). Each student will be required to complete two written case assignments approximately 6-7 pages in length. The first assignment is a case formulation and beginning treatment plan for a child case – **due 6/19**. The second assignment is a treatment plan for behavior management training with parents – **due 7/17**. A separate class handout describing each assignment in detail will be provided 1-2 weeks into the semester. *These assignments will only be accepted through e-mail at am.volungis@assumption.edu.* It is reasonable to expect these assignments graded and returned to students no later than 2 weeks from the due date (7/3 and 7/31).
3. Case Presentation on Child/Adolescent Case & Treatment (25%). All students will give an in-class presentation (groups of 2-3) on the treatment of a specific child or adolescent disorder in relation to a case chosen from a list of different topics. Each presentation should last approximately 30 minutes and will require additional research (i.e., references) outside of the class readings. Groups and presentation topic will be assigned within the first to second week of class. The format for the class presentations will be described in a separate class handout. It is reasonable to expect this assignment graded and returned to students no later than 2 weeks from their presentation date.
4. Case Formulation & Treatment Plan (30%). Each student will be required to complete a final paper that involves a formal written treatment summary highlighting the formulation, treatment plan, progress in therapy, and termination considerations for a specific child/adolescent case provided to you. This assignment should be a minimum of 10 pages in length and utilize clinical and empirical information from the literature to support your formulation and treatment plan. A separate class handout describing this assignment in detail will be provided 3 weeks prior to the **due date of 8/7**. *This*

assignment will only be accepted through e-mail at am.volungis@assumption.edu. It is reasonable to expect this assignment graded and returned to students soon after final grades are due for the summer semester.

***Please Note:** Following APA guidelines is very important for all assignments: See *APA Publication Manual* (6th ed.), <http://www.apastyle.org/index.aspx>, and/or <http://owl.english.purdue.edu/owl/resource/560/01>.

PROJECTED COURSE OUTLINE

<u>Date</u>	<u>*Topic/Assignment*</u>
<u>5/29/14</u>	--Introduction & Review of Syllabus --Special Considerations Working with Children and Adolescents <u>Required Readings</u> (a) Friedberg & McClure – Chapter 1: Introduction (to Cognitive-Behavioral Therapy with Children) (b) Wilmshurst, L. (2011). Introduction: Understanding the complexities of child and adolescent psychopathology. In L. Wilmshurst, <i>Child and adolescent psychopathology: A casebook</i> (2 nd ed., pp. 1-4). Thousand Oaks, CA: Sage Publications. (c) Handout – Different Models for Conceptualizing Child Psychopathology
<u>6/5</u>	--From Assessment to Formulation to Treatment: Cognitive-Behavioral Approaches <u>Required Readings</u> (a) Friedberg & McClure – Chapter 2: Case Conceptualization (b) Mash & Barkley – Chapter 1: Treatment of Child and Family Disturbance: A Cognitive-Behavioral Systems Perspective (c) Wilmshurst, L. (2011). Case formulation: The case of Terry Hogan. In L. Wilmshurst, <i>Child and adolescent psychopathology: A casebook</i> (2 nd ed., pp. 7-29). Thousand Oaks, CA: Sage Publications.
<u>6/12</u>	--Intervention Strategies: Working with Parents and Teachers <u>Required Readings</u> (a) Friedberg & McClure – Chapter 14: Working with Parents (b) Mash & Barkley – Chapter 2: Training Parents and Teachers in Child Behavior Management Methods (*pp. 97-106) (c) Mash & Barkley – Chapter 3: Family-Based Interventions (*pp. 161-178)
<u>6/19</u>	--Intervention Strategies: Conducting Therapy with Children and Adolescents ***Play Therapy in Class*** *Written Case Assignment 1 Due* <u>Required Readings</u> (a) Moustakas (1959). Psychotherapy with Children (b) Greenspan & Thorndike (2005). The Clinical Interview of the Child (*pp. 147-162)

6/26

--CBT Strategies with Children and Adolescents

*****CBT Therapy in Class*****

Required Readings

- (a) Friedberg & McClure – Chapter 8: Commonly Used Cognitive and Behavioral Techniques
- (b) Friedberg & McClure – Chapter 9: Creative Applications of Cognitive-Behavioral Therapy
- (c) Friedberg, R. D., Crosby, L. E., Friedberg, B. A., Rutter, J. G., & Knight, K. R. (2000). Making cognitive behavioral therapy user-friendly to children. *Cognitive and Behavioral Practice*, 6, 189-200.

7/3

NO CLASS

7/10

--Treatment of Behavior/Externalizing Disorders in Children

Required Readings

- (a) Friedberg & McClure – Chapter 13: Working with Disruptive Children and Adolescents
- (b) Mash & Barkley – Chapter 2: Attention-Deficit/Hyperactivity Disorder (*pp. 67-69; 77-80; 80-83; 95-97; 106-108; 118-119)
- (c) Mash & Barkley – Chapter 3: Conduct Problems (*pp. 138-144; 161-162; 178-186)

7/17

--Treatment of Emotional/Internalizing Disorders in Children

Written Case Assignment 2 Due

Required Readings

- (a) Friedberg & McClure – Chapter 11: Working with Depressed Children and Adolescents
- (b) Mash & Barkley – Chapter 5: Depressive Disorders (*pp. 336-337; 346-347; 356-358; 365-375)
- (c) Friedberg & McClure – Chapter 12: Working with Anxious Children and Adolescents
- (d) Mash & Barkley – Chapter 4: Fears and Anxieties (*pp. 274-276; 279-284; 288-290; 295-297)

7/24

--Treatment of Abused and Traumatized Children and Adolescents

*****Review of Trauma-Focused Cognitive-Behavioral Therapy in Class*****

Required Readings

- (a) Mash & Barkley – Chapter 9: Child Physical Abuse and Neglect (*pp. 595-598; 602-603; 609-617)
- (b) Mash & Barkley – Chapter 10: Child Sexual Abuse (*pp. 647-652; 662; 674-682; 690-692)

7/31

--Treatment of Problems in Adolescence

*****Relaxation Techniques in Class*****

Required Readings

- (a) Mash & Barkley – Chapter 11: Adolescent Substance Use Problems (*pp. TBD)
- (b) Mash & Barkley – Chapter 12: Eating Disorders (*pp. TBD)

8/7

--Treatment of Developmental, Social, and School Related Disorders

Case Formulation & Treatment Plan Due

Required Readings

- (a) Mash & Barkley – Chapter 6: Mental Retardation (general review)
- (b) Mash & Barkley – Chapter 7: Autistic Spectrum Disorders
- (c) Mash & Barkley – Chapter 8: Learning Disabilities (general review)

Right of Revision Statement: As instructor of this course, I reserve the right to make changes to the syllabus as needed. It may be deemed pertinent to modify the syllabus as the class progresses through the semester. You will be informed of any changes as soon as possible, during class or via e-mail and Blackboard.