

Psychology 545: Clinical Child Psychology: Theory & Intervention

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Instructor: William (Bill) Pfohl

Tate Page Hall 265

Office: 270 745-4419

Home: 270 782-9319

E-mail: William.Pfohl@wku.edu

Web Site: <http://edtech.tph.wku.edu/~wpfohl>

Prerequisites: Psy 540 or Psy 640, Psy 440; and permission of instructor

Course Description: Discussion of theory, assessment, and treatment interventions for the mental health and behavioral problems of children and adolescents. Extensive discussion of school and mental health setting intervention strategies will be covered. Current issues and strategies for treatment, as well as, ethics and professional standards for treating children and adolescents will be provided. Issues of counseling minority and multicultural children and youth will be covered.

Objectives of the Course:

- To review knowledge on current professional issues relating to diagnostic classification systems and definitions of mental disorders of children and adolescents.
- To discuss the Kentucky Emotional-Behavioral Disabled guidelines and alternative delivery systems.
- To describe assessment and intervention procedures for mental health disorders of children and adolescents.
- To provide knowledge of specialized assessment techniques which provide the most relevant information for developing mental health and IEP treatment plans.
- To familiarize students with a variety of theoretical treatment strategies for disorders covered, including behavioral, family, and cognitive.
- To understand the differences between child therapy and adult therapy techniques and their application.
- To discuss mental health and educational laws for treating children and adolescents.
- To be knowledgeable about the ethical considerations for treating this population.
- To plan and implement an assessment, and develop a treatment plan for a supervised case.
- To carry one therapy case with faculty supervision

Content Outline

- Review of the Diagnostic Systems for children and adolescents e.g. Diagnostic & Statistical Manual-IV TR (DSM IV - TR), International Coding of Diseases-10, (ICD-10) and Kentucky Education Laws for Special Needs Children.
- Develop background and skills with cognitive behavior therapy as it relates to child and adolescent.
- Overview of additional treatment approaches to mental health disorders in children and adolescents, such as Play Therapy and Group Therapy. (Video demonstrations will be shown).

- We will have a guest presenter on Psychopharmacology - Board Certified Child & Adolescent Psychiatrist.
- Legal and ethical issues on child related topics.
- Comparison of “effective practice” (what works/evidence based) research findings on various treatment strategies.
- Discussion of case management issues.
- Discussion of clinical cases and treatment using “real” case studies as illustrations.
- Discussion of multicultural issues in counseling.
- Discussion of managed care issues and how they may fit into the practice of school psychology
- We will be using the New York Times for the Tuesday **Science** section. It typically has current events/topics in Psychology. I have found it to be useful to discuss new or innovate issues in abnormal psychology. We will go over it at the beginning of each class. Please pick it up from your mailbox before class.

Student Expectations and Requirements:

- Achieve acceptable performance on exams and quizzes.
- Do two child interviews: One - using Child Interview Outline; and One - a "free talk" (to be explained in class) – this must be audio recorded
- Complete assigned readings and ***participate in class discussions***.
- Involvement in at least one therapy case with either an individual child or group. This will likely be school based. The age range will be 8 to 18.
- Students will meet face to face with Dr. Pfohl for weekly supervision. Audio recordings of each session will be brought to each supervision session, while case is going on. You will transcribe each tape word for word. You will then follow a format **to react** to your session and make a plan for the next meeting.

- Evaluation Criteria:

- Exam Performance & Quizzes - 35%
- Clinical Case - 35%
- Class Discussion and Readings - 10%
- Treatment plans and audio tapes - 15%

Audio Recordings Due:

All audio tapes are due on the assigned day. Either digital or micro cassette format is acceptable. The youth will be from ages 8 to 18. A “free talk” tape will be the youth will direct the interview and you will participate with them. Your evaluation will focus on your ability to communicate with the youth, not ask directed questions, not bring in your own topics to discussion, but your ability to “track” the conversation, empathy, and genuineness and establishing a communication with the student/child

The “directed talk” will be to use a semi-structured interview guideline and conduct a general interview with a youth will focus on data gathering of a general nature, establishing a rapport with youth, question asking skills, empathy, genuineness, and comprehensiveness. This is may be your first client interview.

Normal - free talk tape due: **September 21st**
Directed Tape Due: **October 19th**

Required Texts and Special References:

APA Ethical Standards. (2003). American Psychological Association. Washington, D.C.: APA Publication (author).

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

Friedberg, R.D., McClure, J.M., & Garcia, J.H. (2009). *Cognitive therapy techniques for children and adolescents: Tools for enhancing practice.* New York: Guilford Press.

Merrell, K. W. (2001). *Helping students overcome depression and anxiety: A practical guide.* New York: Guilford Press. (There is a new Edition available.)

National Association of School Psychologists Ethical Standards. (2000). Bethesda, MD.: National Association of School Psychologists (author).

Stallard, P. (2002). *Think good - feel good: A cognitive behaviour therapy workbook for children and young people.* London: John Wiley & Sons, LTD

Stallard, P. (2005). *A clinician's guide to think good feel good: Using CBT with children and young people.* New York: John Wiley & Sons, LTD.

Murphy, J.J. & Duncan, B. L. (2007). *Brief intervention for school problems: Outcome informed strategies.*, 2nd Edition. New York: Guilford Press.

(Optional) Stoner, G., Shinn, M., & Walker, H. M. (Eds.). (2002). *Interventions for achievement and behavior problems II: Preventive and remedial approaches.* Bethesda, MD.: National Association of School Psychologists.

Goldstein, A. (1999). *The prepare curriculum: Teaching prosocial competencies,* 2nd edition. Champaign, IL.: Research Press.

Student Disability Services

In compliance with university policy, students with disabilities who require accommodations (academic adjustments and/or auxiliary aids or services) for this course must contact the Office for Student Disability Services in DUC A-200 of the Student Success Center in Downing University Center.

Please DO NOT request accommodations directly from the professor or instructor without a letter of accommodation from the Office for Student Disability Services.

Strongly Recommended Resources:

Bear, G., Minke, K. & Thomas, A. (1997). *Children's needs II: Development, problems, and alternatives*. Bethesda, MD.: National Association of School Psychologists.

Diagnostic & Statistical Manual IV-TR. (2000). Washington, D.C.: American Psychiatric Association (author).

Mash, E. & Terdal, L. (Eds). (1998). *Treatment of childhood disorders, 2nd ed.* New York: Guilford Press.

The Merck Manual (2006) 21st ed.

Jongsma, A. E., Peterson, L. M., McInnis, W. P. (2003). *The child psychotherapy treatment planner, 3rd Edition*. New York: John Wiley & Sons.

Medical dictionary - your choice but should be comprehensive

Rathvon, N. (2007). *Effective school interventions: Strategies for enhancing academic achievement and social competence, 2nd Ed.*. New York: Guilford Press.

Schaefer, C. (1983). *Helping children with common problems*. New York: New American Library.

Schaefer, C. E. & DiGeronimo, T. (1999). *How to talk to teens about really important things*. San Francisco: Jossey-Bass Publishers.

Schaefer, C., & DiGeronimo, T. (1994). *How to talk to your kids about really important things*. San Francisco: Jossey-Bass, Inc.

Semrud-Clikeman, M. (1995). *Child & adolescent therapy*. Boston: Allyn & Bacon.

Therapy Cases

Many have requested to learn to do therapy with children. While one course will never teach all you need to know, I am willing to provide this opportunity and case supervision.

Expectations:

From either the WKU Psychology Clinic or your field placement, you will have one therapy case. A case counts where you have met with a client and/or family for FOUR or more sessions or until the case is resolved to everyone's satisfaction. You may also do a therapy group. This could be social skills, depression, divorce, etc. If you have not met with your client/group four times or the case has not been resolved to everyone's satisfaction earlier, you do NOT have case credit for this course.

You will meet with the family/child or group weekly, if necessary. All sessions will be audio recorded and used for supervision.

All cases will have a written intake interview report, diagnosis (DSM-IV TR)(as appropriate), and treatment plan. Permission for all participants will be gotten before any services begin. A case will be opened in the Psychological Clinic for those seen here. APA/NASP Ethical Guidelines will be followed at all times.

Supervision:

I will supervise all cases individually weekly. All are required to attend the weekly supervision. You will be practicing under my Psychology License - so I will be particularly vigilant of your methods, ethics, and treatment plan. You will be responsible for a clear audio recordings and bring it with you for each supervision. All tapes and client materials are to be handled in the STRICTEST Confidence.

We may change as we go along, so everyone's flexibility and cooperation will be essential. This is an evolving aspect for this course, so your input and cooperation will be greatly appreciated.

You need to schedule individual supervision meet with me at least 4 times or more throughout the semester. Please schedule a regular time for the best opportunity to meet with me. Directly working with children who have emotional and behavioral problems takes an extra commitment in time and energy. I hope to make this a good learning experience for you. Sometimes as we learn a new skill or method, critical feedback may be in order. Please believe me it is not personal but my willingness to provide good professional supervision, so you can become better therapists.

Suggested Readings: (* = extra good)

There are several books which synthesize the research on what is effective

treatment in children and adolescents.

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

Carr, A. (ed.). (2000). *What works with children and adolescents? A clinical review of psychological interventions with children, adolescents and their families*. New York: Routledge.

Christophersen, E. R. & Mortweet, S. L. (2001). *Treatments that work with children: Empirically supported strategies for managing childhood problems*. Washington, D. C.: American Psychological Association.

Kazdin, A. E. & Weisz, J. R. (Eds.). (2003). *Evidence-based psychotherapies for children and adolescents*. New York: Guilford Press.

* Minke, K. M. & Bear, G. C. (Eds.). (2000). *Preventing school problems - Promoting school success: Strategies and programs that work*. Bethesda: National Association of School Psychologists.

More Suggested Readings

* Amatea, E.S. (1989). *Brief strategic intervention for school behavior problems*. San Francisco: Jossey-Bass Publishers.

** Cartledge, G. (1996). *Cultural diversity and social skills instruction: Understanding ethnic and gender differences*. Champaign, Il.: Research Press.

Cartledge, G. & Milburn, J. (Eds). (1986) *Teaching social skills to children: Innovative approaches, 2nd ed*. New York: Pergamon Press.

* Brown, D.T. & Prout, H.T. (Eds). (1999) *Counseling & psychotherapy with children & adolescents: Theory and practice in school and clinical settings. (3rd edition)*. New York: John Wiley & Sons, Inc..

Gibbs, J., Huang, L., & Associates (1996) *Children of color: Psychological interventions with minority youth*. San Francisco: Jossey-Bass Publishers.

Routh, D.K. (Ed). (1996). *Handbook of pediatric psychology, 2nd edition*. New York: Guilford Press.

* Samuels, S.K. & Sikorsky, S. (1998). *Clinical evaluations of school-aged children. 2nd edition*. Sarasota, Fl.: Professional Resource Press.

* Tatum, S. D. (1997). "Why are all the black kids sitting together in the cafeteria?":

And other conversations about race. New York: Basic Books.

* Walker, E. & Roberts, M. (Eds). (2001). *Handbook of clinical child psychology, 3rd edition* . New York: John Wiley & Sons, Co., Inc..

Additional References:

* Barkley, R. (1997). *Defiant children 2nd edition: A clinician's manual for assessment and parent training.* New York: Guilford Press.

** Barkley, R. (1998). *Attention-Deficit Hyperactivity Disorder: A handbook for diagnosis and treatment.* New York: Guilford Press.

Bloomquist, M. L. & Schnell, S. V. (2002). *Helping children with aggression and conduct problems: Best practices for intervention.* New York: Guilford Press.

Breen, M.J. & Altepeter, T.S. (1990). *Disruptive behavior disorders in children.* New York: Guilford Press.

Brown, R. T. & Sawyer, M. G. (2002). *Medications for school-age children: effects on learning and behavior, 2nd edition.* New York: Guilford Press.

* Canino, I. A. & Spurlock, J. (2000). *Culturally diverse children and adolescents: Assessment, diagnosis, and treatment.* New York: Guilford Press.

Cavell, T. A. (2000). *Working with parents of aggressive children: A practitioner's guide.* Washington, D. C.: American Psychological Association

Craig, K. D. & Dobson, K.S. (Eds.). (1995). *Anxiety and depression in adults and children.* Thousand Oaks, CA.: Sage Publications.

Davis, J.M. & Sandoval, J. (1991). *Suicidal youth: School-based intervention and prevention.* San Francisco: Jossey-Bass Publishers

* Dudley, C. D. (1997). *Treating depressed children: A therapeutic manual of cognitive behavioral interventions.* Oakland, CA.: New Harbinger Publications, Inc.

Elkind, D. (1987). *Miseducation: Preschoolers at risk.* New York: Alfred A. Knopf.

Elkind, D. (1984). *All grown up & no place to go: Teenagers in crisis.* Reading, MA: Addison-Wesley Publishing Co..

Elkind, D. (1981). *The hurried child.* Reading, MA.: Addison-Wesley Publishing Co..

* Elksnin, L.K. & Elksnin, N. (1995). *Assessment & instruction of social skills, 2nd edition.* San Diego: Singular Publishing Group, Inc.

Friedrich, W.N. (1995). *Psychotherapy with sexually abused boys: An integrated approach*. Thousand Oaks, CA.: Sage Publications, Inc.

Gardner, R. (1991). *Psychotherapy with children of divorce*. Northvale, N.J.: Jason Aronson Inc.

* Goldstein, S. (1995). *Understanding and managing children's classroom behavior*. New York: John Wiley & Sons, Inc..

* Goldstein, S. & Goldstein, M. (1990). *Managing attention disorders in children: A guide for practitioners*. New York: John Wiley & Sons, Inc..

Hooper, S.R., Hynd, G.W., Mattison, R.E. (Eds.). (1992). *Child psychopathology: diagnostic criteria and clinical assessment*. Hillsdale, N.J.: Lawrence Erlbaum Associates, Publishers.

Hooper, S.R., Hynd, G.W., Mattison, R.E. (Eds.). (1992). *Developmental disorders: diagnostic criteria and clinical assessment*. Hillsdale, N.J.: Lawrence Erlbaum Associates, Publishers.

** Hughes, J., LaGreca, A. M., Conoley, J. C. (Eds.). (2001). *Handbook of psychological services for children and adolescents*. New York: Oxford University Press.

Kaduson, H. G. & Schaefer, C. E. (Eds.). (2001). *101 more favorite play therapy techniques*. Northvale, N. J.: Jason Aronson, Inc.

Kendall, P. & Braswell, L. (1985). *Cognitive-behavior therapy for impulsive children*. New York: Guilford Press.

* Kronenberger, W. G. & Mayer, R. G. (2001). *The child clinician's handbook, second edition*. Boston: Allyn & Bacon.

* Levine, M. (2002). *A mind at a time*. New York: Simon & Schuster

* Levine, M. (2003). *The myth of laziness*. New York: Simon & Schuster.

* Lyman, R.D. & Hembree-Kigin, T.L. (1994). *Mental health interventions with preschool children*. New York: Plenum Press

McGinnis, E. & Goldstein, A. (1999). *Skillstreaming the elementary school child: A guide for teaching prosocial skills, 2nd Edition*. Champaign, IL.: Research Press.

** McMahon, R. & Forehand, R. (2003). *Helping the noncompliant child: A clinician's guide to parent training - 2nd edition*. New York: Guilford Press.

Morris, R. & Kratochwill, T. (1983). *Treating children's fears & phobias: A*

behavioral approach. New York: Pergamon Press. (now Allyn & Bacon, Inc.)

* Morris, T. L. & March, J. S. (Eds.). (2004). *Anxiety disorders in children and adolescents, 2nd edition*. New York: Guilford Press.

* Murphy, J. J. & Duncan, B. L. (1997). *Brief intervention for school problems: Collaborating for practical solutions*. New York: Guilford Press.

Patterson, G. (1982). *Coercive family process*. Eugene, OR.: Castalia Press.

Patterson, G., Reid, J., Jones, R., Conger, R. (1975). *Troubled families: A treatment program*. Eugene, OR.: Castalia Press.

** Reinecke, M. A., Dattilio, F. M., Freeman, A. (Eds.). (1996). *Cognitive therapy with children and adolescents: A casebook for clinical practice*. New York: Guilford Press.

* Robin, A.L. & Foster, S.L. (1989). *Negotiating parent adolescent conflict: A behavioral-family systems approach*. New York: Guilford Press.

* Schaefer, C. & Cangelosi, D. M. (Eds.). (1993). *Play therapy techniques*. Northvale, N.J.: Jason Aronson Inc.

* Selekman, M. D. (1997). *Solution-focused therapy with children: Harnessing family strengths for systemic change*. New York: Guilford Press.

** Seligman, M. E.P. (1995). *The optimistic child: A proven program to safeguard children against depression and build lifelong resilience*. Boston: Harper Collins.

Silver, L. (1998). *The misunderstood child: A guide for parents of learning disabled children, Revised*. New York: McGraw-Hill Book Company.

Steiner, H. (Ed). (1997). *Treating preschool children*. San Francisco, CA: Jossey-Bass Publishers.

Steiner, H. (1997). *Treating school-age children*. San Francisco, CA: Jossey-Bass Publishers.

Steiner, H. (1996). *Treating adolescents*. San Francisco, CA: Jossey-Bass Publishers.

** Walker, H. (1995). *The acting-out child: Coping with classroom disruption*. Longmont, CO: Sopris West

* Walker, H. M., Colvin, G., Ramsey, E. (1995). *Antisocial behavior in school: Strategies and best practices*. Pacific Grove, CA.: Brooks/Cole Publishing Company.

Walker, H., McConnell, S., Holmes, D., Todis, B., Walker, J., & Golden, N. (1983). *The Walker social skills curriculum: The accepts program*. Austin, TX.: Pro-Ed Press.

Webster-Stratton, C. & Herbert, M. (1994). *Troubled families - problem children: Working with parents: a collaborative process*. New York: John Wiley & Sons, Inc.