University of Florida
College of Public Health & Health Professions Syllabus
Course Number CLP 7934: Advanced Child Psychotherapy (3 credit hours)
Summer: 2017
Delivery Format: On-Campus

Instructor Name: David Fedele, Ph.D.
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Day/Time: Wednesdays 8:00am-10:45am
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Office Hours: E-mail instructors to schedule a meeting
Preferred Course Communications: E-mail or office phone

Prerequisites
Second year or higher graduate student in Clinical and Health Psychology

PURPOSE AND OUTCOME

Course Overview
This course is designed to assist students in integrating and enhancing their knowledge in a variety of evidence-based psychotherapies for children and adolescents by utilizing class presentations and discussion of therapy cases seen by students. Emphasis will be placed on formulation of treatment plans, assessment of treatment progress, examination of barriers and process issues affecting treatment, and use of evidence-based treatments (including a consideration of "fit" of these treatments with particular cases).

Relation to Program Outcomes
This course fulfills requirements for additional child/pediatric area of concentration courses (Department of Clinical and Health Psychology PhD program), and specifically counts as a treatment related course. This course will aid in the further development of clinical skills that are central to the practice of child and pediatric psychology.

Course Objectives and/or Goals
Upon successful completion of the course, students will be able to:
- Formulate a treatment plan and assess for progress over the course of treatment.
- Describe and effectively communicate a treatment plan to patients, their family members, and treatment teams.
- Describe how process issues and patient characteristics may affect the implementation of evidence-based treatments for children and adolescents.
- Recognize process issues and barriers that may impact treatment and demonstrate how to integrate that knowledge during treatment sessions.
- Practice a peer supervisory role by providing constructive feedback to other students regarding their therapy cases.
- Present a therapy case in the manner prescribed for board certification by the American Board of Clinical Child and Adolescent Psychology.

Instructional Methods
Over the course of the semester, each week the class will consist of student presentations of videos from psychotherapy sessions with child/adolescent cases, as well as class discussion of these videos and readings. The goal of these discussions will be to help students integrate varying therapeutic philosophies and treatment

approaches, along with process skills, to enhance their personal therapeutic skills and style. Faculty members teaching the course will be individuals with specific expertise in child/adolescent psychotherapy and psychotherapy supervision. Attendance and active participation in class sessions is required.

DESCRIPTION OF COURSE CONTENT

This course will focus broadly on advanced skills in child and adolescent psychotherapy, including treatment planning, therapy process, and implementation of evidence-based treatments with specific cases. Below is a list of specific topics that will be discussed by the instructor. Student presentations of therapy sessions will be reviewed each week to facilitate the advancement of therapy skills.

Topical Outline/Course Schedule

Week	Date(s)	Topic(s)	Readings
1	May 10	Orientation to the course; Discussion of readings	TBA
2	May 17	Peer supervision; Student presentations of therapy sessions	TBA
3	May 24	Treatment planning; Student presentations of therapy sessions	TBA
4	May 31	Communicating treatment plans to patients, families, and teams; Student presentations of therapy sessions	TBA
5	June 7	No Class!	TBA
6	June 14	Risk assessment and safety planning; Student presentations of therapy sessions	TBA
7	June 21	Summer Break – No class!	
8	June 28	Behavior plan and motivation workshop; Student presentations of therapy sessions	TBA
9	July 5	Termination; Student presentations of therapy sessions	TBA
10	July 12	Consultation skills; Student presentations of therapy sessions	TBA
11	July 19	Compassion fatigue; Student presentations of therapy sessions	TBA
12	July 26	ABPP style presentations for final exams	TBA
13	August 2	ABPP style presentations for final exams	TBA

Course Materials and Technology
Readings for the course will be suggested on a weekly basis by the instructor and students based on discussed topics and cases chosen for class presentation. In addition, the following will be a recommended text and website that students may wish to access to supplement their learning for the course:

Weisz, J., & Kazdin, A. (2010). *Evidence-Based Psychotherapies for Children and Adolescents, Second Edition*. The Guilford Press.

www.effectivechildtherapy.com (workshop videos on different treatment approaches are available)

Students will be expected to digitally record therapy sessions through exacqVision to use in class presentations. The exacqVision software is automatically available to graduate students in Clinical and Health Psychology. If technical support for exacqVision is needed, students can contact PHHP IT support at 273-

6200. To request that videos be saved past the typical retention period, students should submit requests to Shelley Heaton, Ph.D., Psychology Clinic Director.

Canvas:

Weekly course readings will be posted on Canvas, the learning management system supported by the University of Florida. Students are expected to check Canvas on a daily basis for readings, announcements, course modifications, and other relevant materials.

For issues with technical difficulties for E-learning please contact the UF Help Desk at:
- Learning-support@ufl.edu
- (352) 392-HELP - select option 2
- https://lss.at.ufl.edu/help.shtml

ACADEMIC REQUIREMENTS AND GRADING

Initial Class Reading (10 Points)
Bring to the first class meeting your favorite psychotherapy reference to be shared with the class. Be prepared to discuss the following: 1) why did you choose this one? 2) how has it helped you grow as a psychotherapist thus far? 3) what do you want the reader to learn from your recommendation? These references will begin our reading list which will be distributed to the class at the end of the course. Therefore, please email these references, in APA style, by noon on the Monday before the first class so that I can prepare the first reading list. I will then update the reading list weekly with the references submitted.

Weekly Readings and Psychotherapy Session Videos (40 Points)
Students will present videos from psychotherapy sessions with child/adolescent cases. Video presentations will be followed by feedback from the instructor and other students in the course regarding the presenting student's psychotherapeutic skills, style, process, and content. Students will present 4 times during the course. Presentation requirements include:

1. Identifying an empirical article(s) related to their video presentation and emailing a PDF copy of the reading(s) to the other class members and instructor by the Saturday before the presentation
2. Use of a video for each presentation.
3. Giving a brief, oral presentation introducing the case (history of presenting problem, treatment plan).
4. Outlining the session number that the video represents and why this video was chosen for presentation.
5. Discussing how the treatment plan is represented in the session.

It is not expected that all cases, and their videoed sessions presented, will be perfect illustrations of perfect treatment. As a matter of fact, learning occurs when challenging issues occur in challenging situations!

Recommended readings should be based on cases presented, theories to be illustrated, treatment problems encountered, and psychopathology or self-management\adjustment issues to be addressed within the treatment session shown. All students in the class will be expected to participate in case discussions and provide feedback. Students will also be encouraged to suggest additional readings that may be relevant to the cases being discussed, as well as child/adolescent psychotherapy theory/process/treatment approaches in general.

ABPP Presentation (50 Points)
The final exam will consist of an in-class case presentation delivered in American Board of Professional Psychology (ABPP) style. This will include a formal video presentation. In addition, each student will complete a written case study that includes the following information in $\geq 1,500$ words:

1. Contact dates

2. Current session number in total sequence
3. Descriptive information
4. Presenting problem(s)
5. Diagnoses
6. Brief history
7. Case conceptualization and discussion of problem(s)
8. Treatment Plan
9. Rationale for interventions(s) utilized in the session presented. Include supporting literature.
10. Goals for present intervention(s)
11. Progress note detailing session. Can be written in SOAP or DAP format.
12. Reflection of your behavior and/or reaction in the session.

Grading

Requirement	Due date	Points or % of final grade
Initial Class Reading	May 8	10 points (10% of grade)
Weekly Readings and Psychotherapy Videos	N/A	10 points per presentation (40 points total, 40% of grade)
Final Exam	August 2	50 points (50% of grade)

Point system used.

Points earned	93-100	90-92	87-89	83-86	80-82	77-79	73-76	70-72	67-69	63-66	60-62	Below 60
Letter Grade	A	A-	B+	B	B-	C+	C	C-	D+	D	D-	E

Letter Grade	A	A-	B+	B	B-	C+	C	C-	D+	D	D-	E	WF	I	NG	S-U
Grade Points	4.0	3.67	3.33	3.0	2.67	2.33	2.0	1.67	1.33	1.0	0.67	0.0	0.0	0.0	0.0	0.0

For greater detail on the meaning of letter grades and university policies related to them, see the Registrar's Grade Policy regulations at:
http://catalog.ufl.edu/ugrad/current/regulations/info/grades.aspx

Exam Policy
For your final exam you will be required to do an in-class presentation delivered in American Board of Professional Psychology (ABPP) style (see Page 34 of American Board of Clinical Child and Adolescent Psychology candidate examination manual http://www.abpp.org/i4a/pages/index.cfm?pageid=3388; we will also discuss the format in class). Presenting in ABPP style will help to familiarize students with requirements for specialty board certification in our field. In addition, each student will complete a written case study (please see ABPP presentation section).

Policy Related to Make up Exams or Other Work
Students who must miss class because of a conflicting professional or personal commitment must make prior arrangements with the instructor. If a presentation or the final exam must be missed because of illness, a

doctor's note is required. Make-ups for the final exam will only be allowed in the event of a documented illness and will need to be scheduled with Dr. Fedele.

Any requests for final exam make-ups due to technical issues MUST be accompanied by the ticket number received from PHHP IT support when the problem was reported to them. The ticket number will document the time and date of the problem. You must e-mail Dr. Fedele within 24 hours of the technical difficulty if you wish to request a make-up.

Policy Related to Required Class Attendance
Attendance is expected as a part of the student's professional training and will be recorded at the beginning of each class on a sign-in sheet. Students are expected to arrive for class on time and to remain for the full class period. Students needing to miss class or arrive late/leave early should make prior arrangements with the instructor via e-mail. If a student must miss more than one class, the student should work with the instructors to determine a make-up assignment.

Please note all faculty are bound by the UF policy for excused absences. For information regarding the UF Attendance Policy see the Registrar website for additional details:
https://catalog.ufl.edu/ugrad/current/regulations/info/attendance.aspx

STUDENT EXPECTATIONS, ROLES, AND OPPORTUNITIES FOR INPUT

Expectations Regarding Course Behavior
Please refrain from using iPods, cell phones, or any other electronic devices during class as it is distracting and inconsiderate of other students and the instructor. Please leave cell phones in carrying case or outside of class; we do not want students utilizing cell phones during class unless there is an urgent issue. Laptop use is acceptable for note taking or presenting; do not use laptop to search the internet or respond to e-mails during class. No recording of the class will be allowed due to the confidential nature of information to be discussed in the course. It is expected that you will actively participate in discussion during class. Active class participation will enhance learning during the course and aid in meeting the course objective regarding learning how to provide constructive feedback to other students regarding their therapy cases.

Please do not arrive late to class or disrupt the class as it is distracting and inconsiderate of other students and the instructor.

To the extent permitted by facility rules and restrictions, you may bring food and/or beverages to class as long as it does not interfere with your ability to work and/or participate in class and as long as it does not interfere with or your classmates' ability to work and participate in class. You will be expected to clean-up after yourself and dispose of all trash before leaving the classroom.

Inclusive Learning Environment

Public health and health professions are based on the belief in human dignity and on respect for the individual. As we share our personal beliefs inside or outside of the classroom, it is always with the understanding that we value and respect diversity of background, experience, and opinion, where every individual feels valued. We believe in, and promote, openness and tolerance of differences in ethnicity and culture, and we respect differing personal, spiritual, religious and political values. We further believe that celebrating such diversity enriches the quality of the educational experiences we provide our students and enhances our own personal and professional relationships. We embrace The University of Florida's Non-Discrimination Policy, which reads, "The University shall actively promote equal opportunity policies and practices conforming to laws against discrimination. The University is committed to non-discrimination with respect to race, creed, color, religion, age, disability, sex, sexual orientation, gender identity and expression, marital status, national origin, political opinions or affiliations, genetic information and veteran status as

protected under the Vietnam Era Veterans' Readjustment Assistance Act." If you have questions or concerns about your rights and responsibilities for inclusive learning environment, please see your instructor or refer to the Office of Multicultural & Diversity Affairs website: www.multicultural.ufl.edu

Communication Guidelines
It is expected that e-mail communications and behavior with course faculty and other students enrolled in the course will be professional and respectful. Per the Clinical and Health Psychology graduate student handbook, it is never appropriate to post information about patients or therapy sessions on the internet in any fashion, even if identifying information is not included. Likewise, it is not appropriate to post information from class discussion regarding patients or students in the course on the internet in any fashion. It is also not appropriate to make negative statements regarding a student's clinical skills to other students in the course or in the graduate program. Concerns about another student's clinical skills should be directed to one of the course faculty.

Academic Integrity
Students are expected to act in accordance with the University of Florida policy on academic integrity. As a student at the University of Florida, you have committed yourself to uphold the Honor Code, which includes the following pledge:

 "**We, the members of the University of Florida community, pledge to hold ourselves and our peers to the highest standards of honesty and integrity**."

You are expected to exhibit behavior consistent with this commitment to the UF academic community, and on all work submitted for credit at the University of Florida, the following pledge is either required or implied:

 "On my honor, I have neither given nor received unauthorized aid in doing this assignment."

It is your individual responsibility to know and comply with all university policies and procedures regarding academic integrity and the Student Honor Code. Violations of the Honor Code at the University of Florida will not be tolerated. Violations will be reported to the Dean of Students Office for consideration of disciplinary action. For additional information regarding Academic Integrity, please see Student Conduct and Honor Code or the Graduate Student Website for additional details:
https://www.dso.ufl.edu/sccr/process/student-conduct-honor-code/
http://gradschool.ufl.edu/students/introduction.html

Please remember cheating, lying, misrepresentation, or plagiarism in any form is unacceptable and inexcusable behavior.

Online Faculty Course Evaluation Process
Course evaluations will help to inform improvements and future modifications to the course, and are also used as part of faculty tenure and promotion packets (as such, they may have a direct influence on faculty tenure and promotion). Students are expected to provide feedback on the quality of instruction in this course by completing online evaluations at https://evaluations.ufl.edu. Evaluations are typically open during the last two or three weeks of the semester, but students will be given specific times when they are open. Summary results of these assessments are available to students at https://evaluations.ufl.edu/results/.

SUPPORT SERVICES

Accommodations for Students with Disabilities
If you require classroom accommodation because of a disability, you must register with the Dean of Students Office http://www.dso.ufl.edu within the first week of class. The Dean of Students Office will provide documentation of accommodations to you, which you must then give to me as the instructor of the course to

receive accommodations. Please make sure you provide this letter to me by the end of the second week of the course. The College is committed to providing reasonable accommodations to assist students in their coursework.

Counseling and Student Health
Students sometimes experience stress from academic expectations and/or personal and interpersonal issues that may interfere with their academic performance. If you find yourself facing issues that have the potential to or are already negatively affecting your coursework, you are encouraged to talk with an instructor and/or seek help through University resources available to you.

- The Counseling and Wellness Center 352-392-1575 offers a variety of support services such as psychological assessment and intervention and assistance for math and test anxiety. Visit their web site for more information: http://www.counseling.ufl.edu. On line and in person assistance is available.
- You Matter We Care website: http://www.umatter.ufl.edu/. If you are feeling overwhelmed or stressed, you can reach out for help through the You Matter We Care website, which is staffed by Dean of Students and Counseling Center personnel.
- The Student Health Care Center at Shands is a satellite clinic of the main Student Health Care Center located on Fletcher Drive on campus. Student Health at Shands offers a variety of clinical services. The clinic is located on the second floor of the Dental Tower in the Health Science Center. For more information, contact the clinic at 392-0627 or check out the web site at: https://shcc.ufl.edu/
- Crisis intervention is always available 24/7 from:
  Alachua County Crisis Center:
  (352) 264-6789
  http://www.alachuacounty.us/DEPTS/CSS/CRISISCENTER/Pages/CrisisCenter.aspx

Do not wait until you reach a crisis to come in and talk with us. We have helped many students through stressful situations impacting their academic performance. You are not alone so do not be afraid to ask for assistance.