**University of Florida**

**College of Public Health & Health Professions Syllabus**

**CLP 7934: Advanced Child Psychotherapy (3 credit hours)**

Summer C 2023

Delivery Format: Online

Instructor Name: David Fedele, Ph.D., ABPP
Room Number: HPNP 3170

Day/Time: Wednesdays 8:00am-10:45am
Phone Number: (352) 294-5765

Email Address: dfedele@phhp.ufl.edu

Office Hours: E-mail to schedule a meeting

Preferred Course Communications: E-mail

## 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 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 discussion of a core child/adolescent therapy topic, student presentations of videos from psychotherapy sessions with child/adolescent cases, and well a 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.

# 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 during the course. Student presentations of therapy sessions will be reviewed each week to facilitate the advancement of therapy skills.

# Topical Outline/Course Schedule

| Week | Date | Topic | Readings |
| --- | --- | --- | --- |
| 1 | May 17 | * Orientation to the course
* Competencies
* Student goals
 | * Jackson, Y., Wu, Y. P., Aylward, B. S., & Roberts, M. C. (2012). Application of the competency cube model to clinical child psychology. *Professional Psychology: Research and Practice, 43*, 432-441.
* Palermo, T. M., Janicke, D. M., McQuaid, E. L., Mullins, L. L., Robins, P. M., & Wu, Y. P. (2014). Recommendations for training in pediatric psychology: Defining core competencies across training levels. *Journal of Pediatric Psychology, 39*, 965-984.
 |
| 2 | May 24 | * Biopsychosocial formulation and planning
* Student presentations of therapy sessions (TBD)
 | * Christon, L. M., McLeod, B. D., & Jensen-Doss, A. (2015). Evidence-based assessment meets evidence-based treatment: An approach to science-informed case conceptualization. *Cognitive and Behavioral Practice, 22*, 36-48.
* Winters, N. C., Hanson, G., & Stoyanova, V. (2007). The case formulation in child and adolescent psychiatry. *Child and Adolescent Psychiatric Clinics of North Marica, 16*, 111-132.
* Biopsychosocial model and Case Formulation: <https://www.psychdb.com/teaching/biopsychosocial-case-formulation#diagnosis-versus-formulation>
 |
| 3 | May 31 | * Cultural Formulation Interview
* Student presentation of therapy sessions (TBD)
 | * La Roche, M. J., & Bloom, J. B. (2020). Examining the effectiveness of the Cultural Formulation Interview with young children: A clinical illustration. *Transcultural Psychiatry, 57*, 515-524.
* Lewis-Fernández, R., Aggarwal, N. K., Hinton, L., Hinton, D. E., & Kirmayer, L. J. (Eds.). (2016). *DSM-5® Handbook of the Cultural Formulation Interview.* American Psychiatric Publishing.
 |
| 4 | June 7 | * Communicating treatment plans to families
* Student presentation of therapy sessions (TBD)
 | * Foa, E. B., Yadin, E., & Lichner, T. K. (2012). Session 1: Treatment planning part I. *Exposure and response (ritual) prevention for obsessive-compulsive disorder: Therapist guide.* (pp. 67-78). New York: Oxford University Press.
* Nock, M. K. & Ferriter, C. (2005). Parent management of attendance and adherence in child and adolescent therapy: A conceptual and empirical review. *Clinical Child and Family Psychology Review, 8*, 149-166.
* Wampold, B. E. (2011). Qualities and actions of effective therapists. *American Psychological Association Education Directorate.* Retrieved from <http://www.apa.org/education/ce/effective-therapists.pdf>
 |
| 5 | June 14 | * Culturally competent practice
* Cultural humility
* Student presentation of therapy sessions (TBD)
 | * Hays, P. A. (2009). Integrating evidence-based practice, cognitive-behavior therapy, and multicultural therapy: Ten steps for culturally competent practice. *Professional Psychology: Research and Practice, 40*, 354-360.
* Hays, P. A. (2016). Essential therapist knowledge and qualities. *Addressing Cultural Complexities in Practice: Assessment, Diagnosis, and Therapy* (3rd ed., 19-37). American Psychological Association.
* Hook, J. N., Davis, D., Owen, J., & DeBlaere, C. (2017). Exploring your cultural identity. *Cultural Humility: Engaging Diverse Identities in Therapy* (pp. 43-64). American Psychological Association.
 |
| 6 | June 21 | * Supervision
* Student presentations of therapy sessions (TBD)
 | * Falender, C. A., Burnes, T. R., & Ellis, M. V. (2013). Multicultural clinical supervision and benchmarks: Empirical support informing practice and supervisor training. *The Counseling Psychologist, 41*, 8-27.
* Falender, C. A. & Shafranske, E. P. (2004). What makes for good supervision? In *Clinical supervision: A competency-based approach* (pp. 37-58). Washington, DC: American Psychological Association
 |
| 7 | June 28 | Summer Break – No Class! | None |
| 8 | July 5 | * Ethical decision making
* Student presentations of therapy sessions (TBD)
 | * Chorney, J. M., Warren, M., McLaughlin, E., Gillespie, J., Lee-Baggley, D., & Vallis, T. M. (2016). Back off, forge ahead, or play the long game: The ethics of working with adolescents who “aren’t ready”. *Clinical Practice in Pediatric Psychology, 4*, 318-328.
* Fehr, K. K., Hazen, R. A., & Nielsen, B. A. (2017). Ethical decision making for psychology trainees in the clinical practice setting: Case examples and practical solutions for trainees and supervisors. *Clinical Practice in Pediatric Psychology, 5*, 123-136.
 |
| 9 | July 12 | * Consultation skills
* Interdisciplinary care
* Student presentations of therapy sessions (TBD)
 | * Carter, B. D. & Von Weiss, R. T. (2005). Inpatient pediatric consultation-liaison. In R. G. Steele & M. C. Roberts (Eds.), *Handbook of Mental Health Services for Children, Adolescents, and Families* (pp. 63-83). New York, NY: Kluwer Academic/Plenum Publishers.
* Kullgren, K. A., Tsang, K. K., Ernst, M. M., Carter, B. D., Scott, E. L., & Sullivan, S. K. (2015). Inpatient pediatric psychology consultation-liaison practice survey: Corrected version. *Clinical Practice in Pediatric Psychology, 3*, 340-351.
 |
| 10 | July 19 | * Consultation skills
* Interdisciplinary care
* Student presentations of therapy sessions (TBD)
 | * Carter, B. D. & Von Weiss, R. T. (2005). Inpatient pediatric consultation-liaison. In R. G. Steele & M. C. Roberts (Eds.), *Handbook of Mental Health Services for Children, Adolescents, and Families* (pp. 63-83). New York, NY: Kluwer Academic/Plenum Publishers.
* Kullgren, K. A., Tsang, K. K., Ernst, M. M., Carter, B. D., Scott, E. L., & Sullivan, S. K. (2015). Inpatient pediatric psychology consultation-liaison practice survey: Corrected version. *Clinical Practice in Pediatric Psychology, 3*, 340-351.
 |
| 11 | July 26 | * Termination
* ABPP style presentations for final exams
 | * Jakobsons, L. J., Brown, J. S., Gordon, K. H., & Joiner, T. E. (2007). When are clients ready to terminate? *Cognitive and Behavioral Practice, 14*, 218-230.
* Vasquez, M. J. T., Bingham, R. P., & Barnett, J. E. (2008). Psychotherapy termination: Clinical and ethical responsibilities. *Journal of Clinical Psychology: In Session, 64*, 653-665.
 |
| 12 | August 2 | No Class – APA Conference | None |
| 13 | August 9 | ABPP style presentations for final exams | None |

# Course Materials and Technology

Readings for the course will be provided on a weekly basis by the instructor. In addition, the following is a recommended text and website that students may wish to access to supplement their learning for the course:

Weisz, J., & Kazdin, A. (2017). *Evidence-Based Psychotherapies for Children and Adolescents, Third Edition*. The Guilford Press.

[www.effectivechildtherapy.com](http://www.effectivechildtherapy.com) (workshop videos on different treatment approaches are available)

Students are required 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 Lisa King, PsyD, 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 daily 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.ed](file:///C%3A%5CC%5CUsers%5Chackg%5CDesktop%5CLearning-support%40ufl.edu)u
* (352) 392-HELP - select option 2
* [https://lss.at.ufl.edu/help.shtm](https://lss.at.ufl.edu/help.shtml)l

# ACADEMIC REQUIREMENTS AND GRADING

# Discussion Questions (3 Points per Class; 30 Total Points)

# Readings for each topic will be provided by the instructor. During Weeks 2-11 (excluding Summer Break), students are asked to submit a discussion question. Discussion questions will be evaluated for depth of comprehension, integration of information with course content, and likelihood of eliciting meaningful class discussion. Please be aware that discussion questions are due on Tuesdays by noon to allow for integration into the upcoming class discussion. All articles will be posted on Canvas along with the scoring rubric.

# Psychotherapy Session Videos (15 Points per Presentation; 30 Total 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 2 times during the course (not including the ABPP Presentation). The scoring rubric will be posted on Canvas. Presentation requirements include:

# Use of a video for each presentation.

# Giving a brief, oral presentation introducing the case (history of presenting problem, case conceptualization, and treatment plan).

# Outlining the session number that the video represents and why this video was chosen for presentation.

# 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. Learning occurs when challenging issues occur in challenging situations.

# All students are expected to participate in case discussions and provide feedback. Students are 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 (40 Total Points)**

The final exam will consist of an in-class case presentation delivered in American Board of Professional Psychology (ABPP) style. This will include two parts: (1) a formal video presentation and (2) a writtencase study. The scoring rubrics will be posted on Canvas.

**Formal Video Presentation (15 points)**

Each student will have 20 minutes to present. The formal video presentation should include the following information and be no longer than 15 minutes:

1. Presenting problem(s)
2. Brief history
3. Brief case conceptualization
4. Rationale for intervention(s) utilized in the session presented
5. Goal for present intervention(s)
6. Video tape clip of intervention skill

The remaining 5 minutes will be used for peer supervision and discussion of the video presentation.

**Written Case Study (25 points)**

The written case study should include the following information in ≤ 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
12. Reflection of your behavior and/or reaction in the session

# Grading

|  |  |  |
| --- | --- | --- |
| **Requirement** | **Due date** | **Points or % of final grade**  |
| Discussion Questions | N/A | 3 points per class (30 points; 30% of grade) |
| Psychotherapy Videos | N/A | 10 points per presentation (30 points total; 30% of grade) |
| ABPP Presentation | July 26 or August 9 | Video Presentation – 15 points (15% of grade)Written Case Study – 25 points (25% 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 American Board of Clinical Child and Adolescent Psychology candidate examination manual; 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 are expected to attend all classes (see **Policy Related to Required Class Attendance**) and submit coursework on time. Students who anticipate missing class due to an excused absence must make prior arrangements with the instructor. Make-up work will only be allowed in the event of an excused absence. Please schedule make-up work with the instructor. Late submissions of discussion questions will be assigned a grade of zero.

Please note: Any requests for make-ups due to technical issues must be accompanied by the UF Computing help desk (<http://helpdesk.ufl.edu/>) correspondence. You must e-mail the instructor within 24 hours of the technical difficulty if you wish to request a make-up.

# Policy Related to Required Class Attendance

It is the expectation of the faculty in Clinical and Health Psychology that all students attend all classes. Students are expected to be present for all classes as a part of the student’s professional training. 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. Excused absences must be consistent with university policies in the Graduate Catalog ([http://gradcatalog.ufl.edu/content.php?catoid=10&navoid=2020#attendance](http://gradcatalog.ufl.edu/content.php?catoid=10&navoid=2020)) and require appropriate documentation.  Additional information can be found here: <https://catalog.ufl.edu/ugrad/current/regulations/info/attendance.aspx>

**Policy Related to Guests Attending Class**

Only registered students are permitted to attend class. However, we recognize that students who are caretakers may face occasional unexpected challenges creating attendance barriers. Therefore, by exception, a department chair or his or her designee (e.g., instructors) may grant a student permission to bring a guest(s) for a total of two class sessions per semester. This is two sessions total across all courses. No further extensions will be granted. Please note that guests are **not** permitted to attend either cadaver or wet labs. Students are responsible for course material regardless of attendance. For additional information, please review the Classroom Guests of Students policy in its entirety.

# STUDENT EXPECTATIONS, ROLES, AND OPPORTUNITIES FOR INPUT

# Expectations Regarding Course Behavior

As a matter of mutual courtesy, please let the instructor know when you’re going to be late, when you’re going to miss class, or if you need to leave early. Please refrain from using cell phones or any other electronic devices during class as it is distracting and inconsiderate of other students and the instructor. Please do not use a cell phone during class unless there is an urgent issue. Laptop use is acceptable for note taking or presenting; do not use laptops to 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.

## 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 the instructor.

# 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

Students are expected to provide professional and respectful feedback on the quality of instruction in this course by completing course evaluations online via GatorEvals. Guidance on how to give feedback in a professional and respectful manner is available at <https://gatorevals.aa.ufl.edu/students/>. Students will be notified when the evaluation period opens, and can complete evaluations through the email they receive from GatorEvals, in their Canvas course menu under GatorEvals, or via [https://ufl.bluera.com/ufl/](https://urldefense.proofpoint.com/v2/url?u=https-3A__ufl.bluera.com_ufl_&d=DwMFAg&c=sJ6xIWYx-zLMB3EPkvcnVg&r=y2HjEMjRMHJhfdvLrqJZlYczRsfp5e4TfQjHuc5rVHg&m=WXko6OK_Ha6T00ZVAsEaSh99qRXHOgMNFRywCoehRho&s=itVU46DDJjnIg4CW6efJOOLgPjdzsPvCghyfzJoFONs&e=). Summaries of course evaluation results are available to students at <https://gatorevals.aa.ufl.edu/public-results/>.

**Policy Related to Guests Attending Class**

Only registered students are permitted to attend class. However, we recognize that students who are caretakers may face occasional unexpected challenges creating attendance barriers.  Therefore, by exception, a department chair or his or her designee (e.g., instructors) may grant a student permission to bring a guest(s) for a total of two class sessions per semester.  This is two sessions total across all courses.  No further extensions will be granted.  Please note that guests are **not** permitted to attend either cadaver or wet labs.  Students are responsible for course material regardless of attendance. For additional information, please review the Classroom Guests of Students policy in its entirety.  Link to full policy: <http://facstaff.phhp.ufl.edu/services/resourceguide/getstarted.htm>

# 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.
* **U 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>
* **University Police Department**: [Visit UF Police Department website](https://police.ufl.edu/) or call 352-392-1111 (or 9-1-1 for emergencies).
* **UF Health Shands Emergency Room / Trauma Center:** For immediate medical care call 352-733-0111 or go to the emergency room at 1515 SW Archer Road, Gainesville, FL 32608; [Visit the UF Health Emergency Room and Trauma Center website](https://ufhealth.org/emergency-room-trauma-center).

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.

**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](http://www.multicultural.ufl.edu)