

**ED PS 6XXX/7XXX**  
**Advanced Child and Adolescent Behavior Therapy**

**Spring Semester**  
**Tuesdays: 4:35-7:05**

**SAEC 3XXX**

**Instructor:**

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***Required Readings:***

Students will have access to a variety of evidence-based practice (EBP) manualized treatments; however, each student will be required to purchase one (1) treatment manual that will be used to prepare PowerPoint presentation and implement simulated treatment.

Students will be responsible for additional journal articles, which will be posted one (1) week before the required class on Canvas.

***Course Goals:***

1. Review the concepts and basic procedures of child and adolescent behavior assessment and therapy.
2. Gain detailed knowledge of selected EBP treatment manuals for a variety of child and adolescent mental health and behavioral problems
3. Improve students' problem solving and experience in the treatment of child and adolescent mental health and behavior problems.
4. Increase students' ability to critically analyze the implementation of EBP treatment manuals of themselves and others.
5. Students will become proficient in writing treatment plans for various mental health and behavioral problems

***Course Requirements***

1. **In-Class Participation:** Students are expected to regularly attend class and actively participate in class discussions and small group activities. Being actively involved in the learning process results in a more effective learning experience for everyone. The instructor will record participation in role-plays and interactive components each class.

<i>Criteria for In-Class Participation Points</i>	<i>Points</i>
Missed no more than one class (for any reason). Regularly read material in depth prior to class. Frequently responded to questions raised or asked relevant questions in class. Comments and questions consistently reflected critical thinking skills. Contributed significantly to the learning of others. Engaged in Role-plays and interactive components every class	90-100
Missed no more than two classes. Did not regularly read material in depth prior to class. Frequently responded to questions raised or asked relevant questions in class. Comments and questions occasionally reflected critical thinking skills. Contributed to the learning of others. Engaged in role-plays and interactive components every other class (on average)	70-89
Missed no more than three classes. Did not regularly read material prior to class. Often passive in class activities, rarely asked questions or made comments that reflected critical thinking or asked questions solely for clarification. Only occasionally contributed to the learning of others. Engaged in role-plays and interactive components every third class (on average)	51-69
Missed four or more classes. Did not regularly read material prior to class. Did not ask questions or make comments that reflected critical thinking. Lack of engagement in class activities and did not contribute to the learning of others. Engaged in role-plays and interactive components less than every third class	0-50

2. **Treatment Plans.** In place of tests, students will be required to turn in a detailed treatment plan for each topic area (i.e., every 1-2 weeks). The treatment plans should be 2-3 pages in length and incorporate a description of assessment measures, information presented in class, procedure summaries from EBP treatment manuals, and the readings. Students will be provided with a case vignette for each treatment plan. Treatment plans will be due electronically (i.e., through Canvas) by the beginning of the new class topic, unless otherwise indicated. The instructor will review and return treatment plans within two weeks of their due date. Examples of treatment plans will be provided to students on the first class meeting.
3. **EBP Manualized Treatment Presentations and Product.** Each student is expected to complete a detailed presentation and product (i.e., PDF of presentation) covering an EBP treatment manual pertinent to this course (topics will be assigned by the instructor). The presentation and product should focus on a brief review of evidence-based assessment measures (i.e., rating scales, questionnaires, etc.), an introduction to multiple EBP treatment

manuals per topic area, and a detailed overview/procedures for a specific EBP treatment manual per topic area (assigned by the instructor). Empirical literature regarding EBP treatment manual should also be presented as support for the use of the manual in clinical populations. The products will be distributed to the other students in the class, the instructor, and posted online on the U of U School Psychology Website. Students are required to meet individually with the instructor in order to guide the scope and direction of their chosen topic. Students are required to submit their presentation and product and electronically to the instructor by the due date. Students will be responsible for an oral PowerPoint presentation of their EBP treatment manual (as described above) and should last 30 minutes.

4. **Simulated EBP Manualized Treatment Session.** Students will be expected to conduct and record one lesson from an assigned EBP treatment manual. This session will be simulated with other students in the class. Videos will be reviewed in class at a later time. Students implementing the EBP treatment sessions should rehearse and prepare for the lesson prior to recording the final copy. Students are encouraged to ask the instructor questions about procedures as they prepare.
5. **Feedback and Critical Analysis of Simulated EBP Manualized Treatment Sessions.** Students will be required to show select clips of their EBP simulated treatment session in class. The clips should run for about 15-minutes showing perceived areas of growth and proficiency. Other student in the class will be required to provide courteous and constructive feedback about ways to improve implementation and about implementation strengths.

Presentation and product grades will be assigned as follows:

- Adequacy of procedures description – 40%
- Presentation style (i.e., engage the crowd) – 20%
- Slide formatting (i.e., not too many bullets per slide) – 20%
- Presentation within time limits (i.e., don't go over the time limit) – 10%
- Incorruption of videos, pictures, and screenshots (i.e., make the slides fun to view for the audience) – 10%

**Assignment Due Dates:**

Presentation/Product	April 7 <sup>th</sup> and 14 <sup>th</sup>
Treatment Plans	Before the beginning of a new topic area
Simulated Session	Last two classes

***Grading:***

All course requirements (including in-class participation) will be considered in the final grade. Late assignments will not be accepted. The following shows the point assignments for ED PS 6xxx / 7xxx:

In-Class Participation	100 points	<u>Grading Scale</u>
Treatment Plans	100 points	95-100% = A
Presentation and Product	100 points	90-94% = A-
Simulated Session	100 points	87-89% = B+
Session Feedbacks	100 points	83-86% = B
<hr/> Total	<hr/> 500 points	80-82% = B-

***Need for Accommodations:***

The University of Utah’s Department of Educational Psychology seeks to provide equal access to its programs, services and activities for people with disabilities. If you will need accommodations in this class, reasonable prior notice needs to be given to the instructor and to the Center for Disability Services, 162 Olpin Union Building (581-5020 (V/TDD)). The Center for Disability Services will make arrangements with you and the instructor for accommodations.

***Academic Honesty:***

It is expected that students will adhere to generally accepted standards of academic honesty, including but not limited to refraining from cheating, plagiarizing, misrepresenting one’s work and/or inappropriately collaborating. Students also will be expected to adhere to the prescribed professional and ethical standards of the profession/discipline for which the student is preparing. Any student who engages in academic dishonesty or who violates the professional and ethical standards for the profession/discipline for which the student is preparing, may be subject to academic sanctions as per the University of Utah Student Code.

***Class Atmosphere:***

It is expected that students will maintain a respectful and civil atmosphere at all times during class meetings by adhering to the following guidelines:

1. Students will arrive on time and stay for the full class period
2. Students will complete reading assignments prior to class
3. Students will turn in assignments on time
4. Wrongly attached documents will not be allowed resubmission...be careful!!!
5. Students will participate in class discussions and activities
6. Students will conduct themselves in a courteous and professional manner
7. Students will prevent disruptions by turning off and refraining from use of cell phones and by putting away extraneous materials.

8. The use of laptop/tablet computers in class is permitted in class; however, they should only be used to follow presentation materials and take notes. Any additional use (e.g., social media, web browsing, emailing, etc.) will result in the loss of laptop/tablet computing privileges in class and negatively effect participation grade.

**COURSE SCHEDULE & ASSIGNED READINGS**

Meeting Date	Topic(s) & Required Readings
January 13 <sup>th</sup>	<b>Review of syllabus, course requirements, and overview</b>
January 20 <sup>th</sup>	<p><b>Oppositional Defiant Disorder; Conduct Disorders:</b></p> <p>Helping the noncompliant Child: Family based treatment for oppositional behavior (2<sup>nd</sup> ed), Rex Forehand and Robert MacMahon (multiple efficacy studies)</p> <p>Your defiant teenager, Russell Barkley</p>
January 27 <sup>th</sup>	<p><b>ADHD; Anger Management:</b></p> <p>All about ADHD: The complete guide for classroom teachers, Linda Pfiffner (RCT study)</p> <p>Lochman, J.E., Wells, K., &amp; Lenhart, L. (2008). Coping Power: Child Group Facilitator's Guide. New York: Oxford University Press</p>
February 3 <sup>rd</sup>	<p><b>Selective Mutism; School Refusal:</b></p> <p>Treatment for children with selective mutism: An integrated behavioral approach Lindsey Bergman (RCT study)</p> <p>School refusal in behavior in youth: A functional approach to assessment and treatment, Christopher Kearney (efficacy study)</p>
February 10 <sup>th</sup>	<p><b>Generalized Anxiety Disorder; Obsessive-Compulsive Disorder:</b></p> <p>Coping Cat/CAT Project, Philip Kendal</p> <p>OCD in childhood and adolescents: A cognitive-behavioral treatment manual, John March and Karen Mulle (multiple RCT studies including PTSD study)</p>
February 17 <sup>th</sup>	<p><b>Panic Disorder; Modified CBT for ASD:</b></p> <p>CBT for Children and Adolescents with High-Functioning Autism Spectrum Disorders. Scarpa, White, and Attwood, 2013.</p> <p>Barlow, D.H., &amp; Cerny, J.A. (1988). Psychological Treatment of Panic. New York: Guilford Press.</p>

February 24 <sup>th</sup>	NASP—NO CLASS
March 3 <sup>rd</sup>	<b>Depression; Exercise:</b> Adolescent coping with depression course, Peter Lewinsohn, Paul Rohde, Hyman Hops, & Gregory Clarke
March 10 <sup>th</sup>	<b>Mindfulness:</b> A Still Quiet Place: A Mindfulness Program for Teaching Children and Adolescents to Ease Stress and Difficult Emotions. Amy Saltzman, 2014  Sitting Still Like a Frog: Mindfulness Exercises for Kids (and Their Parents). 2013. Elaine Snel and Myla Kabat-Zinn
March 17 <sup>th</sup>	Spring Break—NO CLASS
March 24 <sup>th</sup>	<b>Pediatric Sleep Disorders:</b> When Children Don't Sleep Well: Interventions for Pediatric Sleep Disorders Therapist Guide Therapist Guide. V. Mark Durand, 2008
March 31 <sup>st</sup>	<b>Trauma Focused CBT:</b> Treating Trauma and Traumatic Grief in Children and Adolescents. Judith A. Cohen , Anthony P. Mannerino , and Esther Deblinger . Guilford Press: New York, NY, 2006
April 7 <sup>th</sup>	EBP Manualized Treatment Presentations
April 14 <sup>th</sup>	EBP Manualized Treatment Presentations
April 21 <sup>st</sup>	Simulated treatment session review and feedback
April 28 <sup>th</sup>	Simulated treatment session review and feedback