COURSE SYLLABUS

DIVISION: Theoretical and Behavioral Foundations
PROGRAM AREA: Educational Psychology
COURSE: EDP 7220—Psychotherapy with Children and Adolescents
#SECTION: 7220/901
COURSE CREDIT: 4 Semester Hours
TERM/YEAR: Winter 2016
COURSE LOCATION: WSU Oakland Center
DAY/TIME: Thursdays; 4:30-8:10
INSTRUCTOR: Dr. Aja Temple
OFFICE: 339 College of Education
TELEPHONE: 313-577-1427 (Dept. 577-1614) e-mail: ajatemple@wayne.edu
OFFICE HOURS: Thursday 10:00-3:00 (Oak Ctr.), Fri (Main Campus) by appointment

PREREQUISITES
Admission to the Counseling Psychology Program or written permission of instructor.

COURSE DESCRIPTION
The course is designed to prepare the student to begin doing psychotherapy with children and adolescents in clinical settings. Psychotherapy is a combination of science and art. Competent psychotherapists spend their lifetime studying and practicing this psychological technique. It cannot be learned from a "cookbook" of responses or techniques. It requires the student to know and understand psychotherapy theories, data based empirical research, techniques and how these are mediated by the therapist's feelings, personality and experience. One goal of this course is to provide you with an entering level of experience. In this course, you will learn research, concepts, techniques and how to apply this knowledge.

COURSE OUTCOMES

1. The student will demonstrate their understanding of evidence-based interventions for children and adolescents.
2. The student will explain and apply basic concepts of psychotherapy with children and adolescents.
3. The student will demonstrate their awareness of the effects of cultural diversity on psychotherapy with children and adolescents.
4. The student will apply the basic skills and techniques of psychotherapy with children and adolescents in the course practicum.
5. The student will explain and apply crisis practices to assess client risk and safety.

REQUIRED TEXTS

COURSE REQUIREMENTS AND EVALUATION

<table>
<thead>
<tr>
<th>Requirement</th>
<th>% of course grade</th>
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<tbody>
<tr>
<td>Exams</td>
<td>20%</td>
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<tr>
<td>Case notes/Treatment plan</td>
<td>10%</td>
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<tr>
<td>Supervision (individual/group)</td>
<td>20%</td>
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<tr>
<td>Self Evaluation</td>
<td>20%</td>
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<tr>
<td>Evaluation of Practicum Case</td>
<td>30%</td>
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The following grading scale will be applied:

- **A** 94+
- **A-** 90-93
- **B+** 87-79
- **B** 83-86
- **B-** 80-82
- **C+** 77-79
- **C** 73-76
- **C-** 70-72
- **E** <69

ATTENDANCE

Students are expected to attend class and to complete all assignments. Some materials presented in class will not always be covered in the textbook. Students are responsible for obtaining missed information including announcements and changes in class schedule. Given that the group supervision is conducted every week and each student is to present his/her case, it is important to come to class prepared.

EXAMS

There will be two exams in this course. The exams consist of short answer and essay questions from the course reading (textbook and articles) and class discussions.

PSYCHOTHERAPY PRACTICUM

Each student will conduct one child or adolescent psychotherapy case while taking this course. By approximately the third/fourth class you will be starting your practicum cases. Each student will present their case to the class. Students’ practicum experience will be evaluated using the rubrics (see attached).
It is critical that (1) students are prepared to present their own cases in group supervision, (2) they present their case conceptualization, and (3) they actively participate in discussion of other students’ cases, providing constructive feedbacks and support.

For group and individual supervisions, each session has to be videotaped. Audio taping will be allowed only when videotaping is not permitted by parents/guardians. The tapes or video files should be destroyed after this semester.

You are expected to write case notes for each therapy session. We will discuss the session in class and you may be called on to read your case notes. See attached sheet for more information about case notes. After conducting an interview with parents/guardian, an interview with a child/adolescent and other necessary interviews (i.e. teachers, psychiatrist, social worker), you need to write a treatment plan. **The treatment plan** is the result of your assessment phase and guides your treatment.

You are also expected to write a **3-page self-evaluation** (double spaced) of ONE session that you have after the treatment plan is written. You are asked to evaluate your style and therapeutic skills. *Transcribe 5-7 minutes of the selected session, and systematically analyze your interaction styles and interview skills, describing the strengths and weaknesses of the style and skills, and make 3 recommendations for improving in future interactions.* The transcription should be submitted along with the 3 page self-evaluation.

**INDIVIDUAL SUPERVISION**

Each student is required to have at least three individual supervision sessions with the instructor and two individual supervisions with a teaching assistant. It is VERY IMPORTANT that you have your first individual supervision and the instructor approves the treatment plan BEFORE you continue further with clients/parents. The second supervision has to be scheduled after implementing the treatment plan in three or four sessions with clients/parents.

For both individual supervision sessions, students should prepare to discuss their case with the instructor by organizing case information, identifying personal strengths/weakness as a therapist and listing specific questions to discuss with the instructor. *Students will be asked to present case conceptualization, to explore diagnoses, to discuss strengths of clients, to present any progress toward therapeutic goal and to reflect on their personal development toward a more competent therapist.* In addition, video tapes will be reviewed. Students should review the tapes prior to their supervision and identify specific areas that need feedback/guidance from the instructor. In each individual/group supervision, students will be evaluated based on these criteria.

Although two individual supervision sessions are required for the purpose of evaluation, students should seek out more supervision as needed. Students are strongly encouraged to maintain close communication with the instructor. The instructor will be available to students and should be contacted when immediate supervision is warranted.

**GROUP SUPERVISION**
Group supervision will be conducted every week. In group supervision, students are expected to discuss their case, provide updates on their cases, process challenges and dilemmas, and share their strategies with the class. In addition, students are expected to participate in group supervision by asking questions and providing helpful suggestions/feedback when other students’ cases are discussed. Participation in group supervision will be documented and included in final grades.

PROFESSIONAL BEHAVIOR AND STANDARDS

Consistent with the program goals, you are expected to maintain good conduct in six areas of work behavior:

1. Respect for human diversity
2. Communication skills
3. Effective interpersonal relations
4. Ethical responsibility
5. Adaptability
6. Initiative and dependability

Your in-class performance and practica experiences will be evaluated on these characteristics for this course. You will be interacting with children, parents, and other professionals. It is extremely important that you demonstrate professional behaviors and maintain professional appearance in your contacts with them.

ACADEMIC DISHONESTY/PLAGIARISM

The College of Education has a “zero tolerance” approach to plagiarism and other forms of academic dishonesty. (See Student Code of Conduct http://doso.wayne.edu/assets/student-code-of-conduct-brochure.pdf). Plagiarism includes copying material (any more than 5 consecutive words) from outside texts or presenting outside information as if it were your own by not crediting authors through citations. It can be deliberate or unintended. Specific examples of academic dishonesty, including what constitutes plagiarism, can be found in the University’s Undergraduate Bulletin (http://bulletins.wayne.edu/ubk-output/index.html) and Graduate Catalog (http://www.bulletins.wayne.edu/gbk-output/index.html) under the heading “Student Ethics.” These university policies are also included as a link on Blackboard within each course in which students are enrolled. It is every student’s responsibility to read these documents to be aware which actions are defined as plagiarism and academic dishonesty. Sanctions could include failure in the course involved, probation and expulsion, so students are advised to think carefully and thoroughly, ask for help from instructors if it is needed, and make smart decisions about their academic work.

RELIGIOUS OBSERVANCE POLICY

Because of the extraordinary variety of religious affiliations represented in the University student body and staff, the Wayne State University calendar makes no provisions for religious holidays.
It is University policy, however, to respect the faith and religious obligations of the individual students who find that their classes or examinations involve conflicts with their religious observances. They are expected to notify their instructors well in advance so that alternative arrangements as suitable as possible may be worked out.

**STUDENT DISABILITY SERVICES**

If you have a documented disability that requires accommodations, you will need to register with Student Disability Services (SDS) for coordination of your academic accommodations. The Student Disability Services (SDS) office is located at 1600 David Adamany Undergraduate Library in the Student Academic Success Services department. SDS telephone number is 313-577-1851 or 313-577-3365 (TDD only). Student Disability Services’ mission is to assist the university in creating an accessible community where students with disabilities have an equal opportunity to fully participate in their educational experience at Wayne State University.

**ENROLLMENT/WITHDRAWAL POLICY**

Students must add classes no later than the end of the first week of classes. This includes online classes. Students may continue to drop classes (with full tuition cancellation) through the first two weeks of the term. Students who withdraw from a course after the end of the 5th week of class will receive a grade of WP, WF, or WN.

- WP will be awarded if the student is passing the course (based on work due to date) at the time the withdrawal is requested
- WF will be awarded if the student is failing the course (based on work due to date) at the time the withdrawal is requested
- WN will be awarded if no materials have been submitted, and so there is no basis for a grade

Students must submit their withdrawal request on-line through Pipeline. The faculty member must approve the withdrawal request before it becomes final, and students should continue to attend class until they receive notification via email that the withdrawal has been approved.

Beginning the fifth week of class students are no longer allowed to drop but must withdraw from classes. The last day to withdraw will be at the end of the 10th full week of classes. The withdrawal date for courses longer or shorter than the full 15-week terms will be adjusted proportionately. See the university webpage for full details: http://reg.wayne.edu/students/information.php
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<thead>
<tr>
<th>Date</th>
<th>Topic</th>
<th>Readings</th>
<th>Assignments Due</th>
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<tbody>
<tr>
<td>Jan 14</td>
<td>Class information &amp; Syllabus</td>
<td>Hill Chap 1-2</td>
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<td>Pre-session skills and Materials</td>
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<td>Jan 21</td>
<td>The Intake Establishing Rapport</td>
<td>Hill Chaps 4-5, 7</td>
<td>Case Initiations Malekoff Chap 3</td>
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<td>Jan. 28</td>
<td><strong>SUPERVISION</strong></td>
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<td>Feb. 4</td>
<td>Case Conceptualization &amp; Exploration Skills Treatment Planning</td>
<td>Hill Chap. 6, 8-10 Kendall Chap. 15</td>
<td>Case initiation forms due Malekoff Chap 4</td>
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<td>Feb. 11</td>
<td>Session Components: Insight Skills</td>
<td>Hill Chaps. 11-15</td>
<td>Malekoff Chap 5</td>
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<td>Feb. 18</td>
<td>Session Components: Action Skills</td>
<td>Hill Chap 16-18</td>
<td>Malekoff Chap 6</td>
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<td>Feb. 25</td>
<td><strong>SUPERVISION</strong></td>
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<td>Treatment Plans Due</td>
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<td>Mar. 3</td>
<td>Special Circumstances Dilemmas of Therapy</td>
<td>Hill Chap. 3</td>
<td>Malekoff Chap 7</td>
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<td>Mar. 10</td>
<td>Crisis Intervention &amp; Suicide</td>
<td>Kendall Chap. 7</td>
<td>Exam I Due</td>
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<td>Mar. 17</td>
<td><strong>SPRING BREAK</strong> (No Class)</td>
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<td>Mar. 24</td>
<td>ADHD Externalizing Disorders</td>
<td>Kendall Chap 2-4, 14</td>
<td>Malekoff Chap 8</td>
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<td>Mar. 31</td>
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<td>Apr. 7</td>
<td>Anxiety</td>
<td>Kendall Chap 5-8, 13</td>
<td>Malekoff Chap 9</td>
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<td>Apr. 14</td>
<td>Depression</td>
<td>Kendall Chap 6</td>
<td>Termination Deadline Malekoff Chap 10</td>
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<td>Apr. 21</td>
<td>Trauma</td>
<td>Kendall Chap 10-11</td>
<td>Case Reflections Due Final Class Activities</td>
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<td>Apr. 28</td>
<td><strong>SUPERVISION (make ups)</strong></td>
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<td>Exam II due</td>
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You are expected to write case notes for each therapy session. The case notes should include the following parts: Summary, Interpretation, and Plan (SIP). Case notes for the intake session(s) will be more extensive, as they include background information and family members’ perceptions of the problem. An example of an initial interview form will be provided. If the child is interviewed separately during the intake/assessment process, your notes for this session will be also more extensive.

**Summary.** Name persons present for the session, date and time of session, major content discussed, significant client behavior or verbalization and significant therapist techniques.

**Interpretation.** Has your formulation of the problem changed? If so, how? A change in your conceptualization of intervention goals, controlling variables, or strategies should be noted. Is the client making expected progress? What factors are facilitating progress and what factors are impeding progress?

**Plan:** What is your plan for the next session? Note any changes in your treatment plan…

After the assessment phase, your case notes would typically not exceed one page and may be shorter.
# RUBRIC FOR EVALUATING TAPED THERAPY SESSIONS (EDP 7220)

<table>
<thead>
<tr>
<th>Student Name</th>
<th>Evaluator</th>
<th>Term/Year</th>
<th>N/A – Not Applicable</th>
<th>1 – Unsatisfactory</th>
<th>2 – Needs Improvement</th>
<th>3 – Developing</th>
<th>4 – Competent</th>
<th>5 - Exceptional</th>
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<td>Attending and Listening</td>
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<td>Maintain moderate levels of eye contacts</td>
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<td></td>
<td>Use moderate amounts of head nods</td>
<td>N/A 1 2 3 4 5</td>
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<td>Maintain an open stance toward clients (arms open, lean forward, face client squarely).</td>
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<td>Use acknowledgements such as “um-hmm.”</td>
<td>N/A 1 2 3 4 5</td>
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<td>Relax and be natural but professional</td>
<td>N/A 1 2 3 4 5</td>
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<td>Avoid distracting nonverbal behaviors, interruptions, note-taking, and touching</td>
<td>N/A 1 2 3 4 5</td>
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<td>Open ended questions</td>
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<td>Use different types of open ended questions to explore and clarify</td>
<td>N/A 1 2 3 4 5</td>
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<td></td>
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<td>Restatement</td>
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<td>Use restatement appropriately to clarify, to focus, to support, and to encourage catharsis</td>
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<td>Reflection of Feelings</td>
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<td>Use reflection of feelings to help clients identify, clarify and experience feelings on a deeper level.</td>
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<td>Presents a professional appearance.</td>
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<td>Is punctual for appointments and sessions.</td>
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<td>Aplytly prepared for scheduled sessions.</td>
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<td>Establish rapport with students.</td>
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<td>Communicate well with students.</td>
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<td>Demonstrates sensitivity and skills needed to work with diverse individuals.</td>
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<td>Achieves comfortable interactions with students of other ethnic and cultural backgrounds.</td>
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Comments: