Instructor: Amanda K Sommerfeld, Ph.D.
Contact information: amanda.sommerfeld@wayne.edu
(608) 469-1312 (cell)
331 Education Building

Office hours: I will be holding office hours on Wednesdays from 12:00-4:00 and by appointment. In addition to these hours, I have an open door policy, so you’re welcome to stop by and speak with me whenever my door is open.

Course Description:
The purpose of this child & adolescent psychotherapy course is to provide you with foundational knowledge relevant to conducting individually oriented child and adolescent therapy. The course will address issues such as the unique challenges that are involved in working with children and adolescents, particular approaches to child and adolescent treatment, and major psychological disorders that children and adolescents experience and how to intervene.

Course Objectives:
At the end of this course, you will have gained familiarity with:
1) The basic concepts of psychotherapy with children and adolescents
2) A range of theoretically-informed, empirically-supported interventions to ameliorate children’s emotional and behavioral difficulties
3) The process of establishing rapport with a child or adolescent
4) Procedures for conducting developmentally-appropriate interviews and creating preliminary treatment plans
5) The effects of cultural diversity on psychotherapy with children and adolescents

Course materials:
Course readings come from two primary sources: the required textbook and online readings. You are required to purchase the required book and are responsible for accessing the online readings via Blackboard.

Required text:

Additional readings (made available via BlackBoard):
Class Etiquette:
This is a class that may ask many of you to work outside of your comfort zones. You’ll be asked to not only share your thoughts and impressions of the course materials with one another, but also to engage in role plays, share videos of your work with a client, and discuss your approaches to treatment. I understand that sharing this aspect of our professional work with one another can leave us all feeling quite vulnerable. For that reason, it is imperative that we work together to create a safe, nonjudgmental space where taking risks, asking questions, and revealing uncertainties is possible. For that reason, language that degrades any individual because of previous experience, knowledge, or group belonging will not be tolerated. If at any point in the semester you are feeling unsupported or disrespected please come and speak with me so that we can address any issues that may be compromising your learning or growth.

Finally, in addition to respecting diversity and consistent with professional behaviors for a psychologist, you are expected to maintain good conduct in five additional areas of work behavior that are outlined in Wayne State University’s code of conduct:

1. Communication skills
2. Effective interpersonal relations
3. Ethical responsibility
4. Adaptability
5. Initiative and dependability

Your in-class and experiential performance will be evaluated on these characteristics. If attitudinal or behavioral concerns in any of these areas are noted, a conversation will take place between the student and instructor. If concerns persist, the student’s advisor will be notified. Unresolved problems in any of these areas may require intervention by the department faculty as a whole.

Course policies:

Attendance: It is my perspective that our peers are our greatest educational resources because of the different reactions and points of view held. Also, in this class you will be using one another pragmatically, role playing with one another to practice different intervention techniques. Because of this, it is expected that you will attend and engage in all class meetings. With that said, I recognize that circumstances occasionally arise that make class attendance impossible. If this occurs you are expected to inform the instructor ahead of time and are responsible for the material covered. Also, please note that your grade will be reduced by a full letter for each absence after the second missed class.

Preparation and Participation: Course material will become infinitely richer through your discussion and critical analysis of the topics. Thus, it is expected that you come to class having completed the readings and/or assignments so that you can fully engage in class discussions and activities. In order to assist you with this preparation, reading comments and questions are required for each class meeting (more on that later on). If preparation for class becomes a problem, I reserve the right to institute weekly reading quizzes to help provide motivation for completion of the readings.
**Writing:** Our ability to communicate in a written format is an essential component of our professional competence. For this reason, I hold high standards for your writing and will be including an evaluation of your writing in each of your assignments. I will provide ample feedback on your assignments to help you improve your craft of writing. However if you feel that you could benefit from additional help with your writing, I encourage you to visit the writing center, which is located in room 2310 of the Undergraduate Library (http://clas.wayne.edu/writing/).

**Submitting assignments:** With the exception of the reading comments and questions, all written assignments will be submitted via Blackboard in the appropriate assignment folder. If you are uncertain about how to upload assignments, tutorials are available via Blackboard or you're welcome to come and talk to me about it. Digital submissions should be uploaded prior to the class meeting time. Assignments not received prior to the start of class will be considered late and will be subject to the specified late policy.

**Late assignments:** For the sake of fairness and to maintain the integrity of the course, 10% of the possible assignment points will be deducted each day for late assignments, meaning that if you have not made prior arrangements with me and have not submitted your paper/assignment by class time on the due date, 10% of the possible points will be deducted. If the assignment is still not submitted by class time the following day, another 10% of the possible points will be deducted. With that said, I fully realize that circumstances arise that may preclude you from turning an assignment in on time. If you do not wish to be penalized for this, you are responsible for making alternate arrangements with me at least 48 hours before the due date.

**Academic dishonesty:** No form of academic dishonesty will be tolerated. I will assume that you have carefully read the university’s brochure on Academic Integrity, the Student Code of Conduct, and the College of Education academic dishonesty statement. These documents are available online through the Office for Teaching and Learning (http://www.otl.wayne.edu/wsu_integrity.php). Lack of familiarity with these policies is not considered a defense for academic misconduct. As such, any academic dishonesty, including plagiarism, will be considered premeditated and not accidental. Plagiarism includes copying material (any more than 5 consecutive words) from outside texts, presenting outside information as if it were your own, and not crediting authors through citations. It can be deliberate or unintended. If you're in doubt, cite the source. **Students caught plagiarizing information from other sources will receive a failing grade in the course.** University policy states that students can be subject to multiple sanctions, from reprimand to expulsion because of academic dishonesty or plagiarism.

**Ethical conduct:** In the course of this class, you will be asked to work with one child or adolescent. Given this interaction, it is of the utmost importance that you adhere to all ethical rules and codes of conduct for our field. Lack of familiarity with the ethical code of conduct is not an excuse for unethical behavior. Failure to behave in an ethical manner will result in an immediate conversation with the instructor. Depending on the violation additional disciplinary actions may be taken, up to expulsion from the program.

**Laptop and cell phone usage:** You are welcome to use your laptop, iPad, etc. in class in order to take notes but ONLY to take notes. Other activities are distracting not only to you but also to those around you, including to me. I ask that if you are going to use a laptop or other device, you disable your internet connection during class time and also that you silence your phone. If it seems that your laptop or other device is compromising your engagement in class, I will disallow your use of the device in class.

**Learning Accommodations:** It is my goal to make this class accessible to all students, regardless of ability status. Therefore, I will do all I can in order to accommodate for any disabilities you have. The university’s official policy states that if you have a documented disability that requires accommodations,
you will need to register with Student Disability Services 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 (TTD only). Once you have your accommodations in place, I will be glad to meet with you privately to discuss your needs.

Religious observance policy: I will make every effort to accommodate all students who, because of religious obligations, have conflicts with assignments or class meetings provided I am notified well in advance (at least two weeks) of the scheduled conflict.

Provision of changes to the syllabus:
The included schedule, policies, and assignments are subject to change in the event of extenuating circumstances or by mutual agreement between the instructor and class participants.

Grading:
Final grades will be distributed as follows out of the total possible points:

<table>
<thead>
<tr>
<th>Grade</th>
<th>Percentage</th>
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<tbody>
<tr>
<td>A</td>
<td>93% and above</td>
</tr>
<tr>
<td>A-</td>
<td>90-92%</td>
</tr>
<tr>
<td>B+</td>
<td>87-89%</td>
</tr>
<tr>
<td>B</td>
<td>83-86%</td>
</tr>
<tr>
<td>B-</td>
<td>80-82%</td>
</tr>
<tr>
<td>C+</td>
<td>77-79%</td>
</tr>
<tr>
<td>C</td>
<td>70-76%</td>
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<tr>
<td>F</td>
<td>60% and below</td>
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General Note on Grading: It is my belief that all of you have the potential to earn A’s in this course. However A’s will not be awarded for anything less than outstanding performance. B grades will be awarded for satisfactory work that satisfies all course requirements, B+ grades will be awarded for very good work, and A- grades will be assigned for work that is exceptional. Work that does not meet specified requirements will be awarded grades of C+, C, or F as appropriate.

Also, please note that I am very open to discussing grades on individual assignments. If you are confused by your grade or feel that it does not reflect your final product, please come and speak to me. With that said, final grades are not negotiable. If your final point tally falls between two letter grades I will use normal rounding up/down standards (i.e., 89.3% would round down to a B+, 89.7% would round up to an A-) to determine the final grade.

Withdrawal Policy: Students who withdraw from a course after the end of the 4th 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.
Course assignments:

**Reading comment and questions (Due weeks 2-12, 22 total points possible)**

At the beginning of each class, you will turn in a type-written comment and question set based on the assigned readings for that day.

For the **comment** section of the assignment, focus on an important concept, research finding, or idea from the week’s readings. Explain why you found this idea interesting, how it applies to your clinical skill development, or how it connects to your emerging understanding of the field. Your comment must be between 100 and 250 words.

For the **question** section of the assignment, develop a connected set of questions about the readings that you would like me to answer. This set of questions should also be between 100 and 250 words. Your questions should show that you have thought about the readings with care. Note that these questions are not the same as “quiz questions” that you may have written for other classes -- answers are not found neatly in the readings, but build on them. Here is an example of a good question and one to avoid:

<table>
<thead>
<tr>
<th>Description</th>
<th>Example</th>
</tr>
</thead>
<tbody>
<tr>
<td>Poor</td>
<td>Questions that can be answered in simple terms or that have one right answer. Questions that focus predominantly on the recall of information. They are also often significantly shorter than one paragraph in length.</td>
</tr>
<tr>
<td></td>
<td>“Do adopted children experience more psychological problems than those who are biologically related to their parents? Why?”</td>
</tr>
<tr>
<td>Good</td>
<td>Questions that require answers which encourage the synthesis, analysis, or evaluation of information. Questions that are generally longer, may have several parts to them, and cut across different areas.</td>
</tr>
<tr>
<td>(Note that this is still shorter than the minimum length, but it gives you an idea.)</td>
<td>“Would a child in a single-parent household develop differently (physically, emotionally, academically) than a child who lives with both parents? How does the ethnic/cultural background of the family play into this equation? For example, do children of different ethnicity handle the situation of living in a single-parent household differently based on their cultural beliefs? How can parents help alleviate some of the emotional stress that comes with the separation of two parents or only having one parent?”</td>
</tr>
</tbody>
</table>

This assignment encourages critical thinking and encourages you to be prepared before class. Reading comments and questions will be collected at the beginning of class sessions and will not be accepted afterwards. Each submission will be graded as very good (2.0 points), adequate (1.0 point), or inadequate/not turned in (0 points).
**Assignment 1 (25 points): Due February 6th**

**Paper 1: What causes problems (and what do we do about it)?**

For this 5-7 page paper, you will be asked to reflect on the various models covered in chapter 2 of the Erk textbook (biological, psychological, behavioral, cognitive, school, family, multicultural) and identify one or two of those models that most closely “matches” your beliefs about what causes psychological issues in children and adolescents.

Keep in mind that, depending on the client with whom you are working, symptom etiology will vary. However each of us have underlying presumptions or starting places from which we work. This assignment is to help you hone in on that starting place, which can give you insight into your theoretical orientation as a practitioner. Also, please note that there is no “right” answer to the question of what causes problems—that’s why so many different models exist. So the question you’re seeking to answer in this paper is which model most resonates with your way of thinking about symptom development at this point in time.

You’re welcome to structure the paper in any way you choose, however you should be sure to include:

1. a description of the model (or models) that you believe most resonate with your way of thinking
2. an explanation for why the model (or models) resonate for you (in other words, what’s your rationale for why the model(s) make the most sense to you)

**Grading**

This assignment will be graded as follows:

- **5 points** Quality of writing, including adherence to APA formatting, proofreading, punctuation, organization, etc.
- **7 points** Description of identified model
- **13 points** Articulated connection between model and personal beliefs

**Assignment 2 (50 points): Due March 6th**

**Intake interview write up and treatment plan**

For this assignment, you will be expected to conduct an intake interview with a child or adolescent (and his/her parents, unless impossible). Prior to beginning the intake interview, you are expected to have the client and his/her parent sign the informed consent form (provided to you by the instructor), which must be turned in along with your write-up and treatment plan. Please note, the client who you conduct an intake interview with will be the same client with whom you conduct the three “mock” therapeutic sessions over the course of the semester. The intake interview must be videotaped and the videotape submitted to the instructor.

You will be provided individual supervision on the intake interview prior to developing your treatment plan.

For the write-up and treatment plan, you will be expected to write a summary of the intake interview and develop a treatment plan that stipulates how you will proceed in your treatment of the “client.” This treatment plan should include your preliminary assessment of the client’s presenting concerns, your goals for the following three sessions, and the approach you will take in your treatment. Sample write-ups and treatment plans will be provided for your reference, as will the grading rubric.
Assignment 3 (10 points each): Due one day after you have conducted a session

Case notes and self-evaluations

After each session, you will be expected to write case notes and a self-evaluation and turn these in, along with the videotaped session, to the instructor no more than 3 days following any session. The instructor will review the videotape and the case notes and provide feedback or individual supervision. Please note that you may not conduct another session prior to receiving feedback or supervision from the instructor. With this in mind, timeliness of submitting your notes, self-evaluation, and videotapes is essential.

The case notes should be no more than one page and should include the following parts:

- **Summary.** Name persons present for the 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…

You are also expected to write a self-evaluation of each session. The self-evaluation should be no more than three pages and should include the following parts:

- **Overall impression.** How do you think the session went? How are you doing establish rapport with the client? How did you feel before, during, and after the session? Do you believe you made progress towards your treatment goals during the session? Why or why not?

- **Significant countertransference issues.** What “came up for you” during the session as a result of your interaction with the client? Think about your emotional reactions to what the client said/did, what biases may have come up for you, etc.

- **Strengths of the session.** What do you feel you did well in the session? Why do you believe what you did was/felt successful?

- **Areas for improvement.** What are things that you wish you had done differently? Looking back, why would/should you have done them differently?
**Assignment 4 (50 points): March 10th or 17th**

*Case presentation*

In this 30-minute case presentation, you will be asked to present the work you have been doing with your client to your colleagues. Included in your case presentation should be the following:

1) A description of your client’s presenting concerns
2) Pertinent background information
3) Initial treatment goals
4) Course of treatment (i.e., what you wanted to do with the client, how it went, etc.)
5) Self-reflection on your effectiveness in working with the client

In addition, you will be asked to share one 5-7 minute segment of a videotaped session that you believe exemplifies the work that you did with the client. The segment could demonstrate a strength in your interactions with your client or a particularly challenging moment in a session. Regardless of the segment you choose to use, you should relate the segment back to your overall case presentation of the client.

**Grading rubric:**
The case study will be graded by the instructor and your peers* according to the following criteria:

- **5 points** Presentation style (was the presentation engaging? Etc.?)
- **10 points** Organization of presentation
- **15 points** Completeness of information shared
- **10 points** Effective use of videotaped segment
- **10 points** Demonstrated self-reflection

* 50% of grade for assignment based on averaged instructor and TA ratings, 50% based on averaged peer ratings

**Assignment 5 (75 points): Due April 24th**

*Take home exam*

The final, take home exam will be provided to you on the last day of class (April 17th) and will be due one week later. The take home exam is open note/open book, but you must work on the final by yourself (i.e., you may not collaborate with one another on the final). The final will consist of a series of case vignettes, to which you would be asked to (a) describe each treatment approach, (b) explain its particular relevance to this client, (c) illustrate how the treatment approach would be implemented during a multiple-session course of treatment with this particular client, and (d) anticipate likely obstacles to its successful implementation and explain how you would counteract these difficulties.
Course Schedule

<table>
<thead>
<tr>
<th>Date</th>
<th>Topic</th>
<th>Readings/Assignments</th>
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<tbody>
<tr>
<td>January 9</td>
<td>Introduction to course</td>
<td></td>
</tr>
<tr>
<td>January 16</td>
<td>Developing rapport</td>
<td>Vernon (2002), chapter 1</td>
</tr>
<tr>
<td></td>
<td>Interviewing</td>
<td>Morrison &amp; Anders (1999), chapters 1 &amp; 2</td>
</tr>
<tr>
<td>January 23</td>
<td>Assessment/Diagnosis</td>
<td>Erk, chapter 1</td>
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<tr>
<td>January 30</td>
<td>Development of psychopathology</td>
<td>Erk, chapter 2</td>
</tr>
<tr>
<td>February 6</td>
<td>Children, culture, &amp; context</td>
<td>Baruth &amp; Manning (2012)</td>
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<td></td>
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<td>Gibbs &amp; Huang (2003)</td>
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<td></td>
<td></td>
<td>Vera &amp; Speight (2007)</td>
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<td></td>
<td></td>
<td><strong>Assignment 1 due</strong></td>
</tr>
<tr>
<td>February 13</td>
<td>Treatment planning</td>
<td>Erk, chapters 10 &amp; 11</td>
</tr>
<tr>
<td>February 20</td>
<td>Play therapy</td>
<td>Webb (2007), chapters 2, 11, &amp; 15</td>
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<tr>
<td>February 27</td>
<td>Cognitive/Coping skills interventions</td>
<td>Shapiro et al. (2006), chapters 3 &amp; 5</td>
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<tr>
<td>March 6</td>
<td>Behavioral interventions/Parent training</td>
<td>Shapiro et al. (2006), chapter 2</td>
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<tr>
<td></td>
<td></td>
<td><strong>Assignment 2 due</strong></td>
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<tr>
<td>March 13</td>
<td>NO CLASS- SPRING BREAK</td>
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<tr>
<td>March 20</td>
<td>Adjustment disorders</td>
<td>Erk, chapter 3</td>
</tr>
<tr>
<td>March 27</td>
<td>ADHD/Disruptive disorders</td>
<td>Erk, chapters 4 &amp; 5</td>
</tr>
<tr>
<td>April 3</td>
<td>Anxiety/Mood disorders</td>
<td>Erk, chapters 6 &amp; 7</td>
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<tr>
<td>April 10</td>
<td></td>
<td><strong>Case presentations</strong></td>
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<tr>
<td>April 17</td>
<td></td>
<td><strong>Case presentations</strong></td>
</tr>
<tr>
<td>April 24</td>
<td></td>
<td><strong>Take home final due</strong></td>
</tr>
</tbody>
</table>

**Unit 1: Initiating treatment**

**Unit 2: Treatment techniques**

**Unit 3: Child and adolescent psychopathology**

*Note: Readings in italics are from the course textbook. All others can be found on BlackBoard.*