Course Syllabus
GPSY 691 - Psychotherapy with Children and Adolescents - 3 Credit Hours
Monday 6:00 pm to 8:40 pm in 628 Fisher

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Course Description:
The prospective school psychologist will explore evidence-based treatments (including therapeutic methods and techniques) for use with school-age children.

Counseling Practicum with Children and Adolescents: A supervised counseling practicum designed to accompany: 691 Psychotherapy with Children and Adolescents.

Course Objectives:
1. Learn the professional procedures for initiating a counseling relationship.
2. Learn your legal and ethical responsibilities regarding the counseling relationship.
3. Learn a variety of counseling techniques and the typical problems they are used to treat.
4. Be able to apply counseling techniques to group therapy sessions.
5. Develop a conceptual understanding of the processes underlying interpersonal, emotional, and cognitive change in children.
6. Review the current status of evidence-based outcome and process research on psychotherapy with children.
7. Learn to apply an integrated (Case Formulation) approach to treatment selection.
8. Learn cultural factors including ELL that impact counseling services.
9. Apply counseling skills with referred children in a school setting, including the role of families and teachers.
10. Apply group counseling skills with referred children in a school setting, including the role of families and teachers.
11. Understand the role and application of treatment progress monitoring.

Prerequisites:

556 Counseling and Consulting Theory or 565 Therapeutic Techniques in Counseling

Email/Web Contact:

Based on a discussion with students the best method for contacting students prior to a class period will be determined. Most likely, students will check the listserv for this class after 12 noon each Monday and before the class for any announcements such as class cancellations. All students will be required to have web access. It is preferred that students have an email account as well.

Required Summer Readings Complete Before Fall semester:


Required Texts:


Recommended Texts:


Activities and Grading:

Out-of-class: Student will be asked to journal their perceptions of their experience and how that changes over the course of the semester. The purpose is to identify lapses in clinical judgment, biases and where clarity and integrated thinking has occurred. This is a developmental exercise to increase critical thinking skills used in clinical judgment. The journal is graded for completion unrelated to the pace of professional clinical development. A one page summary of what the student feels has changed most over the experience is due at the end of the semester and is graded based on the clarity of the argument presented supporting the changes the student feels they have evidenced.
**In-class:** The fish bowel is a group process technique where each student plays the role of a client and a therapist in a circle of classmates. Classmates may provide constructive feedback during the session to improve the counselors’ strategies with rapport, case formulation and treatment planning.

Graded assignments include 2 quizzes, 2 fish bowel (role playing client, role playing therapist), progress notes for 2 individuals, 1 group, 2 journal assignments, Brazelton & Greenspan integration/reflection paper, and final exam. The 2 quizzes are short answer closed book questions designed to rehash the material presented in class. The first quiz assesses the basics of ethics. The second quiz is to ensure the integration of material over the change process of child psychotherapy. A review for this quiz is given the week before.

Progress notes are the method for recording your interactions with the clients you see in schools. Use the DAP format that is compliant with HIPPA regulations that was taught in GEPSY 565.

The Brazelton and Greenspan integration/reflection paper is where students are to compare the books proposition on what children need for adequate development and how that relates to the child psychotherapy literature on change processes for children in therapy. This paper will be discussed in class.

A final exam will be administered during exam week. The exam will be a combination of multiple-choice questions and essay questions. The exam will be comprehensive and open-book. All questions will be written to require higher-order thinking skills including application, analysis, synthesis and evaluation.

**Diversity Statement** All students are expected to demonstrate respect for individuals who are culturally diverse. This course attempts to address issues of diversity, ELL, and individual differences through lectures, discussions, and assignments. Students are encouraged to raise questions or issues regarding diversity within class activities.

**Competencies Addressed within the Course:**
Intervention, Student Diversity in Development and Learning, Science of Psychology & Education

**Portfolio Products**

1. Practicum logs
2. Counseling case notes
3. Case formulation
4. Progress monitoring of counseling case
All course work will be graded on the following scale:

<table>
<thead>
<tr>
<th>Quality work</th>
<th>Competent work</th>
<th>Not-yet Competent work</th>
</tr>
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<tbody>
<tr>
<td>A</td>
<td>B+</td>
<td>C</td>
</tr>
<tr>
<td>A-</td>
<td>B</td>
<td>F</td>
</tr>
<tr>
<td></td>
<td>B-</td>
<td></td>
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Each student will demonstrate competent work in all course work assigned. If course work is not yet competent, extensive feedback will be provided from the instructor and the student will resubmit work until that skill is scored as competent work. In addition, each student will complete one assignment that is of quality work. All competent work and one- two quality work assignments will result in a B- assigned to the report card. Three assignments of quality work will result in a B, four will result in a B+, five-six will result in an A- and seven or more will result in an A. There are at least 10 total graded assignments. If for any reason a student does not demonstrate at least one quality work with the rest competent work, that student will receive a C on their report card. More than one grade of not yet competent that has not been remediated by the end of the semester will result in an F recorded on the report card.

<table>
<thead>
<tr>
<th>Grade</th>
<th>Description</th>
<th>Quality Points</th>
<th>Minimum Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>Superior</td>
<td>4.0</td>
<td>95</td>
</tr>
<tr>
<td>A-</td>
<td>Excellent</td>
<td>3.7</td>
<td>90</td>
</tr>
<tr>
<td>B+</td>
<td>Very Good</td>
<td>3.3</td>
<td>85</td>
</tr>
<tr>
<td>B</td>
<td>Good</td>
<td>3.0</td>
<td>80</td>
</tr>
<tr>
<td>B-</td>
<td>Above Average</td>
<td>2.7</td>
<td>75</td>
</tr>
<tr>
<td>C</td>
<td>Average</td>
<td>2.0</td>
<td>70</td>
</tr>
<tr>
<td>F</td>
<td>Failure</td>
<td>0.0</td>
<td>&lt;70</td>
</tr>
</tbody>
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**Academic Integrity Policy:**
Violations of academic integrity are subject to disciplinary action, including (but not limited to) lowering of grades, course failure, or suspension or dismissal from the class or from the University. Violations of academic integrity are delineated in the *Duquesne University Code of Student Rights, Responsibilities and Conduct* Article V, Section B.

**Accommodations for Special Students:**
If you have a documented disability with the Duquesne University Office of Special Student Services you must notify me within the first three scheduled class periods. I will then ask you to request that a memo be sent to me from the Office of Special Student Services that confirms your disability and explicates the recommendations for reasonable accommodations. Failure to notify me of your disability may prevent me from implementing your recommended reasonable accommodations for this class.

**Attendance Policy:**
Students are expected to attend all scheduled class periods, complete all assignments and participate in all exams at the scheduled time. Any student unable to attend class because of serious illness, hospitalization, a serious accident or other extenuating circumstance is
responsible for notifying me in a timely manner and providing written verification of said problem as soon as possible. The above reasons with associated documentation are the only reasons I will provide a make-up exam. Students are responsible for all other material covered in class, readings, and completion of projects despite being absent from class.

Students engaged in a University Sponsored Activity shall be excused from class, but the student is required to follow the procedures below in order to receive credit for any missed work.

1. The student must notify me of all regularly scheduled events at least one week prior to his/her anticipated absence. The appropriate forms must be completed and submitted at this time.
2. The student is responsible for all work covered during his/her absence.
3. In the event that participation in a University approved intercollegiate activity will cause the student to miss an examination or deadline for an assignment, the student is expected to follow the procedure outlined above. Although the absence is excused, the student will be expected to make up the exam or submit the assignment at a time and place so designated by the instructor.

Course Content and Readings:

The sequence is designed to teach you a wide range of evidence-based counseling methodologies and treatments indicated for specific emotional problems and diverse populations. That is, the class structure will be a metaphor for integrated or formulation-guided therapy. Due to the associated practicum you will be familiarized with some basic counseling strategies early in the class, with more sophisticated processes discussed later in the class.

Class 1: August 27
Topic: Introduction to Psychotherapy with Children
Readings: Professional Dress-handout

September 3: No Class- Labor Day

Class 2: September 10
Journal- Learning from experience entry from summer reading- graded
Topic: Professional, Procedural, Legal and Ethical Issues
APA Ethical guidelines- handout
Ethics in Psychotherapy, Counseling & Research- TAKE QUIZ NEXT WEEK
Involuntary commitment, voluntary commitment- handouts (adults & minors)
Reporting child abuse in PA- handout

Class 3: September 17
Quiz 1 Legal and ethical issues - graded
Topic: Evidence Based Practice: treatment planning, structure and monitoring,
Parents, children, special populations, culturally diverse considerations
Basic Group Counseling Procedures (movie)
Reading: Handouts (OSEP report and State Corrective Action Plan (CAP) for PA, Racusin article, common objectives in interviewing handout, Drewes Play Based Intervention article)

**Class 4: September 24**
Ethics – Check for completion in Dr Schmitts’ course
Topic: Developing the Therapeutic Relationship
Parents, children, special populations, culturally diverse considerations
Readings: Rinsely, D. (1994) Chapter 1 and 2, Common Factors article by Lambert & Barley),

**Class 5: October 1**
Topic: Advanced Professional Development: Relationships and Techniques
Handouts on transference (3)
Case conceptualization article (Kopta, et al.)
Review Handouts Othmer & Othmer (1994) Chapter 2 and 3
Learning from Experience book
McWilliams 2, 3, 4 (optional ask for handouts)

**Class 6: October 8**
Topic: Interpersonal Approaches- Group
Integrating techniques
Activities: Journal- graded

**Class 7: October 15**
Topic: Psychodynamic Approaches – Individual
Activities: Fish bowl

**Class 8: October 22**
Topic: Psychodynamic Approaches – Individual & Groups
Integrating techniques
Readings: Shirk & Russell (1996) Chapter 6, McWilliams 5,6 (optional, ask for copies)
    Review defense mechanism chart back of DSM and PA handout
Activities: Fish bowl

**Class 9: October 29**
Topic: Cognitive Approaches - Individual
Activities: Fish bowl

**Class 10: November 5**
Topic: Case Formulation
Activities: Fish bowl

**Class 11: November 12**
Topic: Contrasting Diagnosis with Formulation
Activities: Fish bowl

**November 19:** No Class- Holiday

**Class 12: November 26**
Topic: Case Formulations - Applications and Conclusions
Activities: Fish bowl

**Class 13: December 3**
Quiz 2- graded
Topic: Research on Counseling Effectiveness
Readings: Shirk & Russell (1996) Chapter 1, 2, & 3,
http://www.wjh.harvard.edu/%7Enock/Div53/EST/index.htm
Barriers to evidence-based treatment (Forness, 2003)
Polarities between research & practice (Shirk, 2005)
Activities: Fish bowl

**Class 14: December 10**
Due Brazelton integration paper - graded
Topic: Research on Counseling Effectiveness
Readings: Shirk & Russell (1996) Chapter 1, 2, & 3
Activities: Fish bowl

**Class 15: December 17**
Due: Progress notes (2 individuals,1 group) – graded
Journal Summary (1 page) - graded
Final Exam- graded