

Interventions with Children (PSY 725)

Fall 2016

Required Texts: Handbook of Evidence-Based Practice in Clinical Psychology, Child and Adolescent Disorders (Volume 1) Volume 1 Edition, Hersen and Sturmy (editors).

Course Description: This course will review empirically-derived interventions for children and adolescents who evidence problems consistent with the major psychological disorders, including fear/anxiety, mental retardation and learning disabilities, pervasive developmental, depression, and articulation, attention, conduct, eating, elimination, tic, substance abuse, and sleep disorders. The course will fully review treatment engagement, case conceptualization, treatment planning, client compliance and retention, child development, and diversity and cultural issues relevant to the therapeutic process. Modeling, role-playing, and student class presentations will be extensively utilized.

Course Objectives: Upon completing this course, students will be able to appropriately select and implement various empirically-based interventions for children and adolescents who evidence the aforementioned psychological disorders. In this process, students will acquire skills necessary to conceptualize case problems, develop effective treatment plans, and engage relevant significant others in treatment.

Schedule of Class Topics and Assignments:

Date	Topic	Chapter Assignments
WI: 9/1	-Introduction, general tx. and diversity issues	1 - 5
W2: 9/8	-General course of therapy, rapport building/enlistment, treatment planning, utilization of treatment manuals, EBT identification Quiz 1	
W3: 9/10	-Conduct disorders (CD, ODD) Quiz 2	11
W4: 09/15	-Substance use disorders (abuse, dependence) Quiz 3	-
W5: 09/22	-ADHD Quiz 4	10
W6: 9/29	-Depressive disorders (major depression, dysthymia) Quiz 5	22
W7: 10/6	-Anxiety disorders (Phobias, PTSD, Separation Anxiety, OCD) Quiz 6	17, 23
W8: 10/13	-Anxiety disorders continued (PD, GAD) Quiz 7	24
W9: 10/20	-Intellectual disorders Quiz 8	6
W10: 10/27	-Learning disorders Quiz 9	7, 8, 15, 16
W11: 11/3	-Fluency disorder (stuttering), elimination disorders (enuresis/encopresis)-- Quiz 10	
W12: 11/10	Veteran's Day	
W13: 11/17	-Autistic spectrum disorders	9, 19, 20

W14: 11/24	Quiz 11 Sleep disorders	27
W14: 12/1	Quiz 12 -Eating and tic disorders	13, 14, 25, 26
W15: 12/8	Quiz 13 -Child maltreatment (neglect, physical abuse, sexual abuse) Quiz 14	18, 28

Course Evaluation A = 93 to 100, A- = 90 to 92, B+=87 to 89, B=83 to 86, B- = 80 to 82, C+=77 to 79, C=73 to 76, C- = 70 to 72, D+=67 to 79, D=63 to 66, D- = 60 to 62, F = below 70

(1) Quizzes (quizzes = 50% of overall grade; Note, professor may decide to skip some quiz weeks):

Each quiz will consist of 3 to 10 questions (multiple choice, true/false, fill in the blank, essay). For each quiz, students may correct up to 1 question that was missed by writing a 1 page typed brief summary about the concept that was reflected in the item that was missed (**1 inch margins top and sides, 12 pt. font, Times New Roman**). These reports must be professionally prepared, i.e., free of typing errors, well-written, no plagiarism, **and include at least 3 relevant citations to original work**. Reports should reflect mastery of the concept. Students have 1 week to turn in the 1 page make-up report (i.e., start of class following quiz, no exceptions for partial credit).

(2) EBT Presentation (50% of overall grade):

Students will conduct a professional presentation regarding a treatment for a major problem domain in children/adolescence (e.g., Conduct Disorder, Substance Abuse, Mental Retardation). Whenever possible, students will select problem domains that are most relevant to her/his professional interests. The presentation will emphasize a brief summary of the treatment outcome study literature and review of a treatment outcome study. The student must distribute, to each class member and the professor, a copy of a controlled treatment outcome study that supports the selected treatment and a published comprehensive literature review of empirically-derived methods to treat the disorder during the class period that is one week prior to the presentation (no exceptions). The literature review paper and outcome study must be approved by the professor at least 7 days prior to the respective presentation (no exceptions). Student presenters are highly encouraged to discuss their presentations with the professor at least 7 days prior to the presentation. It is the student's responsibility to assure adequate time/scheduling with the professor so the necessary presentation components are successfully approved prior to the specified due dates.

Format of EBT Presentation (35 to 40 mins.)

1. Show & briefly review electronic or hard copy of treatment manual; < 5 mins).
2. Show class steps involved in determining treatment manual (National Clearinghouse, literature.review, email to professor, book, etc.; <5 mins.)
3. Summarize treatment outcome literature, and an RCT supporting the treatment; <15 mins).
 - a. Summarize current state of the field, including txs. supported by RCTs/multiple baseline
 - b. Summarize participants in the outcome study
 - c. Summarize in/exclusionary criteria
 - d. Experimental design (e.g., random assignment, multiple baseline across behaviors)
 - e. IVs
 - f. DVs
 - g. Methods of training therapists and maintaining treatment integrity

- h. Results
- i. Implications of study
- 4. Lead and maintain a discussion about 2 of the following treatment issues relevant to the respective treatment; < 15 mins.):
 - a. recruitment of clients
 - b. treatment planning
 - c. cultural diversity
 - d. ethical
 - e. developmental

Method of evaluating EBT presentation (total points possible = 32).

Presentations will be graded utilizing the following criteria (1 to 8) on a 0 to 4 scale (0 = not performed, 1 = insufficient, 2 = sufficient (performance = to average graduate student), 3=very good (performance = better than most graduate students), 4=outstanding (performance far exceeds most graduate students). The total grade will be based on the average percentage. It is possible that some criteria will not be applicable to particular problem domains. If a criterion is not applicable, it will be dropped from consideration in grading. **However, the student must ask the professor to approve the omission of these components from grading consideration at least 7 days prior to the workshop.**

1. published review of empirically-derived txs. approved by professor 7 days prior to workshop presentation
2. approved published review of empirically-derived txs. copied for class and professor 7 days prior to workshop
3. published controlled tx. outcome study approved by professor 7 days prior to workshop presentation
4. approved controlled tx. outcome study copied for class and professor 7 days prior to workshop
5. stimulation of class discussion, and fielding of questions.
6. consistency of information disclosed with literature review or respective treatment
7. time requirements were met (i.e., <35 mins.; pay close attention to time and feel free to ask audience, including the professor, to save comments until the formal presentation is complete if time is expected to go over 35 mins. **The student is responsible for completing in a timely fashion, and notifying professor when done).**

(3) One professional EBT development exercise; 20 to 30 mins. for each)

Exercises are designed to interactively teach the class something about EBT. All exercises must be approved by professor at least 7 days prior to the presentation. Exercises must be (a) relevant to a treatment issue in children, adolescents, and/or family, (b) evidence-supported, and (c) interactively involve all students. Students should strongly consider the following examples:

- a. Role-playing an evidence-based child or family technique or very brief intervention.
- b. Facilitating an evidence-supported discussion about an EBT related issue.
- c. Demonstrating how to navigate through a child welfare-based NIH website.
- d. Q &A w/ the Director of govt. agency re. EBT training obstacles & solutions.
- e. Demonstrating how to conduct EBT training consultation.
- f. Demonstrating how to establish a private practice that emphasizes EBT.
- g. Demonstrating how to establish a research program focused on EBT development.

Method of evaluating the exercises (pass or fail)

Each presentation will be evaluated with a Pass or Fail score. Failing will result in 1 letter grade deduction for the course. Exercises will be based on the extent of evidence provided, ability to stimulate discussion and/or interaction,

relevance to children and/or adolescents and their families.

Format of each class

1. Agenda (< 5 mins.)
 - questions from reading assignments and past class
 - things learned from past class
 - activities to be reviewed
2. Quiz on reading materials assigned during last class & content reviewed in last class (<5 mins.)
 - determined by professor w/ input from students during previous class.
3. Student formal presentation of an EBT (35 to 40 mins; if scheduled)
4. Student professional EBT development exercise (20 to 30 mins.; if scheduled)
5. Break (5 to 10 mins)
5. Professor's lecture (time remaining)

Appendix A

Formal EBT Presentation Scoring Sheet

Note: student responsible for bringing copy to professor the day of presentation

Student's Name: _____

Student's EBT: _____

Date: _____

Time initiated presentation: _____ Time completed presentation: _____

Protocol Checklist Completed by Prof. to determine the presenter's grade

1. ___ Briefly reviewed & showed electronic or hard copy of treatment manual; (< 5 mins).
2. ___ Showed class steps involved in determining treatment manual; (<5 mins.)
3. ___ Summarized tx outcome literature, & an RCT supporting the treatment; (<15 mins).
 - ___ a. Summarize current state of the field, including txs. supported by RCTs/multiple baseline
 - ___ b. Summarize participants in the outcome study
 - ___ c. Summarize in/exclusionary criteria
 - ___ d. Experimental design (e.g., random assignment, multiple baseline across behaviors)
 - ___ e. IVs
 - ___ f. DVs
 - ___ g. Methods of training therapists and maintaining treatment integrity
 - ___ h. Results
 - ___ i. Implications of study
4. ___ Led & maintained a discussion about 2 of the following tx. issues relevant to disorder (< 10 mins.):
 - a. recruitment of clients
 - b. treatment planning
 - c. cultural diversity
 - d. ethical
 - e. developmental

Method of evaluating EBT presentation (total points possible = 32; 0 to 4 scale (0 = not performed, 1 = insufficient, 2 = sufficient (performance = to average graduate student), 3=very good (performance = better than most graduate students), 4=outstanding (performance far exceeds most graduate students).

1. ___ published review of empirically-derived txs. approved 7 days prior
2. ___ approved published review of empirically-derived txs. given to class & prof 7 days prior
3. ___ copy of approved tx. outline provided to each class member & prof
4. ___ published controlled trial approved by professor 7 days prior
5. ___ approved controlled tx. outcome study copied for class & prof 7 days prior
6. ___ stimulated class discussion, and fielded questions.
7. ___ info. disclosed was relevant and consistent w/ respective tx
8. ___ time requirements met (i.e., 35 - 45 mins).

University Policy and Resources:

Academic Misconduct – Academic integrity is a legitimate concern for every member of the campus community; all share in upholding the fundamental values of honesty, trust, respect, fairness, responsibility and professionalism. By choosing to join the UNLV community, students accept the expectations of the Academic Misconduct Policy and are encouraged when faced with choices to always take the ethical path. Students enrolling in UNLV assume the obligation to conduct themselves in a manner compatible with UNLV's function as an educational institution.

An example of academic misconduct is plagiarism. Plagiarism is using the words or ideas of another, from the Internet or any source, without proper citation of the sources. See the *Student Academic Misconduct Policy* (approved December 9, 2005) located at: <http://studentconduct.unlv.edu/misconduct/policy.html>.

Copyright – The University requires all members of the University Community to familiarize themselves and to follow copyright and fair use requirements. **You are individually and solely responsible for violations of copyright and fair use laws. The university will neither protect nor defend you nor assume any responsibility for employee or student violations of fair use laws.** Violations of copyright laws could subject you to federal and state civil penalties and criminal liability, as well as disciplinary action under University policies. Additional information can be found at: <http://www.unlv.edu/provost/copyright/>.

Disability Resource Center (DRC)—The UNLV Disability Resource Center (SSC-A 143, <http://drc.unlv.edu/>, 702-895-0866) provides resources for students with disabilities. If you feel that you have a disability, please make an appointment with a Disabilities Specialist at the DRC to discuss what options may be available to you. If you are registered with the UNLV Disability Resource Center, bring your Academic Accommodation Plan from the DRC to the instructor during office hours so that you may work together to develop strategies for implementing the accommodations to meet both your needs and the requirements of the course. Any information you provide is private and will be treated as such. To maintain the confidentiality of your request, please do not approach the instructor in front of others to discuss your accommodation needs.

Religious Holidays Policy—Any student missing class quizzes, examinations, or any other class or lab work because of observance of religious holidays shall be given an opportunity during that semester to make up missed work. The make-up will apply to the religious holiday absence only. It shall be the responsibility of the student to notify the instructor **within** the first 14 calendar days of the course for fall and spring courses (excepting modular courses), or **within** the first 7 calendar days of the course for summer and modular courses, of his or her intention to participate in religious holidays which do not fall on state holidays or periods of class recess. For additional information, please visit: <http://catalog.unlv.edu/content.php?catoid=6&navoid=531>.

Transparency in Learning and Teaching—The University encourages application of the transparency method of constructing assignments for student success. Please see these two links for further information:

<https://www.unlv.edu/provost/teachingandlearning>

<https://www.unlv.edu/provost/transparency>

Incomplete Grades—The grade of I—Incomplete—can be granted when a student has satisfactorily completed three-fourths of course work for that semester/session but for reason(s) beyond the student’s control, and acceptable to the instructor, cannot complete the last part of the course, and the instructor believes that the student can finish the course without repeating it. The incomplete work must be made up before the end of the following regular semester for undergraduate courses. Graduate students receiving “I” grades in 500-, 600-, or 700-level courses have up to one calendar year to complete the work, at the discretion of the instructor. If course requirements are not completed within the time indicated, a grade of F will be recorded and the GPA will be adjusted accordingly. Students who are fulfilling an Incomplete do not register for the course but make individual arrangements with the instructor who assigned the I grade.

Library--Students may consult with a librarian on research needs. For this class, the subject librarian is https://www.library.unlv.edu/contact/librarians_by_subject. UNLV Libraries provides resources to support students' access to information. Discovery, access, and use of information are vital skills for academic work and for successful post-college life. Access library resources and ask questions at <https://www.library.unlv.edu/>.

Tutoring and Coaching—The Academic Success Center (ASC) provides tutoring, academic success coaching and other academic assistance for all UNLV undergraduate students. For information regarding tutoring subjects, tutoring times, and other ASC programs and services, visit <http://www.unlv.edu/asc> or call [702-895-3177](tel:702-895-3177). The ASC building is located across from the Student Services Complex (SSC). Academic success coaching is located on the second floor of the SSC (ASC Coaching Spot). Drop-in tutoring is located on the second floor of the Lied Library and College of Engineering TEB second floor.

UNLV Writing Center

One-on-one or small group assistance with writing is available free of charge to UNLV students at the Writing Center, located in CDC-3-301. Although walk-in consultations are sometimes available, students with appointments will receive priority assistance.

Appointments may be made in person or by calling 895-3908. The student's Rebel ID Card, a copy of the assignment (if possible), and two copies of any writing to be reviewed are requested for the consultation. More information can be found at: <http://writingcenter.unlv.edu/>

Rebelmail – By policy, faculty and staff should e-mail students' Rebelmail accounts only. Rebelmail is UNLV's Official e-mail system for students. It is one of the primary ways students receive official university communication such as information about deadlines, major campus events, and announcements. All UNLV students receive a Rebelmail account after they have been admitted to the university. Students' e-mail prefixes are listed on class rosters. The suffix is always @unlv.nevada.edu.

Final Examinations—The University requires that final exams given at the end of a course occur at the time and on the day specified in the final exam schedule. See the schedule at: <http://www.unlv.edu/registrar/calendars>.

LIBRARY STATEMENT

Students may consult with a librarian on research needs. For this class, the Subject Librarian is (https://www.library.unlv.edu/contact/librarians_by_subject). UNLV Libraries provides resources to support students' access to information. Discovery, access, and use of information are vital skills for academic work and for successful post-college life. Access library resources and ask questions at <https://www.library.unlv.edu/>