

PSYC 861: Cognitive-Behavioral Therapy for Youth

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Office hours: 9:00-10:00 on Wednesday or by appointment

Lecture: Monday 1:00-3:40 p.m., GMU Center for Psychological Services

This is the first semester of a two-semester integrated course on the treatment of child and adolescent mental health problems. Both semesters are required for clinical psychology doctoral students. The primary goal of this course is to give students a foundation in the selection, evaluation, and application of empirically supported interventions for children and adolescents. Students will also learn about areas essential to ethical and competent care of children and adolescents (e.g., developmental issues, ethical and cultural considerations, process variables, school and psychiatric consultation, and case management).

This two semester course series is not intended to provide an exhaustive coverage of all interventions available for child and adolescent mental health problems. This course will focus on the application of evidence based cognitive-behavioral interventions. However, it is expected that the skills developed in the course will provide a foundation for future training experiences and skill development. At the conclusion of the two semester course series, it is expected that each student will, when presented with a client with a specific area of concern, be capable of: (1) selecting, administering, and interpreting an evidence based assessment battery for the specific area of concern/difficulty; (2) developing a comprehensive case conceptualization based on the results of the assessment; (3) using this information to select an appropriate cognitive-behavioral evidence based intervention; (4) delivering the selected intervention in an ethical manner with a high degree of competence; and (5) tracking and evaluating the outcome of the intervention employed with each individual client. The first semester will focus on evidence based cognitive-behavioral interventions for internalizing problems (depression, suicidality, anxiety) and the second semester will focus on externalizing (oppositional behavior, attention problems), weight/eating related problems, and substance use.

Treatment philosophy and overview. The essence of "cognitive-behavioral" therapy is an emphasis on teaching youth and their caretakers the skills needed to overcome youth mental health problems. All of these therapies begin by educating youth and their caretakers about the nature of the problem area and the theoretical principles underlying the treatment techniques for the specified problem in a developmentally appropriate manner. This is necessary as the long-term success of these techniques is dependent on a basic understanding of the processes involved in both the maintenance and reduction of mental health problems. Youth and their parents are then taught specific techniques for overcoming the presenting problem(s).

Treatment evaluation. An objective evaluation of the effectiveness of therapy is vital for making treatment, follow-up, and after-care plans. It is important to evaluate the success of therapy for each and every client that you treat. Therefore, students will be responsible for evaluating the efficacy of their treatment for each of their clients using the principles of single-case designs.

Organization of Class and Supervision: In the Fall and Spring semesters, the first part of each class will comprise of class discussion of assigned readings and manuals. The rest of the class will include role plays of the assigned manuals, case presentations of new client cases, and

group supervision of student cases. Students should video or audiotape all treatment sessions and be prepared to present portions of sessions to the class during group supervision. Students are expected to give a short informal presentation about each new client and treatment plan. The rest of the class will serve as consultants exploring ways to improve the diagnostic impression or refine the treatment plan. Please keep in mind that a case conceptualization is really a “work in progress” that will continue to be revised over the course of therapy. Constructive feedback from the class should help improve the quality of the therapy that you provide to your clients. Additional individual supervision will be arranged as needed.

Case load: The minimum case load students will be expected to carry will consist of two treatment cases. Except for unusual circumstances, you will be expected to accept all clients that are referred to you. Your work may involve individual, family, parent training, and/or group therapy. The provision of clinical services must follow a calendar year, not an academic year. Thus you should plan to meet with your client when school is not in session or arrange for an appropriate transfer to another student or a referral. I will complete a Practicum Student Performance Evaluation Form at the end of each semester to help track your progress.

Clinic Paperwork: Each case opened will require the following paperwork: 1) weekly progress notes documenting treatment goals, plan, and interventions (to be signed by me on a weekly basis); 2) documentation of any contact with clients (e.g., phone contact) or on behalf of clients (e.g., phone calls, meetings with school officials) conducted outside of therapy; 3) an intake report summarizing results of your initial assessment with the family, goals for treatment, and case formulation; and 4) a discharge report, or treatment summary, to be written at termination. More information on the content of each of these reports will follow in class.

Honor code: The Honor Code of George Mason University deals specifically with cheating and attempted cheating, plagiarism, lying, and stealing. Students should be familiar with the code and connected policies, set out at <http://www.gmu.edu/catalog/apolicies>. This course will be conducted in accordance with those policies. I reserve the right to enter a failing grade for any student found guilty of an honor code violation.

Accommodations for students with disabilities: If you are a student with a disability and you need academic accommodations, please see me and contact the Disability Resource Center (DRC) at 703-993-2474. All accommodations must be arranged through that office, and must be initiated immediately, prior to any anticipated need.

Add/Drop Deadline:

Last day to add this course is January 31, 2012.

Last day to drop this course is February 24, 2012.

Course requirements and grading:

You will not earn a letter grade in this class, you will simply receive a grade of “Satisfactory” or “No Credit.” To receive a “Satisfactory” grade in this class, you must attend classes, actively participate in class, and provide ethical and competent client care as defined below. If you fail to satisfy **any** of these requirements, you will not receive credit for this course.

Attendance and participation in class

You are expected to attend every class. Please let me know in advance if you are unable to attend. A large portion of the class will be devoted to learning how to critically evaluate and apply empirically supported interventions through class discussions, role play exercises, and

brief case presentations. Therefore, class participation is an essential part of the course. You will be evaluated on your degree of participation during discussions, apparent knowledge of assigned readings and skill modules, and preparation for/ability to participate in role plays.

Ethical and competent client care

You are expected to follow best ethical practice with each of your clients. This means that you must study your selected treatment manual/skill module in advance of your client sessions and be prepared to deliver material in a competent manner. You must also remember to tape (audio or video) all of your sessions for supervisory purposes and bring the tapes to class. In addition, you are expected to arrive to appointments on time, contact your clients as far in advance as possible if a session must be cancelled or changed, dress and conduct yourself appropriately, maintain timely and accurate clinical records, and seek supervision when needed (e.g., in a high risk clinical situation). All students are expected to know and follow all policies outlined in the GMU Center for Psychological Services handbook and the American Psychological Association 2002 Ethical Principles of Psychologists and Code of Conduct.

Course Meeting Dates, Topics, and Readings

In addition to the readings listed below, you will be assigned a skill to review before each class. The skills will be assigned based on the cases seen on team.

1/23: Effects of Trauma on Behavior / Bullying

Guerra, N. Williams, K. R., & Sadek, S. (2011). Understanding bullying and victimization during childhood and adolescence: A mixed methods study. *Child Development, 82*, 295-310.

Tokunaga, R. S. (2010). Following you home from school: A critical review and synthesis of research on cyberbullying victimization. *Computers in Human Behavior, 26*, 277-287.

James, D.J., Lawlor, M., Courtney, P., Flynn, A. Henry, B., & Murphy, N. (2008). Bullying behaviour in secondary schools: What roles do teachers play? *Child Abuse Review, 17*, 160-173.

(Optional)

Salmivalli, C. (2010). Bullying and the peer group: A review. *Aggression and Violent Behavior, 15*, 112-120.

Veenstra, R., Lindenberg, S., Munniksmma, A. & Dijkstra, J. K. (2010). The complex relation between bullying, victimization, acceptance, and rejection: Giving special attention to status, affection, and sex differences. *Child Development, 81*, 480-486.

1/30: Effects of Trauma on Behavior / Child Abuse & Domestic Violence Exposure

Kim, J. & Cicchetti, D. (2010). Longitudinal pathways linking child maltreatment, emotion regulation, peer relations, and psychopathology. *Journal of Child Psychology and Psychiatry, 51*, 706-716.

Wilson, K.R., Hansen, D.J., & Li, M. (2011). The traumatic stress response in child maltreatment and resultant neuropsychological effects. *Aggression and Violent Behavior, 16*, 87-97.

Howell, K.H. (2011). Resilience and psychopathology in children exposed to family violence. *Aggression and Violent Behavior, 16*, 562–569.

(Optional)

Cullerton-Sen, C., Cassidy, A.R., Murray-Close, D., Cicchetti, D., Crick, N., & Rogosch, F. A. (2008). Childhood maltreatment and the development of relational and physical aggression: The importance of a gender-informed approach. *Child Development, 79*, 1736-1751.

Rhoades, K. A. (2008). Children's responses to interparental conflict: A meta-analysis of their associations with child adjustment. *Child Development, 79*, 1942–1956.

2/6: Disruptive Behavior Disorders / Cognition & Development (ODD/CD)

Dodge, K. (2006). Translational science in action: Hostile attributional style and the development of aggressive behavior problems. *Development and Psychopathology 18*, 791–814.

Berkout, O.V., Young, J.N., & Gross, A.M. (2011). Mean girls and bad boys: Recent research on gender differences in conduct disorder. *Aggression and Violent Behavior 16*, 503–511.

(optional)

Fontaine, R.G. (2007). Toward a conceptual framework of instrumental antisocial decision-making and behavior in youth. *Clinical Psychology Review, 27*, 655–675.

2/13: Disruptive Behavior Disorders / Cognition and Development (ADHD)

Barkley (2006). Associated cognitive, developmental, and health problems. In Barkley (Eds) *Attention Deficit-Hyperactivity Disorder: A Handbook for Diagnosis and Treatment* (3rd edition). New York: Guilford press. pp. 122-183.

Willoughby, M.T. (2003). Developmental course of ADHD symptomatology during the transition from childhood to adolescence: A review with recommendations. *Journal of Child Psychology and Psychiatry, 44*, 88-106.

Optional

Shiels, K. & Hawk, L.W. (2010). Self-regulation in ADHD: The role of error processing. *Clinical Psychology Review, 30*, 951–961.

2/20: Disruptive Behavior Disorders / Parenting

Wang, M-T, Dishion, T.J., Stormshak, E.A., Willett, J.B. (2012). Trajectories of family management practices and early adolescent behavioral outcomes. *Developmental Psychology, 47*, 1324–1341.

Vieno, A., Nation, M., Pastore, M., & Santinello, M. (2009). Parenting and antisocial behavior: A

model of the relationship between adolescent self-disclosure, parental closeness, parental control, and adolescent antisocial behavior. *Developmental Psychology*, 45, 1509–1519.

Optional

Bailey, J.A., Hill, K.G., Oesterle, S., & Hawkins, D.J. (2009). Parenting practices and problem behavior across three generations: Monitoring, harsh discipline, and drug use in the intergenerational transmission of externalizing behavior. *Developmental Psychology*, 45, 1214-1226.

Ganiban, J.M., Ulbricht, J., Saudino, K.J., Reiss, D., Neiderhiser, J.M. (2011). Understanding child-based effects on parenting: Temperament as a moderator of genetic and environmental contributions to parenting. *Developmental Psychology*, 47, 676–692.

2/27: Disruptive Behavior Disorders / Peer Affiliations & Social Functioning

Monahan, K.C., Steinberg, L., & Cauffman, E. (2009). Affiliation with antisocial peers, susceptibility to peer influence, and antisocial behavior during the transition to adulthood. *Developmental Psychology*, 45, 1520–1530.

Nijmeijer, J.S., Mindera, R.B., Buitelaar, J.K., Mulligan, A., Hartman, C.A., & Hoekstra, P.J. (2008). Attention-deficit/hyperactivity disorder and social dysfunction. *Clinical Psychology Review*, 28, 692–708.

(optional)

De Boo, G. & Prins, P (2007). Social incompetence in children with ADHD: Possible moderators and mediators in social-skills training. *Clinical Psychology Review*, 27, 78–97.

3/5: Disruptive Behavior Disorders/ Tx Outcome (ODD/CD)

Eyberg, S. M., Nelson, M.M., Boggs, S. R.(2008). Evidence-based psychosocial treatments for children and adolescents with disruptive behavior. *Journal of Clinical Child & Adolescent Psychology*, 37, 215-237.

Steiner, H. & Remsing, L. & the AACAP Work Group on Quality Issues (2007). Practice parameter for the assessment and treatment of children and adolescents with Oppositional Defiant Disorder. *Journal of the American Academy of Child and Adolescent Psychiatry*, 46, 126-141.

Optional

Steiner, H. & the AACAP Work Group on Quality Issues (1997). Practice parameter for the assessment and treatment of children and adolescents with Conduct Disorder. *Journal of the American Academy of Child and Adolescent Psychiatry*, 36, 122S-139S.

3/12: Spring Break

3/19: Disruptive Behavior Disorders/ Treatment Outcome (ADHD)

Pelham Jr., W. E. & Fabiano, G. A. (2008). Evidence-based psychosocial treatments for attention-deficit/hyperactivity disorder. *Journal of Clinical Child & Adolescent Psychology, 37*, 184-214.

Steven Pliszka, M.D. & the AACAP Work Group on Quality Issues (2007). Practice parameter for the assessment and treatment of children and adolescents with Attention-Deficit/Hyperactivity Disorder. *Journal of the American Academy of Child and Adolescent Psychiatry, 46*, 894-921.

Optional

Hinshaw, S. (2006). Treatment for children and adolescents with ADHD. In P. Kendall (Ed.) *Child and Adolescent Therapy: Cognitive & Behavioral Procedures*. New York: NY: Guilford Press. pp. 82-113.

Fabiano, G.A., Pelham, W.E., Coles, E.K., Gnagy, M.K., Chronis-Tuscano, A., O'Connor, B.C. (2009). A meta-analysis of behavioral treatments for attention-deficit/hyperactivity disorder. *Clinical Psychology Review, 29*, 129–140

3/26: Eating Disorders / Identification and Treatment Outcome

Keel, P. K. & Haedt, A. (2008). Evidence-based psychosocial treatments for eating problems and eating disorders. *Journal of Clinical Child & Adolescent Psychology, 37*, 39- 61.

Rosen, D.S. and the Committee on Adolescence. (2010). Clinical report identification and management of eating disorders in children & adolescents. *Pediatrics, 126*, 1240-1253.

Optional

Wilfley, D.E., Passi, V.A., Cooperberg, J., & Stein, R.I. (2006). Cognitive behavioral therapy for youth with eating disorders and obesity. In P. Kendall (Ed.) *Child and Adolescent Therapy: Cognitive & Behavioral Procedures*. New York: Guilford Press. pp. 322-355.

4/2: Eating Disorders / Risk Factors

Littleton, H.L. & Ollendick, T. (2003). Negative body image and disordered eating behavior in children and adolescents: What places youth at risk and how can these problems be prevented? *Clinical Child and Family Psychology Review, 6*, 51-66.

Muise, A.M., Stein, D.G., Arbess, G. (2003). Eating disorders in adolescent boys: A review of the adolescent and young adult literature. *Journal of Adolescent Health, 33*, 427-435.

Optional

Stice, E. (2002). Risk and maintenance factors for eating pathology: A meta-analytic review. *Psychological Bulletin, 128*, 825–848.

4/9: Eating Disorders / Family Therapy for Anorexia Nervosa

Guest Speaker: Dr. Robyn Mehlenbeck

Lock, J.L., LeGrange, D.L., Agras, W.S., & Dare, C. (2001). *Treatment manual for anorexia nervosa: A Family Based Approach* (pp. 1-45). New York: Guilford Press.

4/16: Unhealthy Eating and Subthreshold Eating Disorders

Fairburn, C.G., Cooper, Z., Bohn, K., O'Connor, M.E., Doll, H.A. & Palmer, R.L. (2007). The severity and status of eating disorder NOS: Implications for DSM-V. *Behavior Research and Therapy, 45*, 1705-1715.

Neumark-Sztainer, D., Wall, M., Story, M., Haines, J., & Eisenberg, M. (2006). Obesity, disordered eating, and eating disorders in a longitudinal study: How do dieters fare 5 years later? *Journal of the American Dietetic Association, 106*, 559-568.

4/23: Substance Abuse: Development and Risk Factors

Oshri, A., Rogosch, F., Burnette, M. L., Cicchetti, D. (2011). Developmental pathways to adolescent cannabis abuse and dependence: Child maltreatment, emerging personality, and internalizing versus externalizing psychopathology. *Psychology of Addictive Behaviors, 25*, 634-644.

Schulte, M.T., Ramo, D., Brown, S.A. (2009). Gender differences in factors influencing alcohol use and drinking progression among adolescents. *Clinical Psychology Review, 29*, 535–547.

4/30: Substance Abuse: Overview of Adolescent Substance Abuse Treatment

Waldron, H.B. & Turner, C.W. (2008). Evidence-based psychosocial treatments for adolescent substance abuse. *Journal of Clinical Child & Adolescent Psychology, 37*, 238-261.

Bukstein, O.G. & The Work Group On Quality Issues (2005). Practice parameter for the assessment and treatment of children and adolescents with substance use disorders. *Journal of the American Academy of Child and Adolescent Psychiatry, 44*, 609–621.

Required Books & Manuals:

Friedberg, R.D. & McClure, J.M. (2002). *Clinical Practice of Cognitive Therapy with Children and Adolescents: The Nuts and Bolts*. New York, NY: Guildford Press.

Kendall, P. (2011). *Child and Adolescent Therapy: Cognitive-Behavioral Procedures, 4rd Edition*. New York, NY: Guildford Press.

Other Recommended Readings & Manuals:

Agras & Apple (2007). *Overcoming Eating Disorders: A Cognitive-Behavioral Therapy Approach for Bulimia Nervosa and Binge-Eating Disorder: Therapist Guide*, 2nd ed. New York, NY: Oxford University Press.

Agras & Apple (2007). *Overcoming Your Eating Disorders, A Cognitive-Behavioral Therapy Approach for Bulimia Nervosa and Binge-Eating Disorder: Workbook*, 2nd ed. New

York, NY: Oxford University Press.

Barkley, R. (1997). *Defiant Children: A Clinician's manual for Assessment and Parent Training*. New York, NY: Guilford Press.

Barkley, R. , Edwards, G., & Robin, A. (1999). *Defiant Teens: A Clinicians Manual for Assessment and Family Intervention*. New York, NY: Guilford Press.

Kendall, P. (2005). *Child and Adolescent Therapy: Cognitive-Behavioral Procedures, 3rd Edition*. New York, NY: Guildford Press.

Nelson, M.W., Finch, A.J., & Ghee, A.C. (2006). Anger management with children and adolescents: Cognitive-behavioral therapy. In P. Kendall (Ed.) *Child and Adolescent Therapy: Cognitive & Behavioral Procedures*. New York: Guilford Press. pp.114-168.

Nelson, W.M., & Finch, A.J. (1996). *Cognitive-Behavioral Therapy for Aggressive Children: Therapist Manual* . Ardmore, PA: Workbook Publishing.

Nelson, W.M., & Finch, A.J. (1996). *"Keeping Your Cool": The Anger Management Workbook*. Ardmore, PA: Workbook Publishing.

Nelson, W.M., & Finch, A.J. (1996). *"Keeping Your Cool": Additional Sessions for the Anger Management Workbook*. Ardmore, PA: Workbook Publishing.

Nelson, W.M., & Finch, A.J. (1996). *"Keeping Your Cool: The Anger Management CD"* Ardmore, PA: Workbook Publishing.