EDCP 789B: Theories and Methods of Intervention  
Spring 2018  EDU 2101  
Wednesday 1:20 -4:05 P.M.

**Instructor:** Cixin Wang, PhD, LP, NCSP  
**Office:** 3124 Benjamin Building  
**Phone:** 301-405-7914  
**E-mail:** cxwang@umd.edu  
**Office hours:** by appointment

**Course Communication:** The easiest way for students to reach me is by email to discuss questions, absences, or accommodations.

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**COURSE DESCRIPTION**

*Objectives:* This course supports the program’s Objective 1: *Students will integrate psychological science, research, and practice*; and Objectives 2a: *Students: (1) will demonstrate knowledge of theory and research pertinent to mental health service delivery in regard to: interventions to address academic and social behavior issues, and individual and group counseling of school-age students; and (2) will demonstrate the ability to apply their knowledge in the foregoing areas to the solution of identified client problems.*

This course will cover topics related to ethical and legal standards, individual and cultural diversity, professional values, attitudes, and behaviors, and communication and interpersonal skills through classroom discussion, case examples/case conceptualization, presentations, and final paper (specifically, grading rubric items 5 and 7). The instructor will encourage students to be aware of those issues as we discuss different theories and research throughout the semester, especially through the readings on 1/24, 1/31, 2/7, 4/11.

By the end of the course, students should be able:

1. To understand the roles that theory and empirical evidence play in the development and evaluation of psychological interventions, and the selection and delivery of specific interventions for identified problems.
2. To articulate the historical and current status of the evidence-based interventions (EBI) movement in psychology, and be familiar with emerging alternatives to the EBI conceptualizations.
3. To understand the conceptual similarities and differences underlying different theories of interventions.
4. To demonstrate proficiency in selecting interventions from different theoretical perspectives as informed by the current scientific literature, assessment findings, diversity characteristics, and contextual variables.
5. To evaluate intervention effectiveness, and adapt intervention goals and methods consistent with ongoing evaluation.
6. To modify and adapt evidence-based approaches effectively when a clear evidence-base is lacking,
7. To demonstrate the ability to apply the relevant research literature to clinical decision making.
TEXTBOOKS (available at library Reserve Desk and online through ELMS-Course Reserves)

Required:


Recommended:


Additional Readings (available on ELMS-Course Reserves):

Week 1

Week 2:

Week 3: Empirically Supported/Evidence-Based Interventions Movement – The Proponents


Week 10


Week 13:


Week 14-15


Videos

Week 5:

Week 6:

Week 7:

Week 10:
http://search.alexanderstreet.com.proxy-um.researchport.umd.edu/view/work/1778875

Week 11:
http://search.alexanderstreet.com.proxy-um.researchport.umd.edu/view/work/1778812

Week 13:
COURSE REQUIREMENTS
To successfully complete this course, students are required to complete the following activities at the minimum level of competency determined by the instructor.

1. **Synthesis/Reaction Papers (20%).** Students are expected to turn in a one-page (double space) reaction paper each week by 12:00 p.m. Tuesday starting on week 2. Each reaction paper must summarize the intriguing points from the reading/prior class discussion, provide 1-2 discussion questions, and discuss how such reading may influence your practice.

2. **Informed and Collegial Participation and Leading Classroom Discussion (10%).** Students will be expected to actively participate in class discussions, activities, and exercises. Each student is expected to lead one classroom discussion (45 minutes) by (a) offering a brief summary of the readings for that day and (b) preparing questions to help stimulate discussion related to the readings and the issues related to the weekly topic, (c) finding and reporting on an additional journal article or book chapter relevant to the topic. The student should meet with the instructor in advance of the class date to discuss the presentation.

3. **In-service Presentation (10%).** Each student is expected to select a mental health issue and give a 45-minute presentation in class. Students are encouraged to pick an issue from the following list: a) selective mutism, b) autism, c) PTSD, d) drug use, e) eating disorders, f) anger management, g) trauma, (h) early onset schizophrenia, and (i) self injurious behavior. Students should prepare this presentation as if it was to be used at in-service trainings for teachers and early career school counselors/school psychologists. The presentation should focus on describing the ways teachers/school counselors/school psychologists could identify the selected mental health issue, referral procedures, common theories guiding the treatment, potential classroom accommodations, and additional resources.

4. **Social Emotional Learning curriculum and manualized treatment presentation (20%).** Each student is expected to select an evidence based social emotional learning curriculum (see CASEL guide) AND a manualized CBT treatment (Coping Cat, ACTION, or Coping
Power) and give a 45-minute presentation in class. Please meet with the instructor at least one week before to discuss your presentation.

5. Final paper on your theoretical orientation and self-awareness (40%) (8-10 pages, Due before class on 5/9): There are no “right” or “wrong” answers for this paper. Please (a) Describe your theory of child development and psychotherapy, approach to case conceptualization, and how this is linked to assessment and treatment. How does academic, behavioral, and/or emotional difficulties come about? How does healing occur? Keep in mind that case conceptualization should be based on a theoretical framework that guides your assessment and treatment of clients. (b) Provide some self-reflection. For example, what role will you as a therapist play in the therapeutic work with children and adolescents? What do you anticipate will be the hardest aspects of working with clients for you? What influence did your biology, your culture, your family, the environment, and your personal agency play in your work as a counselor/therapist? You only need reveal as much about yourself as you feel comfortable doing. Note that this will form the basis of your theoretical orientation essay that you will carry with you through the program and continue to develop it for APPIC application. Hence, I expect it to reflect your current level of development rather than “the” final answer about your orientation. I hope you will enjoy this reflective exercise.

Get Some Help!

You are expected to take personal responsibility for your own learning. This includes acknowledging when your performance does not match your goals and doing something about it. Everyone can benefit from some expert guidance on time management, note taking, and exam preparation, so I encourage you to consider visiting http://ter.ps/learn and schedule an appointment with an academic coach. Sharpen your communication skills (and improve your grade) by visiting http://ter.ps/writing and schedule an appointment with the campus Writing Center. Finally, if you just need someone to talk to, visit http://www.counseling.umd.edu.

Everything is free because you have already paid for it, and everyone needs help… all you have to do is ask for it.

Grades

Grades are not given, but earned. Your grade is determined by your performance on the learning assessments in the course and is assigned individually (not curved). If earning a particular grade is important to you, please speak with me at the beginning of the semester so that I can offer some helpful suggestions for achieving your goal.

All assessment scores will be posted on the course ELMS page. If you would like to review any of your grades, or have questions about how something was scored, please email me to schedule a time for us to meet in my office.
Late work will not be accepted for course credit so please plan to have it submitted well before the scheduled deadline. I am happy to discuss any of your grades with you, and if I have made a mistake I will immediately correct it. Any formal grade disputes must be submitted in writing and within one week of receiving the grade.

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<tr>
<th>Requirements</th>
<th>Points Each</th>
<th>Due Date</th>
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<tbody>
<tr>
<td>Synthesis/Reaction Papers</td>
<td>20</td>
<td>Every Tuesday</td>
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<tr>
<td>Class Participation and Leading Discussion</td>
<td>10</td>
<td>Varies</td>
</tr>
<tr>
<td>In-service Presentation</td>
<td>10</td>
<td>5/9</td>
</tr>
<tr>
<td>Social Emotional Learning curriculum and manualized treatment presentation</td>
<td>20</td>
<td>Varies</td>
</tr>
<tr>
<td>Final Paper</td>
<td>40</td>
<td>5/9</td>
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<tr>
<td>Total Points</td>
<td>100</td>
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Final letter grades are assigned based on the percentage of total assessment points earned. To be fair to everyone I have to establish clear standards and apply them consistently, so please understand that being close to a cutoff is not the same this as making the cut (89.99 ≠ 90.00). It would be unethical to make exceptions for some and not others.

<table>
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<tr>
<th>Final Grade Cutoffs</th>
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<tbody>
<tr>
<td>+  97.00%</td>
<td>A</td>
</tr>
<tr>
<td>+  87.00%</td>
<td>B</td>
</tr>
<tr>
<td>+  77.00%</td>
<td>C</td>
</tr>
<tr>
<td>+  67.00%</td>
<td>D</td>
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<tr>
<td>-  90.00%</td>
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<tr>
<td>-  80.00%</td>
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<tr>
<td>-  70.00%</td>
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<td>-  60.00%</td>
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COURSE AND UNIVERSITY POLICIES
Please visit www.ugst.umd.edu/courserelatedpolicies.html for a full list of campus-wide policies and follow up with me if you have questions.

Disability Accommodations

If you have a documented disability and would like for us to consider special learning accommodations, please let your instructor know as soon as possible.

Academic Integrity Policy

The University of Maryland, College Park has a nationally recognized Code of Academic integrity, administered by the Student Honor Council. This Code sets standards for academic integrity at Maryland for all undergraduate and graduate students. As a student you are responsible for upholding these standards for this course. It is very important for you to be aware of the consequences of cheating, fabrication, facilitation, and plagiarism. For more, please visit http://www.shc.umd.edu

Policy on Class Attendance (based on University of Maryland Policy)

Regular attendance and participation in this class is the best way to learn the skills being taught. However, in the event that a class must be missed due to an illness, the policy in this class is as follows:

1. For every medically necessary absence from class, a reasonable effort should be made to notify the instructor in advance of the class. When returning to class, a student must bring a note identifying the date of and reason for the absence, and acknowledging that the information in the note is accurate.
2. If a student is absent more than two time(s), the instructor may require documentation signed by a health care professional.
3. If a student is absent on days when presentations are scheduled, he or she is required to notify the instructor in advance, and upon returning to class, the instructor may require the student to bring documentation of the illness, signed by a health care professional.

Policy on Religious Holidays

The University's policy "Assignments and Attendance on Dates of Religious Observance" provides that students should not be penalized because of observances of their religious beliefs; students shall be given an opportunity, whenever feasible, to make up within a reasonable time any academic assignment that is missed due to individual participation in religious observances.
EDCP 789B: Theories and Methods of Intervention
Grading Rubric for Final Paper

Student: ______________________________
Date: _____________________

Please (a) Describe your theory of child development and psychotherapy, approach to case conceptualization, and how this is linked to assessment and treatment. How does academic, behavioral, and/or emotional difficulties come about? How does healing occur? Keep in mind that case conceptualization should be based on a theoretical framework that guides your assessment and treatment of clients. (b) Provide some self-reflection. For example, what role will you as a therapist play in the therapeutic work with children and adolescents? What do you anticipate will be the hardest aspects of working with clients for you? What influence did your biology, your culture, your family, the environment, and your personal agency play in your work as a counselor/therapist? You only need reveal as much about yourself as you feel comfortable doing.

This rubric will be completed by the course instructor. The scale ranges from 1 to 3, with 1 indicating “Below” expectations, 2 indicating “Met” expectations, and 3 indicating “Exceeded” expectations.

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<thead>
<tr>
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<th>Below</th>
<th>Met</th>
<th>Exceeded</th>
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<tbody>
<tr>
<td>1.</td>
<td>The student described a theory of child development and psychotherapy clearly.</td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>2.</td>
<td>The approach to case conceptualization is described clearly.</td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>3.</td>
<td>The theory &amp; approach are linked to assessment and treatment.</td>
<td>1</td>
<td>2</td>
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<tr>
<td>4.</td>
<td>Relevant research is cited.</td>
<td>1</td>
<td>2</td>
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<tr>
<td>5.</td>
<td>The approach is aligned with APA/NASP ethical standards.</td>
<td>1</td>
<td>2</td>
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<tr>
<td>6.</td>
<td>The student integrated case examples throughout the paper.</td>
<td>1</td>
<td>2</td>
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<tr>
<td>7.</td>
<td>The student demonstrate an understanding of how diversity impact child development and psychotherapy.</td>
<td>1</td>
<td>2</td>
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<tr>
<td>8.</td>
<td>The paper is well-written (e.g., few grammatical errors/typos).</td>
<td>1</td>
<td>2</td>
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<tr>
<td>9.</td>
<td>The paper is well-organized (e.g., appropriate headings and follows APA style).</td>
<td>1</td>
<td>2</td>
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<tr>
<td>10.</td>
<td>The student provided appropriate self-reflection.</td>
<td>1</td>
<td>2</td>
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Comments:

The Paper is worth 30 points of your total grades (30 out of 100 points). Students meeting or exceeding expectations for all of the above items will earn 30 points. For each item marked as below expectations, 3 points will be deducted from the total grades.
<table>
<thead>
<tr>
<th>#</th>
<th>Date</th>
<th>Topic</th>
<th>Assigned Readings and Assignments Due</th>
</tr>
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<tbody>
<tr>
<td>1</td>
<td>1/24</td>
<td>Introduction/ Course Overview</td>
<td>Readings: Articles 1-3; Plotts Ch 1;</td>
</tr>
<tr>
<td>2</td>
<td>1/31</td>
<td>Legal &amp; Ethical Considerations in Counseling; Common factors vs. specific ingredients in therapy and the Kernels Approach</td>
<td>Readings: Articles 4-9</td>
</tr>
<tr>
<td>3</td>
<td>2/7</td>
<td>Empirically Supported/Evidence-Based Interventions Movement; Evidence-based intervention for diverse populations</td>
<td>Readings: Articles 10-16</td>
</tr>
</tbody>
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TFCBT training online [https://tfcbt.musc.edu/](https://tfcbt.musc.edu/).  
Self-paced online training course on suicide prevention [http://training.sprc.org/](http://training.sprc.org/) |
| 5  | 2/21  | Person-Centered Counseling and Play Therapy                          | Prout Ch. 4, Plotts, Ch.5  
**Discussant:** ____________                                                                                                 |
| 6  | 2/28  | Psychoanalytic Based Therapy                                         | Prout Ch. 6, 7, Plotts, Ch.4, 6  
**Discussant:** ____________                                                                                                 |
| 7  | 3/7   | Principles of CBT for Children and Adolescents                       | Readings: Friedberg Ch 1-7 and 9-10;  
**Discussant:** ____________  
[**Action program**](#)                                                                                                         |
| 8  | 3/14  | CBT for Externalizing Disorders: Aggression and ADHD                 | Readings: Friedberg Ch.13; Kazdin Ch 11-17;  
**Student presentation:** **Coping Power**                                                                                       |
| 9  | 3/21  | No class Spring break. Complete one online training and submit your CEU certificate (see above for training links) |                                                                                                                                 |
| 10 | 3/28  | CBT for Internalizing Disorders: Depression and Bipolar              | Readings: Friedberg Ch 11; Kazdin Ch 7-8, Article 17  
**Student presentation:** **Action program**                                                                                   |
| 11 | 4/4   | CBT for Internalizing Disorders: Anxiety                             | Readings: Friedberg Ch 12; Kazdin Ch 4-6;  
**Student presentation:** **Coping Cat**                                                                                       |
| 12 | 4/11  | Interpersonal psychotherapy                                         | Reading: Mufson chapters, Prout Ch 3                                                                                      |
| 13 | 4/18  | Solution Focused Therapy                                            | Readings: Prout ch.8, Articles 18-20                                                                                      |
| 14 | 4/25  | Population-Based Approaches, Prevention                              | Readings: Articles 21-27                                                                                                  |
| 15 | 5/2   | Population-Based Approaches, Prevention                              | Readings: Articles 21-27                                                                                                  |
| 16 | 5/9   | **In-service Presentation**                                         | Final paper due before class                                                                                            |