

EDCP 789B: Theories and Methods of Intervention
Spring 2016 KEY 0107
Wednesday 9:00 -11:50 A.M.

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COURSE DESCRIPTION

Objectives: This course supports the program's Objective 1c: *Students demonstrate knowledge of, competencies in, and use of methods and techniques of practice of scientifically demonstrated efficacy, and will understand the theoretical and research findings upon which such practices are based;* and Objectives 2b and 2c: *Students demonstrate knowledge of theory and research pertinent to the direct and indirect service models, and demonstrate the ability to apply such knowledge to the solution of identified client problems.*

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 identify specific interventions for selected problems and evaluate the research support for such interventions.
4. To understand the conceptual similarities and differences underlying different theories of interventions.
5. To demonstrate deep understanding of case conceptualization.
6. To demonstrate proficiency in selecting and delivering interventions from different theoretical perspectives.

TEXTBOOKS (available at library Reserve Desk)

Required:

Prout, H.T. & Fedewa, A. (2015). *Counseling and psychotherapy with children and adolescents: Theory and practice for school and clinical settings, 5th Edition*. New York: NY: John Wiley & Sons.

*Note: If you use the 4th edition of this book, authors are Prout, H.T. & Brown, D.T.

Friedberg, R.D., & McClure, J.M. (2015). *Clinical practice of cognitive therapy with children and adolescents: The nuts and bolts, 2nd edition*. New York: Guilford Press.

Recommended:

Plotts, C. A., & Lasser, J. (2013). *School psychologist as counselor: A practitioner's handbook*. Bethesda, MD: NASP Publication.

Weisz, J. R. and Kazdin, A. E. (2010). *Evidence-based psychotherapies for children and adolescents* (2nd Ed). New York: The Guildford Press.

Mufson, L., Dorta, K. P., Moreau, D., Weissman, M. M. (2011). *Interpersonal psychotherapy for depressed adolescents*. New York: The Guilford Press

Additional Readings (available on ELMS):

Week 1

1. American Psychological Association (2003). Guidelines on multicultural education, training, research, practice, and organizational change for psychologists. *American Psychologist*, 58, 377-402.
2. American Psychological Association (2002). Ethical principles of psychologists and code of conduct. Retrieved from: <http://www.apa.org/ethics/code/index.aspx>
3. NASP (2010). NASP Model for comprehensive and integrated school psychological services. Retrieved from NASPonline.org

Week 2:

4. Gudiño, O.G., Lau, A. S., Yeh, M., McCabe, K. M., & Hough, R. L. (2009). Understanding racial/ethnic disparities in youth mental health services: Do disparities vary by problem type? *Journal of Emotional and Behavioral Disorders*, 17(1), 3-16.
5. Hall, G. C. N. (2001). Psychotherapy research with ethnic minorities: Empirical, ethical, and conceptual issues. *Journal of Consulting & Clinical Psychology*, 69, 502-510.
6. Embry, D. D., & Biglan, A. (2008). Evidence-based kernels: Fundamental units of behavioral influence. *Clinical Child and Family Psychology Review*, 75–113. DOI 10.1007/s10567-008-0036-x .
7. Spielmans, G, I., Pasek, L. F., & McFall, J. P. (2007). What are the active ingredients in cognitive and behavioral psychotherapy for anxious and depressed children? A meta-analytic review. *Clinical Psychology Review*, 27, 642–654.
8. Imel, Z. E., & Wampold, B. E. (2007). The importance of treatment and the science of common factors in psychotherapy. In S.D. Brown & R. W., Lent, *Handbook of Counseling Psychology*, 4th ed, (pp.249-266). Wiley
9. Lilienfeld, S. O., Ammirati, R., David, M. (2012). Distinguishing science from pseudoscience in school psychology: Science and scientific thinking as safeguards. *Journal of School Psychology*, 50, 7-36

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

10. [APA Division 12] Task force on promotion and dissemination of psychological procedures. (1995). Training in and dissemination of empirically-validated psychological treatments: Report and recommendations. *The Clinical Psychologist*, 48, 3-23. [Suggest reading this first – this is the historical touchstone of the EBI movement].
11. Kratochwill, T. R., Shernoff, E. S. (2004). Evidence-based practice: Promoting evidence-based interventions in school psychology. *School Psychology Review*, 33, 34-48.

12. Stewart, R. E., & Chambless, D. L. (2010). Interesting practitioners in training in empirically supported treatments: Research reviews versus case studies. *Journal of Clinical Psychology, 66*, 73-95.
13. Langberg, J. M., & Smith, B. H. (2006). Developing evidence-based interventions for deployment into school settings: A case example highlighting key issues of efficacy and effectiveness. *Evaluation and Program Planning, 29*, 323-334.
doi:10.1016/j.evalprogplan.2006.02.002
Empirically Supported/Evidence-Based Interventions Movement – The Critics and Alternative Conceptualizations
14. APA Presidential Task Force on Evidence-Based Practice (2006). Evidence-based practice in psychology. *American Psychologist, 61*, 271-285. doi:10.1037/0003-066X.61.4.271
15. Kazdin, A. E. (2011). Evidence-based treatment research: Advances, limitations, and next steps. *American Psychologist, 66*, 685-698.
16. Miller, S., Wampold, B., & Varhely, K. (2008). Direct comparisons of treatment modalities for youth disorders: A meta-analysis. *Psychotherapy Research, 18*, 5-14. DOI: 10.1080/10503300701472131.

Week 9

17. McCary, C. A. & Weisz, J.r. (2007). Effects of psychotherapy for depression in children and adolescents: What we can (and can't) learn from meta-analysis and component profiling. *Journal of American Academy of Child Adolescent Psychiatry, 46* (7), 879-886.

Week 12:

18. Murphy, J. J. (2008). Best practices in conducting brief counseling with students. In A. Thomas & J. Grimes (Eds.), *Best practices in school psychology* (5th ed.) (pp. 1439-1456). Washington, DC: National Association of School Psychologists.
19. Kim, J. S. (2008). Examining the effectiveness of solution-focused brief therapy: A meta-analysis. *Research on Social Work, 18* (2), 107-116.
20. Cepeda, L. M., & Davenport, D. S. (2006). Person-centered therapy and solution-focused brief therapy: An integration of present and future awareness. *Psychotherapy, Theory, Research, Practice, Training, 43*(1), 1-12.

Week 14-15

21. Nation, M., Crusto, C., Wandersman, A., Kumpfer, K. L., Seybolt, D., Morrissey-Kane, E., Davion, K. (2003). What works in prevention: Principles of effective programs. *American Psychologist, 58*, 449-456
22. Strein, W., Hoagwood, K., & Cohn, A. (2003). School psychology: A public health perspective I, Prevention, populations, and systems change. *Journal of School Psychology, 41*, 23-38.
23. Weisz, J. R., Sandler, I.N., Durlak, J.A., & Anton, B. S. (2005). Promoting and protecting youth mental health through evidence-based prevention and treatment. *American Psychologist, 60*, 628-648.
24. Collaborative for Academic, Social, and Emotional Learning. (2012). 2013 CASEL guide: Effective social and emotional learning programs—preschool and elementary school edition. Chicago, IL: Author. Retrieved from <http://www.casel.org/guide> .
25. A webinar presented by CASEL Senior Research Scientist Linda Dusenbury
<https://www.youtube.com/watch?v=JiqkUpSebZk>

26. Collaborative for Academic, Social, and Emotional Learning. (2015). 2015 CASEL guide: Effective social and emotional learning programs—Middle and high school edition. Retrieved from <http://www.casel.org/guide>
27. Durlak, J. A., Weissberg, R. P., Dymnicki, A. B., Taylor, R. D., & Schellinger, K. B. (2011). The impact of enhancing students' social and emotional learning: A meta-analysis of school-based universal interventions. *Child Development, 82*, 405-432. doi:10.1111/j.1467-8624.2010.01564.x
28. Ttofti, M. M., & Farrington, D. P. (2011). Effectiveness of school-based programs to reduce bullying: A systematic and meta-analytic review. *Journal of Experimental Criminology 7*, 27-56.

Additional Therapy videos through UMD library database

Week 2: What Works in Psychotherapy

<http://search.alexanderstreet.com.proxy-um.researchport.umd.edu/view/work/1778944>

Week 4: Techniques of Play Therapy: A Clinical Demonstration

<http://search.alexanderstreet.com.proxy-um.researchport.umd.edu/counseling-therapy/view/work/1779082>

Adlerian Play Therapy

<http://search.alexanderstreet.com.proxy-um.researchport.umd.edu/view/work/1778813>

Week 5: A Guide to Rational Thinking written by Albert Ellis

<http://search.alexanderstreet.com.proxy-um.researchport.umd.edu/view/work/1779321>

Week 9: CBT for Depressed Adolescents

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

Week 11: CBT for Anxiety in Adolescents, Part 1

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

Week 13: Solution focused therapy

<http://search.alexanderstreet.com.proxy-um.researchport.umd.edu/view/work/1857647>

<http://search.alexanderstreet.com.proxy-um.researchport.umd.edu/view/work/1857645>

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. *Informed and Collegial Participation and Leading Classroom Discussion (10%)*. Students will be expected to actively participate in class discussions, activities, and exercises. Each graduate student is expected to lead one classroom discussion using 2 articles assigned. Topics will be assigned on 2/3.

2. *Synthesis/Reaction Papers (20%)*. Students will be expected to turn in a one-page reaction paper each week by 7:00 p.m. Tuesday night starting on 2/2. The reaction papers should focus on summarizing and reacting to the readings, videos, and/or class discussions/activities. Each reaction paper must summarize the intriguing points, 1-2 discussion questions, and an evaluation of how such reading can influence your practice.
3. *In-service Presentation (20%)*. Each student is expected to select a mental health issue to present on. 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/manualized treatment presentation (20%)*. Each student is expected to select an evidence based social emotional learning curriculum (see CASEL guide) or manualized CBT treatment and give a 20-minute presentation in class. Please meet with the instructor at least one week before your presentation to discuss your presentation. Students are welcome to borrow the following materials from the instructor for the presentation: Second Steps, Bullying Prevention Unit (supplemental materials to Second Steps), Incredible Years, PATHS, ACTION (for depression, 3/23) and Coping Cat (for anxiety, 4/6).
5. *Final paper on your theoretical orientation and self-awareness (30%)(5-10 pages, Due at 11:50 p.m. on 5/11)*: 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 process? 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 a paper that you will carry with you through the program and continue to develop it into your theoretical orientation essay for APPIC application. Hence, I expect it to reflect your current level of development rather than “the” final answer about your theory. I hope you will enjoy this reflective exercise.

COURSE AND UNIVERSITY POLICIES **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.

Participation in Online Course Evaluation

Your participation in the evaluation of courses through CourseEvalUM is a responsibility you hold as a student member of our academic community. Your feedback is confidential and important to the improvement of teaching and learning at the University as well as to the tenure and promotion process. CourseEvalUM will be open for you to complete your evaluations for spring semester courses at the beginning May. Please go directly to the website (www.courseevalum.umd.edu) to complete your evaluations starting about May 1. By completing all of your evaluations each semester, you will have the privilege of accessing online, at Testudo, the evaluation reports for the thousands of courses for which 70% or more students submitted their evaluations.

CLASS SCHEDULE

Week/ Date	Topic	Assigned Readings and Assignments Due
1 1/27	Introduction/ Course Overview/	Readings: Articles 1-3; Plotts Ch 1;
2 2/3	Legal & Ethical Considerations in Counseling Common factors vs. specific ingredients in therapy and the Kernels Approach	Readings: Articles 4-9
3 2/10	Empirically Supported/Evidence-Based Interventions Movement	Readings: Articles 10-16
4 2/17	Person-Centered Counseling and Play Therapy	Prout Ch. 4, Plotts, Ch.5
5 2/24	Psychoanalytic Based Therapy <input type="checkbox"/> Gestalt Therapy (Perls) <input type="checkbox"/> Rational Emotive Behavioral Therapy (Elis) <input type="checkbox"/> Reality Therapy and Choice Theory (Glasser)	Prout Ch. 6, 7, Plotts, Ch.4, 6
6 3/2	Principles of CBT for Children and Adolescents	Readings: Friedberg Ch 1-7 and 9- 10;
7 3/9	CBT for Externalizing Disorders: Aggression and ADHD Coping Power program	Readings: Friedberg Ch.13;Kazdin Ch 11-17;
8 3/16	No class Spring break. Complete online training on how to work with children with selective mutism (e.g., CDI skills) http://selectivemutismlearning.org/register/ And PCIT training: http://pcit.extensiondlc.net/login/index.php . Submit your CEU certificate	
9 3/23	CBT for Internalizing Disorders: Depression and Bipolar Student presentation: Action program	Readings: Friedberg Ch 11; Kazdin Ch 7-8, Article 17
10 3/30	Society for Research in Adolescents conference. No class.	Complete TFCBT training online https://tfcbt.musc.edu/ and submit your CEU certificate
11 4/6	CBT for Internalizing Disorders: Anxiety Student presentation: Coping Cat	Readings: Friedberg Ch 12; Kazdin Ch 4-6 ;
12 4/13	Interpersonal psychotherapy	Listen to training audio tapes Reading: Mufson chapters, Prout Ch 3
13 4/20	Solution Focused Therapy In service presentations	Readings: Prout ch.8, Articles 18-20
14 4/27	Population-Based Approaches, Prevention Student SEL Presentations	Readings: Articles 21-27
15 5/4	Population-Based Approaches, Prevention Student SEL Presentations	Readings: Articles 21-27

