UNIVERSITY OF OREGON  
Counseling Psychology Program  

CPSY 642 Child and Family Interventions  
Course Syllabus & Schedule  
CRN: 22953, Winter 2014

Course Administrative Information:  
Instructor: Karrie Walters, PhD.  
Counseling Psychology Program  
Email: kwalter@uoregon.edu

Office: 361 HEDCO  
Office Hours: Tuesdays 1:30-3:00 and by appt.

Class Location/Time: 117 EDU, 9:00 - 11:50am.

Course objectives:  
This graduate course provides an intensive overview of an ecological approach to child and family mental health interventions and an overview of the scientific literature on intervention effectiveness. This class is designed for individuals interested in pursuing training that integrates developmental, family systems, and clinical intervention perspectives. Introductory lectures provide an overview of ecological and family systems approaches to child and family intervention, and later lectures focus more narrowly on modalities of treatment, treatment of specific child problems, and evaluating empirical support interventions. This course is designed to present and integrate effective clinical practice with research guidelines on best practices. An ecological perspective on intervention science provides a framework to bridge individually oriented interventions to those that emphasize relationships, groups, and community contexts. This graduate course also prepares students in the Counseling, School, and Clinical Psychology programs for advanced training in the Child and Family practicum offered through all 3 programs and housed at the Child and Family Center.

Student goals  
1. Learn about theoretical frameworks guiding ecological, family systems, and child therapy modalities  
2. Learn the skills and information necessary for case conceptualization and treatment planning  
3. Learn how to identify, obtain, evaluate, and implement empirically supported interventions with children and families  
4. Learn critical thinking skills and develop therapeutic identity around working with children and families  
5. Explore practical issues related to working with children and families  
6. Prepare for placements working with children and families
**Required Materials:**

**Optional:**

*You are also responsible for weekly readings, which will be posted a week in advance on blackboard.*

**Attendance**
This is a collaborative learning experience. Attendance, of course, is mandatory. Missing more than one class will automatically drop your grade one letter grade. Class participation includes being present in class preparedly, physically, psychologically, interpersonally, and thoughtfully.

**Assignments:**

Below is a list of assignments that link to the CFT Program Student Learning Outcomes (SLO). For example, “SLO1” may be listed. Please refer to the back page of the syllabus for all Educational Outcomes, including a list of SLOs.

**Assignment 1: Blog:** You are required to post 5 blog entries for the term. The blog is designed to give you a space to reflect on the content of the class (readings, lectures, guest speakers, etc) on a weekly basis. Your blog entry should be between 400-500 words and should discuss critically, and in detail, your thoughts regarding readings and class content. Your blog post should end with a question that invites others to continue this line of thought. You are also responsible to responding to the other student blogs entries from your group, with at least 30 responses by the end of the term (so, every week you are possibly commenting on your group members blog posts, but you are not yourself posting a long entry every week.) Your blog entries are worth 25 points (5 each) and your comments are worth 15 points (.5 each), for a total of 40 pts for the Blog assignment. (CFT SLO 2, 3)

**Assignment 2: Reflection Paper** Please select one of the blogs listed below written by families of children who have a variety of special needs and read the entire blog, starting at the beginning of the blog (look in the archives.) Plan for at least 7-8 hours of reading (think of this as a substitute for another class book.)

Reflect on what you learned in TWO parts. **First,** reflect on your personal reactions. What was unexpected? What was personally challenging? What were some of your emotions and personal reactions as you followed this family through their days/weeks/years? **Second,** reflect on your clinical response to the family in this blog.
What did you learn about the specific topic or disorder that was new? How you would approach clinical work with this family? What aspects would work well with your own approach and what would be challenging? How might you need to adapt? What did you learn that will help you in your work with similar families in the future? This paper should be approximately 5-6 pages long. (CFT SLO 2, 3)

Blogs:
(some of these blogs have occasional non-topic posts, feel free to skip those!)
http://ranchochico.blogspot.com/ (PTSD, ODD, RAD, ADHD Adoption)
http://lastmom.blogspot.com/ (Adoption, PTSD)
http://www.schuylersmonsterblog.com/ (Polymicrogyria)
http://bloomingboy.com/ (Social Anxiety and Selective Mutism)
http://reenebcser.blogspot.com/ (autism)

BiPolar and Schizoaffective (read both blogs, both shorter than the above blogs)
http://picklesprincess.wordpress.com/ (Schizoaffective Disorder)
http://justatadbitcrazy.blogspot.com/ (Childhood mood disorder)

Assignment 3: Group led Discussion, Handout and Bibliography (duration approximately 30 minutes). (CFT SLO 2, 3, 4, 5). This is an individual assignment. Each group will choose one person from their group to address one of the main class topics (starred below) and prepare the following:

1) Select and read 5 recent articles (published in a peer-reviewed journal) and
come to class with an annotated bibliography of these readings.
   a. One article must be based on gene/biological-environmental interplay
   b. One articles must focus on current evidence-based interventions
   c. One article must focus on intervention considerations for non-majority
      populations
   d. One article must focus on prevention/early intervention
   e. One article must focus on exosystemic issues (advocacy, legislation,
      access to services, etc.)

2) Create a 3-4 page handout for the class that summarizes
   a. Risk and protective factors for this issue using the ecological model as a
      framework
   b. An ecological conceptualization of evidence-based interventions
      i. individual skills, home/school/community interventions, policy
         and economic issues, addressing oppression and cultural norms,
         etc.
   c. A summary of current evidence-based best practices as noted by the
      literature (include references)
   d. At least 2 comprehensive databases of evidence-based practices
      (California clearinghouse)
   e. Intervention considerations for non-majority populations
   f. A list of 4-5 book or web-based resources for either parents or clinician.

3) Write (and hand in) three discussion questions based on the assigned readings.
Facilitate a discussion of the topic issue with your group based on these questions. Feel free to summarize some of the additional readings you included in your annotated bibliography and to integrate this information into your group discussion.

Discussion Topics and Date:
- Jan. 26th: Autism or ADHD
- Feb. 2nd: Substance Abuse
- Feb. 9th: Disruptive behavior disorders
- Feb. 16th: Anxiety or Depression
- Feb. 23rd: Trauma and ptsd

Assignment 4: Final: Case Conceptualization and Treatment plan (CFT SLO 1, 2, 5)
This assignment is designed to help you translate theoretical concepts to practice. As part of this section, a brief case study will be provided. Using this case study, 4-5 page paper outlining your case conceptualization and treatment plan following the guidelines listed below.
- Using the ecological model as a framework, describe current presenting concerns and well as family strengths and resources that may be useful to draw upon in your work together.
- Describe your working clinical hypotheses & theoretical conceptualization. Be sure to connect your hypotheses and conceptualization to readings within and outside of class.
- Identify goals for this client
- Identify interventions you will implement. Indicate how you have evaluated the efficacy of your intervention- what is your evidence? Be sure to connect your interventions and assessment of success to clinical literature.
- Note any relevant ethical issues and identify challenges relevant to your work with this client.
- Describe your prognosis for response to treatment and outline criteria for termination

<table>
<thead>
<tr>
<th>Area of Evaluation</th>
<th>Points</th>
<th>Due Date</th>
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</thead>
<tbody>
<tr>
<td>1. Blog Essays</td>
<td>25 points</td>
<td>Variable – by end of term</td>
</tr>
<tr>
<td>2. Blog Responses</td>
<td>15 points</td>
<td>Variable – by end of term</td>
</tr>
<tr>
<td>3. Reflection Paper</td>
<td>20 points</td>
<td>Feb. 2nd</td>
</tr>
<tr>
<td>4. Handout and Bibliography</td>
<td>20 points</td>
<td>Variable</td>
</tr>
<tr>
<td>5. Conceptualization and Treatment Plan</td>
<td>20 pts.</td>
<td>Draft: March 9, class Final: March 16th, 5pm</td>
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<tr>
<td>6. TOTAL:</td>
<td>100 pts.</td>
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Final course letter grades will be based on the standard University point-grade formula.
**Student Engagement:** Under the UO quarter system, each undergraduate credit reflects approximately thirty hours of student engagement. Therefore, a 4-credit course would entail approximately 120 hours of activities in which students are actively engaged in learning over the course of the term.

<table>
<thead>
<tr>
<th>Educational Activity</th>
<th>Hours</th>
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<tbody>
<tr>
<td>Course Attendance</td>
<td>36</td>
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<tr>
<td>Assigned Readings</td>
<td>30</td>
</tr>
<tr>
<td>Writing personal class blog and responses</td>
<td>12</td>
</tr>
<tr>
<td>Reading Clinical blog and writing Reflection Paper</td>
<td>18</td>
</tr>
<tr>
<td>Handout and Bibliography</td>
<td>12</td>
</tr>
<tr>
<td>Treatment Plan</td>
<td>12</td>
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<tr>
<td><strong>TOTAL Hours</strong></td>
<td><strong>120</strong></td>
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**Class Outline**

<table>
<thead>
<tr>
<th>Week</th>
<th>Date</th>
<th>General Topics and Activities</th>
</tr>
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<tbody>
<tr>
<td>1</td>
<td>Jan 5&lt;sup&gt;th&lt;/sup&gt;</td>
<td>Conceptualization of role as child/family therapist; Integrating theoretical orientation with evidence-based interventions; Developing effective, ecologically based treatment plans.</td>
</tr>
<tr>
<td>2</td>
<td>Jan 12&lt;sup&gt;th&lt;/sup&gt;</td>
<td>Nuts and Bolts of working with children and adolescents. Motivation and behavior management in the therapy room. Use of play versus “play therapy”.</td>
</tr>
<tr>
<td>3</td>
<td>Jan 19</td>
<td>NO CLASS (but you do have readings!) 😊</td>
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</table>
| 4    | Jan 26<sup>st</sup> | Addressing needs individual needs, with a focus on autism and ADHD. Use of psychopharmacology and collaboration with physicians.  
- Teaching social skills  
- Discrete trial learning and Pivotal Response Training  
- Nuts and Bolts: Use of Structured learning  
- Guest Speaker: Randy Phelps, M.D., PhD. (physician collaboration and psychopharmacy)  
- Group presentations: Autism or ADHD                                                                                                                     |
| 5    | Feb 2      | Addressing family dynamics  
- Family systems theory  
- Family skills building (communication skills, problem solving skills, etc.)  
- Nuts and Bolts: Family skill building  
- Group presentations: Substance Abuse  
- **Due: Reflection Paper**                                                                                                                                       |
| 6    | Feb 9<sup>th</sup> | Externalizing problems: A focus on ODD and conduct disorders  
- Parent Training models  
  - PMTO and Incredible Years; Filial therapy; Parent-child interaction therapy                                                                                                                                               |
- Positive Behavior Support
- Nuts and Bolts: Parent coaching and skill building
- Group Presentations: Disruptive behavior disorders

7 Feb 16th Internalizing problems: A focus on anxiety and depression
- Interpersonal psychotherapy for adolescents
- Cognitive-behavioral therapy
- Nuts and Bolts: Using CBT with children
- Group Presentations: Anxiety or Depression

8 Feb 23th Neglect, Abuse, and Trauma
- Trauma-focused CBT
- Family and psychosocial interventions
- Multidimensional Foster Care
- Guest Speaker: Leslie Leve, PhD. (Multidimensional foster care and interventions for abused and neglected children)
- Group presentations: Trauma and ptsd

9 Mar 2nd Mobilizing change with the Family Check-Up: An ecological assessment and intervention model.
- Nuts and Bolts: Use of motivational interviewing with families
- Guest Speaker: Arwen Despain, M.A. (Implementing best-practice in the community)

10 Mar 9th Implementing evidence-based practice
- Evaluating clinical practice
  - When interventions harm: Iogenic effects
  - Peer contagion and group intervention considerations
  - Exosystem and macrosystem considerations
- Integrating evidence-based treatment into usual clinical care
- Due: treatment plans

General Expectations
***If you must miss a class, please e-mail me in advance. You are responsible for course content and assignments that you miss. Frequent class absences will result in a significant grade reduction.

Respect for Differences in the Classroom:
In this course you are entering into an experience that involves human interaction. At times controversial topics and perspectives may emerge during class discussion. Your student colleagues and instructors may express opinions that may be at discord with your own. It is possible that a student colleague may also share information that is personally important or communicate something central to their cultural, ethnic, personal, or disability-status background. When this occurs it is critical in this learning environment that all students take responsibility to maintain an environment of respect. Central to this is the need to respect the rich differences and similarities that exist among us. Working to understand another’s perspective and background—which helped to form their beliefs and worldview—is critical for becoming more understanding, better critical thinkers, and improved professionals. It is your responsibility to maintain a climate of respect and to discuss with your instructor any obstacles that you experience during this class or discomforts you may experience from class activities, lectures, or discussions.
It is the policy of the University of Oregon to support and value diversity. To do so requires that we:

- respect the dignity and essential worth of all individuals.
- promote a culture of respect throughout the University community.
- respect the privacy, property, and freedom of others.
- reject bigotry, discrimination, violence, or intimidation of any kind.
- practice personal and academic integrity and expect it from others.
- promote the diversity of opinions, ideas and backgrounds which is the lifeblood of the university.

**Attendance and Absence Guidelines**

**Regular Attendance**

The information fundamental to this class will be delivered during class meetings; regular attendance is essential. Each absence after 2 will lower your grade by 5% (ie 3 absences would lower your grade from 100% to 95%).

**Guidelines for Successful Class Attendance**

To ensure a positive learning environment for all students in the class, please **DO NOT**:

- Arrive late to class.
- Talk privately with other class participants while the class is in session,
- Leave the class before the end of the session
- Engage in behavior that detracts from the learning environment, such as accessing non educational websites (i.e. Facebook), sending or receiving phone calls or text messages, playing games on your computer.

**Participation and Class preparation**

You are expected to participate in all class activities and discussions. You are expected to come to class thoroughly prepared. “Thoroughly prepared” is defined as, “having all materials needed for the class, or test before entering the classroom; having read the reading sufficiently to verbally:

- Discuss ideas, concepts, issues, and practices from the readings.
- Relate current information to that previously read or discussed.
- Apply the information to problem situations.

It is your responsibility to formulate and present questions when information from readings and class presentations is unclear.

Late assignments: Life happens unexpectedly, so plan for this when preparing your assignments and give yourself a bit of leeway so you do not have to turn things in late. Assignments will be deducted a letter grade for every day the assignment is late unless **prearranged** a different due date with the instructor.

**Documented Disability:**

Appropriate accommodations will be provided for students with documented disabilities. If you have a documented disability and require accommodation, arrange to meet with the course instructor within the first two weeks of the term. The documentation of your disability must come in writing from the Accessible Education Center in the Office of Academic Advising and Student Services. Disabilities may include (but are not limited to) neurological impairment, orthopedic
impairment, traumatic brain injury, visual impairment, chronic medical conditions, emotional/psychological disabilities, hearing impairment, and learning disabilities. For more information on Accessible Education Center, please see http://aec.uoregon.edu

**Mandatory Reporting**

UO employees, including faculty, staff, and GTFs, are mandatory reporters of child abuse and prohibited discrimination. This statement is to advise you that your disclosure of information about child abuse or prohibited discrimination to a UO employee may trigger the UO employee’s duty to report that information to the designated authorities. Please refer to the following links for detailed information about mandatory reporting:

https://hr.uoregon.edu/policies-leaves/general-information/mandatory-reporting-child-abuse-and-neglect/presidents-message

http://around.uoregon.edu/mandatoryreporting

**Academic Misconduct Policy:**

All students are subject to the regulations stipulated in the UO Student Conduct Code (http://conduct.uoregon.edu). This code represents a compilation of important regulations, policies, and procedures pertaining to student life. It is intended to inform students of their rights and responsibilities during their association with this institution, and to provide general guidance for enforcing those regulations and policies essential to the educational and research missions of the University.

**Conflict Resolution**

Several options, both informal and formal, are available to resolve conflicts for students who believe they have been subjected to or have witnesses bias, unfairness, or other improper treatment.

It is important to exhaust the administrative remedies available to you including discussing the conflict with the specific individual, contacting the Department Head, or within the College of Education, you can contact Angie Whalen, Assistant Dean for Academic Programs and Student Services, at 346-2898 or awhalen@uoregon.edu; Lauren Lindstrom, Associate Dean for Research and Academics, at 346-1399 or lindstrm@uoregon.edu; or Surendra Subramani, student advisor, at 346-1472 or surendra@uoregon.edu.

Outside the College, you can contact:

- **UO Bias Response Team:** 346-1139 or http://bias.uoregon.edu/whatbrt.htm
- **Conflict Resolution Services** 346-0617 or http://studentlife.uoregon.edu/SupportandEducation/ConflictResolutionServices/tabid/134/Default

**Grievance Policy**

A student or group of students of the College of Education may appeal decisions or actions pertaining to admissions, programs, evaluation of performance and program retention and completion. Students who decide to file a grievance should follow the student grievance procedure, or alternative ways to file a grievance outlined in the Student Grievance Policy (https://education.uoregon.edu/academics/student-grievance) or enter search: student grievance.

**Inclement Weather Policy:**

In the event the University operates on a curtailed schedule or closes, UO media relations will notify the Eugene-Springfield area radio and television stations as quickly as possible. In addition, a notice regarding the university’s schedule will be posted on the UO main home page (in the “News” section) at http://www.uoregon.edu. Additional information is available at http://hr.uoregon.edu/policy/weather.html.
If an individual class must be canceled due to inclement weather, illness, or other reason, a notice will be posted on Blackboard or via email. During periods of inclement weather, please check Blackboard and your email rather than contact department personnel. Due to unsafe travel conditions, departmental staff may be limited and unable to handle the volume of calls from you and others.

**Course Incomplete Policy**

Students are expected to be familiar with university policy regarding grades of “incomplete” and the time line for completion. For details on the policy and procedures regarding incompletes, Please see: [https://education.uoregon.edu/academics/incompletes-courses](https://education.uoregon.edu/academics/incompletes-courses)

**READINGS**

**Week 1-2 (Jan 12th): Overview of ecological treatment model; outcome studies and prevention/intervention spectrum**

Chapter 3: Developmental Issues and considerations in research and practice

Chapter 29: Assessing the effects of evidence-based psychotherapies with ethnic minority youths


Choose 2:


**Week 3 (Jan 19th): No class – but you do have readings!!**


Hill, N. (2006). Disentangling ethnicity, socioeconomic status and
Week 4 (Jan 26th): Addressing individual needs, with a focus on Autism and ADHD

Chapter 20: Early and intensive behavioral intervention in autism
Chapter 21: Pivitol response training in autism


Choose 2:


Week 5: Addressing family dynamics

Chapter 16: Multidimensional treatment foster care for adolescents
Chapter 17: Treatment serious antisocial behavior using multisystemic therapy
Chapter 22: Treating Hispanic youths using brief strategic family therapy
Chapter 26: Functional family therapy for adolescent substance use disorders


**Week 6 (Feb. 9th): Externalizing problem: A focus on ODD and Conduct Disorder**

Chapter 11: Parent Management Training – Oregon Model  
Chapter 12: Parent-Child Interaction Therapy for Oppositional Children.  
Chapter 13: The Incredible Years parents, teachers, and children training series


**Choose 2:**  


**Week 7 (Feb. 16th): Internalizing problems, with a focus on anxiety and depression**

Chapter 4: Child-focused treatment of anxiety  
Chapter 5: Interventions for anxiety disorders in children using group cognitive-behavioral therapy with family involvement.  
Chapter 8: Group cognitive-behavioral treatment for adolescent depression  
Chapter 10: Treating adolescent depression using interpersonal psychotherapy  
Chapter 25: Treating Hispanic children and adolescents using narrative therapy


**Choose 2:**  


**Week 8 (Feb 23rd): Abuse and Trauma**

Chapter 19: Trauma-focused cognitive behavioral therapy for traumatized children


**Choose 2:**


**Week 9 (March 2nd): Family Check-Up Ecological model of intervention**


**Week 10: Implementing Evidence-Based Treatment**

Chapter 34: Policy pinball to purposeful partnership

Chapter 35: The present and future of evidence-based psychotherapies for children and adolescents.


**Choose 1:**


University of Oregon CFT Educational Outcomes

Student Learning Outcomes: As reflected in the CFT program’s mission statement and overall goal, students are expected to demonstrate the following knowledge and skills:

SLO1. Students will develop an understanding of professional conduct and ethical standards and will demonstrate an ability to effectively apply their knowledge in clinical practice.

SLO2. Students will develop an ability to critically evaluate the research literature and demonstrate an understanding of the relationship between research results and clinical decision making.

SLO3. Students will gain an understanding of the core theoretical assertions of couples and family therapy and will critically assess their own systems-oriented theory of change.

SLO4. Students will develop attitudes that value human diversity, will practice culturally-sensitive analysis and critical self-awareness when counseling diverse populations, and will demonstrate cultural competence in all professional activities.

SLO5. Students will develop an understanding of the unique systemically-oriented assessment and intervention competencies, will apply them effectively in practice, and will critically evaluate their own practice.

Faculty Outcomes: Based on the mission of the University of Oregon and the CFT program, in teaching, supervision, and interactions with students and community members, faculty are expected to:

FO1. CFT faculty will consistently receive high ratings for effective and culturally competent course instruction and clinical supervision.

FO2. CFT core faculty will meet high standards of scholarship including professional presentations, peer-reviewed publications, and the generation of knowledge through research.

FO3. CFT faculty will foster a rich learning environment that demonstrates inclusion, critical consciousness, self-exploration, sensitivity to diverse populations, and commitment to social justice.

Program Outcomes: The overall goal of the University of Oregon CFT program is to graduate systemically-minded, competent couples and family therapists. We value the creation of an inclusive learning environment that fosters socially-aware practitioners who, in partnership with their communities, promote social justice, systems change, and enhancement of individual well-being and community life. At the time of graduation and beyond, our program outcomes will be demonstrated in these ways:

PO1. Employers will report that CFT alumni are highly competent and well prepared for clinical practice.

PO2. Students will demonstrate critical analysis of culturally-competent, systemic practice.

PO3. Students will report high satisfaction with the CFT program, including cultural competency, high quality instruction, and career preparation.