

## **PSYC 861: Cognitive-Behavioral Therapy for Youth**

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**Lecture:** Monday 9:00-11:50p.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), substance use, and weight/eating related problems.

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. Your course grade will be affected by tardiness in the completion of clinical paperwork.

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 September 6, 2010.

Last day to drop this course is September 30, 2010.

**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**

#### **8/29: Intake Assessment & Introduction to Evidence Based Practice**

Intake Assessments and Role-Plays

Phares, V. & Curley, J. (2008). Evidence based assessment for children and adolescents. In R.G. Steele, T. D. Elkin, & M.C. Roberts (Eds.), *Handbook of Evidence Based Therapies for Children and Adolescents: Bridging Science and Practice*. Springer, New York. NY. Ch 30, pp. 537-550.

Ollendick, T.H. & King, N.J. (2011). Evidence based treatments for children and adolescents: Issues and commentary. In P. Kendall (Ed.) *Child and Adolescent Therapy: Cognitive & Behavioral Procedures*. New York: NY: Guilford Press. Ch.17, pp. 499-520.

Practice Parameters for the Psychiatric Assessment of the Family (2007). *Journal of the American Academy of Child and Adolescent Psychiatry*, 46, 922-937.

Practice Parameters for the Psychiatric Assessment of Children and Adolescents (1997). *Journal of the American Academy of Child and Adolescent Psychiatry*, 36, 4S-20S.

#### **9/5: Labor Day – No class**

#### **9/12: Diagnostic Interviewing & Developmental Consideration in Treatment with Youth**

Children's Interview for Psychiatric Syndromes (ChIPS) Review and Role-Plays

ChIPS Interview and Manual

Kendall, P. (2011). Guiding theory for therapy with children and adolescents. In P. Kendall (Ed.) *Child and Adolescent Therapy: Cognitive & Behavioral Procedures*. New York: NY: Guilford Press. Ch. 1, pp. 3-26.

Holmbeck, G.N. et al. (2011). Guidelines from developmental psychology for therapy with adolescents. In P. Kendall (Ed.) *Child and Adolescent Therapy: Cognitive & Behavioral Procedures*. New York: NY: Guilford Press. Ch. 15 pp. 429-470.

#### **9/19: Case Conceptualization With Youth & Cognitive Therapy Basics**

Teen CBT Manual: Introduction to Treatment

Friedburg, R.D. & McClure, J.M. (2002). Case conceptualization. In R. Friedburg & J. McClure (Eds) *Clinical Practice of Cognitive Therapy with Children and Adolescents: The Nuts and Bolts*. New York, NY: Guildford Press. Ch. 2, pp. 11-33.

Friedburg, R.D. & McClure, J.M. (2002). Collaborative empiricism and guided discovery. In R. Friedburg & J. McClure (Eds) *Clinical Practice of Cognitive Therapy with Children and Adolescents: The Nuts and Bolts*. New York, NY: Guildford Press. Ch. 3, pp. 34-44.

Friedburg, R.D. & McClure, J.M. (2002). Session structure. In R. Friedburg & J. McClure (Eds) *Clinical Practice of Cognitive Therapy with Children and Adolescents: The Nuts and Bolts*. New York, NY: Guildford Press. Ch. 4, pp. 45-67.

Friedburg, R.D. & McClure, J.M. (2002). Homework. In R. Friedburg & J. McClure (Eds) *Clinical Practice of Cognitive Therapy with Children and Adolescents: The Nuts and Bolts*. New York, NY: Guildford Press. Ch. 10, pp. 167-179.

### **9/26: Role of Family in Youth Internalizing Problems**

Teen CBT Manual: Problem-Solving

Chabot, D.R. (2011). Family systems theories of psychotherapy. In J.C. Norcross, G.R. VandenBos, & D.K. Freedheim (Eds.), *History of Psychotherapy: Continuity and Change (2nd edition)*. Washington, D.C.: American Psychological Association, pp.173-202.

Bretherton, I. (1992). The origins of attachment theory: John Bowlby and Mary Ainsworth. *Developmental Psychology*, 28, 759-775.

Restifo, K. & Bögels, S. (2009). Family processes in the development of youth depression: Translating the evidence to treatment. *Clinical Psychology Review*, 29, 294–316.

Bögels, S.M. & Brechman-Toussaint, M.L. (2006). Family issues in child anxiety: Attachment, family functioning, parental rearing and beliefs. *Clinical Psychology Review*, 26, 834-856.

(Optional)

Dowell, K. A. & Ogles, B. M. (2010). The effects of parent participation on child psychotherapy outcome: A meta-analytic review. *Journal of Clinical Child & Adolescent Psychology*, 39, 151- 162.

### **10/3: Role of Cognition in Youth Internalizing Problems**

Teen CBT Manual: Cognitive Restructuring

Friedburg, R.D. & McClure, J.M. (2002). Identifying and connecting feelings and thoughts. In R. Friedburg & J. McClure (Eds) *Clinical Practice of Cognitive Therapy with Children and Adolescents: The Nuts and Bolts*. New York, NY: Guildford Press. Ch. 6, pp. 82-102.

Friedburg, R.D. & McClure, J.M. (2002). Therapeutic socratic dialogues. In R. Friedburg & J. McClure (Eds) *Clinical Practice of Cognitive Therapy with Children and Adolescents: The Nuts and Bolts*. New York, NY: Guildford Press. Ch. 7, pp. 103-124.

Jacobs, R.H., Reinecke, M.A., Gollan, J.K., & Kane, P. (2008). Empirical evidence of cognitive vulnerability for depression among children and adolescents: A cognitive science and developmental perspective. *Clinical Psychology Review*, 28, 759–782.

Hadwin, J.A., Garner, M., Perez-Olivas, G. (2006). The development of information processing biases in childhood anxiety: A review and exploration of its origins in parenting. *Clinical Psychology Review*, 26, 876–894

### **10/10: Columbus Day Recess (Monday Classes Meet on Tuesday)**

### **10/11: Role of Process Factors in Treatment With Youth**

Teen CBT Manual: Affect Regulation (Emotions Thermometer, Relaxation Techniques)

Friedburg, R.D. & McClure, J.M. (2002). Commonly used cognitive and behavioral techniques. In R. Friedburg & J. McClure (Eds) *Clinical Practice of Cognitive Therapy with Children and Adolescents: The Nuts and Bolts*. New York, NY: Guilford Press. Ch. 8, pp. 125-145.

Friedburg, R.D. & McClure, J.M. (2002). Creative applications of cognitive-behavioral therapy. In R. Friedburg & J. McClure (Eds) *Clinical Practice of Cognitive Therapy with Children and Adolescents: The Nuts and Bolts*. New York, NY: Guilford Press. Ch. 9, pp. 146-166.

Karver, M.S., Handelsman, J.B., Fields, S., & Bickman, L. (2005). A theoretical model of common process factors in youth and family therapy. *Mental Health Services Research*, 7, 35-51.

Shirk, S. et al (2011). Change process and active components. In P. Kendall (Ed.) *Child and Adolescent Therapy: Cognitive & Behavioral Procedures*. New York: NY: Guilford Press. Chapter 16, pp. 471-498.

(optional)

Creed, T. A. & Kendall, P. C. (2005). Therapist alliance-building behavior within a cognitive-behavioral treatment for anxiety in youth. *Journal of Consulting and Clinical Psychology*, 73, 498-505.

Karver, M., Shirk, S., Handelsman, J.B., Fields, S., Crisp, H., Gudmundsen, G., & McMakin, D. (2008). Relationship processes in youth psychotherapy measuring alliance, alliance-building behaviors, and client involvement. *Journal of Emotional and Behavioral Disorders*, 16, 15-28.

### **10/17: Understanding and Managing Suicidal and Non-Suicidal Self-Injury**

Teen CBT Manual: Chain Analysis

Nock, M.K. & Cha, C.B. (2009). Psychological models of non-suicidal self-injury. In M.K. Nock (Ed) *Understanding non-suicidal self-injury: Origins, assessment, and treatment*. Chapter 4, pp 65-77.

Prinstein, M.J., Guerry, J.D., Browne, C.B., & Rancourt, D. (2009). Interpersonal models of non-suicidal self-injury. In M.K. Nock (Ed) *Understanding non-suicidal self-injury: Origins, assessment, and treatment*. Chapter 5, pp 79-98.

Spirito, A. et al., (2011). Adolescent suicidal behavior: cognitive-behavioral strategies. In P. Kendall (Ed.) *Child and Adolescent Therapy: Cognitive & Behavioral Procedures* (4<sup>th</sup> edition).

Practice Parameters for the Assessment and Treatment of Children and Adolescents With Suicidal Behavior (2001). *Journal of the American Academy of Child and Adolescent Psychiatry*, 40, 24S–51S.

#### **10/24: Consultation With Schools and Other Professionals**

Teen CBT Manual: Increasing Healthy Pleasant Events & Skill Review

Practice Parameters for Psychiatric Consultation to Schools. (2005). *Journal of the American Academy of Child and Adolescent Psychiatry*. 44, 1068–1084.

Practice Parameters for the Use of Psychotropic Medication with Children & Adolescents (2009). *Journal of the American Academy of Child and Adolescent Psychiatry*, 48, 961-973.

#### **10/31: Ethical Considerations in Treatment Work With Youth**

Teen CBT Manual: Supplemental Sessions Based on Cases

Ascherman, L.I. & Rubin, S. (2008). Current ethical issues in child and adolescent psychotherapy. *Child and Adolescent Psychiatric Clinics of North America*, 17, 21-35.

Plante, T. (1999). Ten strategies for psychology trainees and practicing psychologists interested in avoiding ethical and legal perils. *Psychotherapy*, 36, 4, 398-403.

Rae, W. & Fournier, C.J. (2008). Evidence based therapy and ethical practice. In R.G. Steele, T. D. Elkin, & M.C. Roberts (Eds.), *Handbook of Evidence Based Therapies for Children and Adolescents: Bridging Science and Practice*. Springer, New York. NY. Ch 26, pp. 471-486.

(Optional)

Overholser, J. C. & Fine, M. (1990). Defining the boundaries of professional competence: Managing subtle cases of clinical incompetence. *Professional Psychology: Research and Practice*, 21, 462-469.

Ruscio, A.M. & Holohan, D.R. (2006). Applying empirically supported treatments to complex cases: Ethical, empirical, and practical considerations. *Clinical Psychology: Research and Practice*, 13, 146-162.

#### **11/7: Cultural Considerations in Treatment Work with Youth**

Teen CBT Manual: Supplemental Sessions Based on Cases

Huey, S.J., Polo, A. J. (2008). Evidence-based psychosocial treatments for ethnic minority youth. *Journal of Clinical Child & Adolescent Psychology*, 37, 262- 301.

Anderson, E.R. & Mayes, L.C. (2010). Race/ethnicity and internalizing disorders in youth: A review. *Clinical Psychology Review*, 30, 338–348.

Hayes, P.A. (2009). Integrating evidence-based practice, cognitive–behavior therapy, and multicultural therapy: Ten steps for culturally competent practice. *Professional Psychology: Research and Practice*, 40, 354–360.

(Optional)

McGoldrick, M., Giordano, J., & Garcia-Preto, N. (2005). Overview: Ethnicity and Family Therapy. In M. McGoldrick, J. Giodano, & N. Garcia-Preto (Eds.) *Ethnicity and Family Therapy (3<sup>rd</sup> edition)*. Guilford Press, New York: NY.

#### **11/14: Evaluation of Treatment Outcome Research**

Teen CBT Manual: Supplemental Sessions Based on Cases

Borkovec, T. (1993). Between group therapy outcome research: Design and Methodology. In NIDA Research Monograph 137 (pp. 249-289). Rockville, MD: National Institute on Drug Abuse.

Working Group on Journal Article Reporting Standards (2008). Reporting standards for research in psychology: Why do we need them? What might they be? *American Psychologist*, 63, 839-851.

(Optional)

Cukrowicz, K.C., White, B.A., Reitzel, L.R., Burns, A.B., Driscoll, K.A., Kemper, T.S., et al. (2005). Improved treatment outcome associated with the shift to empirically supported treatments in a graduate training clinic. *Professional Psychology: Research and Practice*, 36, 330-337.

McCabe, O.L. (2004). Crossing the quality chasm in behavioral health care: The role of evidence based practice. *Professional Psychology: Research and Practice*, 35, 571-579.

#### **11/21: Youth Depression Treatment Outcome**

Teen CBT Manual: Supplemental Sessions Based on Cases

David-Ferdon, C. & Kaslow, N. J. (2008). Evidence-based psychosocial treatments for child and adolescent depression. *Journal of Clinical Child & Adolescent Psychology*, 37, 62-104.

Practice Parameters for the Assessment and Treatment of Children and Adolescents With Depressive Disorders (2007). *Journal of the American Academy of Child and Adolescent Psychiatry*, 46, 1503-1526.

(Optional)

Stark et al (2011). Childhood depression: The ACTION treatment program. In P. Kendall (Ed.) *Child and Adolescent Therapy: Cognitive & Behavioral Procedures*. New York: NY: Guilford Press. Ch. 6, pp. 190-233.

#### **11/28: Youth Anxiety Treatment Outcome**

Teen CBT Manual: Supplemental Sessions Based on Cases

Silverman, W.K. , Pina, A. A., Viswesvaran, C. (2008). Evidence-based psychosocial treatments for phobic and anxiety disorders in children and adolescents. *Journal of Clinical Child & Adolescent Psychology*, 37, 105 - 130.

Practice Parameter for the Assessment and Treatment of Children and Adolescents With Anxiety Disorders (2007). *Journal of the American Academy of Child and Adolescent Psychiatry*, 40, 24S–51S.

(optional)

Kendall, P. (2011). Anxiety disorders in youth. In P. Kendall (Ed.) *Child and Adolescent Therapy: Cognitive & Behavioral Procedures*. New York: NY: Guilford Press. Ch. 5, pp. 143-189.

Barrett, P.M., Farrell, L., Pina, A., Peris, T.S., & Piacentini, J. (2008). Evidence-based psychosocial treatments for child and adolescent obsessive-compulsive disorder. *Journal of Clinical Child & Adolescent Psychology*, 37, 131-155.

## **12/5: Emerging Evidence-Based Interventions**

Teen CBT Manual: Supplemental Sessions Based on Cases

Miller, A. et al. (2011). Dialectical behavior therapy with multi-problem adolescents. In P. Kendall (Ed.) *Child and Adolescent Therapy: Cognitive & Behavioral Procedures*. New York: NY: Guilford Press. Ch. 13 pp. 398-410.

Semple, R.J. & Burke, C.A. (2011). Mindfulness based treatments for children and adolescents. In P. Kendall (Ed.) *Child and Adolescent Therapy: Cognitive & Behavioral Procedures*. New York: NY: Guilford Press. Ch. 14, pp. 411-428.

### **Required Treatment Manuals & Books:**

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, 4<sup>th</sup> Edition*. New York, NY: Guildford Press.

Teen CBT Manual (will be provided to you)

### **Recommended Supplemental Treatment Manuals:**

Kendall, P.C., & Hedtke, K.A. (2006). *Cognitive-Behavioral Therapy for Anxious Children: Therapist Manual* (3<sup>rd</sup> ed.). Ardmore, PA: Workbook Publishing.

Kendall, P.C., & Hedtke, K.A. (2006). *The Coping Cat Workbook* (2<sup>nd</sup> ed.). Ardmore, PA: Workbook Publishing.

Kendall, P.C., Choudhury, M., Hudson, J., & Webb, A. (2002). *The C.A.T. Project Manual for Cognitive Behavioral Treatment of Anxious Adolescents*. Ardmore, PA: Workbook Publishing.

Kendall, P.C., Choudhury, M., Hudson, J., & Webb, A. (2002). *The C.A.T. Project Workbook for Cognitive Behavioral Treatment of Anxious Adolescents*. Ardmore, PA: Workbook Publishing.

Stark, K., Kendall, P.C., McCarthy, M., Stafford, M., Barron, R., & Thomeer, M. (1996). *Treating Depressed Children: Therapist Manual for Taking Action*. Ardmore, PA: Workbook Publishing.

Stark, K., Kendall, P.C., McCarthy, M., Stafford, M., Barron, R., & Thomeer, M. (1996). *Taking Action: A Workbook for Overcoming Depression*. Ardmore, PA: Workbook Publishing.