

Advanced Practicum  
Spring 2015 Syllabus  
SZB 524

Instructor:

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*Overview.* The objective of this course is to increase familiarity and skill with evidence-based treatments for mental and behavioral health in children and adolescents. Students will have the opportunity to present cases from their practicum site and receive group feedback, as well as practice skills related to evidence-based interventions.

*NASP Domains.* The goals of this class are consistent with the following NASP training domains:

- 2.1 - Data-Based Decision-Making and Accountability
- 2.4 - Interventions and Mental Health Services to Develop Life Skills
- 2.6 - Preventive and Responsive Services
- 2.8 - Diversity in Development and Learning
- 2.9 - Research and Program Evaluation
- 2.10 - Legal, Ethical, and Professional Practice

*Course structure.* Weekly didactic meetings will focus on selected topics in evidence-based treatment of children and adolescents. Third and fourth year students are required to attend didactic meetings. For fifth year (and beyond) students, didactic meetings are voluntary. Weekly group supervision meetings will focus on case presentations and practice of skills related to the didactic topic of the week. Group supervision meetings will be conducted in English and Spanish. All students must attend group supervision meetings.

*Grades.* Course grades will be based on class attendance and participation, including case presentations.

*Case presentations.* Students will present 2 cases throughout the course of the semester. Each presentation will last approximately 30 minutes: 15 minutes to present the case conceptualization of the client, and 15 minutes for group discussion and supervision. Students should refer to the guidelines and use the case

conceptualization handout provided in class to organize and present the information about their case. **Please note that all identifying information from your case should be de-identified for this class.**

**University of Texas Honor Code.** “The core values of The University of Texas at Austin are learning, discovery, freedom, leadership, individual opportunity, and responsibility. Each member of the university is expected to uphold these values through integrity, honesty, trust, fairness, and respect toward peers and community.”

**Use of E-Mail for Official Correspondence to Students.** Email is recognized as an official mode of university correspondence; therefore, you are responsible for reading your email for university and course-related information and announcements. You are responsible to keep the university informed about changes to your e-mail address. You should check your e-mail regularly to stay current with university-related communications, some of which may be time-critical.

**Policy for students with documented disabilities.** Students with disabilities may request appropriate academic accommodations from the Division of Diversity and Community Engagement, Services for Students with Disabilities, (512) 471-6259. If you require special accommodations, please provide me with a letter at the start of the semester from the Services for Students with Disabilities office with a description of the requested accommodations.

**Religious Holidays.** By UT Austin policy, you must notify me of your pending absence at least fourteen days prior to the date of observance of a religious holy day. If you must miss class, an examination, a work assignment, or a project in order to observe a religious holy day, you will be given an opportunity to complete the missed work within a reasonable time after the absence.

**Emergency Evacuation Policy.** Occupants of buildings on the UT Austin campus are required to evacuate and assemble outside when a fire alarm is activated or an announcement is made. Please be aware of the following policies regarding evacuation:

- Familiarize yourself with all exit doors of the classroom and the building. Remember that the nearest exit door may not be the one you used when you entered the building.
- If you require assistance to evacuate, inform me in writing during the first week of class.
- In the event of an evacuation, follow my instructions or those of class instructors.
- Do not re-enter a building unless you're given instructions by the Austin Fire Department, the UT Austin Police Department, or the Fire Prevention Services office.

**Resources for Learning & Life at UT Austin.** The University of Texas has numerous resources for students to provide assistance and support for your learning:

- Sanger Learning and Career Center: <http://lifelearning.utexas.edu/>
- Counseling & Mental Health Center: <http://cmhc.utexas.edu/>
- Student Emergency Services:  
<http://deanofstudents.utexas.edu/emergency/>

*Class Schedule and Readings:*

Week	Topic & Recommended Readings
January 21	<b>Course structure and requirements</b>
January 28	<p><b>Evidence-based practice &amp; common elements approach to intervention</b></p> <p>Chorpita, B. F., Daleiden, E. L., &amp; Weisz, J. R. (2005). Identifying and selecting the common elements of evidence based interventions: A distillation and matching model. <i>Mental Health Services Research</i>, 7, 5-20.</p> <p>Chambless, D. L., &amp; Ollendick, T. H. (2001). Empirically supported psychological interventions: Controversies and evidence. <i>Annual review of psychology</i>, 52, 685-716.</p>
February 4	<p><b>Cultural factors in intervention</b></p> <p>Bernal, G., Jiménez-Chafey, M. I., &amp; Domenech Rodríguez, M. M. (2009). Cultural adaptation of treatments: A resource for considering culture in evidence-based practice. <i>Professional Psychology: Research and Practice</i>, 40, 361-368.</p> <p>Huey Jr, S. J., &amp; Polo, A. J. (2008). Evidence-based psychosocial treatments for ethnic minority youth. <i>Journal of Clinical Child &amp; Adolescent Psychology</i>, 37, 262-301.</p> <p>Barrera Jr, M., Castro, F. G., Strycker, L. A., &amp; Toobert, D. J. (2013). Cultural adaptations of behavioral health interventions: A progress report. <i>Journal of Consulting and Clinical Psychology</i>, 81, 196-205.</p>
February 11	<p><b>Family context &amp; parental psychopathology</b></p> <p>Garber, J., Clarke, G. N., Weersing, V. R., Beardslee, W. R., Brent, D. A., Gladstone, T. R., ... &amp; Iyengar, S. (2009). Prevention of depression in at-risk adolescents: A randomized controlled trial. <i>JAMA</i>, 301, 2215-2224.</p> <p>Hawley, K. M., &amp; Weisz, J. R. (2005). Youth versus parent working alliance in usual clinical care: Distinctive associations with retention, satisfaction, and treatment outcome. <i>Journal of Clinical Child and Adolescent Psychology</i>, 34(1), 117-128.</p>

February 18	<p><b>Behavior Management/Parent Training I</b></p> <p>Foote, R. C., Schuhmann, E. M., Jones, M. L., &amp; Eyberg, S. M. (1998). Parent-child interaction therapy: A guide for clinicians. <i>Clinical Child Psychology and Psychiatry</i>, 3, 361-373.</p> <p>Moore, J. &amp; Patterson, G.R. (2009). Parent Training. In W.T. O'Donohue &amp; J.E Fisher, Eds. <i>General Principles and Empirically Supported Techniques of Cognitive Behavior Therapy</i>. New Jersey, Wiley &amp; Sons</p> <p>Lundahl, B., Risser, H. J., &amp; Lovejoy, M. C. (2006). A meta-analysis of parent training: Moderators and follow-up effects. <i>Clinical psychology review</i>, 26(1), 86-104.</p> <p>Kaminski, J. W., Valle, L. A., Filene, J. H., &amp; Boyle, C. L. (2008). A meta-analytic review of components associated with parent training program effectiveness. <i>Journal of Abnormal Child Psychology</i>, 36, 567-589.</p>
February 25	<p><b>Behavior Management/Parent Training II</b> (Continued from last week)</p>
March 4	<p><b>Exposure</b></p> <p>Kendall, P. C., Robin, J. A., Hedtke, K. A., Suveg, C., Flannery-Schroeder, E., &amp; Gosch, E. (2006). Considering CBT with anxious youth? Think exposures. <i>Cognitive and Behavioral Practice</i>, 12, 136-148.</p> <p>Gosch, E. A., Flannery-Schroeder, E., Mauro, C. F., &amp; Compton, S. N. (2006). Principles of cognitive-behavioral therapy for anxiety disorders in children. <i>Journal Of Cognitive Psychotherapy</i>, 20, 247-262. doi:10.1891/jcop.20.3.247</p>
March 11	<p><b>Behavioral Activation</b></p> <p>Jacobson, N. S., Martell, C. R., &amp; Dimidjian, S. (2001). Behavioral activation treatment for depression: Returning to contextual roots. <i>Clinical Psychology: Science and Practice</i>, 8, 255-270.</p> <p>Hopko, D. R., Lejuez, C. W., Ruggiero, K. J., &amp; Eifert, G. H. (2003). Contemporary behavioral activation treatments for depression: Procedures, principles, and progress. <i>Clinical Psychology Review</i>, 23, 699-717.</p>
March 18	<p><b>Spring Break</b></p>
March 25	<p><b>Communication &amp; Social Skills</b></p> <p>Spence, S. H. (2003). Social skills training with children and young people: Theory, evidence and practice. <i>Child and Adolescent Mental Health</i>, 8, 84-96.</p> <p>Rao, P. A., Beidel, D. C., &amp; Murray, M. J. (2008). Social skills interventions for children with Asperger's syndrome or high-functioning autism: A review and recommendations. <i>Journal of Autism and Developmental Disorders</i>, 38, 353-361.</p>

	<p>Reichow, B., Steiner, A. M., &amp; Volkmar, F. (2013). Cochrane Review: Social skills groups for people aged 6 to 21 with autism spectrum disorders (ASD). <i>Evidence-Based Child Health: A Cochrane Review Journal</i>, 8, 266-315.</p>
April 1	<p><b>Motivational Interviewing I</b></p> <p>Rollnick, S., Butler, C. C., Kinnersley, P., Gregory, J., &amp; Mash, B. (2010). COMPETENT NOVICE: Motivational interviewing. <i>BMJ: British Medical Journal</i>, 1242-1245.</p> <p>Erickson, S. J., Gerstle, M., &amp; Feldstein, S. W. (2005). Brief interventions and motivational interviewing with children, adolescents, and their parents in pediatric health care settings: A review. <i>Archives of Pediatrics &amp; Adolescent Medicine</i>, 159, 1173-1180.</p> <p>Moyers, T. B., Miller, W. R., &amp; Hendrickson, S. M. (2005). How does motivational interviewing work? Therapist interpersonal skill predicts client involvement within motivational interviewing sessions. <i>Journal of Consulting and Clinical Psychology</i>, 73, 590-598.</p> <p>Lundahl, B. W., Kunz, C., Brownell, C., Tollefson, D., &amp; Burke, B. L. (2010). A meta-analysis of motivational interviewing: Twenty-five years of empirical studies. <i>Research on Social Work Practice</i>, 20, 137-160.</p>
April 8	<p><b>Motivational Interviewing II</b> (Continued from last week)</p>
April 15	<p><b>Pain &amp; procedural distress management</b></p> <p>Blount, R. L., Piira, T., &amp; Cohen, L. L. (2003). Management of pediatric pain and distress due to medical procedures. <i>Handbook of Pediatric Psychology</i>, 3, 216-233.</p> <p>Uman, L. S., Chambers, C. T., McGrath, P. J., &amp; Kisely, S. (2008). A systematic review of randomized controlled trials examining psychological interventions for needle-related procedural pain and distress in children and adolescents: An abbreviated Cochrane review. <i>Journal of Pediatric Psychology</i>, 33, 842-854.</p> <p>Palermo, T. M., Eccleston, C., Lewandowski, A. S., Williams, A. C. D. C., &amp; Morley, S. (2010). Randomized controlled trials of psychological therapies for management of chronic pain in children and adolescents: An updated meta-analytic review. <i>Pain</i>, 148, 387-397.</p>
April 22	<p><b>Neuropsychological assessment in pediatric populations</b> (Readings TBD)</p>
April 29	<p><b>Mindfulness &amp; Cognitive Remediation</b></p> <p>Burke, C. A. (2010). Mindfulness-based approaches with children and adolescents: A preliminary review of current research in an emergent field. <i>Journal of Child and Family Studies</i>, 19, 133-144.</p>

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	Robinson, K. E., Kaizar, E., Catroppa, C., Godfrey, C., & Yeates, K. O. (2014). A systematic review and meta-analysis of cognitive interventions for children with central nervous system disorders and neurodevelopmental disorders. <i>Journal of Pediatric Psychology</i> , jsu031.
May 6	<b>Course summary &amp; wrap up</b>