

SYLLABUS

EDP 384C: Interpersonal Intervention with Children and Adolescents

Spring 2016

Class Time: Mondays 12:00 to 3:00
SZB 268

Professor: Deborah Tharinger, Ph.D.
512-326-2251 (Cell)
dtharinger@austin.utexas.edu
Office: SZB 254

Office Hours: Mondays 10:00 to 11:00. I also can be reached easily by email.

Course Description:

This course is designed to promote the understanding of, and, if possible through other arrangements with an existing practicum placement and qualified site supervisor, application of an interpersonal process, attachment informed and systemically influenced approach to psychological intervention with children and adolescents. Knowledge of these theoretical perspectives will be integrated and combined with a developing awareness of the self as a clinician. If there is not a well matched site for practicing aspects of interpersonal in a case, the experience will be didactic for the student and/or pull from previous experiences in practicum sites. There also is a casebook that provides 10 cases we can use.

Clinical knowledge about the cognitive, social, emotional, and behavioral functioning of children also will be integrated, as will a compassionate orientation to child psychopathology, that is, a focus on the holistic child and her systems and not simply a diagnosis. Knowledge from other intervention frameworks is welcome, such as cognitive behavioral and systemic interventions, as they can be informed by and inform an interpersonal approach. Culture and context are at the forefront of any case conceptualization and intervention plan informed by the theoretical integration taught in this course.

Class meetings will consist of lectures and discussions from the readings in the text; self-development material; integration of professional and ethical issues in cases; and student lead clinical case presentations from the casebook or their own caseload.

Please bring the Teyber and McClure textbook to class each session.

Course Requirements: The requirements include active class participation and consideration of countertransference and transference; a paper on a critique of the Yalom book discussed the first day of class (and due to the instructor the Friday before the first class); a presentation/discussion on one case study from the case study text or your own caseload—current or past; three papers, 5 to 6 pages each, on 1) your developing, integrated conceptual framework of practicing therapy,

2) your experience with countertransference with the case materials or actual cases, and 3) your experiences with transference from clients.

Students are asked to commit to self-development as a clinician from this theoretical perspective. As such, students are required, anonymously, to complete, privately, and submit the *Sensitivity to Countertransference Propensities* measure and the *Interpersonal Process Skills* measure at the beginning and end of the Spring semester to self assess individual change (confidentially) and for the professor to assess group change. Anonymous copies need to be turned into the professor so she can track group change. A discussion of the experience of completing the measures will also take place.

My goal is to create a safe and supportive atmosphere in class where students feel free and safe to share their experiences and examine their own processes.

Prerequisites:

Graduate course work in developmental psychology, child psychopathology, consultation, as well as two of the following practica experiences: family therapy, behavioral therapy, and CBT.

Texts:

Teyber, E.& McClure, F.H. (2006/2011). *Interpersonal Process in Psychotherapy: An Integrated Model*. 6th Ed.

McClure & Teyber (2003). *Casebook in Child and Adolescent Treatment: Cultural and Familial Contexts*.

Irvin Yalom: The Gift of Therapy: An Open Letter to a New Generation of Therapists (2009).
(Read in advance of first class day and complete the exercise: 10 ideas you were drawn to and why; 5 more you were drawn to but are hesitant about adding to your own conceptual framework and why; and 5 you were really *not* drawn to and why).

Applicability to Current Clinical Cases in Established Practicum with Qualified Supervision:

If you are currently in an intervention/therapy practicum where it is possible to conduct interpersonal intervention/therapy and/or use selected concepts and practice application, and your site supervisor is qualified to provide interpersonal supervision, you are welcome to integrate the material learned in this class with ongoing or new cases. The Teyber and McClure text contains guidelines for Process Notes (Appendix A) and guidelines for Treatment Planning (Appendix B) that you might find very useful. If you are able to pursue this option, bringing your case experiences into course discussions or for your case presentation is very welcome. Previous cases are also appropriate for class discussion.

Overall Course Objectives:

1. Understanding an interpersonal systemic model and the interpersonal process in therapy, including application to cases in the casebook and your own cases, if applicable.
2. Enhanced understanding of the self in relation to the interpersonal systemic model and interpersonal process in psychotherapy.
3. Professional development as reflected in articulation of countertransference, transference, and conceptual integration of your model(s) of therapy.

Student Grades and Evaluation:

1) (15%) Paper on Yalom

Paper for first day of class on a critique of the Yalom book discussing 10 concepts you were very drawn to and want to incorporate into your own theoretical and/or practice paradigm and why, 5 you were drawn to but feel challenged to integrate and why, and 5 you are not drawn to and do not want to incorporate and why. Consider using bullets and single space, producing a 3 to 4 page paper. Be prepared to discuss the first day of class and send to the professor, by attachment, the Friday before the first class by 5:00pm.

2) (15%) Class Participation and Self Growth

Discussion of readings and integration of didactic and case material, as applicable, and participation in the examination of counter-transference, transference and self growth discussions.

3) (25%) Guided Discussion of one case from Case Book or one of your own cases (A guiding focus will provided and will be the basis for a handout to the class)

4) (45%) Three Papers and Related Class Discussion (due before the last class and discussed the last class) on Counter-transference, Transference, and Conceptual Framework.

Class Schedule, Readings, and Presentations

January 25: Introduction to the course, review of syllabus, and a discussion of your current practicum placements to determine if there is a match or what kind of match with practicing aspects of Interpersonal this semester. We will also discuss other alternatives. In addition, we will review the two self-evaluation forms that you are to complete and return anonymously next week (keeping a copy for yourself). We also will assign the case presentations and provide a guiding framework for presentation. Next we will discuss the format for the three papers. Finally, we will enjoy a discussion of your written reactions to the YALOM book completed over winter break.

Readings:

1. Irvin Yalom: *The Gift of Therapy: An Open Letter to a New Generation of Therapists*

February 1: Introduction to the Interpersonal Process Approach

Readings:

- 1) Teyber and McClure Text, Preface and Chapter 1
- 2) McClure and Teyber Casebook, Preface and Chapter 1

February 8: Establishing a Working Alliance, and a Case Study (18 year old biracial female with bulimia)

Readings:

1. Teyber and McClureText, Chapter 2
2. McClure and Teyber Casebook, Chapter 2: _____

February 15: Honoring Resistance, and a Case Study (15 year old African American with depression and abuse history).

1. Teyber and McClure Text, Chapter 3
2. McClure and Teyber Casebook, Chapter 3: _____

February 22: An Internal Focus for Change, and a Case Study (11 year old Native American female experiencing parental divorce)

1. Teyber and McClure Text, Chapter 4.

2. McClure and Teyber Casebook, Chapter 4: _____

February 29: Helping Clients with Feelings, and a Case Study (17 year old African American male with BPD features).

Readings:

1. Teyber and McClure Text, Chapter 5
2. McClure and Teyber Casebook, Chapter 5: _____

March 7: Familial and Developmental Factors, Culture and Attachment as Relational Elements, and a Case Study (8 year old biracial male with ADHD)

Readings:

1. Teyber and McClure Text, Chapter 6
2. McClure and Teyber Casebook, Chapter 6: _____

March 14: **Spring Break**

March 21: Interpersonal Coping Strategies, and a Case Study (18 year old Latino male with SAD and a threatening environment)

Readings:

1. Teyber and McClure Text, Chapter 7.
2. McClure and Teyber Casebook, Chapter 7: _____

March 28: Relational Themes and Reparative Experiences, and a Case study (18 year old Chinese American female with rape trauma)

Readings:

1. Teyber and McClure Text, Chapter 8
2. McClure and Teyber Casebook, Chapter 8: _____

April 4: Interpersonal Solutions, and a Case Study (9 year old African American male with abandonment by drug abusing parents)

Readings:

1. Teyber and McClure Text, Chapter 9
2. McClure and Teyber Casebook, Chapter 9: _____

April 11: Working Through, and a Case Study (10 year old African American male in foster care with symptoms of CD)

Readings:

1. Teyber and McClure Text, Chapter 10, first half
2. McClure and Teyber Casebook, Chapter 10: _____

April 18: Termination/Endings, and a Case Study (16 year old Caucasian female with depression and questioning values)

Readings:

1. Teyber and McClure Text, Chapter 10, second half
2. McClure and Teyber Casebook, Chapter 11: _____

April 25: Student Case Studies and Integration

May 4: Discussion of Student Papers on Countertransference, Transference, and Conceptual Framework

Professor Expectations and Policies:

1. **Students are expected to abide by the *Honor Code*** in practice at The University of Texas:

“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.”

2. **Students are expected to arrive to class on time**, to avoid disrupting other students' learning experiences. There are no formal penalties; it is a request out of respect for the class in general.

3. **Assignments are to be submitted on time.** Late work will not be accepted.

4. **Academic dishonesty is a serious matter**, and steps will be taken in cases where students are suspected of engaging in any form of unauthorized collaboration, cheating, plagiarism, or misrepresentation of work. Students may visit the webpage of the Office of Dean of Students, Student Judicial Services, for more information <http://deanofstudents.utexas.edu/sjs>

5. **Respect of other students' views, experiences, and questions is expected.** This class will involve discussions that could be emotionally sensitive for some students, depending on the topic. I expect everyone to contribute at least to some degree, and for everyone to be respectful of others' contributions, even if opinions and values widely differ.

6. **Students are expected to read material prior to attending class.** Many class activities will be based on the assumption that students did the reading for that day. Less than half of class time will involve presenting materials from the textbook in the form of lectures. Discussion, hands-on learning activities, and student interaction will be emphasized for the other half of class time. All learning activities will be more productive for learning if everyone has read the material to be discussed.

7. Upon request, according to standard policies at The University of Texas, **appropriate academic accommodations will be provided** for qualified students with disabilities. For more information, contact the Office of the Dean of Students at 471-6259 / 471-4641 TTY.

8. Make-up work is allowed for assignments and exams due **to absences or schedule conflicts for religious observances**. You must notify me by email 7 days prior to the holy day observance in order to make arrangements.

INTERPERSONAL INTERVENTION—FOUR PAPERS
THARINGER SPRING 2016

COUNTER-TRANSFERENCE PAPER—Three Pages

Describe your current understanding of counter-transference in a professional therapeutic relationship that involves a child, caretakers, and systems? What do you think some of your areas of vulnerability for counter-transference are with children, caretakers, and systems?

Describe one counter-transference you have experienced in your work with therapy to date, how you became aware of it, and how it was useful *and* not in working with your client. Try to consider the child, caretaker, and system components.

TRANSFERENCE PAPER—Three Pages

Describe your current understanding of transference in a professional therapeutic relationship that involves a child, caretakers, and systems? What transferences do you think children, caretakers, and systems are/will be drawn to about you?

Describe one transference you have experienced in your work with therapy to date, how you became aware of it, and how it was useful *and* not in working with your client. Try to consider the child, caretaker, and system components.

CONCEPTUAL FRAMEWORK PAPER—Three pages

Describe your developing conceptual model for providing psychotherapy to children and adolescents (which includes aspects of their surrounding ecologies). Include formal and informal theoretical influences, basic assumptions, and guiding principles.

Talk explicitly about the use of yourself, the therapeutic relationship with the client, your sense of how change is facilitated in your conceptual model, and your sense of what variables affect the change process. Include how the interpersonal systemic model has and has *not* informed your developing framework. Discuss how your experiences with your cases to date have and have not influenced your developing model.

Outline for Presentations
Casebook in Child and Adolescent Treatment:
Cultural and Family Contexts McClure and Teyber

Case Illustration

Presenting Problem (with some brief background on “disorder” or “experience”)

Client Description

Social Context

Initial Session(s) and Establishing Working Alliance

Case Conceptualization/Guidelines/Orienting Constructs

Treatment Plan (and later revision if pertinent)

Phase 1 (Short Term), Phase 2 (Intermediate) and Phase 3 (Long Term) Goals

Balancing Goals (if discussed)

Therapeutic Process

Obstacles/Impediments to Treatment (if given)

Termination and Summary

*Throughout, give your impressions and critique (positive and negative) about the case, how treatment proceeded, and outcome)