Advanced Practicum
Spring 2016 Syllabus
SZB 444

Instructor:
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Office Hours: Friday 10:30-11:30am and by appointment

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 sites and receive group feedback and supervision, 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. Weekly supervision meetings will focus on student case presentations and provision of supervision in a group format by peers and the instructor. Third and fourth year students are required to attend class. For fifth year (and beyond) students, attendance is voluntary.

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

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Class Schedule and Suggested Readings:

Week	Topic & Recommended Readings
January 19	**Course structure and requirements**
January 26	**Evidence-based practice & common elements approach to intervention** Chorpita, B. F., Daleiden, E. L., & Weisz, J. R. (2005). Identifying and selecting the common elements of evidence based interventions: A distillation and matching model. *Mental Health Services Research*, *7*, 5-20. Chambless, D. L., & Ollendick, T. H. (2001). Empirically supported psychological interventions: Controversies and evidence. *Annual review of psychology*, *52*, 685-716.
February 2 - March 1	**Behavior Management/Parent Training** Foote, R. C., Schuhmann, E. M., Jones, M. L., & Eyberg, S. M. (1998). Parent-child interaction therapy: A guide for clinicians. *Clinical Child Psychology and Psychiatry*, *3*, 361-373. Moore, J. & Patterson, G.R. (2009). Parent Training. In W.T. O'Donohue & J.E Fisher, Eds. *General Principles and Empirically Supported Techniques of Cognitive Behavior Therapy*. New Jersey, Wiley & Sons Lundahl, B., Risser, H. J., & Lovejoy, M. C. (2006). A meta-analysis of parent training: Moderators and follow-up effects. *Clinical psychology review*, *26*(1), 86-104. Kaminski, J. W., Valle, L. A., Filene, J. H., & Boyle, C. L. (2008). A meta-analytic review of components associated with parent training program effectiveness. *Journal of Abnormal Child Psychology*, *36*, 567-589.
March 8 – March 22 (March 15 – Spring Break)	**Exposure** Kendall, P. C., Robin, J. A., Hedtke, K. A., Suveg, C., Flannery-Schroeder, E., & Gosch, E. (2006). Considering CBT with anxious youth? Think exposures. *Cognitive and Behavioral Practice*, *12*, 136-148. Gosch, E. A., Flannery-Schroeder, E., Mauro, C. F., & Compton, S. N. (2006). Principles of cognitive-behavioral therapy for anxiety disorders in children. *Journal Of Cognitive Psychotherapy*, *20*, 247-262. Doi:10.1891/jcop.20.3.247
March 29- April 5	**Behavioral Activation** Jacobson, N. S., Martell, C. R., & Dimidjian, S. (2001). Behavioral activation treatment for depression: Returning to contextual roots. *Clinical Psychology: Science and Practice*, *8*, 255-270. Hopko, D. R., Lejuez, C. W., Ruggiero, K. J., & Eifert, G. H. (2003). Contemporary

	behavioral activation treatments for depression: Procedures, principles, and progress. *Clinical Psychology Review*, *23*, 699-717.
April 12 – April 26	**Motivational Interviewing** Rollnick, S., Butler, C. C., Kinnersley, P., Gregory, J., & Mash, B. (2010). COMPETENT NOVICE: Motivational interviewing. *BMJ: British Medical Journal*, 1242-1245. Erickson, S. J., Gerstle, M., & Feldstein, S. W. (2005). Brief interventions and motivational interviewing with children, adolescents, and their parents in pediatric health care settings: A review. *Archives of Pediatrics & Adolescent Medicine*, *159*, 1173-1180. Moyers, T. B., Miller, W. R., & Hendrickson, S. M. (2005). How does motivational interviewing work? Therapist interpersonal skill predicts client involvement within motivational interviewing sessions. *Journal of Consulting and Clinical Psychology*, *73*, 590-598. Lundahl, B. W., Kunz, C., Brownell, C., Tollefson, D., & Burke, B. L. (2010). A meta-analysis of motivational interviewing: Twenty-five years of empirical studies. *Research on Social Work Practice*, *20*, 137-160.
May 3	**Course summary & wrap up**