

CENTRAL MICHIGAN UNIVERSITY
COLLEGE OF HUMANITIES AND SOCIAL & BEHAVIORAL SCIENCES

COURSE SYLLABUS

<u>PSY 662</u>	<u>ADVANCED THERAPEUTIC INTERVENTIONS</u>	<u>3(3-1)</u>
Desig. No.	Title	Cr./Mode

I. Bulletin description:

The practice and application of therapeutic intervention with children, birth through high school. Takes a developmental perspective on children's problems.

II. Prerequisites:

PSY 562 and concurrent enrollment in PSY 791 or permission of instructor.

III. Rationale for Course Level

This is a course designed for students enrolled in the school psychology doctoral and specialists programs.

IV. Textbooks and other required materials to be furnished by the student (if applicable):

Bear, G. G., Minke, K. M., & Thomas, A (1997). Children's needs II: Development, problems and alternatives. Bethesda, MD: National Association of School Psychologists.

Gibbs, J. T., Huang, L. N., & Associates (1998). Children of color: Psychological interventions with culturally diverse youth. San Francisco: Jossey-Bass.

Poland, S., & McCormick, J.S. (2000). Coping with crisis: A quick reference. Longmont, CO: Sopris West.

Stoiber, K. C., & Kratochwill, T. R. Eds. (1998). Handbook of group intervention for children and families. Boston: Allyn and Bacon.

V. Special requirements of the course (if applicable):

Placement in a school or other appropriate setting that can allow for at least one hour of practice in therapeutic intervention a week

VI. General methodology used in teaching this course:

Lecture, discussion, presentation of cases, skill development

VII. Course Objectives:

After completing this course, the student will be able to:

1. Apply therapeutic strategies to children at different developmental stages
2. Demonstrate entry level counseling skills

3. Demonstrate skills related to a personal orientation to therapy
4. Describe the role of therapy in schools
5. Describe and demonstrate possible interventions for a wide variety of problems/issues
6. Demonstrate sensitivity toward and knowledge of issues in the application of therapeutic intervention with members of various minority groups

VIII. Course outline:

Lab: Each week the student is responsible for one hour of counseling related activity in their practicum setting. Supervision is provided during each class session, as well as individual meetings, as needed.

Week 1	introduction and ethics
Week 2	review of child development developmental perspective on therapeutic intervention
Week 3	infant mental health: theory and technique clinical diagnosis (DSM)
Week 4	assessment for intervention play therapy: theory and technique
Week 5	skills for enhancing children's development working with fears and anxieties
Week 6	elementary guidance techniques Term paper due – on group intervention
Week 7	working with sibling issues intervention with problems from divorce
Week 8	working with grief and mourning childhood depression and PTSD
Week 9	sexuality and treatment of sexual abuse issues with sexual orientation
Week 10	assessment and treatment negative behavior behavior as communication
Week 11	multicultural issues
Week 12	prevention and treatment of eating disorders prevention and treatment of substance abuse
Week 13	interventions with families: building on strengths parent- professional relationships

Week 14	issues and techniques for working with adolescents School violence
Week 15	suicidal risk crisis intervention
Week 16	case conference

IX. Evaluation:

Weekly case write-ups and tape recordings of sessions = 30%
 10 chapter summaries from Children's Needs = 10%
 Term paper on group intervention of a particular problem = 30%
 Final case write up and case conference presentation = 30%

X. References:

Adolescence

Glenn, H. S., & Warner, J. W. (1982). *Developing capable young people*. Hurst, TX: Humansphere.

Lloyd, B. T. (2002). A conceptual framework for examining adolescent identity, media influence, and social development. *Review of General Psychology*, 6, 73-91.

Alcohol and Substance Abuse

California Crime Prevention Center (November, 1987). Schools and drugs: A guide to drug & Alcohol abuse prevention curricula and programs. CA: Office of Attorney General.

Child Sexual Abuse

Bromberg, D. S., & Johnson, B. T. (2001). Sexual interest in children, child sexual abuse, and psychological sequelae for children. Psychology In the Schools, 38, 343-355.

Cash, R. O., & Snow, M. S. (2001). Adlerian treatment of sexually abused children. Journal of Individual Psychology, 57, 102-115.

Gibson, R. L., & Hartshorne, T. S. (1996). Childhood sexual abuse and adult loneliness and network orientation. Child Abuse and Neglect, 20, 1087-1093.

Counseling and Development

Friend, M., & Bauwens, J. (1988). Managing resistance: An essential consulting skill for learning disabled teachers. Journal of Learning Disabilities, 21, 556-561.

Greenspan, S. & Wieder, S. (1984). Dimensions and levels of the therapeutic process. Psychotherapy, 21, 5-23.

Hays, R. L. (1994). The legacy of Lawrence Kohlberg: Implications for counseling and human development. Journal of Counseling and Development, *72*, 261-267.

Hughes, J. N. (2000). The essential role of theory in the science of treating children: Beyond empirically supported treatments. Journal of School Psychology, *38*, 301-330.

Martens, B. K. (1992). The difference between a good theory and a good treatment is a matter of degree. School Psychology Quarterly, *7*, 104-107.

Okun, B. F. (2001). Effective helping: Interviewing and counseling techniques (6th Ed.). Wadsworth.

Diagnosis

American Psychiatric Association (1987). Diagnostic and statistical manual of mental disorders (3rd ed., revised). Washington, D.C.: Author.

Duff, M., Gillig, S. E., Thureen, R. M., & Ybarra, M. A. (2002). A critical look at the DSM-IV. Journal of Individual Psychology, *58*, 363-373.

Geroski, A. M., Rodgers, K. A., & Breen, D. T. (1997). Using the DSM-IV to enhance collaboration among school counselors, clinical counselors, and primary care physicians. Journal of Counseling and Development, *75*, 231-239.

Gresham, F. M., & Gansle, K. A. (1992a). Misguided assumptions of DSM-III-R: Implications for school psychological practice. School Psychology Quarterly, *7*, 79-95.

Gresham, F. M., & Gansle, K. A. (1992b). Mystological or misconstrued? Rejoinder to Reynolds and Hynd. School Psychology Quarterly, *7*, 108-111.

Hynd, G. W. (1992). Misrepresentation or simply misinformed? Comment on Gresham and Gansle. School Psychology Quarterly, *7*, 100-103.

Ivey, A. E., & Ivey, M. B. (1998). Reframing DSM-IV: Positive strategies from developmental counseling and therapy. Journal of Counseling and Development, *76*, 334-350.

Kratochwill, T. R., & Plunge, M. (1992). DSM-III-R, treatment validity, and functional analysis: Further considerations for school psychologists. School Psychology Quarterly, *7*, 227-232.

Martens, B. K. (1992). The difference between a good theory and a good treatment is a matter of degree. School Psychology Quarterly, *7*, 104-107.

Reynolds, C. R. (1992). Misguided epistemological shifting, misdirected misology, and dogma in diagnosis. School Psychology Quarterly, *7*, 96-99.

Sperry, L. (2002). From psychopathology to transformation: Retrieving the developmental focus in psychotherapy. Journal of Individual Psychology, *58*, 398-421.

Sperry, L. (2002). DSM-IV: Making it more clinician-friendly. Journal of Individual Psychology, 58, 434-440.

Special Issue of School Psychology Review, 25(3), 1996. Implications of DSM-IV for the Practice of School Psychology.

Divorce

DeLucia-Waack, J. L., & Gerrity, D. (2001). Effective group work for elementary school-age children whose parents are divorcing. The Family Journal: Counseling and Therapy for Couples and Families, 9, 273-284.

Howell, L. C., Weers, R., & Kleist, D. M. (1998). Counseling blended families. The Family Journal: Counseling and Therapy for Couples and Families, 6, 42-45.

Eating Disorders

Akeroyd-Guillory, D. (1988). A developmental view of anorexia nervosa. The School Counselor, 36, 24-33.

Baird, P., & Sights, J. R. (1986). Low self-esteem as a treatment issue in the psychotherapy of anorexia and bulimia. Journal of Counseling and Development, 64, 449- 450.

Brown, T. A., Cash, T. F., & Lewis, R. J. (1989). Body-image disturbances in adolescent female binge-purgers: A brief report of the results of a national survey in the U.S.A. Journal of Child Psychology and Psychiatry, 30, 605-613.

Gralen, S. J., Levine, M. P., Smolak, L., & Murnen, S. K. (1990). Dieting and disordered eating during early and middle adolescence: Do the influences remain the same? International Journal of Eating Disorders, 9, 501-512.

Keen, D. R. (1996). Anorexia Nervosa: An Adlerian perspective on etiology and treatment. Individual Psychology, 52, 386-405.

Kerwin, M. E., & Berkowitz, R. I. (1996). Feeding and eating disorders: Ingestive problems of infancy, childhood, and adolescence. School Psychology Review, 25, 316-328.

McCormick, D., Kottman, T., & Ashby, J. (1996). Conceptualization and treatment of the Bulimic client from an Adlerian perspective. Individual Psychology, 52, 406-419.

Mitchell, J. E., & Eckert, E. D. (1987). Scope and significance of eating disorders. Journal of Consulting and Clinical Psychology, 55, 628-634.

Phelps, L., & Bajorek, E. (1991). Eating disorders of the adolescent: Current issues in etiology, assessment, and treatment. School Psychology Review, 20, 9-22.

Rogers, R. L., & Petrie, Trent A. (2001). Psychological correlates of anorexic and bulimic symptomatology. Journal of Counseling and Development, 79, 178-187.

Shisslak, C. M., Crago, M., Neal, M. E., & Swain, B. (1987). Primary prevention of eating disorders. Journal of Consulting and Clinical Psychology, *55*, 660-667.

Strober, M., & Humphrey, L. L. (1987). Familial contributions to the etiology and course of anorexia nervosa and bulimia. Journal of Consulting and Clinical Psychology, *55*, 654-659.

Families

McCubbin, H.I., Joy, C.B., Cauble, A.E., Comeau, J.R., Patterson, J.M., & Needle, R.H. (1980). Family stress and coping: A decade review. Journal of Marriage and the Family, *42*, 855-871.

Orr, R. R., Cameron, S. J., & Day, D. M. (1991). Coping with stress in families with children who have mental retardation: An evaluation of the double ABCX model. American Journal on Mental Retardation, *95*, 444-450.

Zeitlin, S., Williamson, G., & Rosenblatt, W. P. (1987). The coping with stress model: A counseling approach for families with a handicapped child. Journal of Counseling and Development, *65*, 443-446.

Gay and Lesbian Issues

Dworkin, S. H. & Gutierrez, F. (Eds.) (1989). Special Issue: Gay, lesbian, and bisexual issues in counseling. Journal of Counseling and Development, *68*(1).

Henning-Stout, M., & James, S. (Eds) (2000). Mini-Series: Lesbian, Gay, Bisexual, Transgender, and Questioning Youth. School Psychology Review, *29*.

Habits and Tics

Woodrich, D. L. (1998). Tourette's syndrome and tics: Relevance for school psychologists. Journal of School Psychology, *36*, 281-294.

Infant Mental Health

Fiese, B. H., Poehlmann, J., Irwin, M., Gordon, M., & Curry-Bleggi, E. (2001). A pediatric screening instrument to detect problematic infant-parent interactions: Initial reliability and validity in a sample of high and low-risk infants. Infant Mental Health Journal, *22*, 463-478.

Greenspan, S. (Ed) (1987). Infants in multirisk families: Case studies in preventive intervention. New York: International Universities Press.

Simeonsson, R. J., Bailey, D. B., Huntington, G. S., & Comfort, M. (1986). Testing the concept of goodness of fit in early intervention. Infant Mental Health Journal, *7*, 81-94.

Weatherston, D., & Tableman, B. (1989). Infant mental health services: Supporting competencies/reducing risks. Lansing, MI: Michigan Department of Mental Health.

Loss and Trauma

Atwood, J. D., & Donnelly, J. W. (2002). The children's war: Their reactions to devastating events. The Family Journal: Counseling and Therapy for Couples and Families, 10, 11-18.

Davis, D. A. (1996). In the abyss. Journal of Personal and Interpersonal Loss, 1, 309-315.

Reid, J. K., & Dixon, W. A. (1999). Teacher attitudes on coping with grief in the public school classroom. Psychology in the schools, 36, 219-229.

Schwab, R. (1997). Parental mourning and children's behavior. Journal of Counseling and Development, 75, 258-265.

Yamamoto, K., Soliman, A., Parsons, J., & Davis, O. L. (1988). Voices in unison: Stressful events in the lives of children in six countries. Journal of Child Psychology & Psychiatry & Allied Disciplines, 28, 855-864.

Yamamoto, K., Davis, O. L., Dylak, S., Whittaker, J., Marsh, C., & van der Westhuizen, P. C. (1996). Across six nations: Stressful events in the lives of children. Child Psychiatry & Human Development, 26, 139-150.

Yamamoto, K., Whittaker, J., Davis, O. L. (1998). Stressful events in the lives of UK children: A glimpse. Educational Studies, 24, 305-314.

Minority Group Children

Cameron, S. C., & Wycoff, S. M. (1998). The destructive nature of the term race: Growing beyond a false paradigm. Journal of Counseling and Development, 76, 277-285.

Hanna, F. L., Bemakr, F., & Chung, R. C. (1999). Toward a new paradigm for multicultural counseling. Journal of Counseling and Development, 77, 125-134.

Lee, C. C. (1991). Multicultural counseling: New perspectives for the 1990's and beyond. Counseling and Human Development, 23, 1-8.

Lee, C. C. & Richardson, B. L. (Eds.) (1991). Multicultural issues in counseling: New approaches to diversity. Alexandria, VA: American Association for Counseling and Development.

Fontes, L. A. (2002). Child discipline and physical abuse in immigrant Latino families: Reducing violence and misunderstandings. Journal of Counseling and Development, 80, 31-40.

Sue, D. W., & Sue, D. (1990). Counseling the culturally different: Theory and practice (2nd. Ed.). Somerset, NJ: John Wiley & Sons.

Sue, S. (1998). In search of cultural competence in psychotherapy and counseling. American Psychologist, 53, 440-448.

Play Therapy

Allan, J., & Brown, K. (1993). Jungian play therapy in elementary schools. *Elementary School Guidance and Counseling, 28*, 30-41.

Fall, M., Balvanz, J., Johnson, L., & Nelson, L. (1999). A play therapy intervention and its relationship to self-efficacy and learning behaviors. *Professional School Counseling, 2*, 194-204.

Hall, T. M., Kaduson, H. G., & Schaefer, C. (2002). Fifteen effective play therapy techniques. *Professional Psychology: Research and Practice, 33*, 515-522.

Kottman, T., & Warlick, J. (1990). Adlerian play therapy. *Journal of Humanistic Education and Development, 28*, 125- 132.

Krall, V. (1989). *A play therapy primer*. New York: Human Sciences Press.

Landreth, G. L. (Ed.) (1982). *Play therapy: Dynamics of the process of counseling with children*. Springfield, IL: Charles C. Thomas.

Landreth, G. L. (1991). *Play therapy: The art of the relationship*. Muncie, IN: Accelerated Development.

Landreth, G. L. (2002). Therapeutic limit setting in the play therapy relationship. *Professional Psychology: Research and Practice, 33*, 529-535.

O'Connor, K. J. (1991). *The play therapy primer: An integration of theories and techniques*. New York, NY: John Wiley.

O'Connor, K. J. (2002). The value and use of interpretation in play therapy. *Professional Psychology: Research and Practice, 33*, 523-528.

Schaefer, C. E. (1985). Play therapy. *Early Childhood Development and Care, 19*, 95-108.

Schaefer, C. E., & O'Conner, K. L. (Eds.) (1983). *Handbook of play therapy*. New York: John Wiley.

Prevention and Consultation

Caplan, G. (1964). Principles of preventive psychiatry. New York: Basic Books.

Killilea, M. (1982). Interaction of crisis theory, coping strategies, and social support systems. In H. C. Schulberg & M. Killilea (Eds.), The modern practice of community mental health (pp. 163-214). San Francisco: Jossey-Bass.

Lentz, F. E., Allen, S. J., & Ehrhardt, K. E. (1996). The conceptual elements of strong interventions in school settings. School Psychology Quarterly, 11, 118-136.

O'Connor, E. P., & Kratochwill, T. R. (1999). Self-help interventions: The reported practices of school psychologists. Professional Psychology: Research and Practice, 30, 147-153.

School Violence

Ayyash-Abdo, H. (2002). Adolescent suicide: An ecological approach. *Psychology in the Schools, 39*, 459-475

Daniels, J. A. (2002). Assessing threats of school violence: Implications for counselors. *Journal of Counseling and Development, 80*, 215-218.

Furlong, M. J., Kingery, P. M., & Bates, M. P. (2001). Appraisal and prediction of school violence [Special issue]. *Psychology in the Schools, 38*(2).

Hunter, L., Elias, M. J., & Norris, J. (2001). School violence prevention: Challenges and lessons learned from an action research project. *Journal of School Psychology, 39*, 161-175.

Mulvey, E. P., & Cauffman, E. (2001). The inherent limits of predicting school violence. *American Psychologist, 56*, 797-802.

Pitcher, G. D., & Poland, S. (1992). *Crisis intervention in the schools*. New York: Guilford Press.

Poland, S. (1989). *Suicide intervention in the schools*. New York: Guilford Press.

Sandoval, J., & Brock, S. E. (1996). The school psychologist's role in suicide prevention. *School Psychology Quarterly, 11*, 169-185

Shapiro, J. P., Burgoon, J. D., Welker, C. J., & Clough, J. B. (2002). Evaluation of the peacemakers program: School-based violence prevention for students in grades four through eight. *Psychology in the Schools, 39*, 87-100.

Syllabus prepared by: Timothy S. Hartshorne
(Name)

(Signature)

(Date)