

**Child and Family Practicum
Fall 2009
Wednesday 9 am to 12pm
Child and Family Center
195 W. 12th
Counseling, Clinical and School Psychology Programs**

CPSY 609: Advanced Child and Family Intervention

SPSY 609: Child and Family Practicum

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Instructors:

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Course Objectives:

This practicum emphasizes an ecological model of child psychopathology and intervention, with a focus on providing empirically supported interventions to children and families in the community. The practicum will provide an opportunity to integrate various intervention and assessment practices within a comprehensive framework. The practicum is centered at the Child and Family Center (CFC), which provides services to children and families of diverse cultural and ethnic backgrounds. A specific focus of this practicum is to support the use of culturally sensitive interventions by means of background readings, guest speakers, shared expertise of instructors and participating doctoral students.

This professional training practicum prepares doctoral students to assume leadership roles in promoting adaptation and preventing maladaptation in children and adolescents. The practicum prepares individuals to design and deliver the best possible intervention services to children and families based on previous research in this field. Each student will develop a set of individualized goals with their supervisor based on their level of experience. The following are some of the course objectives and skills we expect students to achieve this year:

1. Conducting intake interviews with children and families

2. Conduct interventions including family assessments, feedback sessions, parenting groups, brief family interventions, family therapy, and school consultation in the community.
3. Conceptualize cases within an ecological framework and present cases to the group.
4. Professional and collegial conduct when working in an interdisciplinary team;
5. Use data to guide and evaluate effectiveness of intervention services
6. Learn about ethical and legal issues when providing services to children and families
7. Write professional reports and keep appropriate chart notes, complete all paperwork involved in seeing clients in a timely fashion
8. Become familiar with child and adolescent diagnoses using the DSM-IV.
9. Learn about the APA task force guidelines in the treatment of children and families.

History of Collaboration and the Clinic:

This practicum is a product of a collaborative effort between the Counseling, Clinical and School Psychology programs at the University of Oregon that began in 1996. Before 1996, there was no doctoral level training in child and family intervention that was provided as content in any of the 3 APA accredited psychology programs. Our clinical practicum initially began as part of the Counseling Psychology program and was housed in Debusk. In 2000, the practicum moved to the CFC and has been in this clinic since that time. Students from Counseling, Clinical, and School psychology have taken the practicum over the years.

Practicum Description:

The primary clinical work that you will be doing this year will be housed at the Child and Family Center clinic on 12th and Charnleton. The following is a summary of some of the opportunities you will have on this practicum.

1) Child and Family Center: Clinical work will consist of intakes, thorough family assessment and feedback interventions, family therapy, direct interventions with children and adolescents, and parent groups. Intervention and assessment services will follow the client needs as they unfold during the year. Direct clinical research on the efficacy of interventions may also be included. Supervision and support will be provided individually and in the practicum meetings. All students will carry about 3-5 cases throughout the year at any given time. Students will primarily work in teams of 2, with 1 therapist assigned to the child and the other assigned to the family/parents.

2). Home based services: This practicum involves assessment in families homes as well as intervention support that occurs in the home. You will be conducting video-taped observations of parents and children in their home. You will also provide support, as needed, to parents in their homes.

3). Parenting Groups: There are a variety of opportunities to run parenting groups at the University of Oregon, the CFC, and/or in both middle schools and elementary schools. These opportunities will be forthcoming as the school year gets started and we begin our work with teachers and school counselors.

All practicum activities are oriented to family-based intervention and assessment services. Students will be provided with empirically-based strategies for conducting intakes and assessments (the "family check up"), a curriculum for conducting parenting groups for families with young and older children. Brief training modules in individual work with children and adolescents and family therapy will be provided in the context of case discussion and group supervision in the practicum.

Clinic Paperwork

Each case opened in either CFC will require the following paperwork.

1. Weekly progress notes documenting treatment goals, plan, and interventions (to be signed by supervisor)
2. Intake report summarizing your first meeting with the family.
3. Assessment report to be written after the feedback sessions with families. This report should include goals for treatment and case formulation.
4. Closing report, or treatment summary, to be written at termination.

More information on the content of each of these reports will follow in class. In each case, your supervisor should sign the reports and progress notes on a weekly basis. Students will fail practicum if paperwork is not complete at the end of the quarter!!!

Sebrina Anderson, the CFC clinic coordinator, will update us weekly on the progress of paperwork.

Supervision and Time Commitment

This practicum will involve a time commitment of 8-15 hours per week per student. Time spent on this practicum will likely fall within 8-15 hours per week including class time. The practicum will require a year commitment. We will meet at this time all year. Due to the nature of this work, your time will fluctuate and your schedule will change to meet the needs of the families.

Supervision will be primarily conducted in a group format during class. The following provides a structure of the supervision and class organization.

1. **Email** : Email is a great way to get a quick question answered or to get brief supervision. We do use email to talk about families, but we never use identifying information on email. Example: For the family with the 12-year-old anxious boy, should I start the Coping Cats curriculum this week, or talk more about the suicide attempt from last week?
2. During Fall quarter, there will be a lot of information provided in the CFC workshop and in the class. As we assign cases, we will move into our structure that includes the large class meeting, small group supervision, and individual supervision.
3. In the large class, students typically present up to 2 cases with intensive group supervision provided. Video-taped sessions and background information should be provided. More information will follow on the specific format of these presentations. Each student is expected to show video-tape and present a case each quarter. Depending on the nature of your cases and the other cases in the class, you may present multiple times per quarter. Video-taped segments should include both a segment in which you feel the goal of the interaction was achieved, and a segment in which you want supervision or assistance.
4. As the quarter progresses, we will break off into smaller supervision groups meeting 1 hour per week. Small group supervision times will be scheduled with Jenny Mauro.
5. Individual supervision will be provided in a number of different ways. First, each student will meet with their faculty supervisor at least once per quarter to review goals, and additionally on an as needed basis. Each student will be responsible for developing personal goals and reviewing those goals with their supervisor. Students will receive a mid year and an end of

year evaluation as well as feedback at the end of each quarter. Students are responsible for making sure they get feedback from their supervisors and schedule these meetings.

6. Jenny Mauro will be providing individual supervision when needed. Students are responsible for contacting Jenny Mauro and scheduling these meetings; Jenny will not track down students to schedule supervision. The expectation is that when consultation is needed, students will take the initiative to schedule meetings. Individual supervision is required before giving feedback to families (for the Family Check-Up). Please make sure you allow enough time to schedule this.
7. Supervision support: During each quarter, students are responsible for watching a tape of themselves with a client with Karrie Walters. Karrie will provide feedback on basic counseling skills, process skills, and content around working with families. Please schedule these meetings with Karrie as soon as you have a tape to view with her.

Grading

The course is pass/no pass. All students are expected to attend class, complete paperwork for clinic cases, and participate actively in class discussions and supervision. Students will meet individually with their supervisors and receive feedback each quarter. Failure to complete appropriate paperwork by the end of the quarter in clinic files will result in a grade of “no pass”.

Readings

This class does not have a reading schedule and reading assignments, however, you are responsible for reading the following material. You are also responsible for outside reading directly related to the work you are doing with children and families. For example, if you have a child with toileting problems, you need to read about how to handle these and the best, evaluated strategies for toilet training. Your instructors have readings or recommendations for most topics. You will find that you actually will do a lot of reading for this class.

In addition to the *Everyday Parenting* packet, several books have been ordered and should be available at the University of Oregon bookstore. They include:

REQUIRED:

Dishion, T. J. and Stormshak, E. (2007) Intervening in Children's Lives: An ecological, family-centered approach to mental health care. Washington D.C.: American Psychological Association.

Dishion, T.J., Stormshak, E. and Kavanagh, K (under review). *Everyday Parenting: A Therapist Guide for Supporting Family Management Practices*. Guilford Press: NY

Dishion, T. J. & Kavanagh, K (2003). Intervening on Adolescent Problem Behavior: A Family-centered Approach. New York: Guilford Press

Dishion, T. & Patterson, S. (2005) Parenting Young Children with Love, Encouragement and Limits. Research Press: Champaign, Ill., Or.

Miller, W. (2002). Motivational Interviewing. New York: Guilford Press

Webster-Stratton, C (1994) The Incredible Years: A trouble-shooting guide for parents of children aged 3-8. Umbrella Press.

Fall Class Topics

9/24 and 9/25 Intro, Welcome, FCU , and 2 day CFC workshop

9/30	Case Conceptualization and Feedback (Tom and Beth)
10/7	Ecological Family Assessment (Sebrina and Karrie)
10/14	SMALL Groups Start First session "How To's" (Karrie) Working directly with children and adolescents (Karrie)
10/21	Everyday Parenting Curriculum (Tom)
10/28	Parenting basics and behavioral systems (Karrie)
11/4	Clinical skills in family therapy: Managing motivation (Tom)
11/11	Parenting basics and behavioral systems (Karrie)
11/18	Developmental Norms and specific disorders (Karrie)
11/25	No Class
12/2	Case Presentations

Diversity

It is the policy of the University of Oregon to support and value diversity. To do so requires that we:

- respect the dignity and essential worth of all individuals.
- promote a culture of respect throughout the University community.
- respect the privacy, property, and freedom of others.
- reject bigotry, discrimination, violence, or intimidation of any kind.
- practice personal and academic integrity and expect it from others.
- promote the diversity of opinions, ideas and backgrounds which is the lifeblood of the university.

Documented Disability

Appropriate accommodations will be provided for students with documented disabilities. If you have a documented disability and require accommodation, arrange to meet with the course instructor within the first two weeks of the term. The documentation of your disability must come in writing from the Disability Services in the Office of Academic Advising and Student Services. Disabilities may include (but are not limited to) neurological impairment, orthopedic impairment, traumatic brain injury, visual impairment, chronic medical conditions, emotional/psychological disabilities, hearing impairment, and learning disabilities. For more information on Disability Services, please see <http://ds.uoregon.edu/>

