

## Child and Family Intervention Science

**Instructor: Philip A. Fisher, Ph.D.**

**Phone: 541 485-2711**

**Email: philf@uoregon.edu**

**Course time: Thursdays 12-2:50**

**Course Location: University of Oregon Stress Neurobiology and Prevention Science (SNAP) Laboratory, 207 E 5<sup>th</sup> Ave., 2<sup>nd</sup> Floor, Columbia Conference Room**

### **Course objectives:**

This course provides an intensive overview of the scientific and clinical literature on mental health interventions for children, adolescents and families, as well as an introduction to the clinical techniques employed in these interventions. The course is specifically designed for first year doctoral students in clinical psychology as part of the year-long intervention science sequence. Introductory lectures provide a framework for considering the developmental, systems, and clinical empirical literature forming the basis of mental health interventions with children and families. Reviews of current intervention strategies will include pragmatic, detailed descriptions, reviews of supporting data, as well as delineations of the limits of current research. An effort will be made to present and integrate clinical practice in real world settings with research guidelines on best practices. Ecological and social learning perspectives on intervention science provide a framework to bridge individually oriented interventions to those that emphasize relationships and families. This seminar also involves a considerable amount of hand-on practice with the basic skills necessary to begin your intervention work in practice offered in psychology and other departments, as well as in community settings.

### **Student goals:**

- 1) Familiarity with an evidence based treatments (EBTs) for children and families;
- 2) A solid review of the empirical and clinical literature on effective interventions for children, adolescents and families;
- 3) A critical perspective on the state of knowledge and the limits of current research;
- 4) Understanding of the processes by which EBTs are developed and the methodologies employed for evaluating interventions, including efficacy and effectiveness trials
- 5) An understanding of the state of the field with respect to implementation science (the process by which EBTs are disseminated in community settings once they have been found to be effective)
- 6) Development of basic clinical skills necessary for working with children and families
- 7) Case conceptualization using empirically validated intervention strategies from an ecological perspective;
- 8) Comfort with videotaped role-play practice and feedback using key clinical skills in mental health services for children and families.
- 9) An understanding of the pragmatic details of specific intervention strategies for various child disorders

## **Course requirements:**

1. *Attendance and participation in class discussions. (20% of grade).* You are expected to come to class prepared, and to participate in class discussions each week. In order to facilitate this, you will need to turn in a 1 paragraph summary of or reaction to each assigned reading at the beginning of class each week. All class readings will be posted on Blackboard.
2. *Clinical portfolio (40% of grade).* In order to begin to develop a repertoire of skills that can be employed in future child/family practice and clinical work, students will participate in a number of clinical exercises and simulations. Students will use video cameras and work in teams on these activities. They will develop proficiency in and comfort with role-playing, video-editing, and clinical presentations. Some of this work will be conducted in class, and some will be conducted outside of class. The clinical portfolio includes the following:
  - a. Description of "virtual family"
  - b. Video from reflection, joining, and reframing exercise
  - c. Written plan for intake assessment
  - d. Video of intake
  - e. Mental health assessment write up
  - f. Treatment plan write up
  - g. Unedited and edited video of microsocial interaction session
  - h. Video of feedback session from microsocial video feedback intervention
3. *Evidence-based treatment (EBT) write-up and presentation. (40% of grade).* Students will review one child/family EBT that is not already covered in the course lectures and weekly topics. This should follow the guidelines below.
  - a. Write-up:
    - i. The EBT and corresponding disorder must be described in detail.
    - ii. You must include at least 8 references, including at 4 papers published in peer-reviewed scientific journals specifically focusing on outcomes from the EBT evaluation.
    - iii. The outcomes studies you summarize *must* include treatment vs. comparison groups. Randomized control trials are preferable but you may also summarize evaluation studies that employ a quasi-experimental design.
    - iv. For each evaluation study, you must include (1) summary of methods; 2) summary of findings, 3) strengths and weaknesses of the research from your perspective
    - v. In addition to your summary, you will make a copy of the first page of each article you use (abstract) and turn in with the review.
    - vi. The summary must be 4-6 pages
    - vii. A brief description of the EBT and specific disorder you will be focusing on is due at the beginning of class at week 3.
    - viii. The written review is due at the beginning of class at week 8 of the term.
  - b. Presentation:
    - i. Presentations will be made during weeks 8 and 9.
    - ii. Each student will present for 20-30 minutes, covering the same material in their written summaries
    - iii. Order of presentations will be selected at random.

**Grading:**

Grades will be computed on a standard scale, 90% or more = A, 80-89% = B, 70-79% = C, etc.

**Support for students:**

If you have a documented disability and anticipate needing accommodations in this course please make an appointment with the instructor during the first week of the term. Please request that the Counselor for Students with Disabilities send a letter verifying your disability. The current counselor is Hilary Gerdes at 346-3211. Disabilities 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.

The University of Oregon is an equal-opportunity, affirmative-action institution committed to cultural diversity and compliance with the Americans with Disabilities Act.

**Missed classes/assignments etc:**

Please be proactive in your communications with me in this area. I can often work around situations if I know in advance about them. However, if you wait until when/after an assignment is due or a class is meeting to let me know about it, it's much more difficult to give you credit.

### Weekly Schedule

<b>Week</b>	<b>Lecture Topic</b>	<b>In Class Clinical Portfolio Activity</b>	<b>Clinical Portfolio Topic for the Coming Week</b>	<b>Assignment</b>
<b>1- Mar 31</b>	--	--	--	Description of "virtual family"
<b>2- Apr 7</b>	Overview of course, conceptual framework for EBTs, relevant research methodology	Presentations and q & a from other students about virtual family	Basic Clinical Skills 1: Reflection,Joining Reframing	Work in Dyads: Make and edit film of virtual parent talking about a problem with a therapist
<b>3- Apr 14</b>	Family Check Up	Show edited films of reflection/joining/re framing	Planning intake on virtual family	Work individually: Write up intake plan, including questions, measures/assessments, and questionnaires
<b>4- Apr 21</b>	Multidimensional Treatment Foster Care/Dissemination	Present intake plans	Conducting the intake assessment	Film in triads (tx, parent, child) conducting intake, Work individually to edit film of intake
<b>5- Apr 28</b>	Parent Management Training (Laura Rains)	Present edited intake films	Mental health assessments	Work individually: Write up mental health assessment
<b>6- May 5</b>	Bluesky Program/EBTs in Community Mental Health	Present mental health assessment	Basic Clinical Skills 2: Microsocial Video Interventions Part 1: Four Elements of Interaction	Film in triads to make interaction film (developmentally appropriate interaction); work individually to create edited film w/still photos and specific elements of MVP
<b>7- May 12</b>	Obesity Interventions in the US and Sweden	Present edited MVP films	Basic Clinical Skills 2: Microsocial Video Interventions Part 2: Presenting feedback to parents	Work in dyads: Film feedback session to virtual parent Work individually to edit film of feedback session
<b>8- May 19</b>	Trauma and Antisocial Behavior	Present edited feedback sessions	EBT write up and presentations	Work on EBT write-up and presentation
<b>9- May 26</b>	Technology Applicattions	EBT Presentations	EBT write up and presentations	EBT write up and presentations
<b>10- June 2</b>	Developing Translational interventions	EBT Presentations	--	--

