

Child and Family Intervention Science

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Course time: Wednesdays 12:00-2:50

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

Course objectives:

This course has three objectives:

- To provide a survey of evidence based treatments (EBTs) for children and families
- To familiarize students with the methods by which EBTs are developed, empirically evaluated, and disseminated in community settings
- To expose students to basic child and family intervention techniques, methods, and case conceptualization

The course is specifically designed for first year doctoral students in clinical psychology as part of the year-long intervention science sequence. By the end of this sequence, students will be prepared to begin practicum training.

Student goals:

- 1) Familiarity with a range of evidence based treatments (EBTs) for children and families to address disruptive behavior disorders, trauma and maltreatment, depression, and other problems
- 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.

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 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
3. *Evidence-based treatment (EBT) 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. The EBT and corresponding disorder must be described in detail.
 - b. You must include at least 8 references, including at least 4 papers published in peer-reviewed scientific journals specifically focusing on outcomes from the EBT evaluation.
 - c. 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.
 - d. 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
 - e. You must make a copy of the first page of each article you use (abstract) and turn in on the day of your presentation.
 - f. You must also complete a 4-5 page summary of your presentation.
 - g. A brief description of the EBT and specific disorder you will be focusing on is due at the beginning of class at week 3.
 - h. Presentations will be made during weeks 8 and 9.
 - i. Each student will present for 20-30 minutes, covering the same material in their written summaries
 - j. Order of presentations will be selected at random.
 - k. Occasionally students wish to choose a related topic that doesn't fit the above criteria b&c (e.g., “non-empirically supported attachment based treatments for trauma). These topics must be approved by the instructor.

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

Week	Lecture Topic	In Class Clinical Portfolio Activity	Clinical Portfolio Topic for the Coming Week	Assignment
1- April 4	Course overview, expectations, logistics; Conceptual framework for EBTs, relevant research methodology	--	--	Description of “virtual family”
2- Apr 11	PMTO—Parent training for disruptive behavior disorders <i>Guest Speaker: Laura Rains</i>	Presentations and q & a from other students about virtual family	Basic Clinical Skills 1: Reflection	None
3- Apr 18	Nurse-Family Partnership	Role play: Reflection	Basic Clinical Skills 1: Reflection	Work in Dyads: Make and edit film of virtual parent talking about a problem with a therapist, and practice reflecting Complete Reflection Log
4- Apr 25	Interventions gone wild: Iatrogenic effects	Show edited films of reflection	Basic Clinical Skills 2: Joining and Reframing	None
5- May 2	MTFC & KEEP: interventions for child welfare and juvenile justice system children <i>Guest Speaker: Patti Chamberlain</i>	Role play: Joining and reframing	Basic Clinical Skills 2: Joining and Reframing	Work in Dyads: Make and edit film of virtual parent talking about a problem with a therapist, and practice joining and reframing Complete Joining and Reframing Log
6- May 9	Interventions to treat adolescent depression <i>Guest Speaker: Paul Rohde</i>	Show edited films of joining/reframing	Conducting the intake assessment	Work individually: Write up Intake Plan , including questions, measures/assessments, and questionnaires; <i>then</i> film in triads (tx, parent, child) conducting intake; <i>then</i> work individually to edit film of intake and complete Provisional Assessment (see examples on Blackboard)
7- May 16	School readiness: KITS <i>Phil out of town, Guest Speaker:</i>	---		

	<i>Katherine Pears</i>			
8- May 23	Parent & Child Trauma: Child Parent Psychotherapy <i>Guest Speaker: Annmarie Hulette</i>	Present edited intake films; present preliminary assessments	Treatment planning	Work individually: Write up <i>Treatment Plan</i> (see examples on Blackboard)
9- May 30	Student EBT Presentations	Present treatment plan	---	---
10- June 13	Translational neuroscience approaches & Student EBT Presentations	---	---	<i>EBT Write-Ups with Abstracts Due</i>