

Child and Family Intervention Science

Instructor: Jennifer C. Ablow, Ph.D.

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Course time: Tuesday 3:00-5:00

Course Description:

This course is designed to examine current issues relevant to evidence-based practice in psychology (EBP) for children and families, namely the enterprise of intervention science. Most topics in mental health are neither as consequential nor as controversial as evidence-based practices. For students being trained as psychologists, in particular, clinical psychologists, knowing what constitutes EBPP and understanding how to evaluate and utilize established and new treatment evidence are core training objectives. This course also introduces students to some basic, yet core intervention skills that are part of conducting child and family intervention.

Course objectives:

This course has three objectives:

- To provide a survey of evidence based assessments (EBA) and primarily 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 and methods.

Student goals:

- 1) Familiarity with a range of evidence based treatments (EBTs) for children and families to address parenting problems, depression, substance abuse, and other problems;
- 2) A solid review of the empirical and clinical literature on effective interventions for children 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) Exposure to basic clinical skills necessary for working with children and families.
- 7) Comfort with videotaped role-play practice using key clinical skills in mental health services for children and families.

We are fortunate to have leading intervention researchers here in Eugene. As such, our weekly meetings will consist of instructor lectures, guest speaker presentations and accompanying discussion, and student presentations. Speakers this term will include:

<i>Week</i>	<i>Date</i>	<i>Topic</i>	<i>Guest Speaker</i>
1	1/8	Course Introduction Evidence Based Practice: History, Review, and Children	***
2	1/15	Evidence Based Assessments Skill: Structured Assessment Administration	Jane Squires, Ph.D. Director UCEDD Early Intervention Program
3	1/22	Searching for Evidence Ethics	Barbara Jenkins, Head, Instruction and Education, Knight Library Knight Library Edmiston classroom (144)
4	1/29	Emotion-Focused Parenting Intervention Bridging Science and Practice Skill: Clinical Interviewing	Joann Wu Shortt, Ph.D. Research Scientist, OSLC joanns@oslc.org
5	2/5	Mom-Net: Web Based Parenting Interventions for Depressed Mothers of Young Children <i>Facilitator: Michelle Fong</i> Delivery models	Lisa Sheeber, Ph.D. Senior Scientist, ORI lsheeber@ori.org
6	2/12	Father Involvement Interventions <i>Facilitator: Kristen Reinhardt</i> Skill: Video Editing	Dave DeGarmo, PhD Research Scientist, OSLC davidd@oslc.org
7	2/19	Taking an Intervention International <i>Facilitator: Marina Rosenthal</i> Culture	Charles Martinez, Ph.D. Center for EquityPromotion Research Scientist, OSLC charlesm@uoregon.edu
8	2/26	Interventions for Maternal Substance Abuse and Child Neglect <i>Facilitator: Melissa Yockelson</i> Dissemination and Implementation Skill: Psychoeducation	Lisa Saldana, Ph.D. Research Associate, OSLC lisas@oslc.org
9	3/5	Student presentations Economics of Evidence-Based Practice	TBD
10	3/12	Student presentations Summary and Next Steps	TBD
Exam week	3/19	No class meeting	

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, the Sunday evening prior to class you will email a 1 paragraph summary of or reaction to each assigned reading, as well as a thoughtful question (or more) to the instructor and class facilitator. All class readings will be posted on Blackboard.
2. *Guest facilitation (30% of grade):* Each week, one of you will be assigned to a speaker to serve as “facilitator.” In this role you will be responsible for the following:
 - a. You will contact the speaker in advance of their visit to inquire about how you might help them with their guest presentation (from the most to least mundane).
 - b. Secure the readings he/she would like the class to read and post these papers on the course Blackboard site.
 - c. As facilitator, you will utilize your search skills to identify systematic reviews and/or meta-analyses that have been conducted in the guest’s area of research. You will assign one of these key papers to the class.
 - d. Prepare a powerpoint presentation summarizing the key issues related to your additional search on our presenter’s topic (i.e., summarize issues pertinent to the target population, disorder, competing interventions, best practices, identified mechanisms of change, etc.). Depending on the timing of our presenter, this presentation will either be prior to or after the guest presentation (approximately 20 minutes).
 - e. Prepare to help lead discussion based on a close reading of the assigned readings and consideration of the class’s questions. This additional preparation will help make the facilitators on any given week our “resident experts” who can then spur discussion.
3. *Evidence-based treatment (EBT) write-up and presentation. (40% of grade):* You will select an intervention domain of your choosing (with instructor approval by 1/29) to investigate. The goal will be to characterize the intervention domain, what is considered best-practices and promising practices, critique the strength of the evidence, identify several (approximately 3) well-designed interventions, and present on clinical trials that you believe provide strong scientific evidence that either supports or refutes a specific intervention strategy (e.g., school-based programs for conduct problems). Finally, identify the child/family EBT (not already covered) that you feel is the “gold-standard” for this domain. Be prepared to discuss with the class: the mental health domain, the specific studies; their central design strengths and/or flaws/limitations; summarize what you believe comprises the “best-practices” or “best-evidence” in this domain.
 - a. Write-up:
 - i. The EBT and corresponding disorder must be described in detail.
 - ii. 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.
 - 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. 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 approximately 30, covering the same material in their written summaries
- 4. Skills (10% of grade): The goal for skills training is exposure to child and family assessment and intervention techniques. As this is not intended to be a “how-to” class, there is no formal evaluation attached to this component of the course. However, because these are important skills, I am available to meet with you individually to review and discuss your experience and performance with the skills covered in class, e.g., reviewing your video-taped completion of an ASQ assessment with a dyad.

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.

Required Readings:

.pdfs of assigned papers will be posted on the course Blackboard site.

Recommended for your library (but not required to buy):

Norcross, J.C., Beutler, L.E., & Levant, R.F. (2006). *Evidence-based practices in mental health: Debate and dialogue on the fundamental questions*. Washington, DC: American Psychological Association.

Sturmey, P. & Hersen, M. (2012). *Handbook of Evidence-Based Practice in Clinical Psychology: Volume 1 - Child and Adolescent Disorders*. Hoboken, NJ: John Wiley & Sons.

Weisz, J.R. & Kazdin, A.E. (2010). *Evidence-Based Psychotherapies for Children and Adolescents; Second Edition*. New York, NY: Guilford Press.

Reading Assignments:

In review of Week 1:

- American Psychological Association Task Force on Evidence-Based Practice for Children and Adolescents (2008). *Disseminating evidence-based practice for children and adolescents: a systems approach to enhancing care*. Washington, DC: American Psychological Association. (Skim)
- Mudford, O.C., McNeill, R., Walton, L., & Phillips, K.J. (2012). Rationale and standards of evidence in evidence-based practice. In Sturmey, P. & Hersen, M. (Eds.), *Handbook of Evidence-Based Practice in Clinical Psychology: Volume 1 - Child and Adolescent Disorders* (pp. 3-26). Hoboken, NJ: John Wiley & Sons.

- Waschbusch, D.A., Fabiano, G.A., & Pelham Jr., W.E. (2012). Evidence-based practice in child and adolescent disorders. In Sturmey, P. & Hersen, M. (Eds.), *Handbook of Evidence-Based Practice in Clinical Psychology: Volume 1 - Child and Adolescent Disorders* (pp. 27-50). Hoboken, NJ: John Wiley & Sons.

For Week 2:

- Kazdin, A.E. (2005). Evidence-based assessment for children and adolescents: Issues in measurement development and clinical application. *Journal of Clinical Child and Adolescent Psychiatry*, 34, 548-558.
- Bricker, D., Shoen Davis, M., & Squires, J. (2004). Mental health screening in young children. *Infants and Young Children*, 17(2), 129-144.
- Squires, J., & Bricker, D. (2009). *Ages & Stages Questionnaires, Third Edition (ASQ-3)*. Baltimore, MD: Brookes Publishing.
www.agesandstages.com

For Week 3:

- Frick, P.J. (2007). Providing the evidence for evidence-based practice. *JCCAP*, 36, 2-7.
- Hoagwood, K.E. & Cavaleri, M.A. (2008). Ethical issues in child and adolescent psychosocial treatment research. In J.R. Weisz & A.E. Kazdin (Eds.), *Evidence-Based Psychotherapies for Children and Adolescents; Second Edition* (pp. 10 – 27). New York, NY: Guilford Press.

For Week 4:

- Kazdin, A.E. (2008). Evidence-based treatment and practice: New opportunities to bridge clinical research and practice, enhance the knowledge base, and improve patient care. *American Psychologist*, 63, 146 – 159.
- TBD

For Week 5:

- Kazdin, A.E. & Blase, S.L. (2011). Rebooting psychotherapy research and practice to reduce the burden of mental illness. *Perspectives on Psychological Science*, 6, 21-37.
- TBD

For Week 6:

- Fukkink, R.G. (2008). Video feedback in widescreen: A meta-analysis of family programs. *Clinical Psychology Review*, 28, 904-916.
- TBD

For Week 7:

- TBD

For Week 8:

- Southam-Gerow, M.A., Rodríguez, A., Chorpita, B.F., & Daleiden, E.L. (2012). Dissemination and implementation of evidence based treatments for youth: Challenges and recommendations. *Professional Psychology: Research and Practice*, 43, 527-534.
- TBD

For Week 9:

- Foster, E.M. & McCombs-Thornton, K. (2012). The economics of evidence-based practice in disorders of childhood and adolescence. In Sturmey, P. & Hersen, M. (Eds.), *Handbook of Evidence-Based Practice in Clinical Psychology: Volume 1 - Child and Adolescent Disorders* (pp. 103-127). Hoboken, NJ: John Wiley & Sons.
- TBD

For Week 10:

- Weisz, J.R. & Kazdin, A.E. (2008). The present and future of evidence-based psychotherapies for children and adolescents. In Weisz, J.R. & Kazdin, A.E. (Eds.), *Evidence-Based Psychotherapies for Children and Adolescents; Second Edition* (557-572). New York, NY: Guilford Press.
- TBD