

Child and Family Intervention Science

Spring, 2014

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Tuesday 1:00-3:50; 164 Franklin

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.

We are fortunate to have leading intervention researchers here in Eugene. As such, many of 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	4/1	No Meeting	
2	4/8	Course Introduction Evidence Based Practice: History, Review, and Children	

3	4/15	Searching for Evidence Introduction to the Cochrane Collaboration Ethics	Barbara Jenkins, Head, Instruction and Education, Knight Library Knight Library Edmiston classroom (144)
4	4/22	Evidence Based Assessments Skill: Structured Assessment Administration	Jane Squires, Ph.D. Director UCEDD Early Intervention Program
5	4/29	EBP: Stages of Implementation Measurement and Evaluation	
6	5/6	Emotion-Focused Parenting Intervention <i>Facilitator: TBD</i> Bridging Science and Practice Skill: Clinical Interviewing	Joann Wu Shortt, Ph.D. Research Scientist, OSLC joanns@oslc.org
7	5/13	Interventions for Maternal Substance Abuse and Child Neglect <i>Facilitator: TBD</i> Dissemination and Implementation	Lisa Saldana, Ph.D. Research Associate, OSLC lisas@oslc.org
8	5/20	Mom-Net: Web Based Parenting Interventions for Depressed Mothers of Young Children <i>Facilitator: TBD</i> Delivery models Skill: Video-editing	Lisa Sheeber, Ph.D. Senior Scientist, ORI lsheeber@ori.org
9	5/27	Student presentations Economics of Evidence-Based Practice	Margaret Kuklinski, Ph.D. Research Scientist, SDRG mrk63@uw.edu
10	6/3	Student presentations Summary and Next Steps	Student Presentations
Exam week	6/10	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 Monday 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 or two of you will be assigned to a speaker to serve as “facilitator.” In this role you will be responsible for the following:
 - a. 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.
 - b. 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).
 - c. 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 4/29) 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 9 of the term.
 - b. Presentation:
 - i. Presentations will be made during weeks 9 and 10.
 - 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:**For Week 2:**

- 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 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. (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.
- Heo, K., & Squires, J. (2012). Adaptation of a parent-completed social emotional screening instrument for young children: *Ages and Stages Questionnaires-Social Emotional*. *Early Human Development*, 88(3), 151–158.
- Squires, J., & Bricker, D. (2009). *Ages & Stages Questionnaires, Third Edition (ASQ-3)*. Baltimore, MD: Brookes Publishing.
www.agesandstages.com

Optional

- Bricker, D, Macy, M Squires, J & Marks, K (2013). *Developmental Screening in your community*. Baltimore. Brooke's publishing.
- Guevara, J.P., Gerdes, M., Localio, R., Huang, Y.V., Pinto-Martin, J., Minkovitz, C.S., Hsu, D., Kyriakou, L., Baglivo, S., Kavanagh, J., & Pati, S. (2012). Effectiveness of developmental screening in an urban setting. *Pediatrics*, 131, 30-37.

For Week 5:

- Fixsen, D.L., Naoom, S.F., Blasé, K.A., Wallace, F. (2007). Implementation: The missing link between research and practice. *APSAC Advisor*, 19, 3-11.
- 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.
- Chamberlain, P., & Brown, C. H., & Saldana, L. (2011). Observational Measure of Implementation Progress: The Stages of Implementation Completion (SIC). *Implementation Science*, 6, 116.

For Week 6:

- Eddy, J.M., Martinez, C.R., Schiffman, T., Newton, R., Olin, L., Leve, L., Foney, D.M. & Shortt, J.W. (2008). Development of a multisystematic parent management training intervention for incarcerated parents, their children and families. *Clinical Psychologist*, 12, 86-98.
- Havighurst, S.S., Wilson, K.R., Harley, A.E., Prior, M.R. & Kehoe, C. (2010). Tuning in to kids: Improving emotion socialization practices in parents of preschool children – findings from a community trial. *The Journal of Child Psychology and Psychiatry*, 51, 1342-1350.
- Shortt, J.W., Eddy, J.M., Sheeber, L. & Davis, B. (2014). Project home: A pilot-evaluation of an emotion-focused intervention for mothers reuniting with children after prison. *Psychological Services*, 11 (1), 1-9.

Optional

- Katz, L.F., Maliken, A.C., & Stettler, N.M. (2012). Parental meta-emotion philosophy: A review of research and theoretical framework. *Child Development Perspectives*, 0, 1-6.
- My Thoughts About Emotions Interview (MEI) For Parents of Girls (2002, Gottman, Katz & Hooven, revised).

For Week 7:

- 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.
- Allin, H., Wathen, C.N., & MacMillan, H. (2005). Treatment of child neglect: A systematic review. *The Canadian Journal of Psychiatry*, 50, 497-504.
- Donohue, B. (2004). Coexisting child neglect and drug abuse in young mothers: Specific recommendations for treatment based on a review of the outcome literature. *Behavior Modification*, 28, 206-233.
- Saldana, L., Smith, D.K., & Weber, E. (2013). Adolescent onset of maternal substance abuse: Descriptive findings from a feasibility trial. *Journal of Child & Adolescent Substance Abuse*, 22 (5), 450-465.

For Week 8:

- Cuijpers, P., Donker, T., van Straten, A., Li, J. & Andersson, G. (2010). Is guided self-help as effective as face-to-face psychotherapy for depression and anxiety disorders? A systematic review and meta-analysis of comparative outcome studies. *Psychological Medicine*, 40, 1943-1957.
- Sheeber, L.B., Seeley, J.R., Feil, E.G., Davis, B., Sorensen, E., Kosty, D.B., & Lewinsohn, P.M. (2012). Development and pilot evaluation of an internet-facilitated cognitive-behavioral intervention for maternal depression. *Journal of Consulting and Clinical Psychology*, 80, 739-749.
- 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.
- Fukkink, R.G. (2008). Video feedback in widescreen: A meta-analysis of family programs. *Clinical Psychology Review*, 28, 904-916.
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Optional

- Metzler, C.W., Sanders, M.R., Rusby, J.C. & Crowley, R.N. (2012). Using consumer preference information to increase the reach and impact of media-based parenting interventions in a public health approach to parenting support. *Behavior Therapy*, 43, 257-270.
- Spek, V., Cuijpers, P., Nyklicek, I., Riper, H., Keyzer, J. & Pop, V. (2007). Internet-based cognitive behaviour therapy for symptoms of depression and anxiety: A meta-analysis. *Psychological Medicine*, 2007, 319-328.

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.
- Holmes, L., Landsverk, J., Ward, H., Rolls-Reutz, J., Saldana, L., Wulczyn, F., & Chamberlain, P. (2013). Cost calculator methods for estimating casework time in child welfare services: A promising approach for use in implementation of evidence-based practices and other service innovations. *Children and Youth Services Review*, 39, 169-176.
- Crowley, D.M., Hill, L.G., Kuklinski, M.R., Jones, D.E. (2013). Research priorities for economic analyses of prevention: Current issues and future directions. *Prevention Science*.

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.