Note:

Course content may be changed, term to term, without notice. The information below is provided as a guide for course selection and is not binding in any form, and should not be used to purchase course materials.
COURSE SYLLABUS

DEPARTMENT OF COUNSELOR EDUCATION AND FAMILY STUDIES

COUNC 820: EMPIRICALLY SUPPORTED TREATMENT FOR CHILDREN AND ADOLESCENTS

I. COURSE DESCRIPTION

This course is designed to prepare professional counselors to assess and treat a wide range of childhood disorders using developmentally informed, systemically sensitive, and empirically-supported treatment methods and strategies.

II. RATIONALE

Many professional counselors and marriage and family therapists work directly with children with identifiable DSM disorders. It is important for professional counselors to realize that effective treatment strategies for adults do not necessarily extend downward to children. Consequently, a course designed to prepare professional counselors for working with children and families is crucial.

Children are influenced by a wide range of factors, including individual differences in constitutional/biological development, family systems, school systems, and community systems factors. Consequently, an effective child counselor will be aware of these factors and then select which treatment strategies are most appropriate for a particular child with a specific set of problems. This course will not only focus on teaching counselors specific therapy strategies and techniques, but will also address how principles of developmental psychopathology and developmental science can inform which techniques and strategies are most appropriate and effective for different childhood disorders. Moreover, this course examine a range of strategies for critically evaluating the evidence for available treatments and how to carefully select and implement empirically supported treatments in the process of case-conceptualization and treatment planning.

III. PREREQUISITE

For information regarding prerequisites for this course, please refer to the Academic Course Catalog.

IV. REQUIRED RESOURCE PURCHASE

Click on the following link to view the required resource(s) for the term in which you are registered: http://bookstore.mbsdirect.net/liberty.htm

V. MEASURABLE LEARNING OUTCOMES
Before covering the specific learning outcome goals for this course, it’s good to review the program learning outcome for the PhD in Counselor Education and Supervision. Below you will find the program learning outcomes for Liberty’s Ph.D. in Counselor Education and Supervision, followed by the learning outcomes specifically designed for this course.

Graduates will demonstrate knowledge, skills, and practices in:

a. Learner will identify key indexes (e.g., RCT, response rate, remission rate, dropout rate, effect sizes, internal and external validity, etc.) for critically evaluating the quality of empirical support for existing theoretical approaches for treating childhood disorder (PLOs: 4ai, 4aii, Assignments: A, E).

b. The learner will understand methods for assessing, tracking, documenting, and displaying clients progress in the course of therapy as a way of demonstrating treatment efficacy (PLOs: 4aii, Assignments: A, E, F).

c. Learner will identify, delineate, and integrate DIR principles into their case conceptualization and decision making about implementing culturally appropriate, evidence-based treatment strategies based on their integrated-developmental systems assessment for the child (PLOs: 4bi, Assignments: A, E, F).

d. Based on a critical review of evidence supporting a variety of theoretical approaches, the learner will flexibly synthesize a variety of basic strategies and techniques of child therapy from a variety of theoretical perspectives to form a personal theoretical counseling orientation that includes tenets from developmental, psychodynamic, behavioral, cognitive, interpersonal, and experiential/play (PLOs: 4ai, 4aii, 4bi, Assignments: A, B, C, D, F).

e. To learn how to flexibly integrate and synthesize interventions in various contexts that influence the child, such as with parents, schools, churches, and the community. Specific attention will be given to the use of various behavior management packages (e.g., Ross Greene, Allan Kazdin, Russel Barkley) and how they can be delivered and advocated for in different settings (PLOs: 4bi, 5bi, Assignments: A, E).

f. The learner will identify and apply the basic treatment components of various empirically-validated treatments for specific childhood problems, such ODD, ADHD, LD, OCD, GAD, SAD, CD + Aggression, depression, and, Elimination Disorders, Bipolar Disorder and adapt these treatments to clients ethnic, cultural, and religious worldviews in an ethically responsible manner (PLOs: 4ai, 4bi, Assignments: B, D, E, F).

g. The learner will identify various causes of trauma (from disasters to physical and sexual abuse, neglect, bullying, etc.) and understand the evidence base for effective treatments for these populations (PLOs: 4ai, Assignments: D).

h. The learner will identify and understand the core ethical/legal issues that emerge in the course of treating children, including the mandatory reporting of maltreatment and abuse (PLOs: 4ai, Assignments: D).
### VI. COURSE REQUIREMENTS AND ASSIGNMENTS

**Pre-Class Assignment:**

A. *Read all of Greenspan and Barkley Texts*

Read all of Greenspan’s and Barkley Text. Write 8-10 page paper (APA format) that addresses
the following: (1) Compare and contrast the two approaches to intervening with children. How in what ways do you see the two approach complementing one another? What are the strengths and weaknesses of each approach? Of the two approaches, which seems to be most comprehensive and why? Compare and contrast each of the two approaches to other theoretical approaches (including psychodynamic, experiential/play, behavioral, and cognitive theories). Which of the two approaches seems most useful for understanding differences in culture, ethnicity, and socio-economic factors. How would you use each of these approaches in different settings (e.g., home, school, church). Conduct a brief literature (5-7 sources) review on the two approaches and discuss some of the empirical support for each of the two approaches. Finally, discuss how you would integrate these two approaches into your personal theoretical orientation to treating children and adolescents. appendix A, (CLO: c, d, e)

B) Paper and Powerpoint (See Scoring Rubric, Appendix B)

Paper: The learner will write a 10-12 text page paper (not including cover page, abstract, and references, using latest APA style) The paper will include the following sections: brief overview of the disorder or problem, a brief case formulation/rationale for the treatment from within the theoretical perspectives of the treatment, a brief description of the core treatment components and how each treatment component is proposed to work, a table that outlines the specific sequence of treatment (session by session or step-by-step), a review of the empirical literature on the treatment approach and its efficacy based on various design characteristics covered in class (e.g., selection, randomization, comparison groups, response rate, remission rate, drop-out rate, effect sizes, etc), and recommendations for future treatment research for the treatment approach, a critique of the approach from a developmental systems perspective, which included Greenspan’s DIR model, attachment theory, and interpersonal neurobiology; considerations for modifying the treatment with Christian and other religious families, and a brief section on how you may use this protocol in your personal theoretical approach and work as a professional counselor. Also, how would the treatment be modified to fit different contexts for delivery (e.g., home, school, church). Finally, a section on key ethical and legal issues associated with the treatment should be discussed (CLOs: a, d, e)

See Following Handouts for guidelines to Graduate Level Writing (Appendix C, Handout A)

C) Powerpoint Presentation

The learner will prepare a power point presentation on the treatment protocol, it should include at least 25-30 slides. The use of diagrams, charts, and graphs will enhance the quality of your work. Prepare the presentation as if you were an expert on the treatment protocol and you were teaching other professionals to use it within your community or at a professional workshop where CEU would be awarded for those attending. This assignment would require that in addition to the Power Point Presentation, the learner create a brief proposal for the presentation, as if you were going to submit it for acceptance at a professional conference. The proposal should include a brief 200 word description of the training, an outline of the presentation, and 3-5 learning objectives.

D) Final essay questions:
In the last week of the course, the learner will be presented with a series of final essay questions that requires a high level of integrative thinking. These questions will cover all of the content covered in the course and require the student to integrate, synthesize, and apply the knowledge and strategies acquired through lectures, readings, and film. The themes covered in the final questions will involve several in-depth case studies on children presenting with different chief complaints, clinical syndromes, and target issues. These will require the learner to discuss the best methods for assessing the child (e.g., structured interviews, observation, rating scales, referral for psychological testing/psychiatric consultation, etc), case conceptualization, treatment selection, case management/ context management issues, strategic referral networks, developmental considerations, issues related to culture, race, gender, and ethnicity as they may influence case formulation and treatment planning, and various ethical/legal issues that are relevant to the case (CLOs: D, F, G, )

E) In Class Role Plays

During the intensive week, learners will break up into groups of three where they will role play various cases. Each learner will have the opportunity to play as the parent of a child with a mental health diagnosis and as the treating therapist. Each person, as the therapist will administer the entire Barkley System, including structured interviews, assessments, parent rating scales etc. The learner will keep a log of each session and write up the session note (discussed in more detail in class). Also, the learner will administer several behavioral rating scales to the parent in order to track and evaluate therapy progress. These scores will be entered into an excel spreadsheet and integrated into the final write up as a way of demonstrating therapy progress. The case notes and excel spreadsheet will be packaged into a Word Document and turned in with final essay questions (CLO, b, f)

F. In Class: Therapy Films Case Formulation.

In class we will watch a series of Greenspan Floortime cases. For each case we review, the learner will do a one page assessment/case formulation based on the Greenspan material covered in readings and in class. The paper will be single spaced (12pt font) and will address the following: (1) Describe the developmental level of the child; (2) what are the individual differences observed (e.g., motor planning, sequencing, sensory modulation profile), (3) relationship factors, and (4) what types of interventions are needed based on this conceptualization. Also, make comments about how you would supervise a counseling working with a child with this type of clinical presentation.

VII. CLASS ATTENDANCE AND PARTICIPATION:

You must attend and participate in all class sessions in order to receive credit for this class. Appendix below on class participation guidelines

VII. COURSE GRADING AND POLICIES

Pre-class Assignment 200 pts
Class participation  
Paper  
Power Point  
In-Class Role Plays (barkley)  
In-Class Role Plays (Grsp)  
Final essay questions  

A. SCALE

<table>
<thead>
<tr>
<th>Graduate Grading Scales</th>
<th>60 point scale</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>960 to 1000</td>
</tr>
<tr>
<td>A-</td>
<td>940 to 959</td>
</tr>
<tr>
<td>B+</td>
<td>920 to 939</td>
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<tr>
<td>B</td>
<td>900 to 919</td>
</tr>
<tr>
<td>B-</td>
<td>880 to 899</td>
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<tr>
<td>C+</td>
<td>860 to 879</td>
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<tr>
<td>C</td>
<td>840 to 859</td>
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<tr>
<td>C-</td>
<td>820 to 839</td>
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<tr>
<td>D+</td>
<td>800 to 819</td>
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<tr>
<td>D</td>
<td>780 to 799</td>
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<tr>
<td>D-</td>
<td>760 to 779</td>
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<tr>
<td>F</td>
<td>759 and Below</td>
</tr>
<tr>
<td>Research/Scholarship</td>
<td>Days: 1, 4</td>
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<td>----------------------</td>
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</tr>
<tr>
<td>a) Knowledge</td>
<td></td>
</tr>
<tr>
<td>i) Understands univariate and multivariate research designs and data analysis methods</td>
<td></td>
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<tr>
<td>ii) Understands qualitative designs and approaches to qualitative data analysis</td>
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<tr>
<td>a) Skills and Practices</td>
<td>Days: 4</td>
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<tr>
<td>i) Demonstrates the ability to formulate research questions appropriate for professional research and publication</td>
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<tr>
<td>ii) Demonstrates professional writing skills necessary for journal and newsletter publication</td>
<td></td>
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<tr>
<td>b) Skills and practices</td>
<td>Days: 1, 2, 4, 5</td>
</tr>
<tr>
<td>i) Demonstrates a personal theoretical counseling orientation that is based on a critical review of existing counseling theories</td>
<td></td>
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<tr>
<td>ii) Demonstrates effective application of multiple counseling theories</td>
<td></td>
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<tr>
<td>iii) Demonstrates an understanding of case conceptualization and effective interventions across diverse populations and settings</td>
<td></td>
</tr>
<tr>
<td>b) Counseling</td>
<td>Days: 1, 2, 5</td>
</tr>
<tr>
<td>a) Knowledge</td>
<td></td>
</tr>
<tr>
<td>i) Knows the major counseling theories, including their strengths and weaknesses, theoretical bases for efficacy, applicability to multicultural populations, and ethical legal considerations</td>
<td></td>
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<tr>
<td>ii) Understands various methods for evaluating counseling effectiveness</td>
<td></td>
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<tr>
<td>iii) Understands the research base for existing counseling theories</td>
<td></td>
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<tr>
<td>b) Skilled and practices</td>
<td>Days: 1, 2, 4, 5</td>
</tr>
<tr>
<td>i) Demonstrates a personal theoretical counseling orientation that is based on a critical review of existing counseling theories</td>
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<td>iii) Demonstrates an understanding of case conceptualization and effective interventions across diverse populations and settings</td>
<td></td>
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<tr>
<td>Leadership and Advocacy</td>
<td>Days: 4</td>
</tr>
<tr>
<td>b). Demonstrates the ability to advocate for the profession and its clientele</td>
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</tbody>
</table>

B. Late Work Policy

Papers/projects:
• 5% point deduction per day.
• No assignment will be accepted seven (7) days after original due date without written approval from the professor. This approval must be sought prior to assignment due date.

Discussion boards:
• No Discussion Board posts accepted after DB has closed without prior permission of professor. Late posts will not be factored into DB grade.

If the professor grants students permission to submit posts after the DB has closed the following requirements apply:
• 5% point deduction per day.
• No assignment will be accepted seven (7) days after original due date without written approval from the professor. This approval must be sought prior to assignment due date.
• Professor may require alternate assignment if Discussion Board has closed. These assignments must be completed within terms of late policy. No assignment will be accepted seven (7) days after original due date.

Tests/Exams
• For timed tests/exams students are required to complete the exam within the assigned time. For students who exceed this time limit a penalty of 5 points will be deducted for each minute they exceed the assigned time limit.
• Students must take the exam during the assigned module. A 5% point deduction from the tests final grade will be assigned for each day the test is late.
• No test will be accepted seven (7) days after original due date without written approval from the professor. This approval must be sought prior to tests due date.

VIII. Course Calendar

<table>
<thead>
<tr>
<th>DATE</th>
<th>Class</th>
<th>TOPICS</th>
<th>ASSIGNMENTS and CLOs</th>
</tr>
</thead>
</table>
| Monday | 1 | Submit Pre-Class Assignment  
• Introductions  
• What are ESTs  
• Methods for evaluating ESTs  
• Breaking up into small groups—  
• Covering Barkley System, Steps 1-3  
• Methods for Assessing/evaluating treatment outcomes and demonstrating efficacy  
• Session CaseNotes | Assignments: A and E  
CLOs: b, c, a, e |
| Tuesday | 2 | Discussion and processing last night assignment  
• Greenspan System, DIR method and Floortime  
• Barkley Steps 4-5  
• multicultural issues, poverty, ethnicity, gender, and religion  
• Assessment and Treatment of Externalizing Disorders | --Cover Assignments E, F in Class  
Complete and write up steps 4-5 |
### Wed. 3
- Cover Barkley Assignment
  - more Greenspan in Class—DIR
  - Externalizing Disorders, continued—ESTs
  - Cover assignment B in detail—begin topic selection
  - Cover Barkley 6-8

### Thurs. 4
- Review Barkley Assignment
  - Final Greenspan with more role plays
  - Ethical and Legal issues involved in trauma/abuse assessment in children, adults, families
  - other ethical and legal issues relevant to treatment
  - Internalizing Disorders and EST’s
  - Cover Assignment B & C in detail
  - Barkley 9-10

### Friday 5
- Review Barkley
  - Trauma and Attachment
  - Other childhood disorders
  - Tying up loose ends
  - Discussing and reviewing details of Assignment F
  - Application of attachment theory across the developmental spectrum, from children and adolescents to geriatric populations
  - Methods developed to address children with attachment related forms of psychopathology, from Disruptive Mood Dysregulation Disorder (DMDD) to Reactive Attachment Disorder
  - Extension of secure base to family systems assessment of secure base
  - Discuss Assignments D and F in detail

### OTHER POLICIES

**A. Academic Misconduct**
Academic misconduct is strictly prohibited. See The Graduate Catalog for specific definitions, penalties, and processes for reporting.

**B. Disability Statement**
Online students with a documented disability may contact the DLP Office of Disability Academic Support (ODAS) at dlpodas@liberty.edu to make arrangements for academic accommodations. Residential students with a documented disability may contact the Office of Disability Academic Support (ODAS) in TE 127 for arrangements for academic accommodations.

**C. Drop/Add Policy**
Consult the Graduate Catalog for drop/add policies.

**D. Dress Code (applies to classes meeting on campus)**
Students are expected to maintain a neat, professional appearance while in class. Consult your department for additional guidelines.

E. Dual Relationship & Limits of Confidentiality

The faculty is responsible to interact with counseling students in a supervisory capacity.role. As such, faculty may provide students professional principles, guidance, and recommendations as it relates to the context of the student-client setting. The faculty are responsible to avoid dual relationships with students such as entering a student-counselor or student-pastor relationship. Thus, the faculty do not provide personal counseling addressing student personal problems. If a faculty member perceives that a student is in need of personal or professional counseling then that faculty member will recommend that the student pursue either pastoral or professional assistance from a counselor in their community.

In the event of a student’s disclosure, either verbally, or in writing, of either threat of serious or foreseeable harm to self or others, abuse or neglect of a minor, elderly or disabled person, or current involvement in criminal activity, the faculty, staff, administrator or supervisor, will take immediate action. This action may include, but is not limited to, immediate notification of appropriate state law enforcement or social services personnel, emergency contacts, and notification of the appropriate program chair or distance learning dean. The incident and action taken will become part of the student’s permanent record.

F. University FN Policy

Students who begin a course, but at some point in the semester cease attending, and do not provide official notification to withdraw, will be assigned a grade of "FN" at the discretion of the instructor, dated to the student’s last date of academic activity. A grade of "FN" will be assigned when a student stops attending and/or participating in a class for a period of 21 consecutive days or longer. "FN" indicates that the student ceased attendance and failed to complete the course objectives. The last date of attendance will be based upon the last date that a student submitted an academic assignment (such as an examination, written paper or project, discussion board post, or other academic event). This will be the “Creation Date” of the assignment.

Before posting the "FN" the professor must email the student after noticing at least 14 days of nonattendance. The professor should utilize the template email provided below to communicate the seriousness of the "FN" grade to the student. After 21 days of nonattendance in which the student has not submitted course work or communicated with their professor, the professor should post the "FN" grade in the Post Final Grades area of Blackboard, along with the student’s last date of attendance.

Students who receive a grade of "FN" may appeal to their professor to have the grade removed to allow a resumption of work in the course. This appeal must be communicated in written form to the faculty member within 1 week of the notification.
of the "FN" grade being posted. The faculty member will confer with their Associate Dean in order to review and make a determination concerning the status of the appeal.

14-Day Notification:

In reviewing your course activity, I’ve noticed that you have not submitted an assignment for the past couple of weeks. According to university policy, a grade of "FN" will be assigned when a student stops attending and/or participating in a class for a period of 21 consecutive days or longer. This can have serious financial/academic consequences. Please contact me to set up a plan of action to get re-engaged with the course and your classmates. I look forward to working with you.

21-Day Notification

In reviewing your course activity, I’ve noticed that you have not submitted an assignment for the past three weeks. According to university policy, ‘a grade of "FN" will be assigned when a student stops attending and/or participating in a class for a period of 21 consecutive days or longer.’ As per university policy, I am assigning a grade of FN. Please feel free to contact the academic advising office if you have any questions or concerns.
A Student’s Guide to Understanding Letter and Numerical Grades

To assist you with achieving good grades on written work and understanding the grade you received or will receive on any papers I grade I have prepared this review to help you understand how I think. A review of this document should help you prepare your papers for submission with the goal of achieving the highest grade possible. My purpose is not to “nit-pick” but to help you produce quality graduate level papers.

F paper: 0-75
Treatment of the subject is superficial; theme lacks discernible organization; prose is garbled or stylistically primitive. Mechanical errors are frequent. The ideas, organization, and style fall far below what is acceptable graduate level writing. It does not address in any way the current APA Style Manual.

D paper: 76-81
Treatment and development of the subject are only rudimentary. Although organization is present, it is neither clear nor effective. Sentences frequently are awkward, ambiguous, and marred by serious mechanical errors. Evidence of careful proofreading is scanty or nonexistent. The whole piece gives the impression of having been written in haste. It does not address in a clear manner the current APA Style Manual.

C paper: 82-87
Generally competent; meets the assignment, has few mechanical errors, and is reasonably well organized and developed. The actual information delivered, however, seems thin and commonplace. One reason for that impression is that the ideas typically are cast in the form of vague generalities that confuse readers and prompt them to ask marginally: “In every case?” “Exactly how large?” “Why?” “But how many?” Stylistically, the C paper has other shortcomings as well: The opening paragraph does little to draw the reader in; the final paragraph offers only a perfunctory wrap-up; the transitions between paragraphs are often bumpy; the sentences, besides being choppy, tend to follow a predictable, often monotonous subject-verb-object pattern; and the diction occasionally is marred by unconscious repetitions, redundancy, and imprecision. Additionally, the paper does not clearly incorporate the stated references and lacks appropriate critical thinking. The C paper, while it gets the job done, lacks imagination and intellectual rigor and hence does not invite a rereading. It too does not address appropriately the current APA Style Manual.

B paper: 88-93
Significantly more than competent. Besides being almost free of mechanical errors, the B paper delivers substantial information in terms of both quantity and interest. Specific points are logically ordered, well developed, and unified around a clear organizing principle that is apparent early in the paper. There is evidence of good critical thinking and the incorporation of ideas from stated references. The opening paragraph draws the reader in; the closing paragraph is both
conclusive and thematically related to the opening. The transitions between paragraphs are for the most part smooth, the sentence structures pleasingly varied. The diction of the $B$ paper typically is much more concise and precise than that found in the $C$ paper. Occasionally, it even shows distinctiveness. On the whole, a $B$ paper makes the reading experience a pleasurable one, for it offers substantial information with few distractions. It does address the current APA Style Manual.

A paper: 94-100

The principal characteristic of the $A$ paper is its rich content. Some people describe that content as “meaty,” others as “dense,” still others as “packed.” The information delivered is such that one feels significantly taught by the author, sentence after sentence, paragraph after paragraph. The $A$ paper also is marked by stylistic finesse: The title and opening paragraph are engaging; the transitions are artful; the phrasing is tight, fresh, and highly specific; the sentence structure is varied; the tone enhances the purposes of the paper. Critical and abstract thinking are evident in the paper. It clearly follows the current APA Style Manual. Finally, the $A$ paper, because of its careful organization and development, imparts a feeling of wholeness and unusual clarity. Not surprisingly, it leaves the reader feeling thoroughly satisfied and eager to reread the piece.
Handout A

Guidelines for Evaluation of Written Assignments

General

Consistent relevance to course content and specific course assignment; focuses clearly on some aspect of course

Content

- Introduction – Clearly states topic, purpose, and organizational plan
- Body- Logical choice of sub-topics, adequate treatment of topic and sub-topics (given length constraints)
- Style – Mechanics (i.e. word choice, grammar, punctuation, spelling, excessive typographical errors); Proof read/edit you work for coherence and/or clarity of thought between sentences, paragraphs, sections, etc.
- Analytical thought – Goes beyond descriptive reporting or summarization; support given for inference and conclusions
- Summary- Reviews content and describes main conclusions

Documentation

Uses sources effectively to support statements; adequate (not necessarily exhaustive) review of literature on topic; quality of sources appropriate for level of class

FYI

- Include a title page consisting of the title of your paper, your name(s), affiliation (Liberty University)
- All pages must be numbered with margins of at least one inch top, bottom, and left/right
- Your paper must be typed, double-spaced, with a letter quality font (e.g. Times New Roman); font size = 12 picas
- Consult APA Manual, 6th edition for assistance
GUIDE FOR ASSESSING CLASS CONTRIBUTION

This course is structured so that we can learn, not only from textbooks and articles, but also from one another. For me, student-to-student interaction and learning is valuable. Class contribution assesses your contribution to the learning experience of your classmates. Contributions may include comments, questions, statements, discussions, etc., and may occur in large or small group discussions.

Furthermore, I recognize that individual styles vary: some people tend to be more vocal than others. This does not necessarily mean that those who have been most vocal have contributed more to the overall learning experience of the class than those who have been quieter. It is the quality of the contributions that is evaluated, not necessarily the quantity. This includes (but is not limited to) the degree to which the student:

- Brings clarity to issues being discussed
- Raises new and novel (yet relevant) points
- Relates issues to Scripture/Biblical principles and experience
- Rationally defends her/his position
- Critically evaluates the views of others

Grading Scale

Students with a sound grasp of materials and a demonstrated ability to analyze those materials at a satisfactory to average level for graduate students can be expected to receive a grade of “B”. The grade of “A” will be reserved to designate excellence. This will require not only a sound grasp of materials and the demonstration of an ability to analyze them at a graduate level, but also a clear capacity to synthesize and critique the materials and apply the principles for effective problem solving. There is not preconceived designation of the number of students to receive each grade.
Appendix A

Questions for pre-reading assignment
Empirically Supported Treatment for Children and Adolescents

1. Describe each component of Greenspan’s DIR model
   a. Describe the social emotional developmental milestones
   b. Describe the factors involved in Individual Difference
   c. Describe the role of relationships in promoting developmental growth
   d. How does the relationship mediate the relationship between individual differences in motor planning/sensory processing and developmental growth?
   e. What is Floortime and how does it promote growth in these DIR categories?

2. How would the DIR model influence the case formulation and treatment selection for different types of psychopathology? For example,
   a. Attachment Disorders and trauma
   b. Conduct Disorder
   c. ADHD
   d. Separation Anxiety Disorder vs Social Anxiety Disorder
   e. Oppositional Defiant Disorder vs Disruptive Mood Dysregulation Disorder
   f. Autistic Spectrum Disorders

3. How can Greenspan’s and Barkley approaches be integrated into a personal theory of counseling children and adolescents?

4. How does Greenspan and Barkley approaches?

5. Think of what it means to be a “comorbid” condition. How would the DIR Model influence the manner in which you approach such conditions?

6. Describe Floortime interventions used to promote shared attention and regulation

7. Describe Floortime interventions used to promote two way, gestural communication and collaboration

8. Describe Floortime interventions designed to promote representational elaboration (thinking about feelings).

9. Describe Floortime interventions used to promote representational differentiation (linking feelings and thoughts together)

10. What are Barkley’s rationale for why children misbehave? How would you describe it to parents in a culturally sensitive manner? Why is such a rationale important?

11. How does Barkley’s conceptualization of ODD and ADHD compare and contrast with a Greenspan and Ross’ formulations?

12. How is special time compare and contrast with Greenspan’s floortime?

13. What is differential reinforcement? What kind of relational properties does it possess?

14. What is response cost? What are it’s strengths and weaknesses from within a Greenspan framework relative to other approaches?
15. What is Time Out? How would you explain it’s use to parents? What are some of the key features to insure its effectiveness? What are the core limitations to time out? What are the legal and ethical issues associated with this approach
<table>
<thead>
<tr>
<th>Task</th>
<th>Point Possible</th>
<th>Very Poor (5pts)</th>
<th>Less Than Adequate (on relevant tasks that require this level of thinking)</th>
<th>Satisfactory (on relevant tasks that require this level of thinking)</th>
<th>Excellent (on relevant tasks that require this level of thinking)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Overview of topic/disorder or problems (20 points)</td>
<td>20</td>
<td>5</td>
<td>10</td>
<td>15</td>
<td>20</td>
</tr>
<tr>
<td>Case formulation/ rationale for the empirically informed treatment.</td>
<td>30</td>
<td>5</td>
<td>15</td>
<td>25</td>
<td>30</td>
</tr>
<tr>
<td>Discusses the specific theoretical underpinnings of the treatment and its proposed mechanism of action (why it should work).</td>
<td>30</td>
<td>5</td>
<td>15</td>
<td>25</td>
<td>30</td>
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<td>Discussion and description of the treatment and each of its core components</td>
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<td>Discuss how each component is supposed to work from theoretical perspective</td>
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<td>Include table outlining specific sequence of treatment (session by session or step-by-step) (20 points)</td>
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<td>A review of the empirical literature on the treatment approach and its efficacy vs effectiveness, include: the empirical treatment status of the treatment, a brief description of Randomized controlled clinical trials (nature of comparison groups), effect size, response rate, remission rate, relapse rate, transportability to clinical settings</td>
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<tr>
<td>Empirically Supported Treatments for Children and Adolescents</td>
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<td><strong>Comparison to other supported treatments, especially medication.</strong> Identify any head-to-head studies, if not compare based on other factors described above (20 points)</td>
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<td><strong>Multicultural factors that may influence the delivery of treatment, including spiritual factors and other religious beliefs, race, ethnicity, and gender. Have theoretical and empirical studies been published that address these issues? How do these apply to counselor education, supervision, and clinical practice.</strong></td>
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<td><strong>Developmental Systems Analysis: included Greenspan’s DIR model, attachment theory, and interpersonal neurobiology</strong></td>
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<td><strong>Discuss and reflect on how this treatment may be incorporated into your personal theoretical orientation as a professional counselor, counselor educator, supervisor, and researcher</strong></td>
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Total Score
*These other factors are assessing the quality of your writing and your analytical thinking. It is discussed in various parts of your syllabus and they are covered as important qualities in the APA manual. It is also covered in appendix on how to write and think like a graduate student. Thus, it is possible for you to receive a lower score for this assignment even though you have solid content.

Some general guidelines for understanding my marks and comments

Green marks = I like what I see.
Yellow Marks = I’m questioning what I see, either in terms of content or in terms of logic and coherence, or both
Red = I don’t like what I see, either in terms of content or in terms of logic and coherence, or both

This isn’t rocket science but it gives you a rough idea of what I’m thinking as I read. I make comments when I can, but in some instances this can become too cumbersome, especially if there a lot of yellow and red marks.
Appendix C

**Thinking and writing like a graduate student**
Gary A. Sibcy, II, PhD
Director PhD Program
Licensed Clinical Psychologist

Writing and Thinking

- What is the connection between writing and thinking/knowledge?

- Two kinds of knowledge:
  - Implicit/ non-verbal/procedural
  - Explicit/verbal/factual/

Core Components

- Clear
- Concise
- Coherent
- Flexible
- Reflective
- Integrative

Clear

- that you write using straightforward but appropriately sophisticated language and vocabulary.

Concise

- you stay on topic by being direct and to-the-point.

- Avoid bunny-trails or inundating the reader with irrelevant and confusing details.
balance between what is important and relevant information and what is minutia.

Coherent

- logical and goal-directed.
- keep the reader in mind
- Keep your assumptions in mind and clarify them to the reader.
- Use of logic and avoid thinking error
- provide evidence to support your case or your argument.

Common Thinking Errors

Flexible

- Flexible refers to the ability to move beyond simple black and white, either/or, all-or-nothing thinking.
- You can think along a spectrum, which includes many shades of grey.

Reflective

- Consider multiple points of view, including your own, simultaneously.
- You are also able compare and contract different points of view and appraise each view in light of relative strengths and weaknesses
- It also means you can consider how your way of behaving or interacting with another person can influence the other person’s thinking, feeling, and behaving.
- Think abstractly about experiences at multiple levels.

Integrative

- Includes all the other levels working together.
- Integrative also means that you can engage in what is called multi-causal thinking/comparison with internal standards
- Use reflects the use of high level problem solving skills
— Identify problem
— Identify clear goals
— Consider multiple solutions
— Calculate and evaluate probably outcomes to each solution
— Select best solutions based on both short and long term probable consequence
— Develop plan of action
— Develop plan for monitoring and assessing progress