



PSY 545
CRN: 33329

Clinical Child Psychology: Theory and Intervention
College of Education and Behavioral Sciences
Psychology Department
Western Kentucky University
Fall 2020
Tuesday/Thursday from 11:10am – 12:30pm
Face-to-face
GRH 3011

Instructor: Sarah Ochs, Ph.D.
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Email: Sarah.Ochs@wku.edu
Virtual Office Hours: Monday 12:00-3:00pm,
Tuesday 8:30-9:30am, Wednesday 11:00am-
2:00pm, Thursday 8:30-9:30am, by appointment

I. COURSE DESCRIPTION

Catalog Description: For psychology or mental health profession students desiring to work with mental health problems in children and adolescents. Discussion of theory and treatment interventions for the mental health and behavioral problems of children and adolescents. Extensive discussion of school and mental health setting intervention strategies will be covered. Current issues and strategies for treatment, as well as, ethics and professional standards for treating children and adolescents will be provided. Issues of counseling minority and multicultural children and youth will be covered.

This is a 3-credit hour course.

Prerequisites: PSY 540 or PSY 640, or permission of instructor.

II. REQUIRED TEXT/READING

Theodore, L.A. (2016). *Handbook of Evidence-Based Interventions for Children and Adolescent*. Springer: New York.

ISBN 13: 9780826127945

Additional articles and supplemental texts will be assigned and provided on Blackboard.

American Group Psychotherapy Association. (2007). *Practice guidelines for group psychotherapy*. Retrieved from [https://www.agpa.org/docs/default-source/practice-resources/download-full-guidelines-\(pdf-format\)-group-works!-evidence-on-the-effectiveness-of-group-therapy.pdf?sfvrsn=ce6385a9_2](https://www.agpa.org/docs/default-source/practice-resources/download-full-guidelines-(pdf-format)-group-works!-evidence-on-the-effectiveness-of-group-therapy.pdf?sfvrsn=ce6385a9_2)

Grossman, J.A. & Yui, H.L.E. (2014). Group counseling: Tips for beginning group leaders. *Communique*, 43(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 Psychology*, 34(3), 548-558. https://doi.org/10.1207/s15374424jccp3403_10
- Kazdin, A.E. (2008). Evidence-based treatment and practice: New opportunities to bridge clinical research and practice to enhance the knowledge base, and improve patient care. *American Psychologist*, 63(3), 146-159. <http://dx.doi.org.libsrv.wku.edu/10.1037/0003-066X.63.3.146>
- Litvak, J.J. (1991). School based psychotherapy with adolescents: Establishing an effective group program. *Journal of Child and Adolescent Group Therapy*, 1(3), 167-176.
- Murphy, J. J. (2013). *Conducting Student-Driven Interviews*. New York: Routledge.
- National Association of School Psychologists. (2016). *School-Based Mental Health Services: Improving Student Learning and Well-Being* [handout]. Bethesda, MD: Author.
- Plotts, C.A. & Lasser, L. (2013). The counseling role in school psychology. In C.A. Plotts & L. Lasser (Eds.), *School psychologist as counselor: A practitioner's handbook* (pp. 3-24). National Association of School Psychologists.

III. COURSE GOALS and NASP Standards

Course Goals (NASP Standard)

1. Review current professional issues relating to diagnostic classification systems and definitions of mental health disorders of children and adolescents. **(NASP 2.4)**
2. Describe the assessment and intervention procedures for mental health disorders of children and adolescents. **(NASP 2.4)**
3. Describe specialized assessment techniques which provide relevant information for developing mental health and IEP treatment plans. **(NASP 2.4)**
4. Review and apply a variety of theoretical treatment strategies for mental health disorders. **(NASP 2.4, 3.1)**
5. Plan and implement assessments and develop treatment plans for children and adolescents. **(NASP 2.4, 3.1)**
6. Gain familiarity with issues in assessment and intervention related to diverse children, adolescents, and their families. **(NASP 2.6, 2.8)**
7. Review ethical considerations for the treatment of youth in schools and community settings. **(NASP 2.10)**

IV. COURSE REQUIREMENTS

Points Possible

Clinical Interviews

50

You will conduct two clinical interviews. For the first (worth 20 points), you will use a structured interview format. For the second (worth 30 points), you can create your own interview template, modify a structured instrument, or use a semi-structured instrument. This assignment addresses NASP standards 2.4, and 3.1.

Quizzes

75

Three quizzes worth 25 points each will be administered over the semester. Each quiz will focus on a different mental health category or cluster. Your quizzes address NASP standards 2.4 and 2.10.



Real Case

250

You must complete one psychotherapy case. You can conduct individual or group sessions. You must meet with your student(s) a minimum of four times and audio record all sessions. You will review your session tape and complete a brief reflection following each meeting. Confidentiality must be adhered to at all times. Your case addresses NASP standards 2.4, and 3.1.

Training Modules

100

You will complete 10 hours of training on trauma and crisis. The modules will be provided to you and you must submit proof of completion. Additional details will be discussed in class. This assignment addresses NASP standard 2.4, 2.6 and 2.10.

Case Presentation

50

You will present on your real case near the end of the semester. This is an opportunity for you to demonstrate what you have learned, but also to thoughtfully reflect on your experiences. Critical thinking is necessary! This assignment addresses NASP standards 2.4 and 2.8.

Final Exam

100

A cumulative final exam will be administered at the end of the semester. It will include primarily the assigned readings and also class discussion. Your exam addresses NASP standards 2.4, 2.8, and 2.10.

Total

625 points

* Additional details and procedures will be provided in class and on Blackboard for all course requirements.

V. COURSE EVALUATION PROCEDURES

Grades are assigned at the end of the course on the following scale:

90-100% A

80-89% B

70-79% C

60-69% D

< 59% F

VI. COURSE PROCEDURES

Blackboard: Blackboard will be used by the class. A course site has been set up in Blackboard and reference materials, class assignments, announcement, events, and other features of Blackboard will be used. An effort will be made by the instructor, when appropriate, to minimize copying by placing documents in Blackboard rather than distributing them in class in order to minimize environmental impact.

Email Etiquette: Be clear and polite in all communication. When emailing me, please include PSY 545 in the subject line and your name within the body of the email. I make every effort to respond to emails



within the same day that I receive them. If you require an immediate response, you are welcome to call or text my cellphone from 8 am – 6 pm, Monday – Friday.

Participation Policy: Students are expected to attend **and** participate in all classes.

In the event that the university cancels classes, students are expected to continue with readings and originally scheduled. Any assignment scheduled during those missed classes, such as an exam or paper, will be due at the next class meeting unless other instructions are posted on the course website.

Due Dates and Late Assignments: I appreciate students who work diligently and adhere to course deadlines. There will be no make-up quizzes or exams, with the exception of a documented emergency. Unless noted, assignments are due at the beginning of class. Any assignments submitted after the start of class will be deducted 10 percentage points for every day that they are late. If you have a preplanned absence for a university sanctioned (or similar) event, please notify me as soon as this is known. I will make every effort to schedule an alternate time to complete the missed work.

Class Conduct: I expect that all students in this class will put forth their best effort. Doing so will include attending class sessions, arriving in a timely manner, reading and completing assignments prior to the start of class, listening when others talk, asking questions and actively engaging in the material, practicing academic integrity which includes doing one's own work, turning in assignments on time, having conversations with classmates that are on-topic. At all times, students are to be respectful of others' opinions and values, even if very different from your own.

Face Coverings: Out of respect for the health and safety of the WKU community and in adherence with the [CDC guidelines](#), the University requires that a cloth face covering (reusable or disposable) that covers both the nose and mouth must be worn at all times when in public areas within all buildings. Students must properly wear face coverings while in class regardless of the room size or the nature of the classroom activities. Students who fail to wear a face covering as required will be in violation of the WKU Student Code of Conduct and will be asked to comply or will face disciplinary action, including possible dismissal from the University. Accommodations to face coverings must be determined by the Student Accessibility Resource Center and documented before a student may attend class.

Electronics: **Cellphone use is prohibited in class, including the use of cellphone cameras.** Students are strongly encouraged to use a note-taking method that works best for them. Laptop computers and tablets will be allowed for note-taking unless it becomes an issue (e.g., searching other sites, not taking notes, social media), at which time the student will be instructed to put the device away for the remainder of the semester.

Academic Honesty: All students are expected to conform to the WKU Academic Integrity Policy. Refer to the policy outlined in the Student Code of Conduct which includes academic dishonesty, plagiarism, and cheating. Student work may be checked by plagiarism detection software. An incident of any kind of academic dishonesty may lead to serious consequences.

Accommodations: In compliance with University policy, students with disabilities who require academic and/or auxiliary accommodations for this course must contact the Student Accessibility Resource Center located in Downing Student Union, Room 1074. The SARC can be reached by phone number at 270-745-5004 [270-745-3030 TTY] or via email at sarc.connect@wku.edu. Please do not request accommodations directly from the professor or instructor without a faculty notification letter (FNL) from The Student



Accessibility Resource Center.

Student Assistance: Should you require academic assistance with your WKU courses, The Learning Center (located in the Downing Student Union, 2141) provides free supplemental education programs for all currently enrolled WKU students. The Learning Center at Downing Student Union offers certified, one-on-one tutoring in over 200 subjects and eight academic skill areas by appointment or walk in. Online tutoring is offered to distance learners. TLC is also a quiet study area (with side rooms designated for peer-to-peer tutoring) and a computer lab to complete academic coursework. Please call TLC in the Downing Student Union at (270) 745-5065 for more information or to schedule a tutoring appointment. www.wku.edu/tlc

Writing Center Assistance: The Writing Center has locations in Cherry Hall 123 and in the Commons at Cravens Library on the Bowling Green campus. The Writing Center also offers online consultations for students who live at a distance or who cannot visit during our operating hours. Writing tutors have been trained to provide helpful feedback to students at all phases of a writing project: they can *help you* brainstorm ideas, structure your essay, clarify your purpose, strengthen your support, and edit for clarity and correctness. But they will not revise or edit the paper *for you*. See instructions on the website (www.wku.edu/writingcenter) for making online or face-to-face appointments. Or call (270) 745-5719 during our operating hours (also listed on our website) for help scheduling an appointment.

Title IX Misconduct/Assault Statement: Western Kentucky University (WKU) is committed to supporting faculty, staff and students by upholding WKU's [Title IX Sexual Misconduct/Assault Policy](#) (#0.2070) and [Discrimination and Harassment Policy](#) (#0.2040). Under these policies, discrimination, harassment and/or sexual misconduct based on sex/gender are prohibited. If you experience an incident of sex/gender-based discrimination, harassment and/or sexual misconduct, you are encouraged to report it to the Title IX Coordinator, Andrea Anderson, 270-745-5398 or Title IX Investigators, Michael Crowe, 270-745-5429 or Joshua Hayes, 270-745-5121. Please note that while you may report an incident of sex/gender based discrimination, harassment and/or sexual misconduct to a faculty member, WKU faculty are "Responsible Employees" of the University and MUST report what you share to WKU's Title IX Coordinator or Title IX Investigator. If you would like to speak with someone who may be able to afford you confidentiality, you may contact WKU's [Counseling and Testing Center](#) at 270-745-3159.

*Note: I reserve the right to make changes, additions, or deletions to any part of this syllabus. However, if this happens, I will notify you of all changes in class and will also post an updated syllabus on Blackboard, with the changes noted.

VII. TENTATIVE COURSE SCHEDULE

Wk	Day and Date	Readings	Assignments and Activities
1	TU 8.25	NASP (2016)	Introduction to class
	TH 8.27	Ch. 1: Treatment Integrity: Evidence-Based Interventions in Applied Settings Kazdin (2005); Kazdin (2008) https://sites.ed.gov/idea/ https://education.ky.gov/specialed/excep/forms/Pages/default.aspx	Review problem-solving model, evidence-based practice, DBDM, MTSS, and IDEA and KY guidelines



2	TU 9.1		Structured and semi structured interviews
	TH 9.3	Plotts & Lasser (2013)	Introduction to helping skills
3	TU 9.8	Murphy (2013)	Discuss collaborative goal setting, role-play practice
	TH 9.10	AGPA (2007) Grossman & Yiu (2014) Litvak (1991)	Group counseling and group dynamics
4	TU 9.15		Group role-play practice
	TH 9.17	Ch. 18: OCD Ch. 19: Social Anxiety Disorder Ch. 20: Selective Mutism	Internalizing disorders: Anxiety
5	TU 9.22	Ch. 21: Separation Anxiety Disorder Ch. 23: School Refusal Behavior	EBI Demonstration
	TH 9.24	Ch. 24: Major Depressive Disorder	Internalizing disorders: Depression, discuss online training modules
6	TU 9.29		EBI Demonstration
	TH 10.1	Ch. 14: ADHD	Quiz: EBIs for Internalizing Disorders
7	TU 10.6	Ch. 15: Oppositional Defiant Disorder Ch. 16: Conduct Disorder Ch. 17: Emotional and Behavioral Disorders	EBI Demonstration
	TH 10.8	Ch. 12: Anger and Aggression Ch. 13: Bullying	In-Class Individual and Peer Supervision*
8	TU 10.13	Ch. 33: Eating Disorders Ch. 34: Childhood Obesity	Quiz: EBIs for Externalizing Disorders
	TH 10.15		In-Class Individual and Peer Supervision*
9	TU 10.20	Ch. 36: Elimination Disorders	
	TH 10.22		In-Class Individual and Peer Supervision*
10	TU 10.27	Ch. 2: Comprehensive School Crisis Ch. 4: School Violence	Online Training Due by 11:59pm
	TH 10.29	Ch. 5: Suicidal Behavior	Trauma intervention
11	TU 11.3	ELECTION DAY: NO CLASS	Quiz: EBIs for Trauma, Eating Disorders, Suicide, and Enuresis/Encopresis
	TH 11.5	Ch. 6: Childhood Grief	
12	TU 11.10	Ch. 28: Stress Ch. 29: Divorced Parents	
	TH 11.12	Ch. 30: Social Skills Deficits Ch. 31: Self-Concept	Semi-Structured Interview Due
13	TU 11.17	Ch. 39: ASD	



	TH 11.19		Case Presentations
14	TU 11.24	ENJOY THANKSGIVING BREAK: NO CLASS	
	TH 11.26		
15	TU 12.1		
	TH 12.3		Real Case Due
16	FR 12.11	FINAL EXAM: 8:00 – 10:00 am	