FOCUS OF THE CLASS

This class will primarily focus on interventions concerning emotional-behavioral disorders of older pre-school and school age children. There will not be time to focus on infants or adolescents nor on children with developmental disabilities or major mental illness. Conjoint family therapy is primarily addressed in other classes in the Clinical Program.

Readings are on reserve in the Clinical Program office with the program's secretary, Ms. Shirah Winicur (492-8805). Readings are numbered in the syllabus and, correspondingly, in the reserve folders.

In the syllabus, some books are referred to the author or editor, date and page numbers only. The full citations are listed at the end of the syllabus.

BACKGROUND READINGS

If you have little or no background in developmental psychopathology, select from:

(concentrate on the concept of developmental pathways not on specific findings)

If you have little or no background in adult psychotherapy, select among:

If you have little or no background in psychotherapy outcome research methods:


COURSE READINGS

SECTION 1: FORMULATING THE REFERRAL PROBLEM

I. Conceptual Issues

A. The Necessity And Meaning of Considering Development

Kazdin, A. (1988), pp. 19 - 26 #2a

B. The Referral Problem As A "Misfit" In Caretaker-Child Interactions: A Developmental-Contextual Perspective #6

Wachtel (1994) -- pp. 15-17, 119-131 #7
C. The Need for Eclecticism

L. Craighead et al., (Eds.) (1994). pp. 24-27. #14

II. Eliciting Information From Caretakers

A. Interviewing Parents: Communication skills


B. Symptom checklists:

Blechman, E. (1985), pp., 49-57. (Browse) #20a
Optional. Several checklists concerning anger control, etc. are available.

III. Communication With Children

A. The Child's Experience Of The Referral

Coppolillo (1987), pp. 121-129 #16b
Semrud-Clikeman (1995), pp. 44 - 52. #18b

B. Communication Skills

Coppolillo (1987), pp. 129-141 #16c
Wachtel (1994), pp. 81-87 #17b
IV. Establishing The Treatment Disposition

Coppolillo (1987), pp. 141-144. #16d

SECTION 2: INTERVENTIONS THAT FOCUS ON THE CARETAKERS

I. A Hint About Communication Style


II. Intervention to the Caretaker-Child Attachment System


III Facilitation Of Parents' Ability to Socialize Their Children

Kazdin, A. (1988). pp. 52-56. #26
Optional. Please request, if you would like to survey more modules.
SECTION 3. INTERVENTIONS THAT FOCUS ON THE CHILD

I. Therapeutic Communication with Children

A. Empirical Findings about Therapeutic Relationship


B. Countertransference

Copollilo (1987), pp. 9-10, 222-223. #16e
Siskind, D. (1992). The Child Patient and the Therapeutic Process. Northvale, N.J., Jason Aronson. 274-277. (Prior to this exchange, the therapist had failed to inform the child about a session with her mother, and this is the last session before a long vacation) "Mrs. C" is the mother. #30

C. Developmental Considerations In Communication


II. Therapeutic Uses of Symbolic play


Look back at Donovan & McIntyre (pp. 7-14).

"Classical" positions:


Optional:
   b) Vandenberg, B. Beyond the ethology of play. (views child as inherently, irreducibly meaning-making through narratives)

III. Theoretical Orientations toward Individual Treatment

A. Ego Analytic/Systems Approaches: Childrens' Conflicts And Capacities And Contexts For Coping With Conflict

   Optional: pp. 79 - 114.
Copollilo, H. (1987), pp. 159-167; 206-213; 240-309. #16g
   Optional. Remainder of Sarnoff, Chapter 6.

B. Emphasis on "Curative" Function of Play and Self Expression

1. Emphasis on self-understanding and resolution of dilemmas.
   Erikson, E. Play and cure. In C. Schaefer (Ed.). pp., 475-486. #43

2. Humanistic, Client Centered, Existential
C. Cognitive Behavioral & Cognitive Therapy

1. Overview of orientation

2. Externalizing disorders

   Optional: Browse in Accompanying Children's Workbook

2. Internalizing disorders

   Kendall et al. (1992) Children's Workbook that accompanies anxiety program. (Browse) #53
   Optional: remainder of manual (request from me).
SECTION 4. CHILD MALTREATMENT

I. Definitions, Prevalence, Reporting

Colorado Children’s Code (Excerpt) "the reporting law" HANDOUT

II. Psychological correlates of maltreatment

See Buchsbaum, et al. (1992) (above).

III. Treatment and prevention

Daro, D. (1996). In J.Briere et al. (Eds.) Pp. 343 - 349. #58

SECTION 5. COMPARATIVE AND GENERAL OUTCOME RESEARCH


Optional:


**SECTION 6. CULTURALLY COMPETENT TREATMENT**


Optional

FULL CITATIONS FOR BOOKS ABBREVIATED IN ASSIGNMENTS


ASSIGNMENTS

Your primary task will be to do the reading. The reading is demanding and you should be certain that you are keeping up. Class attendance and participation in discussions is expected. There will be three required papers and a reading. The assignment for the papers will be handed out approximately 2 - 3 weeks before the paper is due. Although it is fine in papers mention other literature with which you are familiar, the expectation is that papers will be based on assigned readings only.

DUE DATES FOR PAPERS ARE TENTATIVE
(firm dates will be announced in class)

Paper 1 (Based on Section 1 in syllabus and related class discussions) Due Feb. 12
  25% of class grade
Paper 2 (Based on Sections 2 & 3 in syllabus and related class discussions). Due April 13. 40% of class grade
Paper 3 (Based on Sections 3 - 6 in Syllabus and related class discussions). Due May 13.
  25% of class grade
Class participation 10% of class grade