

**Clinical Research and Treatment for Youth Anxiety and Depression**

**GSAPP 18:821:608:01**

**Fall, 2024**

**Instructor:**

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**Class Details:**

Classroom: GSAPP A230  
 Class Time: Wednesday, 8:45 – 11:30 AM  
 Office Hours: Mon 1-2  
<https://BrianChuPhD.youcanbook.me>  
 Class Discussions & Questions: Please use  
 Canvas Discussions

**COURSE DESCRIPTION**

Students will be introduced to evidenced-based principles and interventions for youth who primarily present with anxiety and mood disorders and their related problems. Topics will focus on case conceptualization, treatment planning, and practice of cognitive behavioral interventions for working with children, adolescents, and their families. A core part of the course will be case consultation for students ongoing cases.

**The learning goals for this course are:**

1. Become knowledgeable in evidence-based cognitive behavioral approaches for treating youth (ages 8 – 16) with anxiety or mood disorders and their related concerns.
2. Understand how developmental factors (e.g., psycho-cognitive-emotional development) and contexts (e.g., family, schools, ethnicity/culture) influence expression, maintenance, and treatment of anxiety and depression. Learn how to take a culturally responsive approach to working with families in context.
3. An important part of class will be to integrate the didactic curriculum with experiential lessons one is learning in ones GSAPP and external practica. Time will be reserved each class to help students integrate practice and didactic learning.

**Grading:** Your grade will be based on the following elements:

1. 10% Attendance and participation in seminar class and group supervision.
2. 30% Case write-up: case conceptualization and course of treatment.
3. 30% Lead consultation activity, including showing video-recorded samples where possible.
4. 30% Final write-up: Refine treatment plan on case

**Canvas site:**

We will use Canvas to post readings/materials and to submit assignments. Go to:

1. Login with your NetID at: <http://canvas.rutgers.edu>
2. Click Courses tab for **F24 – INT SERV DELIV YADC 18:821:608:01**
3. All of your readings and other resources are posted under the Modules tab.
4. When you upload assignments, please label your file (using Save As) STARTING with YOUR LAST NAME (e.g., "Vazir\_HW1 ADIS writeup.doc").

### ATTENDANCE & PARTICIPATION

Attendance is expected to make the course as valuable for you and your classmates. Of course, there may be legitimate reasons that call for an absence, including religious holiday, sickness, childcare, attendance at a professional conference, etc. Please notify the instructor at least two weeks ahead of planned absences and make arrangements for making up the class. This will generally include having a classmate record the class and submitting a bullet-pointed summary of its content. In this type of class, many of the topics will build upon each other and will require hearing the discussions in prior classes before moving on to subsequent classes.

### READINGS/CLASS PRESENTATION:

Readings are intended to be read for the class in which they're listed. The course focuses on training in clinical competence, so this relies on knowing the literature base. Class instruction will likely not dissect each reading, but each is necessary to perform the clinical skills adequately.

### ASSIGNMENTS:

Specific Assignments will be announced on Canvas and explained in class

Academic Integrity: All Rutgers students should review and adhere to the University principles of academic integrity, available at: <http://academicintegrity.rutgers.edu/academic-integrity-at-rutgers/>

Statement on Disabilities: Rutgers University welcomes students with disabilities into all of the University's educational programs. In order to receive consideration for reasonable accommodations, a student with a disability must contact the appropriate disability services office at the campus where you are officially enrolled, participate in an intake interview, and provide documentation: <https://ods.rutgers.edu/students/documentation-guidelines>. If the documentation supports your request for reasonable accommodations, your campus's disability services office will provide you with a Letter of Accommodations. Please share this letter with your instructors and discuss the accommodations with them as early in your courses as possible. To begin this process, please complete the Registration form on the ODS web site at: <https://ods.rutgers.edu/students/registration-form>.

Names and Pronouns: Class rosters are provided to the instructor with the student's legal name. I will gladly honor your request to address you by an alternate name or gender pronoun. Please advise me of this preference early in the semester so that I may make appropriate changes to my records.

Respect for Diversity: It is my intent that students from all diverse backgrounds and perspectives be well-served by this course, that students' learning needs be addressed both in and out of class, and that the diversity that the students bring to this class be viewed as a resource, strength and benefit. It is my intent to present materials and activities that are respectful of diversity: gender identity, sexuality, disability, age, socioeconomic status, ethnicity, race, nationality, religion, and culture. Your suggestions are encouraged and appreciated.

### **Required Readings**

1. Chu, B.C. & Pimentel, (2023). [\*CBT Treatment Plans and Interventions for Depression and Anxiety Disorders in Youth\*](#). Guilford Press.

### **Recommended Resources**

These are good resources to have

1. Albano, A. A. & Silverman, W. K. (in press). *Anxiety Disorders Interview Schedule for DSM-5 (ADIS-5) Child and Parent Interview Schedules*.
2. Chu, B.C. & Temkin, A. (2017). Individual Behavioral Activation Therapy: A Transdiagnostic intervention for anxious and depressed youth. Available from author.
3. The Coping Cat/Cat Project Protocols, available from [Workbook Publishing](#)
4. Chorpita, B. F., & Weisz, J. R. (2009). [\*MATCH-ADTC: Modular Approach to Therapy for Children with Anxiety, Depression, Trauma, or Conduct Problems\*](#).
5. Ehrenreich-May, J., Kennedy, S. M., Sherman, J. A., Bennett, S. M., & Barlow, D. H. (2017). [\*Unified protocol for transdiagnostic treatment of emotional disorders in adolescents: Workbook\*](#). Oxford University Press.
6. Weisz, J.R. & Kazdin, A.E. (2017). [\*Evidence-based Psychotherapies for Children and Adolescents \(3<sup>rd</sup> ed.\)\*](#). New York: Guilford.
7. Chang, E. C., Downey, C. A., Hirsch, J. K., & Yu, E. A. (Eds.). (2018). [\*Treating depression, anxiety, and stress in ethnic and racial groups: Cognitive behavioral approaches\*](#). American Psychological Association.
8. Hays, P. A. (2022). [\*Addressing cultural complexities in practice: Assessment, diagnosis, and therapy \(4th ed.\)\*](#). American Psychological Association.

### **Some great Podcasts and Educational Media**

1. [Ali Mattu YouTube Channel](#)
2. [Psyched to Practice](#) with Ray Christner and Paul Wagner
3. [Sanity x ABCT](#) with Jason Duncan
4. [Therapists in the Wild](#) with Molly St. Denis and Liza Pincus (GSAPP grads!)

### **Online references**

1. APA Division 12 Psychological Treatments: <https://div12.org/treatments/>
2. APA Division 53 Society of Clinical and Adolescent Psychology's website: Effective Child Therapy: <https://effectivechildtherapy.org/>
3. [University College London Competency Frameworks](#)
  - a. [Cognitive Behavioural Therapy](#)
  - b. [Psychological approaches and interventions in multidisciplinary paediatric settings](#)
  - c. [Delivering inpatient children and young people's mental health care](#)

## COURSE OUTLINE

### Class 1, 9/4: Multi-systems Case Conceptualization

- Children in context – multiple systems impact.
- Goals, values, and families

#### Readings:

- Chu & Pimentel, Ch 1.
- Badin, E., Alvarez, E., & Chu, B. C. (2020). Cognitive Behavioral Therapy for Child and Adolescent Anxiety: CBT in a Nutshell. In *Cognitive Behavioral Therapy in Youth: Tradition and Innovation* (pp. 41-71). New York: Humana (Springer)
- American Psychiatric Association. (2013). *Cultural Formulation Interview*.

#### Optional Readings/multi-media:

- Psyched to Practice Podcast: [CBT for Children with Robert Friedberg \(46:25\)](#)
- Psyched to Practice Podcast: [Pop-culture metaphors in therapy \(Rego, Szuhany, Pimentel\) \(1:13\)](#),
- Jarvis, G. E., Kirmayer, L. J., Gómez-Carrillo, A., Aggarwal, N. K., & Lewis-Fernández, R. (2020). Update on the cultural formulation interview. *Focus*, 18(1), 40-46.
- Wenzel, A., Dobson, K. S., & Hays, P. A. (2016). Culturally responsive cognitive behavioral therapy. In A. Wenzel, K. S. Dobson, & P. A. Hays, *Cognitive behavioral therapy techniques and strategies* (pp. 145–160). American Psychological Association. <https://doi.org/10.1037/14936-008>

#### Homework:

- Write up a case vignette by 9/18/24

### Class 2, 9/11: Suicidal behaviors and risk assessment/management

- Suicide Assessment and Crisis Management
- Ongoing management of NSSI and SI, chain analysis

#### Readings:

- Chu & Pimentel, Ch 7
- YAD-C protocol for Suicide Assessment (with supporting materials)

#### Optional Readings/multi-media:

- Psyched to Practice Podcast: [Suicide in schools with Terri Erbacher \(1:22\)](#), 1/6/23
- Pettit, J. W., Buitron, V., & Green, K. L. (2018). Assessment and Management of Suicide Risk In Children and Adolescents. *Cognitive and Behavioral Practice*, 25(4), 460-472.
- Wells, K. C., & Heilbron, N. (2012). Family-based cognitive-behavioral treatments for suicidal adolescents and their integration with individual treatment. *Cognitive and Behavioral Practice*, 19(2), 301-314.
- Posner et al. (2017). Columbia-Suicide Screen Severity Rating Scale (C-SSRS). Also review video training on the GSAPP Psychological Services Center (PSC) Sakai site.

### **Class 3, 9/18: Coordination Checklist with Psychiatry**

- Initial assessment and referral to psychiatry
- Ongoing collaboration, coordination.

#### **Readings:**

- Chu & Pimentel, Ch 4 (Psychiatric Collab)

#### **Optional Readings**

- Walter, H. J., Abright, A. R., Bukstein, O. G., Diamond, J., Keable, H., Ripperger-Suhler, J., & Rockhill, C. (2023). Clinical practice guideline for the assessment and treatment of children and adolescents with major and persistent depressive disorders. *Journal of the American Academy of Child & Adolescent Psychiatry, 62*(5), 479-502.
- Walter, H. J., Bukstein, O.G., Abright, A.R., Keable, M. D., Ramtekkar, U., MPE, M., Ripperger-Suhler, J., & Rockhill, C. (2020). Clinical Practice Guideline for the Assessment and Treatment of Children and Adolescents With Anxiety Disorders. *Journal of the American Academy of Child & Adolescent Psychiatry, 59*(10), 1107-1124.

### **Class 4, 9/25: Working with Caregivers and Families**

- Identifying critical parent-child interaction patterns/traps
- Accommodation vs empathize and encourage
- Reward Plans

#### **Readings:**

- Chu & Pimentel, Ch 5 (caregivers and families), Ch 2 (Intervention Strategies)

#### **Optional Readings:**

- Wenner Moyer, M. (2022). When your kid doesn't want to do a thing. Blog post.
- Reuman, L., Thompson-Hollands, J., & Abramowitz, J. S. (2021). Better together: a review and recommendations to optimize research on family involvement in CBT for anxiety and related disorders. *Behavior therapy, 52*(3), 594-606.
- Tompson, M. C., Langer, D. A., Hughes, J. L., & Asarnow, J. R. (2017). Family-focused treatment for childhood depression: Model and case illustrations. *Cognitive and behavioral practice, 24*(3), 269-287.
- McLeod, B. D., Weisz, J. R., & Wood, J. J. (2007). Examining the association between parenting and childhood depression: A meta-analysis. *Clinical Psychology Review, 27*, 986-1003.
- McLeod, B. D., Wood, J. J., & Weisz, J. R. (2007). Examining the association between parenting and childhood anxiety: A meta-analysis. *Clinical Psychology Review, 27*, 155-172.

### **Class 5, 10/2: Working in Schools and School Refusal**

- School attendance, refusal
- Academic supports

#### **Readings:**

- Chu & Pimentel, Ch 11
- Psyched to Practice Podcast, [Supporting children with low academic achievement \(1:15\)](#), 3/31/23

**Optional readings:**

- Wenner Moyer, M. (2022). When your kid doesn't want to go to school. Blog post.
- [School Avoidance Alliance Interview with Brian on Exposure with School Refusal](#), 4/14/20
- Heyne, D., Gren-Landell, M., Melvin, G., & Gentle-Genitty, C. (2019). Differentiation between school attendance problems: Why and how?. *Cognitive and behavioral practice*, 26(1), 8-34.
- Nelson, J. M., & Harwood, H. (2011). Learning disabilities and anxiety: A meta-analysis. *Journal of learning disabilities*, 44(1), 3-17.
- Mammarella, I. C., Ghisi, M., Bomba, M., Bottesi, G., Caviola, S., Broggi, F., & Nacinovich, R. (2016). Anxiety and depression in children with nonverbal learning disabilities, reading disabilities, or typical development. *Journal of learning disabilities*, 49(2), 130-139.
- Brunelle, K., Abdulle, S., & Gorey, K. M. (2020). Anxiety and depression among socioeconomically vulnerable students with learning disabilities: Exploratory meta-analysis. *Child and Adolescent Social Work Journal*, 37(4), 359-367.

**Class 6, 10/9: [At VBA training] Separation and Sleep Training**

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- Separation in social, family, extracurricular activities
- Separation at night and sleep hygiene

**Readings/Multi-media:**

- Chu & Pimentel, Ch 8
- [Banish Bedtime battles: Ellen Flannery Schroeder \(1:01\)](#), 5/17/24

**Optional Media:**

- [Sanity Podcast, Parent Child Interaction Therapy \(PCIT\), part 1](#), 2/27/24
- [Sanity Podcast, Parent Child Interaction Therapy \(PCIT\), part 2](#), 2/27/24

**Class 7, 10/16: Social Anxiety, Social Skills, and Selective Mutism**

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- Social Anxiety and/or social skills training
- Selective mutism

**Readings:**

- Chu & Pimentel, Ch 9
- Psyched to Practice Podcast, [Selective Mutism with Elisa Shipon-Blum \(1:14\)](#), 2/17/23

**Class 8, 10/23: Bullying, Cyber Bullying, and Social Media Use**

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- Victims and perpetrators of bullying
- Cyber-bullying
- Social Media use in general

### Readings

- Chu, B. C., Hoffman, L., Johns, A., Reyes-Portillo, J., & Hansford, A. (2015). Transdiagnostic behavior therapy for bullying-related anxiety and depression: Initial development and pilot study. *Cognitive and Behavioral Practice, 22*(4), 415-429.
- Psyched to Practice Podcast, [Cyberbullying and technology with youth, Dan Florell \(1:12\), ep 38, 4/28/23](#)
- [If Books Could Kill Podcast, The Anxious Generation \(2:00\)](#), 8/8/24. Is Social Media responsible for the child mental health crisis?
- Chu & Siegel (upcoming blog post). **A Parent Guide for Responding to Bullying: First Reactions, First Steps, and Critical Resources**
- Siegel & Chu (upcoming blog post). **A Parent Guide for Responding to Bullying: Advice from Schools**

### **Class 9, 10/30: [At INSA] Generalized Anxiety Disorder, Overscheduling and World Events**

- Uncontrollable worry and the kid culture that amplifies it: overscheduling, pressure to achieve, and world events.

#### Readings:

- Chu & Pimentel, Ch 10
- Wenner Moyer, M. (2023). *How achievement culture harms kids*. Blog post.
- Wenner Moyer, M. (2023). *A deep dive into extracurriculars*. Blog post.
- Wenner Moyer, M. (2023). *Another deep dive into extracurriculars*. Blog post.
- Wenner Moyer, M. (2023). *One last deep dive into extracurriculars*. Blog post.
- Wenner Moyer, M. (2023). *How to talk to kids about Israel and Gaza*. Blog post.
- Kamenetz, A. (2023). The power of community for parenting through crisis. Blog post.

#### Optional Media

- Sanity podcast, [Dr. Robert Friedberg on Child and Adolescent Mental Health during covid-19 \(0:56\)](#), 6/7/20

### **Class 10, 11/6: Obsessive Compulsive Disorder and Tic Disorder**

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- Intrusive thoughts and compulsive responses
- Tics and habits

#### Readings

- Renshaw, K. D., Steketee, G., & Chambless, D. L. (2005). Involving family members in the treatment of OCD. *Cognitive Behaviour Therapy, 34*(3), 164-175.
- Peris, T. S., & Piacentini, J. (2013). Optimizing treatment for complex cases of childhood obsessive compulsive disorder: A preliminary trial. *Journal of Clinical Child & Adolescent Psychology, 42*(1), 1-8.
- Piacentini, J., & Chang, S. (2005). Habit reversal training for tic disorders in children and adolescents. *Behavior Modification, 29*(6), 803-822.

- Hwang, G. C., Tillberg, C. S., & Scahill, L. (2012). Habit Reversal Training for Children With Tourette Syndrome: Update and Review. *Journal of Child and Adolescent Psychiatric Nursing*, 25(4), 178-183.

#### Optional Media

- Ali Mattu, Psych Show, [OCD Starts Here \(0:08\)](#)
- Ali Mattu, Psych Show, [How to Deal with Intrusive thoughts and anxiety \(0:34\)](#)
- Sanity podcast, [OCD Assessment and Treatment with Dr. Jonathan Abramowitz \(0:34\)](#)

#### Class 11, 11/13: Depression

- Depression, inertia, inactivity

#### Readings

- Chu & Pimentel, Ch 6

#### Optional Media

- Ali Mattu, Psych Show, [Say "Yes" to this and you may have depression \(0:12\)](#)
- Ali Mattu, Psych Show, [5 one-minute habits to beat depression \(0:10\)](#)
- Psyched to Practice podcast, [It's Okay to Not be Okay \(0:33\)](#), 5/31/24

#### Class 12, 11/20: Affirmative Care in Sexual Minorities and Gender Diverse Individuals

- Minority Stress Models, Affirmative care

#### Readings/Media:

- Debra Hope, ABCT Webinar: [Best Practices for CBT with LGBTQ+ Adults](#)
- Willoughby, B. L., & Doty, N. D. (2010). Brief cognitive behavioral family therapy following a child's coming out: A case report. *Cognitive and Behavioral Practice*, 17(1), 37-44.
- Brisbin, C. D., Soulliard, Z. A., Puccinelli, M., Harkness, A., Fetzner, B. K., Safren, S. A., & Pachankis, J. E. (2023). Treatment goals of sexual minority men in LGBTQ-affirmative CBT. *Cognitive and Behavioral Practice*.
- Scheer, J. R., Clark, K. A., McConocha, E., Wang, K., & Pachankis, J. E. (2023). Toward cognitive-behavioral therapy for sexual minority women: Voices from stakeholders and community members. *Cognitive and Behavioral Practice*, 30(3), 471-494.
- Berke, D. S., Liataud, M. M., Chen, D., & Sloan, C. A. (2022). Applying cognitive behavioral principles to promote health in transgender and gender diverse individuals. *Cognitive and Behavioral Practice*.
- Burton, C. L., Wang, K., & Pachankis, J. E. (2019). Psychotherapy for the spectrum of sexual minority stress: Application and technique of the ESTEEM treatment model. *Cognitive and Behavioral Practice*, 26(2), 285-299.



### **Class 13, 11/27: Ethno-racial and cultural identities**

- Incorporating cultural responsive principles and approaches to CBT

#### **Readings/media:**

- Amber Calloway, ABCT Webinar: [Delivering culturally responsive cognitive behavioral therapy](#), 7/26/24
- Day-Vines, N. L., Wood, S. M., Grothaus, T., Craigen, L., Holman, A., Dotson-Blake, K., & Douglass, M. J. (2016). Broaching the subjects of race, ethnicity, and culture during the counseling process. *Journal of Counseling & Development*, 85(4), 401-409
- Lee, E., Greenblatt, A., Hu, R., Johnstone, M., & Kourgiantakis, T. (2022). Microskills of broaching and bridging in cross-cultural psychotherapy: Locating therapy skills in the epistemic domain toward fostering epistemic justice. *American Journal of Orthopsychiatry*, 92(3), 310–321. <https://doi.org/10.1037/ort0000610>
- Sanchez, A. L., Comer, J. S., & LaRoche, M. (2022). Enhancing the responsiveness of family-based CBT through culturally informed case conceptualization and treatment planning. *Cognitive and Behavioral Practice*, 29(4), 750-770.

#### **Optional Readings:**

- Huey, S. J., Jr, Park, A. L., Galán, C. A., & Wang, C. X. (2023). Culturally Responsive Cognitive Behavioral Therapy for Ethnically Diverse Populations. *Annual review of clinical psychology*, 19, 51–78. <https://doi.org/10.1146/annurev-clinpsy-080921-072750>
- Bailin, A., Burton, S., Rego, S., Alpert, J., & Pimentel, S. (2021). Integrating advocacy for marginalized children and families into evidence-based care during COVID-19: Clinical vignettes. *Cognitive and Behavioral Practice*, 28(4), 701-715.
- Barker, C. H., Cook, K. L., & Borrego Jr, J. (2010). Addressing cultural variables in parent training programs with Latino families. *Cognitive and Behavioral Practice*, 17(2), 157-166.
- Hwang, W. C., Myers, H. F., Chiu, E., Mak, E., Butner, J. E., Fujimoto, K., ... & Miranda, J. (2015). Culturally adapted cognitive-behavioral therapy for Chinese Americans with depression: A randomized controlled trial. *Psychiatric Services*, 66(10), 1035-1042.
- Nadeem, T., Asad, N., Hamid, S. N., Farooq, P., & Mahr, F. (2024). Culturally Responsive CBT for Psychological and Physical Symptoms in Pakistani Youth: Role of Religious and Cultural Attunement. *Cognitive and Behavioral Practice*.
- Barker, C. H., Cook, K. L., & Borrego Jr, J. (2010). Addressing cultural variables in parent training programs with Latino families. *Cognitive and Behavioral Practice*, 17(2), 157-166.

### **Class 14, 12/4: Youth Values and Social Activism as a Coping Approach**

- World events, politics, climate anxiety, racism, social injustice, economic injustice
- Building efficacy through activism.

#### **Readings/Media**

- Psyched to Practice, [Empowering Children with Charles Barrett \(1:05\)](#), 12/8/23
- Wenner Moyer, M. (2023). *How to Raise a Citizen*. Blog post.
- Kamenetz, A. (2023). All the Climate/Activism Books for Kids. Blog post.

- Cadenas, G. A., Garcia, E., & Autin, K. (2023). Social justice activism and critical agency among undocumented students: Coping mediators between discrimination and depression. *Journal of Diversity in Higher Education*.
- Ojala, M. (2013). Coping with climate change among adolescents: Implications for subjective well-being and environmental engagement. *Sustainability*, 5(5), 2191-2209.

#### Optional readings

- Diemer, M. A., Rapa, L. J., Voight, A. M., & McWhirter, E. H. (2016). Critical consciousness: A developmental approach to addressing marginalization and oppression. *Child development perspectives*, 10(4), 216-221.
- Chen, C. W., & Gorski, P. C. (2015). Burnout in social justice and human rights activists: Symptoms, causes and implications. *Journal of Human Rights Practice*, 7(3), 366-390.
- Hickman, C., Marks, E., Pihkala, P., Clayton, S., Lewandowski, R. E., Mayall, E. E., ... & Van Susteren, L. (2021). Climate anxiety in children and young people and their beliefs about government responses to climate change: a global survey. *The Lancet Planetary Health*, 5(12), e863-e873.

**\*\*\* 12/11 Tue (11:59 PM): Final Paper Due – upload to Canvas.**

#### **Class 15, 12/11: Catch-up, flex**

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- Case consultation; integration of prior topics