Clinical Research and Treatment for Youth Anxiety and Depression

GSAPP 18:821:608:01     Fall, 2019

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[pronouns: he/his]
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Office Hours: By appointment at https://BrianChuPhD.youcanbook.me
Class Details:
Classroom: A230
Class Time: Wednesday, 4:45 – 7:30 PM

COURSE DESCRIPTION
Students will receive didactic and experiential training in evidenced-based interventions for youth with anxiety and mood disorders. Students will become competent in reliably administering structured diagnostic interviewing (e.g., ADIS-Children) and become familiar with manual-based therapies shown to have empirical support for their outcomes. Those participating in the Youth Anxiety and Depression Clinic practicum component will participate in a clinical research setting, collect data, conduct assessments and provide treatment, and learn to assess outcomes.

The learning goals for this course are:
1. Become knowledgeable in state-of-the-art assessment and treatment procedures for treating youth (ages 8 – 16) with anxiety or mood disorders.
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
3. Become research reliable in administering a semi-structured diagnostic interview (e.g., Anxiety Disorders Interview Schedule-C/P) and other objective measurement (e.g., Child Depression Rating Scale – Revised; Clinician Global Inventory - Severity). This will be demonstrated by matching "gold standard" ratings of diagnoses with excellent reliability (kappa > .80), using DSM-IV (and DSM-5) criteria.
4. Become introduced (via didactics and role play) to three manual-based psychological therapies for youth anxiety and depression (i.e., Coping Cat: Kendall, 2000; PASCET: Weisz et al., 1997; IBAT, Chu & Temkin, 2019).
5. Students enrolled in the Youth Anxiety and Depression Clinic practicum will participate in a clinical research setting, collecting data, conducting assessments and providing treatment, and learning to assess outcomes.
6. 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. 40% ADIS Reliability: completion of all training modules, attainment of reliability
3. 20% Diagnostic Intake write-up: Due Fri 10/25 by 11:59 PM.
4. 30% Final paper: Due Fri 12/13 by 11:59 PM.

Sakai site:
We will use Sakai site to post readings/materials and to submit assignments. Go to:
1. Login with your NetID at: http://sakai.rutgers.edu/
2. Click tab for Youth CBT (608) Fall 2019
3. If you do not see the tab, follow the directions for “Join a Class Worksite” posted on Sakai.
4. All of your readings and many extra clinical tools are posted under the resource tab.
5. When you upload assignments, please label your file (using Save As) STARTING with YOUR LAST NAME (e.g., “Chang_HW1 ADIS writeup.doc”).
READINGS/CLASS PRESENTATION:
Readings are expected 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.

ADIS RELIABILITY
All students will become reliable by watching video recorded ADIS interviews and turning in ratings. Students will observe 8 – 12 diagnostic interviews and become reliable in diagnosis. Students will be expected to turn in their diagnostic “scores” each week for grading. Attendance is expected at all classes, but attendance is particularly irreplaceable during the ADIS reliability weeks because a student’s ability to progress will depend on hearing, and participating in, class discussion of ADIS ratings.

DIAGNOSTIC INTAKE WRITE-UP
Students will prepare a brief intake for one case (based on either a videotaped ADIS or an actual interview you observe by shadowing a YAD-C interviewer). It will focus on diagnostic and symptom assessment. The write-up will address differential diagnostic questions and include recommendations for treatment.

FINAL PAPER
Students will complete a 5-page (single-spaced) scholarly review of the literature that heavily leans on the assigned readings. The specific topic for the review will be provided to you at about week 9 or 10 of the course.

ATTENDANCE, TARDINESS, & PARTICIPATION
Attendance and participation are essential parts of class. Excused absences include religious and recognized cultural holidays that fall on the day of class. Because conferences are an important part of professional development, these may also be excused, but please seek permission from the instructor before any proposed absences. If you will be absent for an excused reason, please let the instructor know ahead of time with your reason. If you miss 3 classes for any reason, you will not receive a grade higher than a “C.” Exceptions (e.g., chronic illnesses, medical emergencies, a number of religious holidays) can be made at the discretion of the instructor, but please discuss these issues as soon as possible. When a student does miss a class, even with prior approval, the student must arrange for a fellow student to audio-record the class and the absent student must: (a) listen to the audio-recording and (b) submit a summary of the class’s top 2-3 take-home points, connecting them to their own clinical experiences. This summary (no longer than a page) should be submitted prior to the next class and helps keep everyone on the same page.

Computer use in class: Students are not to use computers for purposes other than note-taking or class-related activities. Students may be asked to leave class if they are identified as using computers for non-class activities.

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:
Additional readings are assigned during selected weeks (see below).
COURSE OUTLINE

Class 1, 9/4: Introduction; Anxiety & Depression in Youth; Confidentiality in Research
   a. Introduction to Anxiety and Depression in Youth; Diagnostic Criteria
   b. Confidentiality in Clinical Research
   c. HIPAA guidelines for practice and clinical research
   d. NJ Psychological regulations, particularly for youth

Readings:
   2. HIPAA Website: http://privacyruleandresearch.nih.gov/clin_research.asp
   3. Read all HIPAA documents I've put up on Sakai
   4. Also read the Psychology laws and ethics for NJ. “NJ Board of Psychological Examiners State Regulations”

Homework:
   1. Read-through parent and child ADIS interviews
   2. **Before Week 4:** Complete Collaborative Institutional Training Initiative (CITI) training to conduct human research (Social-Behavioral Research module & Good Clinical Practice (GCP) modules): https://orra.rutgers.edu/citi

Class 2, 9/11: Diagnosing Anxiety and Depression; Developmental Issues in childhood and adolescent mental health; ADIS: Administration and Scoring
   a. Dx criteria for anxiety and depression in youth (cont.)
   b. Developmental issues in mental health
   c. Introduction into ADIS: watch video segments
   d. Begin read-through of ADIS (Brian highlighting key issues and FU questions).

Youth Development and Evidence-based Assessment:

Homework:
   1. Watch one videotaped interview 10-011 [to get feel for interview, general impressions].

Class 3, 9/18: ADIS Administration and Scoring; Psychometric properties of evidence-based assessment for anxious youth; Suicide Assessment & Crisis Management
   a. Finish read through ADIS (with Brian highlighting key issues and FU questions).
   b. Suicide Assessment and Crisis Management

Evidence-based assessment and suicide screening:
   1. Read YAD-C protocol for Suicide Assessment (with supporting materials)
3. 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.

**Homework:**
1. Pair up with classmate and practice ADIS administration.

**Class 4, 9/25: ADIS Administration and Scoring; Psychometric properties of evidence-based assessment for depressed youth; Child Abuse and reporting issues**

- a. Have completed: Rutgers IRB on-line certification course.
- b. Watch videotaped interview and practice diagnosing anxiety and depression (watch video in class and use ADIS worksheet to code along; discuss which symptoms you checked off and what parent, child, and interviewer CSRs you would code).
- c. Assessing suspected child abuse and reporting to Child Services

**For class:**
1. Read YAD-C protocol for reporting child abuse and supporting DCF documents.

**Homework:**
1. On your own, during week – rate 1 videotaped ADIS and fill out coding sheet.

**Class 5, 10/2: ADIS Reliability Training; CBT for Anxiety; Comorbidity in Youth**

- b. You may need this PsyViewer stream: [https://directory.gsapp-psyviewer.rutgers.edu/stream140/](https://directory.gsapp-psyviewer.rutgers.edu/stream140/)

**Essential Youth Anxiety Treatment Readings and Comorbidity:**

**Homework:**
1. Watch 2 ADIS interviews and fill out coding sheets. These will be turned in for reliability analysis.
Class 6, 10/9: ADIS Reliability Training; Youth Anxiety Efficacy and Effectiveness

a. Review ADIS ratings on assigned videotapes; watch clips.

Anxiety Efficacy and Effectiveness trials:

Homework:
1. Watch 2 ADIS interviews and fill out coding sheets. These will be turned in for reliability analysis.

10/16: Brian away at School Refusal Conference

Class 7, 10/16: [quest leader?] ADIS Reliability Training; CBT for Youth Depression

a. Review ADIS ratings on assigned videotapes; watch clips.

Essential Youth Depression Treatment Readings:

Homework:
1. Watch 2 ADIS interviews and fill out coding sheets. These will be turned in for reliability analysis.

Class 8, 10/23: Reliability Training and Feedback; Youth Depression Efficacy and Effectiveness

a. Review ADIS ratings on assigned videotapes; watch clips.

Depression Efficacy & Effectiveness Trials
2. Treatment for Adolescents with Depression Study (TADS). (2004). Fluoxetine, cognitive–
behavioral therapy, and their combination for adolescents with depression. Journal of the
American Medical Association, 292, 807–820.
therapy versus usual clinical care for youth depression: An initial test of transportability to
... & Gray, J. (2012). Testing standard and modular designs for psychotherapy treating
depression, anxiety, and conduct problems in youth: A randomized effectiveness
... & Ward, A. (2013). Long-term outcomes for the Child STEPs randomized effectiveness
trial: A comparison of modular and standard treatment designs with usual care. Journal of
Consulting and Clinical Psychology, 81(6), 999.

Homework:
1. Watch 2 ADIS interviews and fill out coding sheets. These will be turned in for reliability
analysis.

***10/25 Friday (11:59 PM): Diagnostic Intake Write-up Due – upload to Sakai.

[Brian away in South Carolina]
Class 9, 10/30: [guest leader?] Introduction to the Coping Cat Manual
b. Review ADIS ratings on assigned videotapes; watch clips.
c. Intro to Coping Cat: structure and techniques

Coping Cat:
2. Coping Cat Workbook.

Homework:
1. Watch 2 ADIS interviews (as necessary) and fill out coding sheets. These will be turned in for
reliability analysis.

Class 10, 11/6: Practice with Coping Cat Manual for Anxiety
a. Finish any ADIS Rating discussions
b. Practice with Coping Cat: Exposure and Parent Training

Continue with Coping Cat:
2. Coping Cat Workbook.

Flexibility in manuals:
manual: Flexibility and creativity with manual-based treatments. Cognitive and Behavioral
Practice, 5, 177 – 198.
Class 11, 11/13: Introduction to PASCET Manual for Depression; Efficacy and Effectiveness of CBT for youth depression

a. Intro to PASCET: structure and techniques

1. PASCET Treatment Manual.
2. PASCET Client Workbook.

***Alert***
11/20: No class because of ABCT

Class 12, 11/27: Practice with PASCET; Efficacy and Effectiveness of CBT for youth depression

a. Practice with PASCET: Positive Self/Negative Self, Case Formulation, Individualized sessions

Continue with PASCET:
1. PASCET Treatment Manual.
2. PASCET Client Workbook.

Class 13, 12/4: Transdiagnostic Therapies and Individual Behavioral Activation Therapy

a. Intro to IBAT: Structure and techniques

1. IBAT Treatment Manual.
2. IBAT Client Workbook.

Transdiagnostic Interventions for youth:

Class 14, 12/11: IBAT continued

a. Practice with IBAT: exposures/behavioral challenges for anxiety/depression

Continue with IBAT:
1. IBAT Treatment Manual.
2. IBAT Client Workbook.

Transdiagnostic Interventions for youth:
Transdiagnostic treatments for children and adolescents: Principles and practice (pp. 84 – 110). New York: Guilford Press.


*** 12/13 Friday (11:59 PM): Final Paper Due – upload to Sakai.

Class 15, 12/18: Catch-up Time. Finish off IBAT or discuss school refusal

a. Finish off IBAT: exposures/behavioral challenges for anxiety/depression
b. Or discuss school refusal

Continue with IBAT:
1. IBAT Treatment Manual.
2. IBAT Client Workbook.

School Refusal:
Other Readings of Interest:

Clinical Research Methods And Developmental Issues with Children & Adolescents

Theoretical Foundations

Assessment:

Comorbidity of Anxiety and Depression:


**Efficacy vs. Effectiveness Research**


**Individual CBT for Anxious Youth (Efficacy and Effectiveness)**


**Individual CBT for Depressed Youth (Efficacy and Effectiveness)**


**TADS Study:**

Flexibility and handling comorbidity


**Anxiety and Depression Treatments in Schools**

Transdiagnostic Therapies (mostly for anxiety/depression)


Family Issues in CBT for Anxious Youth


**Diversity Issues**


**School Refusal**


**Interpersonal Issues in Therapy for Depressed Adolescents**

Other Specialized Populations