Fall 2018: Basic therapeutic strategies with children and adolescents

course #18:826:532:01

9:00 – 11:45 on Wednesdays, Room A340

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Email: annegreg@gsapp.rutgers.edu; Office Hours: By appointment
Teaching Assistant: Erin Bernstein, eeb93@gsapp.rutgers.edu

Course Description:
This course introduces first year graduate students to the therapeutic interview and to basic attending and communication skills that are essential to both the initial visit and the ongoing therapeutic process.

Course Goal:
Students will demonstrate the knowledge, skills, attitudes, and self-awareness necessary to conduct effective initial therapeutic interviews and ongoing therapeutic interventions. Throughout the course, they will improve upon their use of “micro-counseling” skills as listed in the syllabus. The course will also prepare students for conducting intakes at community-based mental health clinics, including the Psychological Clinic at Rutgers.

Learning Objectives:
1. Through writing and demonstration, students will exhibit competent performance in these areas:
   A. Therapeutic interviewing, including how/when to engage clients, utilize various types of questions, structure the interview and address a diversity of client needs.
   B. Psychotherapeutic/helping strategies, including the establishment of rapport, successful engagement, identification of central concerns, maintenance of focus, exploration of affect, identification of client strengths and specific goals for treatment.
2. Students will develop an awareness of their specific strengths as well as areas in need of improvement through in-class role plays, feedback, discussions and self-critique.

Assessment of Learning Objectives.
Through self-critique, formal evaluation of digital recording of role plays and written assignments, students will be assessed on the degree to which they have reached the above learning objectives.

Course Text and Materials:


Additional readings on the Sakai site.
Course grades will be based on the following:

- Arrive on time for 9:00am start of class (5 points, with one tardy permissible).
- Class participation includes attendance and completion of readings. Please demonstrate your understanding of the reading. Please participate in discussion during every class (5 points).
- Demonstration of effort in dyadic practice and in-class role plays (3 points).
- Assignment 1: First 10 minutes of a role-played adult intake with one of your classmates. 1 page journal style reflection (1 point).
- Assignment 2: First 20 minutes of a role-played adult intake, formal paper, and video recording. Demonstration of effort and skill in role play and our assessment of your essay (30 points).
- Assignment 3: Full 50-minute role-played adult intake. 1-2 page journal style reflection (1 point).
- Assignment 4: First 20 minutes of a role-played child intake, 1-2 page journal style reflection (1 point).
- Assignment 5: In-class group presentations (4 points).
- Assignment 6: Full 50-minute role-played parent-child intake, formal paper, and video recording. Please note that formal writing assignments (#2 & #6) are rigorously graded using rubrics. The rubric includes an assessment of the quality of formal, professional writing.

I look forward to a rich learning experience this semester!
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<tr>
<th>Date</th>
<th>Class Topic</th>
<th>Assignment</th>
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<tr>
<td>Week 1</td>
<td><strong>Course overview:</strong> Overview of the first interview and integration of clinic intake materials; Establishing a helping relationship; Cultural competence and diversity; OARS: Open-ended questions; Affirmation; Reflections; Summary</td>
<td>Reading: Cozolino, L. (2004). Chapters 1-3. In <em>The Making of a Therapist</em>. New York: W.W. Norton &amp; Company.</td>
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<td>9/5</td>
<td><strong>Therapeutic strategies:</strong></td>
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<td><em>Attending skills</em></td>
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<td>- Demonstration of the therapist’s concern for an interest in the client by eye contact, body posture, and accurate verbal following.</td>
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<td><em>Empathy and focusing on affect</em></td>
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<td>- Build the relationship; Stimulate self-exploration by the client; Provide support; Focus attention</td>
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<td><em>Paraphrasing</em></td>
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<td>- A counselor statement that mirrors the client’s statement in exact or similar wording.</td>
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<td><em>Reflection of Feeling</em></td>
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<td>- The essence of the client’s feelings, either stated or implied, as expressed by the counselor.</td>
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<td><em>Summarizing</em></td>
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<td>- A brief review of the main points discussed in the session to ensure continuity in a focused direction</td>
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<td><em>Probing</em></td>
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<td>- A therapist’s response that directs the client’s attention inward to help both parties examine issues</td>
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<td>Week 2</td>
<td><strong>Upcoming Assignments 1 &amp; 2 explained:</strong> Conduct out-of-class role plays. Assignment 1 = 10 minutes (Due Sept. 26th). Assignment 2 = first 20 minutes of an intake; you will need to videorecord the role play and write a critique (Due Oct 10th).</td>
<td>Please note: Monday 9/17 General Clinic overview &amp; Monday 9/24 Therasoft didactics</td>
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<td>9/12</td>
<td><strong>Role play rooms:</strong> A258 (2nd floor classroom), A351 (AG office), A356 (AG lab), A340 (Classroom)</td>
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<td>Week 3</td>
<td><strong>Dynamic structure of the interview and obtaining a social history</strong></td>
<td>Given religious observances, class will be online (distance learning). Please watch posted powerpoint online for today.</td>
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<td>9/19</td>
<td><strong>Use of Gates:</strong></td>
<td>Using natural, implied, referred, and spontaneous gates to allow for a natural flow of dialogue in the session.</td>
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<td><strong>Please complete Assignment 1 this week:</strong> Conduct the first 10 minutes of a role-played adult intake with one of your classmates (in person, on the phone, or skype). 1 page journal style reflection due next week.</td>
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<td><strong>Reading:</strong></td>
<td>1. Morrison text: Chapters 8-10, Chapter 13;</td>
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Week 4  
9/26  Review the C-SSRS (Columbia-Suicide Severity Rating Scale)  

Due today: Assignment 1, turn in 1 page journal style reflection (hard copy)  
Upcoming Assignment 2 explained again.

Reading and online training:  
1. 40-minute training online: C-SSRS (Columbia-Suicide Severity Rating Scale)  
http://zerosuicide.sprc.org/sites/ zerosuicide.actionallianceforsuicideprevention.org/files/cssrs_web/course.htm  

Please note: 9/26, 12-1:30m Wed: in clinic rooms , Small group practice with IPS & 10/1, Monday Orientation 2.0, Intakes Broad Strokes & 10/3, Wed. in clinic rooms 12-1:30, Small group practice with IPS.

Week 5  
OARS and Fundamental Approach (Collaboration; Evocation/Suggestion; Autonomy/Self Rule)  

Reading:  

Week 6  
10/10  Motivational interviewing continued: Increasing engagement: Express empathy, Develop discrepancy, Avoid argumentation and direct confrontation, Roll with resistance, Support self-efficacy and optimism, Common problems in conveying empathy  

Due today: Assignment 2, turn in a hard copy of your paper and a link to your video.  
Upcoming Assignment 3 explained: Please conduct a mock full intake outside of class. You will need to schedule at least 50 minutes for each full adult intake. Please pair with someone new in the class. We provide the case and the paperwork on Sakai. Turn in a 1-2 page journal style reflection write up on the intake by 10/24.

Reading:  
1. Naar-King, S. & Suarez, M. text. Chapters 5-8, 19 and one more chapter of your choice from Naar-King, S. & Suarez, Part II, Side Trips.  
### Interviewing: Weaving Native American and Western Practices
(see pdf on sakai)

Please note: 10/10, Wed., 12:00-1:30, CPS Crisis Policies and training with Monica Indart

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<td>Week 7</td>
<td><strong>Interviewing a Child, Part 1</strong></td>
<td>Using play to engage a child; Using feeling charts</td>
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<td>Negotiating parent/teacher/child confidentiality; Addressing abuse/neglect</td>
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**Reading:**

**Mid-semester Course Evaluation**

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<tr>
<th>Week 8</th>
<th><strong>Interviewing a Child Part 2, and cultural competence</strong></th>
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<td>10/24</td>
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**Reading:**

**Due today: Assignment 3**, turn in your 1-2 page journal reflection on the full adult intake.

**Upcoming Assignment 4 explained:** Conduct the first 20 minutes of a role-played *child* intake, 1-2 page journal style reflection due 11/7.

**Upcoming Assignment 6 explained:** Conduct a 50 minute mock initial interview with a more advanced graduate student and videotape it. You will write an extensive commentary on the interview which includes transcribed sections of the interview. Contact a more advanced graduate student to partner with you for this final assignment. (Set up interview any time after Nov 7th class)

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<th>Week 9</th>
<th><strong>Interviewing with caregivers and understanding/handling “resistance”</strong></th>
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<td>10/31</td>
<td>Innovations to engage families early in treatment</td>
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**Reading:**
1. Morrison Text: Chapters 16-17
### Week 10
#### 11/7

**Alliance and treatment outcomes;**

**Developing and setting goals and Report writing**
- Collaboration
- Achievable goals
- Measurable goals
- Distinguishing goals versus interventions to achieve the goals

**Reading:**
1. Morrison text: Chapters 20-21, Appendix C
3. Pick one of these two readings:

**Due today:** Assignment 4, 1-2 page journal style reflection on child intake due.

**Assignment 5 explained:** Group presentation (case conceptualization, treatment goals, and example session)

**Assignment 6 explained again:** Distribute handouts to give for final role play (due 12/5)

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### Week 11
#### 11/14

**Varying approaches to treatment -- Trauma-focused CBT and E.M.D.R.**

**Forensic psychology and assessment (Dr. Anne Meltzer)**

**Reading:**
2. Dr. Shapiro’s blog Eye movement desensitization and reprocessing, *(E.M.D.R.): “Evidence of E.M.D. R.”* – Word doc on sakai

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### Week 12
#### 11/21

**Varying approaches to treatment – Introduction to play therapy and school-based groups**

**Reading:**


Erin presents on school-based groups

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<th>Week 13</th>
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<td>Varying approaches to treatment – Introduction to interpersonal therapy (IPT)</td>
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<td>Assignment 5, Student presentations Group 1</td>
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<td>Assignment 5, Student presentations Group 2</td>
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<td><strong>Note:</strong> Assignment 6 role plays should be completed by end of Wednesday, 11/28.</td>
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<th>Week 14</th>
<th>12/5</th>
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<tr>
<td>Varying approaches to treatment – dialectical behavior therapy (DBT)</td>
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<td>Due today: Assignment 6. Well done!</td>
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<td>Debrief on the role plays</td>
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<td>Reading:</td>
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<th>Week 15</th>
<th>12/12</th>
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<td>Summary and Review of class topics</td>
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<td>Assignment 5, Student presentations Group 3</td>
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<td>Assignment 5, Student presentations Group 4</td>
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Mid-term Assignment #2 – The first 20 minutes of the first interview

The 20 minutes must include the following:
  a) Initiating the interview
  b) “Free speech” and exploration of the presenting problem(s)
  c) History of present illness
  d) Ending the interview.
  You may also have some time to gather personal and social history, but this is not required.

You will videorecord the 20 minutes. The history of the present illness should include:
  Present episode, Describe symptoms, Consequence of illness, Onset and sequences of symptoms, Stressors, Previous episodes, Previous treatment

Watch and re-watch your 20 minutes. Take notes as you watch. Take a look at Morrison’s Appendix E- assessing your interview. For your own instance, what you missed from his appendix. Then, write up the following sections using the headers below:

I. Attending-- Write one paragraph on your eye contact, physical movements, note taking and body language.

II. Questioning
Write about your use of open and closed questions (could, what, how). Include how many open questions and how many closed questions you asked in the five minutes of the “free speech” section. (AFTER YOU HAVE DONE THE INTRODUCTION AND DURING THE FREE SPEECH SECTION) Provide two-three transcribed excerpts of dialogue where you asked open questions:
Example:  Client:
Format       Clinician: Open question
Client:
Describe the strengths and weaknesses of your questioning and how it built or impaired rapport.

III. Describe how you showed empathy and helped the client clarify his or her experience/emotions.
Provide examples of your use of the following: verbal and nonverbal encouragements (including reassurance), paraphrases, reflection of feelings, and summarization. Provide specific examples of each.

Also, describe how you elicited feelings and give examples. Include examples of your expression of empathy. For example, describe how you reflected feelings, picked up emotional cues, and followed up for details related to the client’s emotional experience.
(3-5 paragraphs)

IV. Describe the “dynamic structure of the interview” when you gathered the history of the present illness. Please cover the degree to which you covered various domains and the level of detail you elicited. Use Shea’s terminology about ‘gating.’ Provide examples when appropriate (2 paragraphs at a minimum).
V. Conclude with summary of the strengths and weaknesses of your interview. Describe what you think were strengths of your interviewing and areas you could improve upon. (1 paragraph)

VI. Turn in a) your write up (hard copy- 12 pt font, 1 inch margins), b) the DVD or a link to the digital file.

I anticipate the write up will be between 6 and 10 pages (please include page numbers). Please double space the paper, but you can single space the sample dialogue sections. Please use headers in the final write up. Write in a formal manner—not a conversational manner. This is a professional sample of your writing, and your professional writing will be assessed in your grade. Read for all typos and grammar errors. Please staple the paper and use single sided when you print. Please indicate what time marker on the video reflects the actual start of the video.

Final Assignment (Assignment #6)

You will be conducting a mock first interview with a parent and his or her child for a total of 50 minutes. Each of these roles (i.e., parent and child) will be played by an advanced graduate student. Please meet with the parent for the first 30-35 minutes. Spend the last 15 or so minutes with the child. Your role play partner will be provided with detailed case notes. You will receive an initial intake summary of the case.

Conducting the interviews

You will video-record the 50 minutes in the clinic which needs to include the following:

With the parent, cover the following:
   a) Initiating the interview
   b) “Free speech” and exploration of the presenting problem(s)
   c) History of present illness
   d) Explore a range of symptoms to help direct you toward a diagnosis
   e) Personal and social history
   f) Ending the interview

With the child, cover at least: (the last 15 or so minutes with the child.)
   a) Initiating the interview
   b) “Free speech” and exploration of the presenting problem(s)
   c) History of present illness
   d) Ending the interview

More detail on conducting the interviews

   I. The history of the present illness should include:
      Present episode, Describe symptoms, Consequence of illness, Onset and sequences of symptoms, Stressors, Previous episodes, Previous treatment.
II. Use the GSAPP clinic’s parent intake protocol. But, also review McConaughy’s chapters on child interviewing, Motivational Interviewing techniques, and other tips from our readings. Please remember to ask about culture/group affiliations that might be important to consider.

III. Please make sure to include 5 minutes for free speech at the start of the parent and child interview.

IV. Make sure to go over terms of confidentiality with both parent and child.

V. Please work on areas which were noted as ‘areas for improvement’ in your last assignment. Make note of these areas in the write up.

Please include the following sections to your write up

Part 1. Initial Intake Summary (not that length suggestions are only suggestions)

Demographic Information: (2-3 sentences)

Reason for Referral (presenting problem)(1 paragraph)

History of Problem (Include duration, severity, previous attempts at intervention)(1 paragraph)

Tentative DSM-V Diagnosis:

Part 2. The interview process

I. Attending
Write one short paragraph on your improvement in attending behavior from the last role play. If you replicated strengths in this area, you can also mention those.

II. Questioning
Write about your use of open and closed questions (could, what, how). Include how many open questions and how many closed questions you asked in the five minutes of the “free speech” section. (AFTER YOU HAVE DONE THE INTRODUCTION AND DURING THE FREE SPEECH SECTION) Provide three-four transcribed excerpts of dialogue where you asked open questions. Please integrate some excerpts from both the parent and child (how many from each is up to you):

Example: Client:
Format       Clinician: Open question
            Client:
Describe the strengths and weaknesses of your questioning and how it built or impaired rapport.

III. Describe how you showed empathy and helped the client clarify his or her experience/emotions.
A. Describe how you elicited feelings and give examples. Specifically, provide examples of your use of the following: 1) verbal and nonverbal encouragements (including reassurance), 2) paraphrases, 3) reflection of feelings, and 4) summarization.

You may also include examples of your expression of sympathy and empathy, how you reflected feelings, picked up emotional cues, and followed up for details related to the client’s emotional experience.

Provide 3-4 specific examples of how you elicited and followed up on emotions. (possible length = 3-5 paragraphs). Please integrate some excerpts from both the parent and child
Use this format:
Example: Client:  
Clinician:  
Client:  

B. Describe the strengths and weaknesses of how you showed empathy and elicited emotions and how it built or impaired rapport.

IV. Describe the “dynamic structure of the interview”. Use Shea’s terminology about ‘gating.’ Provide examples of at least two types of Shea’s gates (suggested: 2-3 paragraphs). Use this format:
Example: Client:  
Clinician:  
Client:  

Please also review the flow of the intake and the coverage of the domains of inquiry. Consider some of these type of questions: Flow: How were your transitions from section to section? Did you summarize and move to the next section in a logical manner? Did you indicate to the client when you were moving to the next section? Coverage: Did you gather the necessary information? What do you think you covered well and what do you think you might need in greater depth? How did you manage the time?

V. Draw on the readings and provide citations (APA style) using at least 2-3 other concepts discussed in the class. Consider concepts discussed in the readings on: Motivational Interviewing, Confrontation, Resistance, Sensitive Topics, Assessing Suicidal/Homicidal Ideation, Setting Goals. Provide illustrative examples when possible (suggested: 2 paragraphs)

VI. Considerations of culture/diversity. In a paragraph, please describe how you think about issues of culture and diversity in the interview with the parent and with the child. You may want to consider any range of issues: race/ethnicity, culture, immigration status, sexuality, religion, social class, stigma related to mental health, racism/structural inequality, ability or disability status, language, social justice etc. This may include reflections on how you might be perceived in terms of your own identity markers or issues around match/mismatch with aspects of your identity and aspects of the client’s identity. You may need to speculate here if issues did not explicitly arise. Try to be specific and not too general.
Part 3. Summary

Conclude with a summary of the strengths and weaknesses of your interview. Describe what you think were strengths of your interviewing and areas of improvement in your future work. (2 paragraphs). Please provide the recording time of 5 minutes or so when you believe you did your best and the recording time of 5 minutes during a moment when you feel you might have done better. (example: 12:05-17:00).

Expectations for your writing

Please use headers in the final write up. Write in a formal manner—not a conversational manner. This is a professional sample of your writing, and your professional writing will be assessed in your grade. Read for all typos and grammar errors.

Turn in a) your write up (hard copy- 12 pt font, 1 inch margins, double spaced), and b) the clip via YouTube. I anticipate the write up will be between 15 and 20 pages (please include page numbers and please do not go beyond 20 pages). Please double space the paper, but you can single space the sample dialogue sections. Please staple the paper and use single sided when you print.

Best wishes on the assignment!