GRADUATE SCHOOL OF APPLIED AND PROFESSIONAL PSYCHOLOGY

Fall 2019: Basic therapeutic strategies with children and adolescents

course #18:826:532:01 & 02

Section 1: 9:00 – 11:45 on Tuesdays
Section 2: 9:00 – 11:45 on Wednesdays

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Email: annegreg@gsapp.rutgers.edu; Office Hours: By appointment

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. 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.

PROFESSION-WIDE COMPETENCIES & DISCIPLINE-SPECIFIC KNOWLEDGE

School Psychology Profession-Wide Competency (SP-PWC) Elements:
2.3. Conducts self in an ethical manner across professional activities.
3.1. Displays an awareness of how personal bias and cultural history, attitudes, and biases affect understanding and interactions with people different from themselves.
3.2: Demonstrates knowledge of current theoretical and empirical models to support human diversity across core professional roles.
3.4: Works effectively with diverse individuals and groups, including those whose group membership, demographic characteristics, or worldviews are different from or similar to their own.
4.1: Behaves in ways that reflect the values and attitudes of psychology, including integrity, deportment, professional identity, accountability, lifelong learning, and concern for the welfare of others.
4.2: Exhibits behaviors that reflect an openness and responsiveness to feedback and supervision.
4.3: Engages in self-reflection and professional and personal growth activities to maintain and improve performance and professional effectiveness.
5.2: Demonstrates skills in producing, comprehending, and integrating oral, nonverbal, and written communications that are informative and well-integrated across a range of situations, populations, and systems.
5.3: Demonstrates effective interpersonal skills and the ability to manage challenging interactions effectively and professionally.
6.4: Demonstrates current knowledge of diagnostic classification systems, adaptive and maladaptive behaviors, and the impact of client behaviors on functioning.
7.2: Identifies and develops evidence-based interventions in classrooms, schools, and other service settings that are informed by the current scientific literature, assessment findings, diversity characteristics, and contextual variables.
7.6: Establishes and maintains effective relationships with the recipients of psychological services.

Discipline-Specific Knowledge (DSK)

Developmental Aspects of Behavior, including transitions, growth, and development across an individual’s life. A coverage limited to one developmental period (e.g., infancy, childhood, adolescence, adulthood, or late life) is not sufficient.
LEARNING OBJECTIVES

Students who complete Introduction to Therapeutic Strategies will be able to...

1. Conduct clinical interviews with “mock” clients using a wide range of therapeutic techniques (e.g., 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; SP-PWC Elements 2.3, 3.1, 3.4, 4.1, 5.3, 7.6)

2. Identify their own strengths as well as areas in need of improvement in clinical interviewing through in-class role plays, feedback, discussions and self-critique (SP-PWC Elements 4.2, 4.3)

3. Write structured essays synthesizing reflections on their own clinical interviewing and integrating research and theory on best practices (SP-PWC Element 3.2, 5.2).

4. Demonstrate knowledge of the DSM-V and child development needs and challenges through oral and written communications (SP-PWC Element 6.4, DSK-Developmental aspects of behavior).

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 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 (50 points).
Course Texts and Materials


Additional readings on the Sakai site.

Classroom Culture

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.

Statement on Academic Integrity: The University’s academic integrity policy, to which this class will adhere, can be reviewed at: http://academicintegrity.rutgers.edu/academic-integrity-at-rutgers/

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.

I look forward to a rich learning experience this semester!
**Date** | **Class Topic** | **Assignment**
---|---|---
Week 1 9/3 | Course overview: 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 |  
Week 1 9/4 |  
Week 2 9/10 | Therapeutic strategies:  
*Attending skills* |  
Week 2 9/11 |  
Week 3 9/17 | Dynamic structure of the interview and obtaining a social history  
*Use of Gates:* |  


Week 2 9/10 |  
Week 2 9/11 |  
Week 3 9/17 |  
Week 3 9/18 |  

**Reading:** Morrison text: Introduction and chapters 1-7.

Three extra role play rooms (10:45-11:45): A351 (AG office), A356 (AG lab), Tuesday section: A223 and Wednesday section: A258 (2nd floor classrooms).  

**Upcoming Assignments 1 & 2 explained:** Conduct out-of-class role plays. Assignment 1 = 10 minutes (Due Sept. 24 or 25). Assignment 2 = first 20 minutes of an intake; you will need to videorecord the role play and write a critique (Due Oct 8 or Oct 9).

**Please complete Assignment 1 this week:** 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.

**Reading:**

1. Morrison text: Chapters 8-10, Chapter 13;  
Date | Class Topic | Assignment
--- | --- | ---
Week 4 | Assessing suicidal and homicidal ideation | 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](http://zerosuicide.sprc.org/sites/zerosuicide.actionallianceforsuicideprevention.org/files/cssrs_web/course.htm)

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10/1 | **Reading:**

Week 6 | 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.
10/8 | **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 10/22 or 23.
10/9 | **Reading:**
1. Naar-King, S. & Suarez, M. text. Chapters 5, 6, 7, 8, 19
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<th>Week</th>
<th>Class Topic</th>
<th>Assignment</th>
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<tr>
<td>Week 7</td>
<td><strong>Interviewing a Child, Part 1; Using play to engage a child; Using feeling charts</strong></td>
<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>10/22</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 11/5 or 6.

**Upcoming Assignment 6 explained:** Conduct a 50 minute mock initial interview with an 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 5/6th class)

<table>
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<tr>
<th>Week 9</th>
<th><strong>Interviewing with caregivers and understanding/handling “resistance”</strong></th>
<th>Innovations to engage families early in treatment</th>
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<td>10/29</td>
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**Reading:**
1. Morrison Text: Chapters 16-17

**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 12/3 or 4).
### Week 10

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<th>Topic</th>
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<td>11/5</td>
<td><strong>Alliance and treatment outcomes;</strong></td>
<td>- Collaboration</td>
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<td><strong>Developing and setting goals and Report writing</strong></td>
<td>- Achievable goals</td>
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<td>- Measurable goals</td>
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<td>- Distinguishing goals versus interventions to achieve the goals</td>
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**Reading:**
1. Morrison text: Chapters 20-21, Appendix C

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

**Assignment 6 update:** Feel free to start conducting role plays after this class.

### Week 11

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<th>Topic</th>
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<td>11/12</td>
<td><strong>Varying approaches to treatment – Trauma-focused CBT and E.M.D.R.</strong></td>
<td>9-9:20am: <strong>Meet with your group about Assignment 5.</strong></td>
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**Forensic psychology and assessment (Dr. Anne Meltzer, 10:15-11:45)**

**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
3. Eight phases of EMDR treatment: PDF on sakai from: http://emdria2.affiniscape.com/displaycommon.cfm?an=1&subarticlebr=120

### Week 12

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<td>11/19</td>
<td><strong>Varying approaches to treatment – Introduction to play therapy and school-based groups</strong></td>
<td>11:30-11:45am: <strong>Meet with your group about Assignment 5.</strong></td>
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**Reading:**
Week 13
11/26
11/27

Varying approaches to treatment – Introduction to interpersonal therapy (IPT)

Assignment 5, Student presentations Group 1 (30 minutes)

Assignment 5, Student presentations Group 2 (30 minutes)

Reading:


Note: Assignment 6 role plays should be completed by end of Wednesday, 11/26 and 11/27.

Week 14
12/3
12/4

Varying approaches to treatment – dialectical behavior therapy (DBT)

Due today: Assignment 6. Well done!

Debrief on the role plays

Reading:


Week 15
12/10
12/11

Summary and Review of class topics

Assignment 5, Student presentations Group 3 (30 minutes)

Restorative Practices (community-building circles)

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, meet for 30-35 minutes. Try to cover the following:
   a) Initiating the interview (confidentiality, and clinic intake intro)
   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) Risk assessment
   f) Personal and social history (trauma, medical issues, educational issues, previous treatment). If you are running out of time, you may not get to all of this! That is ok. Please leave time for the child portion of the interview.
   g) Ending the interview

With the child, meet for 10-15 minutes. Try to cover, but be flexible:
   a) Initiating the interview (confidentiality)
   b) Rapport-building (e.g., what do you like to do in free time)
   c) “Free speech” and exploration of the presenting problem(s)
   d) History of present illness
   e) 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 try to include 5 minutes for free speech at the start of the parent and child interview. Focus on active listening and not on the protocol or note-taking.

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 (note 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. Introduction to your essay

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

III. 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.

Please reference 2-3 readings (APA style). If applicable, offer some examples of how you WISH you had asked questions.

IV. 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.

Please reference 2-3 readings (APA style). If applicable, offer some examples of how you WISH you had asked demonstrated empathy or elicited emotions.
V. **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?

*Please reference 1-2 readings (APA style).*

VI. **Draw on the readings and provide citations (APA style) using at least 2-3 concepts discussed in the class that you did NOT already mention above**. 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)

VII. **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.

*Please reference 1-2 readings (APA style).*

**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 or WeTransfer. 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. Please include a reference list (not included in page count).

**Best wishes on the assignment!**