

Ferkauf Graduate School of Psychology, Yeshiva University
Psychodynamic Theory and Practice with Children and Families Psychotherapy II
PSS 6119, Wednesdays 10-12 pm, Spring 2019
3 credits (2.5 hours of class + externship)

Professor: Dr. Tracy Prout

Office Hours: Wed 1-2 pm, Th 1-2 pm
and by appointment

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Required Texts:

- Preter, S. E., Shapiro, T., & Milrod, B. (2018). *Child and Adolescent Anxiety Psychodynamic Psychotherapy: A Treatment Manual*. Oxford University Press.
- Hoffman, L., Rice, T. R., & Prout, T. A. (2015). *Manual of regulation-focused psychotherapy for children (RFP-C) with externalizing behaviors: A psychodynamic approach*. New York, NY: Routledge.
- Additional readings available on Canvas

Course Description:

This course will further develop students’ understanding of evidence based psychodynamic psychotherapy with children and families, including the historical and theoretical foundation for this type of work. Core principles of psychodynamic psychotherapy and the varieties of psychodynamic practice will be covered, with an emphasis on work with children, adolescents, and families. Students will also be introduced to the empirical support for certain types of psychodynamic psychotherapy and will consider the complexity of pursuing a research agenda for constructs that are not directly observable. Manualized psychodynamic treatments for children, adolescents, and child-parent dyads will be covered. Emphasis will be on developing a psychodynamic perspective and an appreciation for the importance of theoretical integration.

Course Goals, Objectives, Process, and Measurement of Objectives:

Goal	Objective	Process	Competence	Measurement
I. Develop the requisite knowledge in the core area of psychodynamic practice with an emphasis on children and families	To be familiar with contemporary approaches to psychodynamic treatment of children, adolescents, and families	Lecture, discussion, case examples, reading	To appropriately generalize the theoretical underpinnings of psychodynamic theory to different models of psychopathology and understand treatment approaches	Thought questions, class participation, and exam
II. To become familiar with elements of psychodynamic and psychoanalytic treatment approaches, therapeutic goals, and techniques.	To have familiarity with common psychodynamic elements such as transference, countertransference, play therapy, supportive-expressive skills	Lecture, discussion, reading, case examples	To be able to recognize these elements, identify their appropriate application, and explain their utility in treatment.	Thought questions, in-class discussions, class participation, and exams

III. To be knowledgeable about the definitions of and rationale for empirically supported treatments, and to become familiar with psychotherapy research methodology for children and adolescents	To gain a critical understanding of rationale for developing evidence based treatments and be able to evaluate the strengths and weaknesses of current evidence for psychodynamic psychotherapies.	Lecture, discussion, reading	To be research-minded consumers and providers of clinical practices; to begin to explore research methodology as it pertains to psychodynamic and other therapeutic approaches.	Thought questions, in-class discussions, class participation, and exams
IV. Enhance sensitivity and ability to incorporate cultural, racial, and individual diversity into practice	To increase empathy for individuals who differ from the student in many ways (e.g. race, ethnicity, ability, religion, sexual orientation, gender, age, and so on)	Lecture, discussion, readings, clinical examples	To be culturally competent clinicians; to be able to reflect appropriately on forms of bias that are often unseen; to increase ability to address cultural diversity in session	Thought questions, in-class discussions, class participation

Methods of Evaluation

Class Participation/Attendance (100 points): Regular class participation is REQUIRED in order to receive an A in this course. This includes asking and answering thoughtful and relevant questions and engaging in class discussions. I will base my evaluation of your performance on how engaged and attentive you are and how much you actively contribute. Students should make every effort to attend each class. Students will be permitted two absences. A third absence will result in a 10-point deduction in attendance/participation. This policy may be adjusted in rare circumstances and at the discretion of the instructor. I take attendance at the beginning of class. If you are not present, you will be marked absent unless you speak to me after class. Please contact me in advance if you will not be able to attend class (by email).

Thought Questions/Reflections (100 points total, 20 points each): You are expected to keep up with (or ahead of) the reading for this course. In order to assess the degree to which you are completing, absorbing, and critiquing the assigned readings, you will prepare a brief set of thought questions/reflections for four of our class meetings. In addition, you will submit one set of questions/reflections in response to your attendance at one discussion group or panel at the American Psychoanalytic Association National Meeting. Questions should be submitted on Canvas.

Exam (100 points): The final exam will be a combination of short answer and multiple choice/matching. There will also be some essay questions. The exam will have approximately 50 questions.

Self-Evaluation (25 points): I will provide you with a link to a survey about your performance in the course. The primary foci will be your class participation, attendance, and reading you have completed.

Grading Method

You can determine your grade at any time by adding up the points you have earned so far and dividing by the number of points you *could* have earned thus far. Grades are earned as follows:

A	93-100%	C+	78-79.9%
A-	90-92.9%	C	73-77.9%
B+	88-89.9%	C-	70-72.9%
B	83-87.9%	D+	68-69.9%
B-	80-82.9%	D	60-67.9%
		F	59.9% and below

Grading Structure	
Class Participation/Attendance	____/100 pts
Thought Questions	____/100 pts
Final Exam	____/100 pts
Self-Evaluation	____/25 pts
Total /325 pts	

Academic Integrity and Ethical and Professional Standards in Graduate Study - The submission by a student of any examination, course assignment, or degree requirement is assumed to guarantee that the thoughts and expressions therein not expressly credited to another are literally the student's own. Evidence to the contrary will result in penalties that may include failure in the course, disciplinary dismissal, or such other penalties as are deemed proper.

Graduate study requires excellence of intellect. Graduate students are expected to show seriousness and intellectual dedication, respect for the views and convictions of others, concern for the impact of advanced knowledge on society at large, regard for instructors, fellow students, and the School as a whole and, above all, adherence to the highest ethical and moral standards in their personal and professional lives.

Maintenance of good standing while a student at Ferkauf is, in part, dependent on developing and maintaining standards of ethical and professional conduct. The American Psychological Association and the National Association of School Psychologists have specified ethical and professional standards regarding the practice of psychology. Students are expected to adhere to such standards. No student may engage in the private practice of psychological assessment or any form of psychotherapy. Failure to observe the professional practice code will lead to dismissal from the school. Students should consult their advisers regarding outside employment.

Additional Course Policies

The BEST way to reach me is by email.

Please contact me immediately if you are having difficulty in the course. I am here to help you be successful; however, you must take responsibility for your performance by contacting me and utilizing the resources available to you.

I come to class ready to teach and learn from each of you. I do my best to give you my undivided attention and I expect the same in return.

- Before entering the classroom, I expect you to turn off your cell phone ringer completely. **Do not text in my class** – it is rude and it is my biggest pet peeve. Do not leave your phone on vibrate. Turn off all alarms set on your phone.
- Inappropriate use of computers and mobile electronic devices in the classroom can distract fellow students and limit classroom participation and learning. Per program policy, each faculty member can dictate limits on the use of computers and electronic devices in their classroom except in the case of approved student accommodations. Some faculty may choose to ban technology entirely, while others

may choose to prohibit technology during specific learning activities (e.g., computers are permitted during lecture, but not during discussion). My policy is as follows:

- **Use your computer appropriately and we will *not* have a problem.** Use it inappropriately (Facebook, other social media platforms, text messaging, instant messaging, shopping, etc.) and we *will* have a problem. If I find that a student is using their computer or other electronic devices during class for purposes other than those connected to the class material or when prohibited by the professor, you will lose half a grade. If it occurs a second time you will lose an additional half grade. Should it happen a third time, you will fail this class. In addition, I reserve the right to eliminate a student's freedom to use computers and electronic devices at any time due in order to protect the learning environment.

Now is the time to establish a strong record of authenticity, reliability, and the highest standards of personal and professional excellence.

Accommodations for students with disabilities

Students with disabilities who are enrolled in this course and who will be requesting documented disability-related accommodations should register with the Office of Disability Services (<http://yu.edu/Student-Life/Resources-and-Services/Disability-Services/>), during the first week of class. Once you have been approved for accommodations, please contact the Program Director to ensure the successful implementation of those accommodations. Please discuss your approved accommodations with each faculty member within the first two weeks of the beginning of classes each semester. The request form for reasonable accommodations can be found in Appendix Q of the Program Handbook and can be accessed through the Dean's Office.

Students with disabilities may require additional time for taking tests and completing work in class. Unless efficiency or speed is the essential skill that is being assessed, students may be allowed additional time for all exams, in-class quizzes, in-class writing assignments and labs. Based on the approved documentation, extended time is typically approved for one and one half or twice the allotted time. Extended time ensures that a student's performance is reflective of his/her mastery of material rather than the speed at which a student performs.

If you have any questions or concerns about the implementation of your accommodations, please contact Dr. Givner as soon as possible.

Course Schedule

Date	Readings
Week 1 1/23	Intro to second half of the course <ul style="list-style-type: none"> • What is evidence based psychodynamic psychotherapy?
Week 2 1/30	<p><u>General Practice Guidelines</u> Kernberg, P. F., Ritvo, R., & Keable, H. (2012). Practice parameter for psychodynamic psychotherapy with children. <i>Journal of the American Academy of Child & Adolescent Psychiatry</i>, 51(5), 541-557.</p> <p>Leichsenring, F., Abbass, A., Hilsenroth, J., Luyten, P., Munder, T., Rabung, S., & Steinert, C. (2018). "Gold standards", plurality and monocultures: the need for diversity in psychotherapy. <i>Frontiers in psychiatry</i>, 9, 159.</p>
2/6	<p><u>NO CLASS – APsaA CONFERENCE</u> Attend one panel or discussion group at APsaA – you MUST submit reflections about this meeting (schedule to be provided)</p>

2/13	<p><u>Termination</u> Delgado, S. V., & Strawn, J. R. (2012). Termination of psychodynamic psychotherapy with adolescents: A review and contemporary perspective. <i>Bulletin of The Menninger Clinic</i>, 76(1), 21-52.</p> <p>Many, M. M. (2009). Termination as a therapeutic intervention when treating children who have experienced multiple losses. <i>Infant Mental Health Journal</i>, 30(1), 23-39.</p> <p>Della Rosa, E., & Midgley, N. (2017). Adolescent patients' responses to interpretations focused on endings in short-term psychoanalytic psychotherapy. <i>Journal of Infant, Child & Adolescent Psychotherapy</i>, 16(4), 279-290.</p>
2/20	<p><u>Children with Anxiety Disorders I</u> Milrod, B., Shapiro, T., Gross, C., Silver, G., Preter, S., Libow, A., & Leon, A. C. (2013). Does manualized psychodynamic psychotherapy have an impact on youth anxiety disorders?. <i>American Journal of Psychotherapy</i>, 67(4), 359-366.</p> <p>Preter, Shapiro, & Milrod (2018) – Chapters 1-3</p>
2/27	<p><u>Children with Anxiety Disorders II</u> Silver, G., Shapiro, T., & Milrod, B. (2013). Treatment of anxiety in children and adolescents: Using child and adolescent anxiety psychodynamic psychotherapy. <i>Child and Adolescent Psychiatric Clinics of North America</i>, 22(1), 83-96.</p> <p>Preter, Shapiro, & Milrod (2018) – Chapters 4-5</p>
3/6	<p><u>Children with Anxiety Disorders III</u> Preter, Shapiro, & Milrod (2018) – Chapters 6-7</p>
3/13	<p><u>Children with Externalizing Behaviors I</u> Prout, T. A., Gerber, L. E., Gaines, E., Hoffman, L., & Rice, T. R. (2015). The development of an evidence-based treatment: Regulation-focused psychotherapy for children with externalizing disorders. <i>Journal of Child Psychotherapy</i>, 41(3), 255-271.</p>
3/20	<p><u>NO CLASS – Fast of Esther</u></p>
3/27	<p><u>Mentalization Based Treatment</u> Sharp, C., Williams, L. L., Ha, C., Baumgardner, J., Michonski, J., Seals, R., ... & Fonagy, P. (2009). The development of a mentalization-based outcomes and research protocol for an adolescent inpatient unit. <i>Bulletin of the Menninger Clinic</i>, 73(4), 311-338.</p> <p>Rossouw, T. I. & Fonagy, P. (2012). Mentalization-based treatment for self-harm in adolescents: A randomized controlled trial. <i>Journal of the American Academy of Child & Adolescent Psychiatry</i>, 51(12), 1304-1313.e3.</p>

4/3	<p><u>Children with Externalizing Behaviors II</u> Hoffman, Rice, & Prout (2016) – Review Chapter 1, Read Chapters 5-8</p>
4/10	<p><u>Children with Externalizing Behaviors III</u> Hoffman, Rice, & Prout (2016) –Chapters 9-12</p> <p>Prout, T. A., Rice, T. R., Murphy, S., Gaines, E. Aizin, S., Sessler, D., Ramchandani, T., Racine, E., Gorokhovskiy, Y., & Hoffman, L. (2019). Why is it easier to get mad than it is to feel sad? Pilot study of Regulation Focused Psychotherapy for Children. <i>American Journal Psychotherapy</i>. Advance online publication.</p> <p>Prout, T. A., Goodman, G., Hoffman, L., Rice, T., & Sherman, A. (2018). Expert clinicians’ prototype of an ideal treatment in Regulation Focused Psychotherapy for Children (RFP-C). <i>Journal of Psychotherapy Integration, 28(4)</i>, 401-412. doi: 10.1037/int0000102</p>
4/17	<p><u>Working with Depressed Youth</u> Review – Goodyer, I. M., Reynolds, S., Barrett, B., Byford, S., Dubicka, B., Hill, J., ... & Senior, R. (2017). Cognitive behavioural therapy and short-term psychoanalytical psychotherapy versus a brief psychosocial intervention in adolescents with unipolar major depressive disorder (IMPACT): a multicentre, pragmatic, observer-blind, randomised controlled superiority trial. <i>The Lancet Psychiatry, 4(2)</i>, 109-119.</p> <p>Read – STPP for Adolescent Depression Manual – pp. 35–75</p>
4/24	<p><u>NO CLASS - Spring Break</u></p>
5/1	<p><u>Working with Traumatized Children</u> Briggs, T., Maxwell, M., & Keenan, A. (2015). Working with the complexities of adolescent mental health problems: applying time-limited adolescent psychodynamic psychotherapy (TAPP), <i>Psychoanalytic Psychotherapy, 29:4</i>, 314-329, DOI: 10.1080/02668734.2015.1086414</p> <p>Gilboa-Schechtman, E., Foa, E. B., Shafran, N., Aderka, I. M., Powers, M. B., Rachamim, L., ... & Apter, A. (2010). Prolonged exposure versus dynamic therapy for adolescent PTSD: A pilot randomized controlled trial. <i>Journal of the American Academy of Child & Adolescent Psychiatry, 49(10)</i>, 1034-1042.</p> <p>Optional: Wittmann, L., Halpern, J., Adams, C. B., Ørner, R. J., & Kudler, H. (2011). Prolonged exposure and psychodynamic treatment for posttraumatic stress disorder. <i>Journal of the American Academy of Child & Adolescent Psychiatry, 50(5)</i>, 521-522.</p> <p>Continued on next page...</p>

	Nevo, G. A. (2011). Prolonged Exposure, Time-Limited Dynamic Psychotherapy, and the Dodo. <i>Journal of the American Academy of Child & Adolescent Psychiatry</i> , 50(5), 519-520.
5/8	<p><u>Integration</u> CHOOSE TWO ARTICLES: Prout, T. A., Chacko, A., Spigelman, A., Aizin, S., Burger, M., Chowdhury, T., . . . Hoffman, L. (2018). Bridging the divide between psychodynamic and behavioral approaches for children with oppositional defiant disorder. <i>Journal of Infant, Child & Adolescent Psychotherapy</i>, 17(4), 364-377.</p> <p>Drell, M., Fuchs, C., Fishel-Ingram, P., Greenberg, G. S., Griffies, S., & Morse, P. (2009). The clinical exchange: The girl who cried every day for 3 years. <i>Journal of Psychotherapy Integration</i>, 19(1), 1-33.</p> <p>Glock, G., Hilsenroth, M., & Curtis, R. (2018). Therapeutic interventions patients with anxiety problems find most helpful: A case for integration? <i>Journal of Psychotherapy Integration</i>, 28(2), 233-241.</p> <p>Gardner, J. R. (2017). Divergence and convergence: An examination of cognitive-behavioral and dynamic therapies, theoretical and clinical perspectives. <i>Journal of Psychotherapy Integration</i>, 27(3), 395-406.</p>
5/15	Final Exam

Class Participation Rubric (100 points)

Criteria	Always	Often	Sometimes	Rarely	Never
Attends all scheduled lectures with no more than two absences (w/ professor notified by email ahead of time)					
Arrives on time					
Prepared with required readings completed					
Actively engages in class discussion					
Participation includes interpretation and analysis					
Respectful of peers and professor (e.g. does not engage in side conversations when others are speaking)					
Demonstrates active listening					
Uses technology appropriately					
Receptive to feedback from professor and peers					

Participation advances and adds positively
to the group dynamic

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