

## Approval Chart for Curriculum Changes

A = Approve      I= Information Item<sup>1</sup>      R= Advise & Respond<sup>2</sup>

Course Number PSYC 644 or Degree Plan(s) SSP

State the requested change and reason. A memo may be attached if more space is necessary.

Title Change: PSYC 644 to change from "Child and Adolescent Therapy" to "Child, Adolescent and Family Therapy.

Rationale: Adding the family to description is more reflective of the way we currently teach the course as we routinely incorporate family into therapeutic work. It also clarifies the course for licensure purposes.

Course Description Change (addition in quotations)

Surveys psychotherapeutic approaches and techniques for child and adolescent problems. Survey conducted within a strong developmental "and familial" framework. Emphasizes empirically supported psychotherapeutic programs for specific disorder presentations and conceptual skills necessary for effectively intervening with children, adolescents, and their parents. Prerequisite: Admission to a graduate psychology program required.

Circle the number that corresponds to the requested change. Degree plan changes are on the second page.

|     |                                                                                                                   | COUNCIL <sup>3</sup> |                  |       |     |      |     |      |         |           |
|-----|-------------------------------------------------------------------------------------------------------------------|----------------------|------------------|-------|-----|------|-----|------|---------|-----------|
|     | Change to a Course                                                                                                | Dept./School         | College Academic | Deans | TEC | UGEC | UAC | GRAD | Provost | President |
| 1.  | Title (description unchanged)                                                                                     | A                    | A                | A     | I   |      |     |      | I       | I         |
| 2.  | Description (not affecting content)                                                                               | A                    | A                | A     | I   |      |     |      | I       | I         |
| 3.  | Content (substantive change)                                                                                      | A                    | A                | A     | I   |      |     |      | A       | A         |
| 4.  | Number of hours (lecture, lab, contact)                                                                           | A                    | A                | A     | A   |      |     |      | A       | A         |
| 5.  | Course number within the hundred                                                                                  | A                    | A                | I     | I   |      |     |      | I       | I         |
| 6.  | Course number beyond the hundred                                                                                  | A                    | A                | A     | A   |      |     |      | A       | A         |
| 7.  | Prerequisites                                                                                                     | A                    | A                | A     | I   |      |     |      | I       | I         |
| 8.  | Course fee(s)                                                                                                     | A                    | --               | A     | --  |      |     |      | A       | I         |
| 9.  | From U to G <i>or</i> G to U                                                                                      | A                    | A                | A     | A   |      |     |      | A       | A         |
| 10. | Cross list with another department: U or G level                                                                  | A                    | A                | A     | A   |      |     |      | A       | A         |
| 11. | Department of record                                                                                              | A                    | A                | A     | A   |      |     |      | A       | A         |
| 12. | Open or close a course                                                                                            | A                    | A                | A     | A   |      |     |      | A       | A         |
| 13. | New course — See website for application and process.<br>This change includes combining or splitting a course(s). | A                    | A                | A     | A   |      |     |      | A       | A         |

Note: When an academic unit does not have a council, the UGEC and/or UUAC will serve as its academic council, depending on the nature of the issue.

## Approval Chart for Curriculum Changes

A = Approve      I= Information Item<sup>1</sup>      R= Advise & Respond<sup>2</sup>

|     |                                                                                                             | COUNCIL <sup>3</sup> |                  |       |     |      |      |      | Provost | Faculty | President | Board of Trustees |
|-----|-------------------------------------------------------------------------------------------------------------|----------------------|------------------|-------|-----|------|------|------|---------|---------|-----------|-------------------|
|     | Change to a Degree Plan                                                                                     | Dept./School         | College Academic | Deans | TEC | UGEC | UUAC | GRAD |         |         |           |                   |
| 1.  | University Requirements — Change in approved course content <sup>6</sup>                                    | A                    | A                | A     | A   |      |      |      | A       | --      | A         | --                |
| 2.  | University Requirements — Add or drop a required course from the University Requirements chart <sup>6</sup> | A                    | A                | A     | A   |      |      |      | A       | A       | A         | --                |
| 3.  | University Requirements — Add or drop a course from a menu within the University Requirements <sup>6</sup>  | A                    | --               | --    | A   |      |      |      | A       | --      | A         | --                |
| 4.  | University Requirements — Change hours within a menu on the University Requirements chart <sup>6</sup>      | A                    | A                | A     | A   |      |      |      | A       | A       | A         | --                |
|     |                                                                                                             |                      |                  |       |     |      |      |      |         |         |           |                   |
| 5.  | Major — Revision of major <sup>4,5</sup>                                                                    | A                    | A                | A     | A   |      |      |      | A       | --      | A         | --                |
| 6.  | Major — Adopt or change admission requirements                                                              | A                    | A                | A     | A   |      |      |      | A       | --      | A         | --                |
| 7.  | Major — Add <sup>4,5</sup>                                                                                  | A                    | A                | A     | A   |      |      |      | A       | A       | A         | I                 |
| 8.  | Major – Discontinue (proposed by the department or college)                                                 | A                    | A                | A     | A   |      |      |      | A       | A       | A         | I                 |
| 9.  | Major – Discontinue (proposed by the Provost)                                                               | See below.           |                  |       |     |      |      |      |         |         |           |                   |
|     |                                                                                                             |                      |                  |       |     |      |      |      |         |         |           |                   |
| 10. | GPA — Revise major or cumulative requirement                                                                | A                    | A                | A     | A   |      |      |      | A       | A       | A         | --                |
|     |                                                                                                             |                      |                  |       |     |      |      |      |         |         |           |                   |
| 11. | Minor — Revise course selection                                                                             | A                    | A                | A     | I   |      |      |      | I       | --      | I         | --                |
| 12. | Minor — Add                                                                                                 | A                    | A                | A     | A   |      |      |      | A       | --      | A         | --                |
| 13. | Minor – Discontinue (proposed by the department or college)                                                 | A                    | A                | A     | A   |      |      |      | A       | --      | A         | --                |
| 14. | Minor – Discontinue (proposed by the Provost)                                                               | See below.           |                  |       |     |      |      |      |         |         |           |                   |
|     |                                                                                                             |                      |                  |       |     |      |      |      |         |         |           |                   |
| 15. | Degree — Add                                                                                                | A                    | A                | A     | A   |      |      |      | A       | A       | A         | I                 |
| 16. | Degree – Discontinue (proposed by the department or college)                                                | A                    | A                | A     | A   |      |      |      | A       | A       | A         | I                 |
| 17. | Degree – Discontinue (proposed by the Provost)                                                              | See below.           |                  |       |     |      |      |      |         |         |           |                   |
| 18. | Any change to a graduate degree program                                                                     | A                    | A                | A     | A   |      |      |      | A       | --      | A         | --                |

| COUNCIL <sup>3</sup> |                                                                |         |            |      |     |     |          |         |           |                   |
|----------------------|----------------------------------------------------------------|---------|------------|------|-----|-----|----------|---------|-----------|-------------------|
|                      | Provost-Proposed Change                                        | Provost | Department | Dean | TEC | UAC | Graduate | Faculty | President | Board of Trustees |
| 1.                   | Major/Graduate Program – Discontinue (proposed by the Provost) | A       | R          | R    | A   |     |          | A       | A         | I                 |
| 2.                   | Minor – Discontinue (proposed by the Provost)                  | A       | R          | R    | A   |     |          | --      | A         | --                |
| 3.                   | Degree – Discontinue (proposed by the Provost)                 | A       | R          | R    | A   |     |          | A       | A         | I                 |

## Approval Chart for Curriculum Changes

A = Approve      I= Information Item<sup>1</sup>      R= Advise & Respond<sup>2</sup>

| COUNCIL <sup>3</sup> |                                                                                                                              |              |                  |       |      |      |      |         |           |
|----------------------|------------------------------------------------------------------------------------------------------------------------------|--------------|------------------|-------|------|------|------|---------|-----------|
|                      | Change to the Catalog Information                                                                                            | Dept./School | College Academic | Deans | UGEC | UUAC | GRAD | Provost | President |
| 1.                   | General requirements for graduation including course requirements that are common to all majors for all degrees <sup>7</sup> | --           | --               | --    |      | A    |      | A       | A         |
| 2.                   | Admission requirements                                                                                                       | --           | --               | --    |      | A    |      | A       | A         |
| 3.                   | Policies governing academic probation and suspension                                                                         | --           | --               | --    |      | A    |      | A       | A         |
| 4.                   | Requirements for graduating with honors                                                                                      | --           | --               | --    |      | A    |      | A       | A         |
|                      |                                                                                                                              |              |                  |       |      |      |      |         |           |
| 5.                   | Other academic policy changes                                                                                                | --           | --               | --    |      | A    |      | A       | A         |

<sup>1</sup> Councils may request additional information about “Information” items. These items are approved as “Consent Agenda.”

<sup>2</sup> The Dean and Department should respond to the Provost’s recommendation to close a program in writing. Advise & Respond (R) requires that the voting body should receive the written responses at least one week prior to the vote.

<sup>3</sup> All courses that meet University Requirements for general education must go through UGEC. Courses or degrees offered only to students seeking teacher certification must go through the Teacher Education Council. All undergraduate changes must go before the UUAC. All graduate degree plan changes must go through the Graduate Council.

<sup>4</sup> A minimum of 30 hours is required for a major. A maximum is specified for each degree (e.g., BA, BS). The university minimum for elective hours is 6, unless the requirements of external accrediting bodies make it impossible.

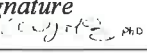
<sup>5</sup> Program or course changes that apply to any major that includes Teacher Certification will be reviewed by the college, the Teacher Education Council (TEC), and then the UUAC.

<sup>6</sup> Courses that satisfy ACU’s University Requirements (General Education) will normally have lower-level numbering, be free of prerequisites and co-requisites, appeal to more than one or two majors, and “not narrowly focus on those skills, techniques, and procedures specific to a particular occupation or profession” (SACS 2.7.3). Departments may request exceptions to the first three criteria.

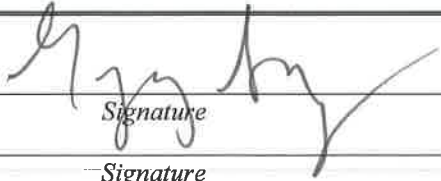
<sup>7</sup> The UUAC approved the clarification that “general requirements for graduation” means the enumerated items in the “General Requirements for Bachelor’s Degrees” section of the catalog.

Revised 1-29-16

## Curriculum/Catalog Changes Signature Page

| Department/School Chair(s)                                                                          |                      |
|-----------------------------------------------------------------------------------------------------|----------------------|
| Richard Beck       | 12/19/2018           |
| <i>Signature</i>                                                                                    | <i>Approval date</i> |
| Cherisse Flanagan  | 12/19/2018           |
| <i>Signature</i>                                                                                    | <i>Approval date</i> |

| College Academic Council(s)                                                       |                      |
|-----------------------------------------------------------------------------------|----------------------|
|  | 2-22-19              |
| <i>Signature</i>                                                                  | <i>Approval date</i> |
| <i>Signature</i>                                                                  | <i>Approval date</i> |

| Dean(s)                                                                           |                      |
|-----------------------------------------------------------------------------------|----------------------|
|  | 3/1/19               |
| <i>Signature</i>                                                                  | <i>Approval date</i> |
| <i>Signature</i>                                                                  | <i>Approval date</i> |

| Teacher Education Council |                      |
|---------------------------|----------------------|
| <i>Chair's signature</i>  | <i>Approval date</i> |

| General Education Council |                      |
|---------------------------|----------------------|
| <i>Chair's signature</i>  | <i>Approval date</i> |

| Undergraduate Academic Council |                      |
|--------------------------------|----------------------|
| <i>Chair's signature</i>       | <i>Approval date</i> |

| Graduate Council         |                      |
|--------------------------|----------------------|
| <i>Chair's signature</i> | <i>Approval date</i> |

| Provost          |                      |
|------------------|----------------------|
| <i>Signature</i> | <i>Approval date</i> |

| Faculty                        |                      |
|--------------------------------|----------------------|
| <i>Chair of faculty senate</i> | <i>Approval date</i> |

| President        |                      |
|------------------|----------------------|
| <i>Signature</i> | <i>Approval date</i> |

**Child, Adolescent, and Family Therapy (PSYC 640.01/644.01)**  
**Course Syllabus and Outline: Spring 2018 (3 hours)**  
**Department of Psychology: Abilene Christian University**

|                 |                                                        |                |               |
|-----------------|--------------------------------------------------------|----------------|---------------|
| Instructor:     | Scott Perkins, Ph.D.; Professor of Psychology          |                |               |
| Class Location: | 42 McKenzie Building                                   | Meeting Times: | W 10:00-12:50 |
| Office:         | 131 McKenzie Building                                  | Office Hours:  | M 10:00-12:00 |
| Address:        | ACU Box 28011, Abilene, TX 79699                       |                | T 11:00-2:00  |
| Email:          | <a href="mailto:perkinss@acu.edu">perkinss@acu.edu</a> |                | W 1:00-5:00   |
| Phones:         | 325-674-2280(o), 325-370-4851(c)                       |                |               |

### **Mission and Audience**

ACU's mission is *to educate students for Christian service and leadership throughout the world*. This course provides graduate students in psychology and related disciplines with a basic understanding of conducting psychotherapy with children and their families. The course specifically targets the goal of equipping students pursuing a mental health career in which they plan to provide direct services to children and families. Prerequisites are admission to an ACU graduate program and completion of a foundational course in psychotherapy or the equivalent. Currently this course serves as an elective selection for interested graduate students and meets a component of the current Texas LPC training requirements. Issues raised by a Christian perspective on therapy with children and families will be integrated throughout the course.

### **Course Description**

This course will help students to gain a basic understanding of psychotherapy with children, adolescents, and families delivered in multiple outpatient settings. The texts will present an overview of basic behavioral parenting strategies and an overview of evidence-based therapies. Psychopathology and assessment information will be incorporated into case conceptualization and treatment strategy development as student experience allows. The primary focus will be the application of empirically-based interventions with children, adolescents, and their families. Each student will participate in therapy through the Psychology Clinic. **There will be Scheduled Clinic Work Time.** In order to facilitate your work in the Psychology clinic, you will be required to schedule a regular work time of 4 hours one evening a week (4-8pm). If you do not have a client to see during this time, you should use this time to familiarize yourself with new tests/counseling materials, review test manuals, view ADOS Training videos, score protocols, review your own video tapes and critique them, and observe others conducting assessments or conducting therapy at the time. This time is set aside for clinical training; please take this opportunity to develop your clinical knowledge and skills through the above activities.

### **Catalog Description**

Surveys psychotherapeutic approaches and techniques for working with children and families. Evaluates therapeutic strategies within a developmental psychopathology perspective. Emphasizes the practical utilization of empirically supported psychotherapeutic programs for specific disorder presentations and conceptual skills necessary for effectively intervening with children, adolescents, and their families across multiple settings.

### **Class Format**

Lecture and class discussion formats will predominate with ample case presentations as well. A significant portion of class time each week will be devoted to clinical "supervision" of ongoing psychotherapy cases as need and referrals allow.

## Required Texts

***Cognitive Behavioral Therapy with Couples and Families: A Comprehensive Guide for Clinicians.*** Dattillo, F. Guilford, (2010).

***Evidence-Based Psychotherapies for Children and Adolescents***, 3<sup>rd</sup> edition. Weisz, J. R. & Kazdin, A. E. Guilford (2017)

***Families: Applications of Social Learning to Family Life***, Revised. Patterson, G. Research Press (1975)

## Integration of Christian Perspectives

Christians are called to service. Since children and adolescents represent one of the most vulnerable populations, and because their needs are significantly different from adults, the Christian servant working with children will benefit from an understanding of the unique assessment and treatment needs of children. From the beginning of creation, God has worked through families to accomplish his purposes, and Christ called us to be as the little children. However, we live in a world that sends mixed messages about the value of children and families. It is incumbent upon the Christian, therefore, to be versed in the unique needs of children and their families, so that God may continue to work effectively through them.

## Course Objectives

- Recognize appropriate assessment strategies for child and adolescent problems as they relate to practical and effective treatment
- Integrate empirically-based methods with appropriate clinical application in the design of treatment interventions for various childhood disorders
- Describe key concepts common to treatment studies in the field of child and family therapy
- Understand, integrate, and apply course knowledge in the development of expertise in the assessment and treatment one or more specific child or adolescent disorder(s)
- Identify and critically evaluate the components of evidence-based treatments for children and their families

## Evaluation Methods

The course competencies will be evaluated through:

Written responses and discussion of case studies

Examinations

Research Assignment

Child/Adolescent Counseling Case –Individual or Co-therapy in clinic

## Grading Criteria and Requirements for Major Projects

1. Case studies will be used to assess integration of intervention concepts with special attention to empirically-based treatments, reliable and valid assessment, childhood psychopathology, treatment planning, practical and clinical realities, and ethical issues.
2. Exams will be used to assess knowledge and integration of concepts and information presented in the chapters and in class
3. The research assignment will be utilized to facilitate and demonstrate the students' understanding, integration, and application of course knowledge in the development of expertise in the assessment and treatment one specific child/adolescent disorder, including the development of a full treatment plan addressing course of treatment for a child/adolescent and the plan for each weekly session (at least 7 weeks).

## **Exams**

Two comprehensive exams will be given (midterm and final). Exams will combine short answer and essay items.

## **Child/Adolescent Psychotherapy Case(s)**

Your faculty are working to identify sources of referrals for child and adolescent psychotherapy cases. This experience will be an important component of the class and will allow you to integrate theoretical concepts and practical suggestions from supervision into their actual work with children and family clients. This will be allowed only under the supervision of the instructor.

As referrals materialize, grades will be based on the student's response to supervision, the quality of preparation for sessions, case notes, and the responsiveness to the client. Specific evaluation criteria and tools will be developed over the semester as needed. Additionally, due dates will be set based on the timeliness of referrals. Specific typed documents required include weekly case notes, and intake/treatment plan, and a discharge summary.

## **Research Paper**

Students are expected to write a typewritten paper (15-page minimum excluding references) on a particular childhood disorder. The font should be Times New Roman 12 or equivalent; all margins should be one inch. APA format should be strictly used. You may pick the disorder from among the chapters. Then you should narrow the topic—limiting your paper to a particular setting to like the school, a community clinic, inpatient, or residential care. For example, you might choose the following: "Treatment of Post-traumatic Stress Disorder in the Schools" or "Treatment of an Anxiety Disorder Using Parent Training". A minimum of 10 empirically based, peer-reviewed, journal articles should be used. Your paper will be evaluated according to the following criteria:

- a. Adherence to APA format (10 points)
- b. Spelling, punctuation, grammar, and sentence structure (10 points)
- c. Review of empirical literature (40 points)
  - i. Reliable and valid assessment methods (10 points)
  - ii. Empirically-based treatments (30 points)
- d. Practical application to setting selected (20 points)
- e. Powerpoint Presentation of Paper to Class (20 points)
  - Quality of slides (5 points)
  - Oral presentation (15 points)

## **Professionalism**

A reminder---during the course of the semester, you will be representing the University, the Psychology Department, the instructor, yourself, and Christ Himself. You also will be representing your profession. You are expected to be punctual, responsible, polite, prepared, responsive, etc. These qualities, as much as anything you learn in any course will determine to a large extent your success in any endeavor and the legacy that you leave. Thus, you and the documents you produce for the case (videos, written reports, case notes) will be evaluated by the professor along the following dimensions.

**COURSE GRADE COMPONENTS:** Case studies, clinic case, exams, and research paper

**Course grades** will be weighted according to the following schedule:

Class participation and attendance (10%)

Clinic hours/cases/report/response to supervision (40%)

Exams and Research Assignment (50%)

---

**Grades** will be assigned according to the following scale:

A= 90% or more of the total points possible

B= 80-89% of the total points possible

C= 70-79% of the total points possible

D= 60-69% of the total points possible F= less than 60% of the total points possible

**Policies for Late Work, Make-Ups, & Extra Credit**

There will be no make-ups of exams or case studies. All late assignments (i.e., written cases, papers) will receive a deduction of 10 points per day—starting with the end of the class.

**Academic Integrity (Excerpt from ACU Faculty Handbook)**

Violations of academic integrity and other forms of cheating, as defined in ACU's Academic Integrity Policy, involve the intention to deceive or mislead or misrepresent, and therefore are a form of lying and represent actions contrary to the behavioral norms that flow from the nature of God. Violations will be addressed as described in the Policy. While the university enforces the Policy, the most powerful motive for integrity and truthfulness comes from one's desire to imitate God's nature in our lives. Every member of the faculty, staff and student body is responsible for protecting the integrity of learning, scholarship and research. The full Policy is available for review at the Provost's office web site (<http://www.acu.edu/campusoffices/provost>) and the following offices: provost, college deans, dean of campus life, director of student judicial affairs, director of residential life education and academic departments.

**Accommodations for Students with Disabilities**

If you have a documented disability and wish to discuss academic accommodations, please feel free to contact me. The Disability Services Office facilitates disability accommodations in cooperation with instructors. In order to receive the accommodations, you must be registered with the Disability Services Office and you must complete a specific request for accommodations.

### Course Schedule

| Date      | Reading Assignment                                  | Topic(s)                                                                                                                        | Assignment Due                                                                                    |
|-----------|-----------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------|
| 1/17/2018 | None                                                | Syllabus, Introduction;<br>Clinic expectations                                                                                  |                                                                                                   |
| 1/24/2018 | Patterson (pp. 1-100)                               | Psychotherapy with children;<br>Basics of behavioral programming                                                                |                                                                                                   |
| 1/31/2018 | Patterson (complete);<br>Weisz & Kazdin (chapter 1) | Initial stages of intervention;<br>Sophisticated behavioral applications and assessment                                         |                                                                                                   |
| 2/7/2018  | Weisz & Kazdin (26, 28, 29)                         | C&A Middle Stage Therapy ;<br>Ethics, Developmental Perspectives, &<br>Individualized Treatment Case Reviews/synopsis           | Scripts of Consent, Expanded Confidentiality, & Parental Expectations for Therapy discussions due |
| 2/14/2018 | Weisz & Kazdin (27, 30-32)                          | Therapy in alternative settings, neuroscience considerations, assessment, and technology implications;<br>Case reviews/synopsis |                                                                                                   |
| 2/21/2018 | Weisz & Kazdin (6-9)                                | Externalizing Disorder Treatment I;<br>Case reviews/synopsis                                                                    |                                                                                                   |
| 2/28/2018 | Weisz & Kazdin (10-13)                              | Externalizing Disorder Treatment II;<br>Case reviews/synopsis                                                                   |                                                                                                   |
| 3/7/2018  | <b>Mid-term Exam</b>                                | Conceptualizing Termination;<br>Case reviews/synopsis                                                                           |                                                                                                   |
| 3/14/2018 |                                                     | <b>Spring Break</b>                                                                                                             |                                                                                                   |
| 3/21/2018 | Weisz & Kazdin (2-3)                                | Internalizing Disorder Treatment I: Anxiety;<br>Case reviews/synopsis                                                           |                                                                                                   |
| 3/28/2018 | Weisz & Kazdin (4-5)                                | Internalizing Disorder Treatment III: Depression;<br>Case reviews/synopsis                                                      | Presentations                                                                                     |
| 4/4/2018  | Weisz & Kazdin (33)                                 | Case reviews/synopsis                                                                                                           | Research papers due                                                                               |
| 4/11/2018 | Weisz & Kazdin (14-15)                              | Intervening and assisting following suicidal and traumatic experiences;<br>Case reviews/synopsis                                | Presentations                                                                                     |
| 4/18/2018 | Weisz & Kazdin (16-17)                              | Interventions for ASD children and families;<br>Case reviews/synopsis                                                           | Presentations                                                                                     |
| 4/25/2018 | Weisz & Kazdin (18-20)                              | Eating, Elimination, and Substance Use Disorders;<br>Case reviews/synopsis                                                      | Presentations                                                                                     |
| 5/2/2018  | Weisz & Kazdin ( 21, 25)                            | Diversity and international dissemination;                                                                                      |                                                                                                   |

|          |                          |                            |  |
|----------|--------------------------|----------------------------|--|
|          |                          | Case wrap-up & disposition |  |
| 5/9/2018 | <b><i>Final Exam</i></b> |                            |  |