Clinical Research and Treatment for Youth Anxiety and Depression

GSAPP 18:821:556:01  Fall, 2009

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Class Details:
Classroom: A340
Summer Class: Wed: 5:00 PM – 7:45 PM
Group Supervision Meetings
I: Wed: TBA

COURSE DESCRIPTION

Students will receive didactic and experiential training in evidenced-based interventions for youth with anxiety and mood disorders. Some of the requirements only refer to those participating in the year-long Youth Anxiety and Depression practicum – the differences will be discussed in the first class. Students will become competent in reliably administering structured diagnostic interviewing (e.g., ADIS-Children) and will treat youth cases using manual-based therapies shown to have empirical support for their outcomes. Students will participate in a clinical research setting, collect data, conduct assessments and provide treatment, and learn to assess outcomes. Students will attend a weekly lecture meeting and weekly group supervision.

By the end of the class, the student will:

1. Become competent in state-of-the-art assessment and treatment procedures in treating youth (ages 8 – 16) with anxiety or mood disorders.
2. Become competent in administering a semi-structured diagnostic interview (e.g., Anxiety Disorders Interview Schedule-C/P) and other objective measurement (e.g., Child Behavior Checklist, Revised Child Anxiety and Depression Scale).
3. Demonstrate statistical reliability (kappa > .80) in diagnosing DSM-IV diagnoses.
4. Demonstrate adherence and competence in administering manual-based psychological therapies for youth anxiety and depression (i.e., Coping Cat: Kendall, 2000; PASCET: Weisz et al., 1997).
5. Participate in a clinical research setting, collecting data, conducting assessments and providing treatment, and learning to assess outcomes [Practicum students].

Grading:
Your grade will be based on the following elements:
1. 20% Attendance and participation in seminar class and group supervision.
2. 10% Homework Assignments
3. 30% Assessment: completion of all training modules, attainment of reliability, Intake write-up
4. 30% Treatment: completion of all training modules, case write-up
5. 10% Completion of all paperwork, data management, and videotaping of therapy sessions.

Sakai site:
We will use Sakai to post the syllabus, readings and class materials and to distribute information. To access the site:
1. Login with your NetID at: http://sakai.rutgers.edu/
2. Click tab for 18:821:556 F09 (Clinical Research and Treatment for Child Anx & Dep)
3. If you do not see the tab, follow the directions for “Join a Class Worksite” posted on Sakai.
4. Post any general questions (e.g., about assignments; content-related) to the “Questions” or “Discussions” links on the “Discussions” tab.
5. You can email Private Messages here too by clicking the little icon for “Private Messages.”
SUPERVISION OF CASES
For those participating in the YAD-C practicum, I will conduct all supervision in a group format. We will try to schedule two 1 ½ hour group supervisions. Each student is responsible for attending at least one of the group supervisions. Students are welcome to request outside individual supervision if additional guidance is needed. Each week, the student should be prepared to provide case updates and have notes ready for supervisor signing. Specific format for notes will be discussed in class.

YOU ARE REQUIRED TO VIDEO RECORD (on DVD) ALL SESSIONS. BRING DVDs TO SUPERVISION – WE ARE LIKELY TO USE VIDEOTAPED SESSIONS IN SUPERVISION.

HOMEWORK ASSIGNMENTS:
Specific homework assignments will be announced in class. They will be brief and applied in nature. For example, you may be asked to learn a technique taught in class and write up a plan for how to integrate this into your ongoing case. Other times you will be asked to prepare an in-class demonstration of a technique learned from the readings or the previous class.

ASSESSMENT CASE WRITE-UP
All students will become reliable by watching video recorded ADIS interviews and turning in ratings. Students in the YAD-C practicum will also be conducting 8 – 10 diagnostic interviews. Students will prepare a brief intake for one case (based on either a videotaped ADIS or an interview you conducted), focusing on diagnostic and symptom assessment. The write-up will include recommendations for treatment and assessment of clinical process and outcomes.

TREATMENT CASE WRITE-UP
A treatment case write-up will include a brief diagnostic summary and conceptualization of one of your client’s problems. You will then describe the course of treatment and assessment of outcomes. Details to be provided in class.

Required Readings:
Additional readings are assigned during selected weeks (see below).

Recommended Readings:
COURSE OUTLINE

Class 1, 9/2: Introduction, Crisis Management, Abuse Reporting, and Confidentiality in Research
a. Confidentiality in Clinical Research
c. **Homework:** Read-through parent and child ADIS interviews
d. **Before Week 4:** Complete Rutgers University IRB Training. Instructions online at: http://orsp.rutgers.edu/Humans/hscpletter.php

HIPAA Website: http://privacyruleandresearch.nih.gov/clin_research.asp


Class 2, 9/9: Assessment for Anxiety and Depression
a. Dx criteria for anxiety and depression in youth
b. **Homework:** Watch one videotaped interview [to get feel for interview, general impressions].


Class 3, 9/16: ADIS: Administration and Scoring
a. Read through ADIS (with Brian as child).
b. **Homework:** Practice ADIS with partner during week


Class 4, 9/23: ADIS: Administration and Scoring
a. Have completed: Rutgers IRB on-line certification course.
b. Watch videotaped interview and practice diagnosing anxiety and depression (use coding sheet).
c. **Homework:** On your own, during week – rate 1 videotaped ADIS and fill out coding sheet.


Class 5, 9/30: ADIS: Reliability Training
b. **Homework:** Watch 2 ADIS interviews and fill out coding sheets. These will be turned in for reliability analysis.

**Class 6, 10/7: ADIS: Reliability Training**
- a. Watch one of the assigned videotapes and review ratings. Compare ratings.
- b. **Homework**: Watch 2 ADIS interviews and fill out coding sheets. These will be turned in for reliability analysis.


**Class 7, 10/14: Reliability Training and Feedback**
- a. Receive feedback from reliability ratings.
- b. Watch one of the assigned videotapes and review ratings. Compare ratings.
- c. **Homework**: Watch 2 ADIS interviews and fill out coding sheets. These will be turned in for reliability analysis.

**Class 8, 10/21: Reliability Training and Feedback**
- a. Receive feedback from reliability ratings.
- b. Watch 1 of the assigned videotapes and review ratings. Compare ratings.
- c. **Homework**: Watch 2 ADIS interviews and fill out coding sheets. These will be turned in for reliability analysis.
- d. **Homework**: Read Coping Cat chapter and manuals.
  *Coping Cat Treatment Manual.*
  *Coping Cat Workbook.*

**Class 9, 10/28: Introduction to the Coping Cat Manual**
- a. Intro to Coping Cat: structure and techniques
- b. Receive feedback from reliability ratings.
- c. Watch one of the assigned ADISs (as necessary) and review ratings. Compare ratings.
- d. **Homework**: Watch 2 ADIS interviews (as necessary) and fill out coding sheets. These will be turned in for reliability analysis.
- e. **Homework**: Keep reading Coping Cat manuals.

[Kendall's RCT 3: Individual vs. Family]
**Class 10, 11/4: Practice with Coping Cat Manual for Anxiety**

a. Practice with Coping Cat: Exposure and Parent Training
b. **Homework:** Read PASCET treatment manuals and chapter.

*PASCET Treatment Manual.*
*PASCET Client Workbook.*


**Class 11, 11/11: Introduction to PASCET Manual for Depression**

a. Intro to PASCET: structure and techniques
b. **Homework:** Keep reading PASCET manuals.


**Class 12, 11/18: Practice with PASCET**

a. Practice with PASCET: Positive Self/Negative Self, Case Formulation, Individualized sessions
b. **Homework:** Read some chapters on parenting.

**ALERT!! No Class 11/25 – Thanksgiving Break**

**Class 13, 12/2: Extra week for Practice: Focus on Exposures**

a. Practice: Developing fear hierarchies, doing in vivo exposures
b. Practice: Exposures for depression.

**Class 14, 12/9: Extra week for Practice: Parent Training, Managing Parents, School Refusal**

a. Practice: Educating parents about anxiety and depression, teaching parenting skills (structure, reward systems, communication), setting appropriate expectations, managing anxious and negative parents.

Readings: TBD.

**Wed, December 9 @ 5:00 PM: FINAL Assessment Write-up Due**

Upload completed assignment on Sakai.
Other Readings of Interest:

**Clinical Research Methods with Children**


**Theoretical Foundations**

**Assessment:**


**Individual CBT for Anxious Youth**


**Individual CBT for Depressed Youth**


**Efficacy vs. Effectiveness Research**


**Practice with Anxiety Techniques**


**Family Issues in CBT for Anxious Youth**


**Interpersonal Issues in Therapy for Depressed Adolescents**


**Anxiety and Depression Treatments in Schools**


**Other Specialized Populations**
