Clinical Research and Treatment for Youth Anxiety and Depression

GSAPP 18:821:608:01 Fall, 2012

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Class Details:
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. 10% Attendance and participation in seminar class and group supervision.
2. 30% Class Presentation/Homework Assignments
3. 30% Assessment: completion of all training modules, attainment of reliability, Intake write-up
4. 20% 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 18:821:608:01 F12 (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.”
CLASS PRESENTATION/Readings:
Each student will take responsibility for leading a class discussion (approx. 45 min). Students will take the assigned readings for the week and present an overview of the topic for that week. The topics will differ each week, but a discussion might distinguish different treatment approaches or highlight the challenges that face the particular issue for that week. A basic structure might be: (a) summarize the basic points of each article (e.g., describe methods, analyses, take home points), (b) distinguish the different or common perspectives highlighted in the readings, and (c) raise discussion points about the challenges highlighted in the articles [the articles are generally focusing on different challenges facing assessment and treatment in anxiety and depression].

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.

ADIS RELIABILITY AND 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).
COURSE OUTLINE

Class 1, 9/5: 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 “Human Subjects Certification.” [Link]

1. HIPAA Website: [Link]
3. Read all HIPAA documents I've put up on Sakai
4. Also read the Psychology laws and ethics for NJ. “Psychology

Class 2, 9/12: 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].

Readings on Assessment:

Class 3, 9/19: ADIS: Administration and Scoring
  a. Read through ADIS (with Brian as child).
  b. Homework: Practice ADIS with partner during week

Child anxiety and treatments:

Class 4, 9/26: 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.

Youth depression and treatments:

**Class 5, 10/3: ADIS: Reliability Training**

b. **Homework:** Watch 2 ADIS interviews and fill out coding sheets. These will be turned in for reliability analysis.

Comorbidity:

**Class 6, 10/10: 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.

Anxiety Efficacy trials:

**Class 7, 10/17: 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.

**Anxiety Efficacy and Effectiveness trials:**


**Class 8, 10/24: 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.

**School-based interventions & Diversity issues:**


**Class 9, 10/31: Introduction to the Coping Cat Manual**

- b. Intro to Coping Cat: structure and techniques
- c. Receive feedback from reliability ratings.
- d. Watch one of the assigned ADISs (as necessary) and review ratings. Compare ratings.
e. **Homework:** Watch 2 ADIS interviews (as necessary) and fill out coding sheets. These will be turned in for reliability analysis.

1. *Coping Cat Treatment Manual.*
2. *Coping Cat Workbook.*

**Class 10, 11/7: Practice with Coping Cat Manual for Anxiety**

a. Practice with Coping Cat: Exposure and Parent Training

**Class 11, 11/14: Introduction to PASCET Manual for Depression**

a. Intro to PASCET: structure and techniques

2. *PASCET Client Workbook.*

**Efficacy & Effectiveness Trials: Depression CBT**


**ALERT!! No class 11/21 (Thanksgiving)**

**Class 12, 11/28: Practice with PASCET**

a. Practice with PASCET: Positive Self/Negative Self, Case Formulation, Individualized sessions

**TADS Study:**

Class 13, 12/5: Extra week for Practice: Focus on Exposures

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

Flexibility and handling comorbidity:

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

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

Parenting and Family Issues:

Class 15, 12/19: Extra week for Practice: Role plays and video examples

c. Practice: Extra time for practice and video-tape watching.

School Refusal:
Other Readings of Interest:

Clinical Research Methods And Developmental Issues with Children & Adolescents

Theoretical Foundations

Assessment:

Comorbidity:

Individual CBT for Anxious Youth

**Individual CBT for Depressed Youth**


**Anxiety and Depression Treatments in Schools**


**Transdiagnostic Therapies (mostly for anxiety/depression)**


**Efficacy vs. Effectiveness Research**


**Practice with Anxiety Techniques**


**Family Issues in CBT for Anxious Youth**


**Diversity Issues**


**School Refusal**


**Interpersonal Issues in Therapy for Depressed Adolescents**


**Other Specialized Populations**
