



## VI. Course Requirements:

1. Active participation in class discussions and exercises.
2. Mandatory attendance: Unexcused absences penalized 5 points. Persistent tardiness will first result in consultation & penalties assessed if left unresolved.
3. Completion of all assigned readings.
4. Examination on readings through Session #10.
5. Justify case conceptualizations and treatment plans for each of three case vignettes.
6. Interview community child or parent re developmental history and any problems, major or minor that are revealed (even model children have problems!). Justify case conceptualization and treatment plan that addresses revealed problem(s).
7. A final, more complex vignette will be assigned for conceptualization and treatment planning from an integrative, ecosystemic, multidimensional perspective.

## VII. Evaluation and Assessment:

- A. Multiple Choice, Definition, & Essay Exam covering readings ..... 100 points
- B. Conceptualize and plan treatment for three take-home vignettes ..... 100 points
- C. Interview & video a child or parent (VCR/DVD format): conceptualize case ..... 100 points
- D. Case Conceptualization, Treatment Plan, & Justification from vignette ..... 100 points
- E. Extra Credit: Pre-approved short project may add **10** additional points to total score.

**Grading Scale: 380-400 points = A; 360-379 = A-; 350-359 points = B+;  
330-349 = B; 320-39 points = B-**

## VIII. Bibliography (Obtain Course Packet from Department Office):

- (1) Fromme, D.K. (2007). (a) Child psychosocial history and diagnostic justification; (b) Dialectical tensions in philosophical assumptions; (c) PACC Treatment Planning. Unpublished Manuscripts.
- (2) Garza, Y., Watts, R.E., & Kinsworthy, S. (2007). Filial therapy: A process for developing strong parent-child relationships. *The Family Journal*, 15, 277-281.
- (3) Gil, E. (2002). Play therapy with abused children. In Kaslow, F.W. (Ed). *Comprehensive handbook of psychotherapy: Interpersonal/humanistic/existential*. Vol. 3. (pp. 59-82). Hoboken, NJ: John Wiley.
- (4) Greenspan, S.I. (2003). Framework for systematic observation of the child. In S.I. Greenspan, *The clinical interview of the child* (3<sup>rd</sup> ed., pp. 35-74). Washington, DC: American Psychiatric Press.
- (5) Hutton, D. (2004). Filial therapy: Shifting the balance. *Clinical Child Psychology and Psychiatry*. 9, 261-270.
- (6) McConaughy, S.H. (2005). Strategies for child clinical interviews. In S.H. McConaughy, *Clinical interviews for children and adolescents* (pp. 14-32). New York: Guilford.
- (7) Minuchin, S., Nichols, M.P., & Lee, W-Y. (2007). Troubled children and their parents: The parentified child. In S. Minuchin, M.P. Nichols, & W-Y. Lee, *Assessing families and couples: From symptom to system* (pp. 15-34). Boston, MA: Pearson Education (Allyn & Bacon).
- (8) Morrison, J., & Anders, T.F. (1999). The adolescent interview. In J. Morrison & T.F. Anders, *Interviewing children and adolescents: Skills and strategies for effective DSM-IV diagnosis* (pp.122-141). New York: Guilford Press.
- (9) O'Connor, K. (2005) Addressing diversity issues in play therapy. *Professional Psychology: Research and Practice*, 36, 566-573.
- (10) Santosusso, J., & Fromme, D. (2001). Parental experience of filial therapy: A qualitative

report. Unpublished manuscript.