
THERAPEUTIC PARENTING
HDCN 6392, Section 775
Jan Term, 2013

Meeting day/time: Monday 6:00 pm – 10:15 pm

INSTRUCTOR:

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Office hours: By appointment only before class

COURSE DESCRIPTION AND OVERVIEW:

This course will teach students how to actively engage parents as partners in the therapeutic process in working with minors in a counseling setting. A variety of parenting approaches will be explored, with heavy emphasis on Landreth's 10-week filial therapy modality, entitled Child Parent Relationship Therapy (CPR-T). Additionally in this course, current literature on how brain development can be enhanced by caretakers of children and teenagers will be reviewed. Students will also get exposure to various parenting issues, including developmental concerns, DSM-IV-TR diagnoses, resistance, and external circumstances affecting the parent-child relationship.

REQUIRED TEXTS:

American Psychiatric Association. (2000). *Diagnostic and statistical manual of mental disorders* (4th ed. text rev.). Washington, DC: Author.

Kazdin, A. E. (2008). *The Kazdin method for parenting the defiant child: With no pills, no therapy, no contest of wills*. Boston: Mariner Books.

Landreth, G. L., & Bratton, S. (2006). *Child parent relationship therapy (CPRT) treatment manual: A 10-session filial therapy model for training parents*. New York: Brunner-Routledge.

Mash, E. J., & Barkley, R. A. (2003). *Child psychopathology* (2nd ed.). New York: Guilford Press.

Simons, R. (1987). *After the tears: Parents talk about raising a child with a disability*. San Diego: Harcourt Brace & Company.

RECOMMENDED/SUGGESTED TEXTS:

Clark, L. (2005). *SOS help for parents: A practical guide for handling common everyday behavior problems*. Bowling Green, KY: SOS Programs & Parents Press.

Cline, F., & Fay, J. (2006). *Parenting teens with love and logic*. Colorado Springs, CO: Pinon Press.

Killough-McGuire, D., & McGuire, D. E. (2001). *Linking parents to play therapy: A practical guide with applications, interventions, and case studies*. Florence, KY: Brunner-Routledge.

Siegel, D. J., & Bryson, T. P. (2011). *The whole-brain child: 12 revolutionary strategies to nurture your child's developing mind, survive everyday parenting struggles, and help your family thrive*. New York: Delacorte Press Bantam Dell.

Webster-Stratton, Carolyn. (1992). *The incredible years: A trouble-shooting guide for parents of children aged 3-8*. Toronto, ON: Umbrella Press.

Webster-Stratton, Carolyn. (1999). *How to promote children's social and emotional competence*. Los Angeles: Sage.

COURSE LEARNING OBJECTIVES:

Key Learning Objectives	Method of Achievement	Measurable Outcomes
Demonstrate the ability to utilize electronic media to find standards of practice, research, and professional resources helpful to the counseling profession (CACREP IIK: 1.c).	Lecture, class discussion and demonstration, and case presentations.	Case presentations and classroom demonstrations will illustrate current information accessible to professionals via on-line media, as well as competency of how to gain access to such media will be demonstrated.
Demonstrate knowledge of the roles, functions, and professional identity of professional community counselors in a variety of settings and in interactions with other professionals in those settings (CACREP II.J.8.b; CC-A.2, B.1). Demonstrate knowledge of client characteristics serviced by various community agencies and institutions (CACREP CC-C.2).	Classroom presentations and guest lecture presentations from a variety of members of the mental health community.	Midterm and Final examination content based on all classroom presentations, readings, and handouts.
Students will articulate concepts and techniques of developmental and diversity issues of child and adolescent psychotherapy and psychopathology (CACREP: School Counseling Standards C.2.a, C.2.h, A.7, Community Counseling A.5., II K: 2c).	Case presentation, video, and class discussion.	Degree of participation in class discussions and quality of journal entries.
Students will demonstrate knowledge of effective consultation, advocacy, and counseling strategies with the significant others in a child's life (CACREP: School Counseling Standards B.2., C.2.f, C.2.g, C.3.c, Community Counseling Standards B.1, C.3: IIK: 1g, 1f).	Presentations, handouts, role play, class discussion, and reading assignments.	Degree of participation in class discussion, participation in class role play, and quality of journal entries.
Identify and use relevant American Counseling Association ethical principles, legal considerations in working with parents and children and appropriate multicultural considerations filial therapy training (CACREP II.K.2.b,c,d).	Role play, class discussion, and reading assignments.	Accurate demonstrations in class role play, class presentations, and paper.

COURSE REQUIREMENTS:

(Grading rubrics for graded activities are included in Appendices of this syllabus.)

1. **Classroom Attendance, Participation, and Attitude: (100 pts total)**

- Attendance is imperative in this course. Any known absences should be reported to the Instructor in advance, with at least 24 hours advance notice whenever possible. Final grade will be impacted if an unexcused absence occurs and/or if attendance is inconsistent (i.e., showing up to class late, returning from breaks late, or missing days). If a student must miss one class, it is the student's responsibility to get all material and assignments covered during their absence. A student's final grade will be impacted if 2 absences occur. A student missing more than 2 classes may, at the instructor's discretion:
 - i. Receive a grade of Incomplete if the requirements to do so have been met. (See

- the policy on Grades of Incomplete contained in this syllabus.)
- ii. Receive a failing grade for the course.
 - iii. Drop or withdraw from the course. (This option may have a financial and/or financial aid impact. Students should refer to the Add/Drop Policy and the Withdrawal Policy for the Counseling program, which can be found at <http://smu.edu/education/counseling/AcademicCalendar2012-2013.asp> then consult with the Program Specialist if they believe this option is a possibility.)
- Participation in class includes actively volunteering for activities such as role-play, contributing to class discussions, engaging in supervision experiences, and completing additional class assignments. It is not acceptable if a student participates in class while also doing outside-related activities, such as web-browsing, texting, or other activities, which will have direct consequences on the final classroom grade.
 - Demeanor, attitude, and overall disposition toward peers and the Instructor will be GREATLY taken into consideration.
2. **Parent-Training Classroom Presentation and Paper:** In pairs, students are required to choose from a list of current parent training modalities.
 - A.** A 30-minute in-class presentation must be given addressing a parent training modality you have chosen. A demonstration of the modality (or skills in the modality) must be shown in class via live demonstration, video clip(s), etc. **(150 pts). Due: Depending upon sign-up circulated in class.**
 - B.** A 6-8 page paper will be turned in along with the class presentation discussing the chosen parenting modality. APA style is required for paper. Further rubric will be rendered in class. **(100 points). Due: Depending upon sign up circulated in class**
 3. **Weekly Observational Journal:**

You will be required to create and maintain a journal regarding your thoughts after viewing selected and agreed upon television shows (e.g., Supernanny) or movies. There should be 5 entries in total. Each journal entry should consist of four parts: (1) A brief description of what you viewed, including the title of the show or movie; (2) your reactions to what you saw and its impact on you; (3) what you learned about children or parents through this experience, and; (4) if you would have done anything different. **(50 points total; 10 points/entry). Due 1/7/2012.**
 4. **Shadowing Journal:**

You will be required to create and maintain a journal after observing parents and children (they should not be known to you) in realistic environments (e.g., grocery store, park, amusement park, doctor's waiting room, school drop-off/pick-up) for at least 30 minutes (does not have to be the same parent/child dyad the entire time). There should be 5 entries in total. Each journal entry should consist of four parts: (1) A brief description of what you viewed, including venue/setting, individuals involved, situation, etc.; (2) your reactions to what you saw and its impact on you; (3) what you learned about children or parents through this experience, and; (4) suggestions you may have had for the parents had they been your clients. **(100 points total; 20 points/entry). Due 1/7/2012.**
 5. **Midterm Examination:** This exam is will cover all content reviewed through class presentations or readings up to that point in the class. **The Midterm Exam will be held at the beginning of class on 11/29/2012. You will have 1.5 hours to complete the exam (250 points).**
 6. **Final Examination:** This exam is comprehensive and will cover anything reviewed during the class, focusing primarily (but not solely) on content after the midterm. **The Final Exam will be held at the beginning of the last class on 1/14/2012. You will have 1.5 hours to complete the exam (250 points).**

Graded Activity Delineation:

Assignment	Points	Percentage of Grade
Attendance/Participation/Attitude	100	10%
Weekly Observation Journal	50	5%
Shadowing Journal	100	10%
Paper	100	10%
Presentation	150	15%
Mid-term	250	25%
Final Exam	250	25%
-----	1000 Point/Total	100% Total

SMU GRADE SCALE

Grade	Performance Description	Range	GPA	Points
A	Exceptional	93 – 100	4.0	12.0
A-		90 – 92	3.7	11.1
B+	High Pass	87 – 89	3.3	9.9
B		83 – 86	3.0	9.0
B-	Pass	80 – 82	2.7	8.1
C+	Failure, any C or below	77 – 79	2.3	6.9
C		73 – 76	2.0	6.0
C-		70 – 72	1.7	5.1
D+		67 – 69	1.3	3.9
D		63 – 66	1.0	3.0
D-		60 – 62	0.7	2.1
F		59 \geq	0.0	0.0

ADDITIONAL POLICIES**Grade of Incomplete**

A student may receive a grade of I (Incomplete) if at least 50 percent of the course requirements have been completed with passing grades, but for some justifiable reason, acceptable to the instructor, the student has been unable to complete the full requirements of the course. At the time a grade of I is given, the instructor must stipulate in writing to the student and to the University registrar the requirements and completion date that are to be met and the grade that will be given if the requirements are not met by the completion date. The maximum period of time allowed to clear the Incomplete grade normally is 12 months. If the Incomplete grade is not cleared by the date set by the instructor or by the end of the 12-month Policies and Procedures 25 deadline, the grade of I will be changed to the grade provided by the instructor at the time the Incomplete grade was assigned or to a grade of F if no alternate grade was provided. The grade of I is not given in lieu of a grade of F or W, or other grade, each of which is prescribed for other specific circumstances.

If the student's work is incomplete, poor quality and not acceptable, a grade of F will be given. The grade of I does not authorize a student to attend the course during a later term. Graduation candidates must clear all Incomplete grades prior to the deadline in the Official University Calendar, which may allow less time than 12 months. Failure to do so can result in removal from the degree candidacy list and/or conversion of the grade of I to the grade indicated by the instructor at the time the grade of I was given.

For graduate students, a maximum of two (six hours) concurrently held grades of Incomplete in courses other than thesis is allowed. If this maximum is reached, the student will be allowed to take only one three-hour course per term until the Incomplete total is reduced. Students who accumulate a total of

three grades of Incomplete in courses other than thesis will be put on probation and not allowed to enroll further until the total is reduced.

Academic Integrity

Students must adhere to the SMU Honor Code as described in the Student Handbook. Students in counselor training are dually responsible for abiding by all applicable ethical standards, as mandated by University policy and professional codes of ethics. Please review the University policies on the responsibilities, policies, and penalties regarding academic honesty found at http://www.smu.edu/studentlife/PCL_05_HC.asp. Ignorance of academic and/or professional ethical standards does not excuse ethical infractions. Unethical practices are determined by behavior, not by students' intentions. Any incidents of academic or clinical ethics infractions will be reported for investigation.

Unless otherwise specified in the syllabus, all course assignments and exams must be the student's original work, produced by the individual to whom the work is assigned. Working with partners or groups to complete any coursework is not allowed unless the coursework is specifically designated as group work.

Disability Accommodations

Students needing academic accommodations for a disability must first be registered with Disability Accommodations & Success Strategies (DASS) to verify the disability and to establish eligibility for accommodations. Students may call 214-768-1470 or visit <http://www.smu.edu/alec/dass.asp> to begin the process. Once registered, students should then schedule an appointment with the professor to make appropriate arrangements. (See University Policy No. 2.4; an attachment describes the DASS procedures and relocated office.)

Religious Observance

Religiously observant students wishing to be absent on holidays that require missing class should notify their professors in writing at the beginning of the semester, and should discuss with them, in advance, acceptable ways of making up any work missed because of the absence. (See University Policy No. 1.9.)

Excused Absences for University Extracurricular Activities: Students participating in an officially sanctioned, scheduled University extracurricular activity should be given the opportunity to make up class assignments or other graded assignments missed as a result of their participation. It is the responsibility of the student to make arrangements with the instructor prior to any missed scheduled examination or other missed assignment for making up the work. (University Graduate Catalogue)

Plagiarism Policy: Plagiarism is not tolerated and will result in an "F" grade for the class. Plagiarism is defined as the following:

To represent ideas or interpretations taken from another source as one's own is plagiarism. Plagiarism is a serious offense. The academic work of students must be their own. Students must give the author(s) credit for any source material used. To lift content directly from a source without giving credit is a flagrant act. To present a borrowed passage after having changed a few words, even if the source is cited, is also plagiarism.

Misrepresentation or falsification of logs, notes, treatment plans, or other material is not tolerated and will result in an "F" grade for the class. Please reference the SMU honor code.

Statement on Confidentiality and Emotional Safety: In order to provide a safe learning environment for students in the class and to protect the confidentiality of practice clients and class members, students will discuss case material and other's personal information, reactions, etc. only while in class or privately

with other current class members. In addition, should a student recognize or know practice clients as shown in class, it is the student's responsibility to promptly inform the instructor so that appropriate arrangements can be made.

It is the responsibility of each class member to treat classmates with respect and integrity, thus providing emotional safety for each other during class activities. All students in the Counseling Department will demonstrate behavior that is consistent with the Ethical Standards forwarded by the APA and ACA in their code of ethics. Failure to do so can result in termination from the Department.

Emergency Preparedness: As part of the federal government response to the H1N1 (Swine Flu) virus, the Department of Health and Human Services issued a nationwide public health emergency preparedness declaration on April 26, 2009. The declaration was renewed on July 23, 2009 and is currently in force. For the semester ahead, there is concern that the level and intensity of flu cases could increase substantially.

- 1) For updates on the campus-wide status of flu conditions at SMU, please visit <http://www.smu.edu>.
- 2) If flu conditions require cancellation of a class session or other changes for this course, an email will be sent to all class members.
- 3) In the event of a major campus emergency at SMU, course requirements, deadlines, and grading percentages are subject to changes that may be necessitated by a revised semester calendar or other circumstances beyond the instructor's control.

Statement of Class Decorum: Please utilize silence or vibrate prompts on all cell phones or pagers during class to avoid disruption of others. Please do not engage in outside reading material (e.g., newspapers, books for other classes, etc.) or utilize laptops for non-class related purposes during active classroom instruction. Because arriving to class late and leaving class early is disruptive, please try to avoid this as much as possible. If a circumstance in your life necessitates last arrival or early dismissal, please attempt to make arrangements with the instructor prior to the onset of class. Professional respect and courtesy for your fellow students is expected at all times.

Statement on APA Guidelines: Students are expected to have a high degree of familiarity with the APA manual and its requirements. Plagiarism is plagiarism, whether intentional or unintentional. To avoid plagiarism, follow guidelines in the current edition of the *APA Publication Manual*.

Appendix A: Rubric for Graded Activities

A. Attendance, Participation, and Attitude Grade Criteria Rubric

	Needs Improve. 0-4	Developing 5-7	Accomplished 7-8	Exemplary 9-10
Attitude	Does not ask questions or make comments that indicate reflection, self-awareness, and insight. Inconsiderate and disrespectful of others. Does not facilitate emotional safety within the class or group experience.	Rarely asks questions or makes comments that indicate reflection, self-awareness, and insight. Occasionally considerate and respectful of others.	Occasionally asks questions or makes observations that indicate reflection, self-awareness, and insight. Regularly considerate and respectful of others.	Regularly asks questions or makes observations that indicate reflection, self-awareness, and insight. Considerate and respectful of others. Facilitates emotional safety within the class setting.
Participation	Neither participates in class or group discussions nor contributes feedback in class.	Does not actively participate in large group discussions or contribute feedback in the classroom setting.	Participates actively in class and group experiences. Actively provides feedback to others and to Instructor.	Participates actively and contributes feedback frequently to classmates and Instructor.
Attendance	Misses class often, arrives late, cancels sessions frequently. Texts and/or engages in other inappropriate behavior in class.	Misses no more than 2 classes and/or group sessions w/o prior arrangement. Tardiness occurs less than two times.	Misses 1 class with prior arrangement, tardiness occurring less than once.	Attends class regularly, prompt and prepared arrival, no missed classes.

B. Classroom Presentation Grade Guidelines (150 points total):

1. 30-minute time-frame: ____ (20 points)
2. Active Demonstration/visualization: ____ (20 points)
3. Articulate and Professional Presentation style: ____ (20 points)
4. Organized Presentation: ____ (20 points)
5. Involvement of the Group: ____ (20 points)
6. Knowledge over Content in Topic Area: ____ (20 points)
7. Accuracy of Concepts Presented: ____ (20 points)
8. Answering Questions: ____ (10 point)

C. Parent-Training Paper Guidelines (100 points total):

1. APA: ____ (15 points)
2. Content: ____ (50 points)
3. Grammatically Sound and Overall Organization: ____ (35 points)

D. Weekly Observation Journal Guidelines (50 points total; 10 points/entry):

Each journal entry should consist of four parts: (1) A brief description of what you viewed, including the title of the show or movie; (2) your reactions to what you saw and its impact on you; (3) what you learned about children or parents through this experience, and; (4) if you would have done anything different.

1. Content: ____ (5 points)
2. Clarity of writing: ____ (3 points)
3. Meaningfulness of media selection: ____ (2 points)

E. Shadowing Journal Guidelines (100 points; 20 points/entry):

Each journal entry should consist of four parts: (1) A brief description of what you viewed, including venue/setting, individuals involved, situation, etc.; (2) your reactions to what you saw and its impact on you; (3) what you learned about children or parents through this experience, and; (4) suggestions you may have had for the parents had they been your clients.

1. Content: ____ (10 points)
2. Clarity of writing: ____ (6 points)
3. Meaningfulness of media selection: ____ (4 points)

COURSE SCHEDULE

Week	Date	Class Activity/Topic(s) Covered:	Required Readings
#1	Oct 22	<ul style="list-style-type: none"> • Syllabus • Child Development in Review • Developmental-Systems Perspective on Child Psychopathology • Review of Behavior Management • Parent Interviewing & Goal Setting 	<ul style="list-style-type: none"> • Mash & Barkley Ch. 1 • Kazdin Ch. 1
#2	Oct 29	<ul style="list-style-type: none"> • Co-Parenting and Related Issues • Externalizing Disorders • CPRT Intro and Session 1 • Positive Reinforcement and Shaping • Punishment 	<ul style="list-style-type: none"> • Mash & Barkley Ch. 2-4 • Landreth & Bratton Directions & Session 1 • Kazdin Ch. 3-4, 6-7
#3	Nov 5	<ul style="list-style-type: none"> • Internalizing Disorders • Motivational Interviewing • CPRT Session 2 • Presentation: _____ 	<ul style="list-style-type: none"> • Mash & Barkley Ch. 5-8 • Landreth & Bratton Session 2
#4	Nov 12	<ul style="list-style-type: none"> • Developmental and Learning Disorders • Language Disorders • CPRT Session 3 • Presentation: _____ 	<ul style="list-style-type: none"> • Mash & Barkley Ch. 9, 11-12 • Landreth & Bratton Session 3
#5	Nov 19	<ul style="list-style-type: none"> • Midterm Exam • Psychotic Disorders • Other Childhood Disorders 	<ul style="list-style-type: none"> • Mash & Barkley Ch. 10, 13
#6	Nov 26	<ul style="list-style-type: none"> • Chronic Illness • Grief and Loss Issues • CPRT Session 4 and 5 • Presentation: _____ 	<ul style="list-style-type: none"> • Mash & Barkley Ch. 16 • Simons (entire book) • Landreth & Bratton Session 4-5
#7	Dec 3	<ul style="list-style-type: none"> • CPRT Session 6 and 7 • Presentation: _____ 	<ul style="list-style-type: none"> • Landreth & Bratton Session 6-7

#8	Dec 10	<ul style="list-style-type: none"> • Parent Feedback • CPRT Session 8-10 • Presentation: _____ 	<ul style="list-style-type: none"> • Landreth & Bratton Session 8-10
#9	<i>Dec 17 Tentative</i>	<ul style="list-style-type: none"> • Parenting Pre-teens and Teenagers • Working with Special Needs Populations • Troubleshooting and Referrals to Outside Providers • Gleaning from Psychological Evaluations • Presentation: _____ 	<ul style="list-style-type: none"> • Kazdin Ch. 5, 8-11
#10	Jan 7	<ul style="list-style-type: none"> • Turn in Observational Journal • Turn in Shadowing Journal • Final Exam • Wrap-Up 	<ul style="list-style-type: none"> •

*Course Outline is scheduled to change per Instructor's discretion.