

Child and Family Treatment Practicum Fall 2024 Syllabus

Course Information

- **Course number and title:** PSY 679-008: Child and Family Treatment Practicum
- **Meeting day and time:** Mondays 8:30 am – 11:20 am
- **Standard Clinic Times:** Mondays 1 pm to 6 pm and Wednesdays 1 pm to 6 pm, excluding university breaks and holidays (noted below). Appointments must be scheduled to end by 6 pm. Alternate times may be possible as arranged by student, supervisor, and client. Scheduling during Finals Week will be case by case as determined by the clinician and supervisor.
- **Instructional Modality:** In person only Mondays 9 am – 11:20 am, Lyles-Porter Hall, Room 2186; 30 minutes/week of individual supervision may be in person or virtual.
- **Course credit hours:** 3
- **Prerequisites:** In order to participate in this practicum, you must meet the following:
 - Have graduate student standing in clinical psychological sciences or counseling psychology at Purdue
 - Have completed introductory coursework in foundations of therapy
 - Have permission of the course instructor and the student's major professorFollowing program guidelines, clinical psychological science graduate students typically enroll in the child and family practicum during the fall and spring terms of their third year of graduate study. Advanced students may elect to enroll in the assessment practicum at later points in their studies, in keeping with their overall course of study and interests.

Instructor Contact Information

- **Instructor:** Heather Ciesielski, PhD, HSPP, ABPP
- **Office Location:** Psychological Sciences Building (PSYC) 1130A
- **Purdue Email Address:** hciesiel@purdue.edu
 - Emails are read 8 am to 6 pm, please use mobile number for emergencies and/or if a response is needed outside these times
- **Mobile Phone Number:** 262-825-8525 (text or call)
- **Student consultation hours, times, and location:** In person or via Zoom by appointment
- **Teaching Assistant:** McKenzie Figuracion (mfigurac@purdue.edu)

Course Description

This is a practicum course where master's level students in clinical psychology develop and expand fundamental skills required for clinicians to provide effective evidence-based treatment for children with challenging behaviors related to attention deficit disorders and other frequently occurring disorders in children and preadolescents. This course is a requirement for the graduate program in psychological clinical science and students must register for a minimum of two consecutive semesters. Didactic lessons during the weekly meetings assist students in developing an understanding of the nature of clinical psychological science practice with children and their families, utilizing evidence-based assessment methods to identify the child clients' initial functional level and possible underlying conditions, engaging in collaborative goal-setting with the adult caregivers, implementing core behavioral parent training interventions and supplemental interventions where indicated, and expanding their sense of professionalism. In this course, you will first assess the youth in the context of

their home and school environments and then develop and implement interventions in consultation with parents/caregivers, teachers, and the target youth. The course emphasizes understanding and applying empirically supported interventions to improve the functional behavior of children with common diagnoses in childhood including attention deficit/hyperactivity disorder (ADHD), oppositional defiant disorder, learning disorders, anxiety, and autism spectrum disorders.

Advanced students enrolled in this course are eligible to act as supervisors-in-training for students in their first year of this practicum, for one or more assigned cases. Advanced students may also serve as coordinator and primary therapist for psychoeducational groups for the adult caregivers of child clients or as the primary therapist for individual/family treatment. When advanced students contract specifically with the course instructor for these responsibilities, they will receive separate supervision regarding their supervisor-in-training role.

This practicum will be conducted primarily through in-person sessions, with exceptions for telepsychology for group treatment and for individual treatment (determined on a case-by-case basis only as needed). You will record all client interviews, treatment sessions, and testing sessions (if applicable) whether in-person or virtual, for review during group and individual supervision meetings. Telepsychology sessions will be recorded using secured Zoom accounts, and in-clinic sessions will be recorded within PPTRC's web-based VALT program. Dr. Ciesielski, the course instructor, is a clinical faculty member and psychologist board certified in clinical child and adolescent psychology, licensed for independent practice in Indiana, and licensed for telepsychology in states participating in PSYPACT. She will supervise and carry professional responsibility for your treatment cases.

Learning Resources, Technology & Texts

- **Recommended Text:** Barkley, R. (2013), *Defiant children: A clinician's manual for assessment and parent training*, 3rd ed. New York: Guilford.
- **Electronic Resources:** VALT (<https://hhs-valt01.hhs.purdue.edu>), Zoom, Box (<https://purdue.app.box.com>)
 - This course uses a secure folder within Box. The Box folder contains resources including a copy of this syllabus with reading assignments and topics for each class discussion, samples of reports from previous assessments, and individual student folders for submitting recordings of your sessions, peer feedback, and drafts of intake and final reports. All information containing client data (reports, etc) must be saved ONLY in the secure Box folder and cannot be completed or saved on personal computers, USB drives, or other remote storage.
 - This course uses web-based assessment tools, including measures through ASEBA-Web and PARiConnect, for which students will each have an individual account. Client information entered into these symptoms should include client number and initials **only** with no other identifying data.
 - The PPTRC uses an electronic medical record system, Titanium Schedule, which will house all client data. Students will be given individual password protected accounts and must complete all prerequisite trainings (See below: [Required Trainings](#)) to be granted access to Titanium Schedule.
- **Brightspace learning management system**

Learning Outcomes

By the end of this course, students will demonstrate progress from initial readiness to participate in this practicum toward basic competency in the skills and approaches listed below, in order to expand competency in areas drawn from the APA Competency guidelines and identified by the Purdue Clinical Psychological Sciences area as relevant to the area's focus. Progress on these objectives will be addressed on the end-of-term evaluation forms completed by the instructor and shared with each student individually and the Director of Clinical Training. You will be assessed in the following areas:

1. Scientific Foundation
 - a. Discuss the empirical literature related to diagnosis, assessment, and clinical interventions
 - b. Demonstrate understanding in course discussions, consultations with clients, and clinical practice of the empirical support for the theoretical orientation, assessment methods, and specific interventions implemented in this practicum
 - c. Demonstrate initial competence in incorporating elements of the Evidence-Based Practice Model into clinical decision making
 - d. (Advanced students) Provide a coherent and acceptable rationale for using and/or adapting interventions or assessments based on an Evidence-Based Practice Model
2. Diagnostic Skills
 - a. Understand basic diagnostic nomenclature and assign DSM diagnoses
 - b. Distinguish developmentally normative behavior from clinically significant symptoms
 - c. Use concepts of differential diagnosis
 - d. Accurately diagnose many common problems or conditions
 - e. (Advanced students) Independently develop an accurate diagnostic formulation that informs evaluation recommendations or treatment planning
3. Case Formulation
 - a. Discuss cases or present reports on diagnostic formulation and case conceptualization
 - b. Prepare basic reports which articulate theoretical material
 - c. (Advanced students) Independently prepare written case conceptualizations incorporating theory
 - d. (Advanced students) Independently integrate multiple sources of information (e.g., interview, history, self-report) into consistently accurate case conceptualizations and diagnostic formulations
4. Treatment Planning
 - a. Produce and update a treatment plan that logically relates to the current case formulation or conceptualization
 - b. Identify when it is necessary to consult with supervisor
5. Diagnostic Skills
 - a. Assess and document treatment progress and outcomes
 - b. Alter treatment plan based on outcome of treatment evaluation
 - c. (Advanced students) Independently select an intervention plan based on a well-articulated case formulation
 - d. articulated case formulation
 - e. (Advanced students) Incorporate factors from the patient's larger life context,
 - f. including individual and cultural diversity in case formulation and treatment planning

6. Foundational Therapeutic Skills
 - a. Demonstrate basic attending skills with patients
 - b. Develop rapport and a therapeutic relationship with most patients
 - c. (Advanced students) Develop rapport and a therapeutic relationship with a wide variety of patients
 - d. (Advanced students) Basic clinical skills are fully integrated and require little attention or effort to implement
 - e. (Advanced students) Terminate treatment successfully
 - f. (Advanced students) Assess treatment effectiveness & efficiency using outcome data
 - g. (Advanced students) Critically evaluate own performance as a clinician
7. Supervision, Consultation, and Collaboration
 - a. Consistently demonstrate preparation for and engagement in supervision
 - b. Apply awareness of the purpose of clinical supervision in actions within clinical practice and when engaging in supervision
 - c. Demonstrate effective interpersonal communication with supervisor
8. Model-Specific Therapeutic Skills
 - a. Articulate awareness of the theoretical basis for interventions used
 - b. Successfully implement general strategies from at least one treatment model with empirical support
 - c. Implement specific interventions from at least one treatment model with empirical support
 - d. (Advanced students) Independently articulate a theory of change consistent with a theoretical model
 - e. (Advanced students) Independently and effectively implement a range of intervention strategies that are best matched to the patient, presenting problem, and practice setting
 - f. (Advanced students) Recognize the limitations of a theoretical model and manage those circumstances therapeutically
 - g. (Advanced students) Demonstrate the ability to select interventions that are likely to be most effective for a specific problem and/or population in a specific practice setting
9. Supervision, Consultation, and Collaboration
 - a. Consistently prepared for and actively engaged in the supervision process
 - b. Demonstrate awareness of the purpose of clinical supervision and the roles of the supervisor and supervisee
 - c. Demonstrate effective interpersonal communication with the supervisor
 - d. (Advanced students) Open to feedback during supervision, including willingness to admit errors and lack of “defensive” explanations for behavior
 - e. (Advanced students) Seek supervision to improve performance, presenting work for feedback, and integrating feedback into performance
 - f. (Advanced students) Engage in reflection on supervision process, identifying areas of strength and those needing improvement
 - g. (Advanced students) Readily identify ethical dilemmas or questions in clinical cases, and applies an ethical decision-making model to resolve them
 - h. (Advanced students) Effectively deliver consultation on clinical cases to colleagues and other professionals

- i. (Advanced students) Effectively interact with other health professionals on clinical cases
 - j. (Advanced students) Collaborate effectively on cases with other health professionals
10. Professionalism
- a. Consistently demonstrate reliability and accountability for behavior, as in arriving on time, coming prepared for activities, meeting deadlines, handling absences appropriately
 - b. Demonstrate behavior consistent with the professional values, ethics, and codes of conduct of psychology
 - c. Identify and ethically address potential conflicts between personal belief systems, APA ethics code, and legal issues in practice
 - d. Demonstrate professionalism in communications, physical conduct, and attire
 - e. Act with concern for the welfare of others
 - f. Demonstrate appropriate self-care, including attention to personal health and well-being, to assure professional functioning
 - g. Develop and maintain effective and meaningful interpersonal relationships with other trainees, supervisors, and staff
 - h. Utilize appropriate and effective affective and self-regulatory skills (e.g., affect tolerance, tolerance of interpersonal differences, tolerance of ambiguity and uncertainty, effective negotiation of interpersonal differences, active problem solving, and appropriate disclosures regarding problematic interpersonal situations)
 - i. Demonstrate appropriate and effective expressive skills (e.g., clear and articulate verbal and non-verbal expression of feelings and information)
11. Diversity
- a. Demonstrate respect for all individual differences
 - b. Consult experts regarding individual differences when appropriate
 - c. (Advanced students) Identify and apply different approaches to assessment, intervention, consultation and other areas of psychological practice when culturally appropriate

Course Requirements, Assignments, Grades

- **Course Requirements: Major Activities**

1. Weekly class/group supervision meetings on Monday: These meetings include interactive discussion of assigned readings, didactic presentations on topics related to the practicum, case presentations, and group supervision on current clinical work.
2. Individual treatment sessions and intake sessions for the caregiver training group will be conducted in-person and group sessions will be conducted via telepsychology (using the secure Zoom platform). If necessary, individual sessions may be conducted via telepsychology on a case-by-case basis, with a strong preference for sessions to occur in person. Either modality will apply equivalently to your cumulative clinical practice and progress on competencies.
 - a. I will be present in the clinic during clinic hours and/or individually scheduled session times for supervision and consultation.
 - e. All sessions with clients **must** be scheduled during my clinic hours. If you and a client have difficulty matching schedules with our supervision hours, you and I can discuss

possible alternative times. Students are not permitted to see clients in the clinic when a licensed psychologist is not present.

- f. You only need to be available in the clinic or online during the hours when you have client sessions scheduled, not for all available clinic times.
 - g. We will coordinate scheduling using Titanium. It is your responsibility to consult the program when scheduling and **to add the session information as soon as you and the client confirm an appointment.**
 - h. My clinic supervision hours will be shared across this practicum and the assessment practicum, so **please be timely to schedule clients and record the times in Titanium as soon as they are scheduled.** Please note only seven sessions may be scheduled concurrently; schedule and reserve rooms accordingly. Rooms must be reserved for in-person and virtual sessions.
 - i. In Titanium, for Location, select “Telehealth” or “PPTRC”
 - ii. For both Telehealth and PPTRC, under the Scheduling tab add a room
 - iii. Add Dr. Ciesielski to the appointment for all scheduled sessions
 - iv. For the appointment length, choose only the time you expect to use so that other times are free for your fellow students. General times are:
 - 1. Intake: 1.5 Hours
 - 2. Initial Child Session 45-60 minutes
 - 3. Treatment Session: 45 minutes
 - v. For telehealth sessions, add the session link in “Comments” on the appointment screen
 - i. Consult with me if you have trouble finding times when the client, you, and I are available for sessions. We will collaboratively find a solution.
- 3. You must record each session either through VALT in the clinic or the clinic’s Zoom account for virtual sessions. Immediately following virtual sessions, upload the Zoom recordings to the secure Box folder for this course. **For client confidentiality, you may not store any virtual session recording on your computer or in the cloud in any location except the PPTRC Box folder for this clinic or VALT.**
 - 4. Class collaboration: All students in the class and I will function as a clinical team, working together to gain proficiency with tests, complete appropriate procedures for addressing specific client questions, and develop case conceptualizations.
 - 5. Supervision: A portion of each class period will be used for group supervision. Students should be prepared with client-related files, notes, comments, readings, tapes, and questions. Each student is responsible for presenting information and seeking feedback and suggestions relative to the families they are working with and for contributing feedback and suggestions to other students. You and fellow students will rotate assigned days to bring a recording of one of your/their sessions; you may also bring recordings on other days when you believe this would be helpful in growing your clinical skills. Additionally, you are expected to discuss your case conceptualization for each client with the team after the assessment process is complete and as part of treatment planning.
 - 6. Research: You will collect data specific to individual clients for use in on-going treatment planning and outcome measurement using caregiver report and direct observation during clinic

sessions. If you are interested in developing a research idea related to training or treatment activities within PPTRC, you can contact Dr. Ciesielski regarding possibilities.

- **Course Requirements: Assignments/Expectations**

1. Peer observation: You are expected to observe clinical sessions conducted by other team members during the term. You will complete these observations synchronously if you can be present in the clinic when a peer has an in-person session or asynchronously by viewing the session recording within one week of when the session was held. If you are in your first year in this practicum, observation requirements are as follows:
 - a. Observe at least one intake interview and one therapy session conducted by a teammate, for a total of two sessions during the term. These may be sessions with the same or different clients.
 - b. Provide written peer feedback on these sessions, to be reviewed by both the peer and me. You must complete each observation and provide feedback within one week of the session date.
 - c. Submit the written feedback through the shared folder in Box, tagging both the peer and Dr. Ciesielski, or via email if no client data is present in the document.
2. Case Presentation: You will be required to write and present one treatment case to the class as a clinical case report. Details for this report will be discussed in class as they may vary case to case, but each report should include presenting concerns, a brief intake summary, summarization of any assessment measures given, course of treatment (including theoretical model for chosen treatment), and outcome. **To protect client privacy, you must not include any personal identifying information regarding the client in the presentation.**
3. **Required Trainings: All trainings must be completed and submitted to the clinic secretary, Sara Ostheimer, ccing Dr. Ciesielski on submission. Access to Titanium (which is required for the course/clinic) will be suspended until all trainings are complete.**
 - a. PPTRC Handbook: All students are to review the current version of the handbook and to sign and turn in the acknowledgement and agreement page at the back of the manual. The handbook can be found in multiple folders on Box, including the course folder. Additionally, if any student is in their first semester of working in PPTRC, the student required to complete an orientation with the clinic coordinator. This will be completed within the first two weeks of the semester.
 - b. HIPAA: Students will be handling confidential and protected health information throughout the course and their work in the PPTRC. All students must complete Purdue University's online training and certification for the Health Insurance Portability and Accountability Act of 1996 (HIPAA) annually. This training can be found in the WebCert catalog: <https://www.eventreg.purdue.edu/WebCert/Heading.aspx>
 - c. GLBA: Because students in this course have access to financial information for PPTRC clients (e.g. tax return forms, credit cards), each student is required to complete Purdue University's online training and certification for the Gramm Leach Bliley Act (GLBA), a federal law requiring the university and other institutions to enact safeguards to protect the financial security of customer information. Further information and links to training and the quiz are available at: https://www.purdue.edu/securepurdue/programs/GLBA_HIPAA.html

- d. Youth Protection: Because PPTRC provides clinical services to children, each student is required to complete University-required training in recognizing and intervening in suspected cases of child abuse or neglect, including child sexual abuse. Access to the video trainings begins under the Purdue WebCert: VP for Ethics and Compliance heading (<https://www.purdue.edu/ethics/ed-training/youth.php>).
 - e. PCIDSS: Each student is required to complete Purdue University's online training and certification regarding the Payment Card Industry Data Security Standards, listed under the [WebCert Office](#) of Treasury Operations heading.
 - f. EHR: Students utilize an electronic health record for clinical documentation. In preparation, students are required to complete the online training video series under the "Training for All Users" tab, available at: <http://www.titaniumschedule.com/Main/Default.aspx>
 - g. If recommended by the department business office, students may also be required to complete additional training in handling cash payments or related functions.
4. **Documentation: NOTE: All reports must be drafted and completed in your secure Box folder ONLY. No report or client information is to be saved or downloaded to your personal computer.**
- a. Intake summary. You will prepare an intake summary for each client based on the initial clinical interview, with content as described in the PPTRC Clinician Handbook. Per PPTRC policy, you must place a draft in your secure Box folder to me for review **within three business days** of the initial interview and a final version **within five business days** of the initial interview.
 - b. You will complete progress notes for each session using the templated documentation style in Titanium. **Attendance and billing must be completed the day of the session. Progress notes must be drafted and sent to your supervisor within 24 hours of your session.** *If you cannot meet these time limits for any reason, you are responsible for emailing the clinic coordinator and copying me prior to the deadline to explain the situation and request an extension.*
 - c. You have access to samples demonstrating report format through the PPTRC Box folder. Older, deidentified, reports may be available in shared documents on the clinic grads drive; however, these samples are not moderated by faculty. Therefore, students are cautioned to check whether the posted examples fit with current preferred formats.
 - d. Any time you use a former report (yours or another student's from the approved samples), **be certain to adapt names and pronouns** to match the current client.
 - e. You will submit all drafts of reports to the supervisor through our Box folder, using appropriate steps to protect client privacy. **Failure to complete documentation (notes, reports, contacts, etc.) may result in an inability to schedule additional clients through the PPTRC. Timely documentation is expected and part of the course evaluation.**
5. **Recording and documentation.**
- a. You must record all sessions with clients, using the PPTRC Zoom account for remote sessions and VALT for in-clinic sessions. Following remote sessions, you must transfer the recording directly to Box. For this practicum, remote sessions are only to be done if necessary due to external circumstances. In-person sessions are preferred.

- b. You must document all contacts with clients or collateral individuals and most case management administrative activities in clients' files. See the PPTRC handbook for details and timelines.
 - c. You are responsible for keeping personal records of all assessment and therapy-related activities, such as hours of client contact, observation, supervision, consultation, research, reading, and paperwork. This documentation is essential for meeting requirements for predoctoral internships and professional licensure and certification.
- 6. You are expected to engage in independent study to prepare for client sessions, practice the treatment protocol, come to group and individual supervision with specific discussion points regarding the next steps for your clients, and prepare case presentations for team discussion. Dr. Ciesielski is available to help you plan and accomplish these activities as needed.
- 7. Individual supervision
 - a. Dr. Ciesielski will provide you with verbal feedback based on my direct observations and review of recorded sessions following your session. You are encouraged to follow up with me regarding the feedback provided.
 - b. You are encouraged to request individual supervision to allow for detailed case planning, specific feedback, and skill development, as needed
 - c. You will meet regularly (weekly or biweekly) with the course TA for individual supervision
 - d. During the Fall 2024 term, you will schedule at an individual supervision sessions with me near mid-term to allow for consultation on how you are doing with the course in general.
 - e. Each of you will meet individually with me at the end of term for a summative evaluation.
- 8. **Professional behavior in the clinical setting and telehealth contacts is expected at all times.**
 - a. Be particularly mindful of engaging in respectful behavior toward colleagues and clients, completing paperwork promptly; demonstrating punctuality for sessions; and attending to client privacy, confidentiality of records, and safety.
 - b. Please limit conversations to rooms in the clinic with the doors closed, being mindful that other clinicians may be actively in session. Client information should NEVER be discussed in hallways, waiting areas, open rooms, or other common areas of the clinic or building.
 - c. Your adherence to APA ethical standards is essential and any violation of the codes will be treated seriously.
 - d. The consequences for ethical violations may be any of the following: Reprimand, requirement to complete specific remedial steps, extension of the time frame for completing clinical requirements, or a recommendation for termination from the program.
 - e. Test data are considered protected and must be secured. Sharing test data outside of team discussions is strictly prohibited, including sharing specific items or responses with clients.

- **Grades**

1. Your grade will be based on your attendance, effort, and competence in carrying out the assessment and team participation expectations. Students who regularly attend and participate in group meetings and supervision, complete the required peer observation and client assessment activities listed above, complete all documentation and reports in a timely and effective manner, and make the expected efforts toward gaining competence in basic therapeutic and assessment skills can expect to receive an A. The behavioral anchors for each student will be based on their stage of training, with second year students assessed on readiness for a basic intervention practicum; advanced students on readiness for internship. You will receive feedback regarding your progress throughout the semester and will be expected to integrate this feedback into your work in remaining sessions and classes. At the conclusion of the course, your individual supervision session will include specific feedback on the objectives. Any serious areas of difficulty will be identified as soon as possible, to allow maximum opportunity to correct those problems. Evaluation will be an interactive process, and you will be asked to provide feedback on the supervisory experience.
2. If you are not, by my accounting, making adequate progress toward an eventual grade of A, I will inform you about the areas of concern and steps that you can take to improve. Typically, this will occur during or before the mid-term supervision session so that we have time to develop and carry out a plan for remediation. However, if you fail to carry out crucial responsibilities in an acceptable manner near the end of the term, your grade will be adjusted accordingly.

Attendance Policy

- This course follows the Academic Regulations: Attendance and Office of the Dean of Students: Class Absences posted in Brightspace under “University Policies and Statements.” The policies state that students are expected to be present for every meeting of the classes in which they are enrolled. When conflicts or absences can be anticipated, such as for many University-sponsored activities, conferences, and religious observations, you should inform me of the situation as far in advance as possible. For unanticipated or emergency absences when advance notification is not possible, contact me as soon as possible by email or phone. For cases that fall under excused absence regulations, you or your representative should contact or go to the [Office of the Dean of Students \(ODOS\) website](#) to complete appropriate forms for instructor notification. Under academic regulations, excused absences may be granted by ODOS for cases of grief/bereavement, military service, jury duty, parenting leave, or emergent medical care.
- Attendance at each weekly team meeting is crucial; a missed group meeting cannot be made up in another way. If you must miss a meeting due to an event or illness, it is your responsibility to notify me (and client if applicable) as soon as possible and to arrange to address current tasks. You are expected to carry out your responsibilities in regard to clients and to complete peer observations as scheduled. When conflicts or absences can be anticipated, such as a religious observation or your planned attendance at a research conference, you should inform me as far in advance as possible. For emergency absences when advance notification is not possible, you should contact me as soon as you are able.
- If a major illness, family emergency, bereavement, or other serious problem beyond your control occurs, I will work with you on alternate means of fulfilling course requirements.

University Policies

Academic Integrity

Academic integrity is one of the highest values that Purdue University holds. Individuals are encouraged to alert university officials to potential breaches of this value by either emailing integrity@purdue.edu or by calling 765-494-8778. While information may be submitted anonymously, the more information is submitted the greater the opportunity for the university to investigate the concern. More details are available on our course Brightspace under University Policies and Statements.

Copyrights

See the University Policies and Statements section of Brightspace for guidance on Use of Copyrighted Materials. Effective learning environments provide opportunities for students to reflect, explore new ideas, post opinions openly, and have the freedom to change those opinions over time. Students and instructors are the authors of the works they create in the learning environment. As authors, they own the copyright in their works subject only to the university's right to use those works for educational purposes. Students may not copy, reproduce, or post to any other outlet (e.g., YouTube, Facebook, or other open media sources or websites) any work in which they are not the sole or joint author or have not obtained the permission of the author(s).

Nondiscrimination Statement

Purdue University is committed to maintaining a community that recognizes and values the inherent worth and dignity of every person; fosters tolerance, sensitivity, understanding, and mutual respect among its members; and encourages each individual to strive to reach his or her potential. In pursuit of its goal of academic excellence, the University seeks to develop and nurture diversity. The University believes that diversity among its many members strengthens the institution, stimulates creativity, promotes the exchange of ideas, and enriches campus life. A hyperlink to Purdue's full Nondiscrimination Policy Statement is included in our course Brightspace under University Policies and Statements.

Mental Health/Wellness Statement

- **If you find yourself beginning to feel some stress, anxiety and/or feeling slightly overwhelmed, try [WellTrack](#).** Sign in and find information and tools at your fingertips, available to you at any time.
- **If you need support and information about options and resources,** please contact or see the [Office of the Dean of Students](#). Call 765-494-1747. Hours of operation are M-F, 8 am- 5 pm.
- **If you find yourself struggling to find a healthy balance between academics, social life, stress, etc.,** sign up for free one-on-one virtual or in-person sessions with a [Purdue Wellness Coach at RecWell](#). Student coaches can help you navigate through barriers and challenges toward your goals throughout the semester. Sign up is free and can be done on BoilerConnect.
- **If you're struggling and need mental health services: Purdue University is committed to advancing the mental health and well-being of its students.** If you or someone you know is feeling overwhelmed, depressed, and/or in need of mental health support, services are available. For help, such individuals should contact [Counseling and Psychological Services \(CAPS\)](#) at 765-494-6995 during and after hours, on weekends and holidays, or by going to the CAPS office on the second floor of the Purdue University Student Health Center (PUSH) during business hours.

Basic Needs Security:

Any student who faces challenges securing their food or housing and believes this may affect their performance in the course is urged to contact the Dean of Students for support. There is no appointment needed and Student Support Services is available to serve students 8 a.m.-5 p.m. Monday through Friday.

Accessibility

- Purdue University is required to respond to the needs of the students with disabilities as outlined in both the Rehabilitation Act of 1973 and the Americans with Disabilities Act of 1990 through the provision of auxiliary aids and services that allow a student with a disability to fully access and participate in the programs, services, and activities at Purdue University.
- Purdue University strives to make learning experiences as accessible as possible. If you anticipate or experience physical or academic barriers based on disability, please let me know so that we can discuss options. You are also encouraged to contact the Disability Resource Center at: drc@purdue.edu or by phone: 765-494-1247.
<http://www.purdue.edu/drc/faculty/syllabus.html>

Emergency Preparation

- In the event of a major campus emergency, 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. Relevant changes to this course will be posted onto the course website or can be obtained by contacting the instructors or TAs via email or phone. You are expected to read your @purdue.edu email on a frequent basis.
- *The safety of each person in PPTRC—students, faculty, staff, clients, visitors—is the shared responsibility of each of us. It is important to be alert to possible safety issues related to the physical setting and human behavior. Each student is expected to maintain an awareness of safety concerns, notify others of potential risks, ask for supervision or intervention when in doubt, and respond to any emerging situation in a way that will assist others and reduce the risk as much as possible.*
- Students are also asked to be aware of the dangers to themselves and others of contagious illnesses. If a student is experiencing active symptoms of a potentially communicable cold, virus, or similar illness, the student is encouraged to take reasonable precautions and not participate in clinic activities until they have been clear of symptoms for at least 24 hours. If an illness leads to extended absences, the student and instructor will discuss options for proceeding.
- In the event of a major campus emergency, course requirements, deadlines, and grading percentages are subject to changes in consideration of a revised semester calendar or other circumstances. Students may contact the instructor through e-mail for information about any changes in the course requirements.

Heather Ciesielski, PhD, HSPP, ABPP August 19, 2024

--Readings and assignments are listed below. Additional readings and assignments will be distributed at least five days before their due dates--

Course Schedule

| Week | Topic & Readings |
|---------------------------------|--|
| Week 1 <i>Aug 19</i> | Welcome! Check-ins, Syllabus Review, General Policies and Guidelines <i>PPTRC Handbook</i> , <i>Indiana Statutes</i> , <i>APA Ethics Code</i> |
| Week 2 <i>Aug 26</i> | Child and Family Therapy: Parent and Child Intake Sessions Intake Sessions: Caregiver Intake and Initial Child Session Overviews Progress Notes |
| Week 3 <i>Sep 2</i> | No Class: Labor Day <i>Enjoy!</i> |
| Week 4 <i>Sep 9</i> | ADHD Overview Diagnosis, Treatment, and Caregiver Interventions <i>Wolraich et al (2019), Faraone et al (2021), Dekkers et al (2021)</i> Caregiver Group Overview: Group Topics, Telehealth Procedures, Group Notes |
| Week 5 <i>Sep 16</i> | Caregiver Group Session 1 Praise, Positive Attention, Responsive Play |
| Week 6 <i>Sep 23</i> | Caregiver Group Session 2 Active Ignoring, Effective Instructions, Compliance Protocol |
| Week 7 <i>Sep 30</i> | Caregiver Group Session 3 House Rules, Checklists <i>*Caregiver Group Starts 10/2*</i> |
| Week 8 <i>Oct 7</i> | No Class: Fall Break <i>Relax, rejuvenate!</i> |
| Week 9 <i>Oct 14</i> | Caregiver Group Session 4 Token Economy and Daily Report Card Systems <i>Schedule Midterm Supervision Session with Dr. Ciesielski</i> |
| Week 10 <i>Oct 21</i> | Caregiver Group Session 5 Emotion Regulation |
| Week 11 <i>Oct 28</i> | Caregiver Group Session 6 Social Skills |
| Week 12 <i>Nov 4</i> | Caregiver Group Session 7 Caregiver Skills: Positive Communication and Active Listening |
| Week 13 <i>Nov 11</i> | Caregiver Group Session 8 Managing Future Behavioral Difficulties, Managing Caregiver Stress |
| Week 14 <i>Nov 18</i> | Preparing for Final Group Session Additional considerations for caregivers, writing closing reports |
| Week 15 <i>Nov 25</i> | Treatment Planning Case conceptualization, creating treatment plans |
| Week 16 <i>Dec 2</i> | Student Case Presentations <i>Schedule final supervision session with Dr Ciesielski</i> |
| Week 17 <i>Dec 9</i> | No Class: Finals Week (NOTE: CLINIC HOURS AS NEEDED) <i>Meet for final supervision session</i> |

* Schedule and assignments subject to change. Any changes will be announced in class