

國立中正大學心理學系教學大綱
115 學年度第 1 學期

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Office Hours: By appointment in 419B

編號 (Course Number) :

科目名稱 (Course Title in Chinese) : 臨床心理學實習：兒童臨床心理學

英文譯名(Course Title in English) : Clinical Psychology Internship: Clinical Child Psychology

學分數 (Credit Hours) : 三學分

修別 (Required or Elective Courses) : 選修

上課地點 : 419 or internship site

上課時間 : Friday, 9:00 am to 12:10 pm- 6:00 pm

一、教學目標 (Course Objectives) :

The internship is the culminating field experience of the M.S. in Clinical Psychology program. It is designed to provide the student with an on-site placement in a public or private mental health setting, creating the necessary bridge between training and professionalism. Students are expected to function per the expectations of other full-time clinical psychologists at the internship site. Internships are graded on a pass/no pass credit basis only. A pass requires at least B-level work.

二、建議先修課程 (Prerequisite courses) :

Introduction to Abnormal Psychology

Behavior Modification

Advanced Psychopathology

Advanced Psychological Assessment and Hands-on Skills Enhancement I and II

Advanced Behavior Therapy and Hands-on Skill Enhancement

Advanced Cognitive Therapy

Seminar and Hands-on Skill Enhancement for Parent-Child Interaction Therapy

Grief- and Trauma-focused Cognitive Behavioral Therapy

Independent Study

三、授課方式 (Course format) :

Teaching occurs in the context of group and individual supervision, where cases are discussed, and the next steps in working with children and families are planned. Students will be expected to take an active role in the learning process by taking the initiative to conduct appropriate literature reviews, come to supervision meetings with plans, discuss case conceptualization and steps with supervisors, accept feedback from peers and supervisors, and provide feedback and input to peers for their cases. Students will have the opportunity to watch instructors working with children and families as models and to conduct psychological assessments and cognitive-behavioral techniques directly under the supervision of the instructor.

四、教學內容 (Class outline including content, sequence, and readings are subject to change) :

Students will be working with children and adolescents aged 2 to 18 with emotional and behavioral problems and their families in a public or private mental health setting. Students will provide parents with information and skills to facilitate the progress of their children's emotional and behavioral problems. Students will conduct evaluations and interventions for children and adolescents, work with their families, school teachers, and other mental health professionals (e.g., social workers), and train parents, school teachers, and school workers to assist with or implement interventions.

By the end of the course, students will be expected to demonstrate competencies in:

1. Functional assessment and intervention design
2. Functional assessment and intervention implementation
3. Parent, teacher, and other mental health professional consultation for children and adolescents with emotional and behavioral problems
4. Designing progress monitoring tactics and facilitating design-making regarding intervention evaluation
5. Writing psychological reports, including intake evaluation, progress notes, and termination reports

五、參考書籍 (Required textbooks and other required materials) :

「Please respect intellectual property rights and do not illegally photocopy required textbooks.」°

Required Textbooks:

1. Psychopathology

American Psychiatric Association. (Ed.). (2022). *Diagnostic and statistical manual of mental disorders* (5th ed.- Text Revision). American Psychiatric Publishing.

Barlow, D. H. (2014). *Clinical handbook of psychological disorders: A step-by-step treatment manual* (5th ed.). New York: Guilford.

Mash, E. J., & Barkley, R. A. (Eds.). (2007). *Assessment of childhood disorders* (4th ed.). New York: Guilford.

Mash, E. J., & Barkley, R. A. (Eds.) (2014). *Child psychopathology* (3rd ed.). New York: Guilford.

Mash, E. J., & Wolfe, D. A. (2019). *Abnormal child psychology* (7th ed.). Boston, MA: Cengage Learning.

Taylor, S. E. (2015). *Health Psychology* (9th ed.). Columbus, OH: McGraw-Hill Education

2. Assessment

Groth-Marnat (2009). *Handbook of Psychological Assessment* (5th ed.). New York: John Wiley & Sons, Inc.

Ingram, B. L. (2012). *Clinical case formulations: matching the integrative treatment plan to the client* (2nd ed.). New Jersey: John Wiley & Sons.

Kolko, D. J., & Swenson, C. C. (Eds. 2002). *Assessing and treating physically abused children and their families: A cognitive-behavioral approach*. Thousand Oaks, CA: Sage Publications.

Kuehnle, K. (1996; Chapters 3, 4, & 5). *Assessing allegations of child sexual abuse*. Sarasota, FL: Professional Resources.

Myers, J. E. B., Berliner, L., Briere, J., Hendrix, C. T., Jenny C., & Reid T. A. (2002). *The APSAC handbook on child maltreatment* (2nd ed.). Thousand Oaks, CA: Sage.

Sattler, J. M. (2006). *Assessment of children: Behavioral, Social, and Clinical Foundations* (5th ed.). La Mesa, CA: Jerome M. Sattler.

Sattler, J. M. (2008). *Assessment of children: Cognitive applications* (5th ed.). La Mesa, CA: Jerome M. Sattler.

Sattler, J. M. (2014). *Foundations of Behavioral, Social, and Clinical Assessment of Children* (6th ed.). La Mesa, CA: Jerome M. Sattler.

Schroeder, C. S., & Gordon, B. N. (2002). *Assessment and treatment of childhood problems: A clinician's guide* (2nd ed.). New York: Guilford.
www.dsm5.org.

3. Treatment

姜忠信、劉瓊瑛、朱思穎（譯）（2010）。丹佛早療模式：促進自閉症幼兒的語言、學習及參與能力 (Early Start Denver Model for Young Children with Autism--Promoting Language, Learning, and Engagement)(原作者：Rogers, S. J., & Dawson, G.)。台北：洪葉文化出版社。

張美惠（譯）（2018）。學習、互動與融入：自閉症幼兒的丹佛早療團體模式 (Implementing the Group-Based Early Start Denver Model for Preschoolers with Autism)（原作者：Vivanti, G., Duncan, E., Dawson, G., & S. J. Rogers）。台北：張老師文化。

張美惠、姜忠信（譯）（2012）。穩步・慢行：自閉症孩子的生活、溝通、學習 (An Early Start for Your Child with Autism: Using Everyday Activities to Help Kids Connect, Communicate, and Learn)（原作者：Rogers, S. J., Dawson, G., & Vismara, L. A.）。台北：張老師文化出版社。

黃惠玲 (2014)。ADHD 兒童認知行為親子團體治療：父母手冊。台北市：心理出版社。

黃惠玲 (2014)。ADHD 兒童認知行為親子團體治療：專業人員手冊。台北市：心理出版社。

Anderson, S. R., Taras, M., & Cannon, B. D. (1996). Teaching new skills to young children with autism. In C. Maurice, G. Green, & S. Luce (Eds.), *Behavioral intervention for young children with autism: A manual for parents and professionals* (pp. 181-194). Austin, TX: PRO-ED.

Bratton, B. C., Landreth, G. L., Kellam, T., & Blackard, S. R. (2006). *Child Parent Relationship Therapy Treatment Manual: A 10-Session Filial Therapy Model for Training Parents*. New York, NY: Routledge.

Bieling P. J., McCabe, R. E., & Antony, M. M. (2006). *Cognitive-behavioral therapy in groups*. New York: Guilford.

Burns, D. M. (1999). *The feeling good handbook*. New York: Penguin.

Christophersen E. R., & Mortweet, S. L. (2001). *Treatment that work with children: Empirically supported strategies for managing childhood problems*. Washington, DC: American Psychological Association.

Cohen, J. A., Mannarino, A. P., & Deblinger, E. (2006). *Treating Trauma and Traumatic Grief in Children and Adolescents*. New York: Guilford.

Cohen, J. A., Mannarino, A. P., & Deblinger, E. (Eds.). (2012). *Trauma-focused CBT for children and adolescents: Treatment applications*. New York: Guilford.

Drewes, A. A. (Ed.). (2009). *Blending Play Therapy with Cognitive Behavioral Therapy: Evidence-Based and Other Effective Treatments and Techniques*. New Jersey: John Wiley & Sons.

Foa, E. B., Keane, T. M., & Friedman, M. J. (Eds.). (2000). *Effective treatments for PTSD*. New York: Guilford.

Follette, V. M., & Ruzek, J. I. (Eds.). (2007). *Cognitive-behavioral therapies for trauma* (2nd ed.). New York: Guilford.

Forbes, D., Bisson, J. I., Monson, C. M., & Berliner, L. (Eds.). (2020). *Effective Treatments for PTSD, Third Edition: Practice Guidelines from the International Society for Traumatic Stress Studies* (3rd ed.). New York: Guilford.

Friedberg, R. D., & McClure, J. M. (2002). *Clinical Practice of Cognitive Therapy with Children and Adolescents: The Nuts and Bolts*. New York: Guilford.

Friedberg, R. D., McClure, J. M., & Garcia, J. H. (2009). *Cognitive Therapy Techniques for Children and Adolescents: Tools for Enhancing Practice*. New York: Guilford.

McNeil, C. B., & Hembree-Kigin, T. L. (2010). *Parent-child interaction therapy: Expanded clinical edition*. New York: Springer.

Kearney, C. A. (2001). *School Refusal Behavior in Youth: A Functional Approach to Assessment and Treatment*. Washington, DC: American Psychological Association.

Kendall, P. C. (Ed.). (2011). *Child and adolescent therapy: Cognitive-Behavioral Procedures* (4th). New York: Guilford.

Martin, G., & Pear, J. (2010). *Behavior modification: What it is and how to do it* (9th ed.). Upper Saddle River, NJ: Prentice Hall.

Mash E. J., & Barkley, R. A. (Eds.). (2006). *Treatment of childhood disorders* (3rd ed.). New York: Guilford.

McCauley, R., Fey, M., & Kamhi, A. (2012). *Treatment of Autism Spectrum Disorders: Evidence-Based Intervention Strategies for Communication and Social Interactions*. Baltimore, Maryland: Paul H Brookes Publishing Co.

Norton, P. J. (2012). *Group cognitive-behavioral therapy of anxiety: A transdiagnostic treatment manual*. New York: Guilford. (For adults)

Reinecke, M. A., Dattilio, F. M., Freeman, E. A. (Eds.). (2006). *Cognitive Therapy with Children and Adolescents: A Casebook for Clinical Practice* (2nd). New York: Guilford.

Shriver, M. D., & Allen, K. D. (2008). *Working with parents of noncompliant children: A guide to evidence-based parent training for practitioners and students*. Washington, DC: American Psychological Association.

Spiegler, M. D., & Guevremont, D. C. (2010). *Contemporary behavior therapy* (5th ed.). Belmont, CA: Wadsworth.

Weisz, J. R., & Kazdin, A. E. (2017). *Evidence-Based Psychotherapies for Children and Adolescents* (3rd ed.). New York: Guilford.

Yoder, P., & McDuffie, A. (2008). Treatment of responding to and initiating joint attention. In Charman, T. Stone, W. (Ed.), *Social and Communication Development in Autism Spectrum Disorders: Early Identification, Diagnosis, and Intervention*. (pp. 117-142). New York: Guilford.

4. Case book

Kearney, C. A. (2017). *Casebook in child behavior disorders* (6th ed.). Boston, MA: Cengage Learning.

McMahon, R. J., & Forehand, R. L. (2003). *Helping the Noncompliant Child* (2th ed.). New York: Guildford.

McNeil, C. B., & Hembree-Kigin, T. L. (Eds.). (2010). *Parent-child interaction therapy: Issues in clinical child psychology*. New York: Springer.

Other Required Materials:

1. Case conceptualization

Sperry, L. (2005). Case conceptualization: A strategy for incorporating individual, couple, and family dynamics in the treatment process. *American Journal of Family Therapy*, 33(5), 353-364.

Falvey, J. E. (2001). Clinical judgment in case conceptualization and treatment planning across mental health disciplines. *Journal of Counseling & Development*, 79(3), 292-303.

Additional required readings will be distributed at least one week prior to the discussion date in order to supplement/complement textbook materials (see Additional Reading List supplement to this syllabus).

六、評量方式 (Grading) :

Final grades will be given at the end of the fall semester. They will be based on students completing at least 1000 hours of work (see Table 1 in Appendix). Students must obtain a final grade of 70 or better to pass the internship requirements successfully. Students who fail the internship course will be granted only one

opportunity to repeat a clinical child internship. To be considered a clinical child internship, students must spend at least 60% of their time in direct patient contact. Students will attend all scheduled and prompt meetings for individual and group supervision of cases. It is the responsibility of the student to coordinate all case-related activities. Furthermore, students should be punctual and cancel appointments only under extreme circumstances. It is highly recommended that students contact their on-site supervisor and/or Dr. Chen in case of absence with the earliest possible notice. Absences, tardiness, and responsibility will affect final grades in the course.

Appendix

Table 1 Clinical Hours Tracking Sheet

	Week 1	Week 2	Week 3	Week 4	Week 5
	Dates:	Dates:	Dates:	Dates:	Dates:
Direct face-to-face group and individual supervision					
Other supervision/professional development					
Client contact hours					
Treatment/therapy/intervention					
Assessment (admin, score, interpretation)					
Training/supervising others					
Clinical preparation and record-keeping					
Reports and documentation					
Teaching (lecture/clinical rounds)					
Appropriate literature reviews					
Consultation/collaboration					
Other					
Total hours/week					