

Psychotherapy with Children and Adolescents (PST 449)

Garant: PhDr. Roman Hytych, Ph.D. (romhyt@gmail.com)

Teacher: PhDr. Roman Hytych, Ph.D.

Type of the subject: mandatory optional (psychotherapy)

Number of ECTS credits: 4

Form of lecturing: lecture/seminar

Completed with: exam

Basic characteristics:

The course is divided into two parts: theoretical (lecture) and case reports (seminar).

Requirements for completing the course:

The course is completed with the exam. The base for the grading is continuous work on the assignments:

1. A formulation of a case study: Based on a written record of a first meeting with a client, you will write a case formulation (see Ingram, 2006). You will later use this case formulation for a final paper (**deadline: 23th March (this day included), Information System MU**).
2. Elaboration of two critical reviews (1800 – 3600 signs). One review of a book and one review of an article, both about a psychotherapy of children and adolescents. The book and the article should discuss the same psychotherapeutical approach - the one, which you will use for the final paper (**deadline: 2nd April (this day included), Information System MU**).
3. The final paper, length at least 12 600 signs. You will use an „*unfinished story*“ as a base for a critical analysis of the process of a psychotherapy. In the final paper, you should describe the strengths and the weaknesses of the written record of the process of psychotherapy and you should propose an alternative solution or solutions. Everything should be based on the specific examples from the original text and on the arguments from a chosen psychotherapeutical approach (the sources should contain at least two books and three articles about a psychotherapy of children and adolescents in chosen psychotherapeutical approach). Also, a reflection of the limits of your final paper (your actual competences, family situation, institution in which the psychotherapy happens) should be taken into account. It is also very important to put the story into the context of developmental psychology and to use your previous case formulation. The written final paper should be send till **28th May 2017 (this day included) into Information System MU**.

Detailed requirements for the final paper

The aim of the final paper is to integrate two parts of the course (theoretical and case reports). The students will define the main categories/topics of the case based on the qualitative analysis of the submitted written record of psychotherapeutical process. These categories/topics will provide a critical discussion from a chosen psychotherapeutical approach. The criteria for the evaluation of the final paper are follows:

- Personal view in the final paper – most of the reflections, opinions, insights and interpretations should be personal (*you should work with the literature, but use it more than just for descriptions or citations*);
- Usage of a case formulation written at the beginning of the semester;
- Sophistication, structure, clarity of thoughts or conception;
- Content consistency and depth (*the depth of the thoughts has inverse relationship towards a breadth – also a paper with a wide range of topics and less depth of the subtopics can be excellent; however, we recommend a detailed elaboration of a specific chosen topic*);
- The ability to clearly present the main ideas of the final paper, as well as an ability to have a critical discussion with the colleagues;



evropský
sociální
fond v ČR



EVROPSKÁ UNIE



MINISTERSTVO ŠKOLSTVÍ,
MLÁDEŽE A TĚLOVÝCHOVY



OP Vzdělávání
pro konkurenceschopnost



INVESTICE DO ROZVOJE VZDĚLÁVÁNÍ

Psychotherapy with Children and Adolescents (PST 449)

- Compliance of a range and a topic; and
- Formally correct work with a terminology and a literature, clearly distinguished of own thoughts and the thoughts reproduced from the literature, citing the literature according to the APA standards (<http://psych.fss.muni.cz/phprs/download.php?sekce=1>). *Main rule: All the citations in the text should have their equivalent in the list of the resources (and correctly marked) somewhere in the text. Using of inherited text without the source is considered as a plagiarism and it can have serious disciplinary consequences.*

Basic Literature:

Case Formulation

Eells, T. D. ed. (2007). *Handbook of Psychotherapy Case Formulation*. New York: The Guilford Press.

or alternatively

Ingram, B. L. (2006). *Clinical Case Formulations: Matching the Integrative Treatment Plan to the Client*. New Jersey: John Wiley & Sons, Inc.

Developmental perspective

Staudinger, Ursula M. and Ulman Lindenberger. *Understanding human development: dialogues with lifespan psychology*. Boston: Kluwer Academic Publishers, c2003. ISBN 1-4020-7383-6.

Psychotherapy of Children and Adolescents

Geldard, K., Geldard, D. (2001). *Working with Children in Groups: Handbook for Counsellors, Educators and Community Workers*. New York, Palgrave.

Recommended Literature:

Cosa, M. (2006). *Rebels with a cause: working with adolescents using action techniques*. London, Philadelphia: Jessica Kingsley Pub.

Dies, K. (2000). Adolescent Development and a Model of Group Psychotherapy: Effective Leadership in the New Millennium. *Journal of Child and Adolescent Group Therapy*, 10(2), pp. 97-111.

Hoag, M. J., Burlingame, G. M. (1997). Evaluating Effectiveness of Child and Adolescent Group Treatment: A Meta-Analytic Review. *Journal of Clinical Child Psychology*, 26 (3), 234-246.

Johnson, Ch. V., Riestler, A. E., Corbett, C., Buehler, A., Huffaker, L., Levich, K., Pena, E. (1998). Group Activities for Children and Adolescents: An Activity Group Therapy Approach, *Journal of Child and Adolescent Group Therapy*, 8(2), pp. 71-88.

Kleiger, J. H., Helmig, L. (1999). Evolution of a Group Therapy Model for Adolescent Residential Treatment. *Journal of Child and Adolescent Group Therapy*, 9(4), pp. 187-197.

Larman, S. (2006). The Use of Group Therapy as a Means of Facilitating Cognitive-Behavioural Instruction for Adolescents with Disruptive Behaviour, *Australian Journal of Guidance & Counselling*, 16(2), pp. 233-248.

Mills, E., Kellington, S. (2012). Using group art therapy to address the shame and silencing surrounding children's experiences of witnessing domestic violence. *International Journal of Art Therapy*, 17(1), 3-12.

Sommers-Flanagan, J., Sommers-Flanagan, R. (1995). Psychotherapeutic techniques with treatment-resistant adolescents. *Psychotherapy*, 32(1), pp. 131-140.

Nickman, S. L. a kol. (2005). Children in Adoptive Families: Overview and Update. *Child Adolescent Psychiatry*, 44(10):987-995.

Vickers, B. (2002). Cognitive Behaviour Therapy for Adolescents with Psychological Disorders: A Group Treatment Programme. *Clinical Child Psychology and Psychiatry*, 7(2), pp. 249-262.



evropský
sociální
fond v ČR



EVROPSKÁ UNIE



MINISTERSTVO ŠKOLSTVÍ,
MLÁDEŽE A TĚLOVÝCHOVY



OP Vzdělávání
pro konkurenceschopnost



INVESTICE DO ROZVOJE VZDĚLÁVÁNÍ