



The Hebrew University of Jerusalem

Syllabus

- 37937

Last update 05-09-2019

HU Credits: 2

Degree/Cycle: 2nd degree (Master)

Responsible Department: Education

Academic year: 0

Semester: 1st Semester

Teaching Languages: English

Campus: Mt. Scopus

Course/Module Coordinator: Dr. Judah Koller

Coordinator Email: judah.koller@mail.huji.ac.il

Coordinator Office Hours: by appointment

Teaching Staff:

Dr. Judah Koller

Course/Module description:

This course will focus on the theory and practice of entering into a therapeutic relationship with children and their families. Students will be exposed to topics such as intakes, clinical interviews, observations, developing and maintaining rapport, working within school systems, working with challenging families, and therapeutic communication. We will read and discuss theoretical material and case examples. We will also read and discuss recent empirical research and consider its implications for clinical practice.

Course/Module aims:

Learning outcomes - On successful completion of this module, students should be able to:

Students will be familiar with the foundational principals of entering into a psychotherapeutic relationship. They will feel comfortable performing basic intakes and observations, gathering and contextualizing information about a child and embarking on a therapeutic process with a child and family.

Attendance requirements(%):

May miss 2 classes

Teaching arrangement and method of instruction: frontal lectures

Course/Module Content:

Overview of the course and assignments: Introduction to Therapeutic Communication

2. Introduction to Attempting Empathy

a. Foley, G. M. (2006). The loss-grief cycle: Coming to terms with the birth of a child with a disability. Mental health in early intervention: Achieving unity in principles and practice, 227-243.

3. What is psychotherapy and what makes it therapeutic?

a. Barish, K. (2004). What is therapeutic in child therapy? I. Therapeutic Engagement. Psychoanalytic Psychology 2 (3), 3 85-40 1.

4. Working with Schools and the Broader System

a. Feinstein, N.R., Fielding, K., Udvari-Solner, A. & Shashank, J. (2009). The supporting alliance in child and adolescent treatment: Enhancing collaboration among therapists, parents, and teachers. American J of Psychotherapy, 63(4),

319-344.

5. Working with Parents

a. Wachtel, E. (1994). *Treating Troubled Children and Their Families*. Guilford Press, Ch. 2 (pp. 20-41): Meeting with parents alone: Understanding their concerns

b. Oram, K., (2001). A transitional space: Involving parents in the play therapy of their children. In *JICAP*, 1 (4), pgs. 79-98.

6. Getting to Know You: Intakes in Child Therapy – (What we want to know, how we find it out and what we do with it)

7. Structured Observations, Direct Assessment

a. Villa, M., & Reitman, D. (2007). Overview of interviewing strategies with children, parents, and teachers. In M. Hersen & J. C. Thomas (Eds.), *Handbook of clinical interviewing with children* (pp. 2-15). Thousand Oaks, CA: Sage Publications.]

b. Greenspan, S. (1991). *The Clinical Interview of the Child*, Ch. 7 (pp. 215-236).

c. American Academy of Child and Adolescent Psychiatry (1997). Practice Parameters for the Psychiatric Assessment of Children and Adolescents. *J.Am. Acad. Child Adolesc. Psychiatry*, 36(10 Supplement):4S-20S.

8. Cross-cultural Competence

a. Asnaani, A., & Hofmann, S. G. (2012). Collaboration in multicultural therapy: Establishing a strong therapeutic alliance across cultural lines. *Journal of Clinical Psychology*, 68(2), 187-197.

9. In The Therapy Room

a. Barish, K. (2006). On the Role of Reparative Processes in Childhood: Pathological Development and Therapeutic Change. *Journal of Infant, Child, and Adolescent Psychotherapy*, 5(1), 92-110.

b. Fraiberg, S., Adelson, E., & Shapiro, V. (1975). Ghosts in the nursery: A psychoanalytic approach to the problems of impaired infant-mother relationships. *Journal of the American Academy of Child Psychiatry*, 14(3), 387-421.

10. Working with different populations:

a. Kot, S., & Tyndall-Lind, A. (2005). *Intensive Play Therapy with Child Witnesses of Domestic Violence*. American Psychological Association.

b. Shelby, J. S., & Felix, E. D. (2005). *Posttraumatic Play Therapy: The Need for an Integrated Model of Directive and Nondirective Approaches*. American Psychological Association.

Required Reading:

See above

Additional Reading Material:

Course/Module evaluation:

End of year written/oral examination 70 %

Presentation 0 %

Participation in Tutorials 0 %
Project work 0 %
Assignments 30 %
Reports 0 %
Research project 0 %
Quizzes 0 %
Other 0 %

Additional information: