I. COURSE DOMAIN AND BOUNDARIES

PCIT is an evidence-based behavioral parent training intervention which uses a two-staged approach -- child directed interaction (CDI) and parent directed interaction (PDI) -- to intervene with parents and children together. This course will train students in all aspects of PCIT, including skills needed to gain mastery of both CDI and PDI. Students will have the opportunity to practice the skills being taught in the skills lab and each student will have the opportunity to test for mastery in CDI and PDI. In addition, students will learn about the current research on this approach, including research completed in collaboration with Family Resource Center and Washington University. Assessment, coaching, and understanding and interpreting measures consistent with this approach will be taught, as well as information on the behavioral techniques that make the coaching component effective. Students will learn when PCIT is contraindicated and how to work with special populations such as children with autism, ADHD, anxiety disorders and/or aggressive children. Techniques for working with younger children, older children, and siblings will also be discussed.

Prerequisite: S15-5038

II. MSW COMPETENCIES ADDRESSED IN THIS COURSE

<table>
<thead>
<tr>
<th>Competency</th>
<th>C</th>
<th>Required Level</th>
</tr>
</thead>
<tbody>
<tr>
<td>Demonstrate ethical and professional behavior</td>
<td>C1</td>
<td>2</td>
</tr>
<tr>
<td>Engage diversity and difference in practice</td>
<td>C2</td>
<td>2 and 3</td>
</tr>
<tr>
<td>Engage in practice-informed research and research-informed practice</td>
<td>C4</td>
<td>3</td>
</tr>
<tr>
<td>Engage with individuals, families, groups, organizations, and communities</td>
<td>C6</td>
<td>2 and 3</td>
</tr>
<tr>
<td>Assess individuals, families, groups, organizations, and communities</td>
<td>C7</td>
<td>2 and 3</td>
</tr>
<tr>
<td>Intervene with individuals, families, groups, organizations, and communities</td>
<td>C8</td>
<td>2 and 3</td>
</tr>
<tr>
<td>Evaluate individuals, families, groups, organizations, and communities</td>
<td>C9</td>
<td>2 and 3</td>
</tr>
</tbody>
</table>
III. BROWN SCHOOL ACADEMIC POLICIES

Academic Integrity: Academic integrity in the completion of tests, oral presentations and written assignments (including statistical syntax) is expected. Violations of academic integrity (e.g., plagiarism) are very serious offenses. Violations will result in notification to the Assistant Dean for the appropriate (MSW or MPH) program and may result in referral to the Academic and Professional Integrity Committee, which could lead to dismissal from the program. Please review and adhere to the entire set of Academic Integrity guidelines in the student handbook on Inside Brown:

Student Handbook 2017-2018

Accommodations: If you have a learning disability, sensory, or physical disability or other impairment, and you may need special assistance in lectures, reading, written assignments, and/or exam taking, please contact the Brown School Director of Student Affairs who can provide coordination of accommodations at Washington University and the Brown School. The Disability Resource Center, a University-wide resource, provides diagnostic and academic accommodations support and referrals.

English Language Proficiency: If your English language proficiency is such that you may need special assistance in lectures, reading, written assignments, and/or exam taking, please communicate these needs to your instructor who may refer you to the English Language Program (ELP), a University-wide resource which provides classes and academic English language support designed to increase non-native English speaking students' English language proficiency and to facilitate their academic success at Washington University. You may also find the Academic Assistance resources available through the Office for International Students and Scholars to be helpful.

Professional Use of Electronic Devices in the Classroom: Computers or other electronic devices, including “smart pens” (devices with an embedded computer and digital audio recorder which records the classroom lecture/discussion and links that recording to the notes taken by the student), may be used by students at the discretion of the faculty member to support the learning activities in the classroom. These include such activities as taking notes and accessing course readings under discussion. If a student wishes to use a smart-pen or other electronic device to audio record lectures or class discussions, they must notify the instructor in advance of doing so. Permission to use recording devices will be at the discretion of the instructor, unless this is an accommodation approved by Disability Resources.

Nonacademic use of laptops and other devices is distracting and seriously disrupts the learning process for everyone. Neither computers nor other electronic devices are to be used in the classroom during class for non-academic reasons. This use includes emailing, texting, social networking, and use of the Internet. The use of cell phones during class time is prohibited, and they should be set on silent before class begins. In the case of an emergency, please step out of the room to take the call. The instructor has the right to hold students accountable for meeting these expectations, and failure to do so may result in a loss of participation points, a loss of the privilege of computer use in the classroom, or being asked to leave the classroom.
Religious Holidays: The Brown School recognizes the individual student’s choice in observing religious holidays that occur during periods when classes are scheduled. Students are encouraged to arrange with their instructors to make up work missed as a result of religious observance, and instructors are asked to make every reasonable effort to accommodate such requests.

IV. WASHINGTON UNIVERSITY ACADEMIC SUPPORT POLICIES

Accommodations based upon sexual assault: The University is committed to offering reasonable academic accommodations to students who are victims of sexual assault. Students are eligible for accommodation regardless of whether they seek criminal or disciplinary action. Depending on the specific nature of the allegation, such measures may include but are not limited to: implementation of a no-contact order, course/classroom assignment changes, and other academic support services and accommodations. If you need to request such accommodations, please direct your request to Kim Webb (kim_webb@wustl.edu), Director of the Relationship and Sexual Violence Prevention Center. Ms. Webb is a confidential resource; however, requests for accommodations will be shared with the appropriate University administration and faculty. The University will maintain as confidential any accommodations or protective measures provided to an individual student so long as it does not impair the ability to provide such measures.

If a student comes to me to discuss or disclose an instance of sexual assault, sex discrimination, sexual harassment, dating violence, domestic violence or stalking, or if I otherwise observe or become aware of such an allegation, I will keep the information as private as I can, but as a faculty member of Washington University, I am required to immediately report it to my Department Chair or Dean or directly to Ms. Jessica Kennedy, the University’s Title IX Director. If you would like to speak with directly Ms. Kennedy directly, she can be reached at (314) 935-3118, jwkennedy@wustl.edu, or by visiting the Title IX office in Umth Hall. Additionally, you can report incidents or complaints to the Office of Student Conduct and Community Standards or by contacting WUPD at (314) 935-5555 or your local law enforcement agency. See: Title IX

You can also speak confidentially and learn more about available resources at the Relationship and Sexual Violence Prevention Center by calling (314) 935-8761 or visiting the 4th floor of Seigle Hall. See: RSVP Center

Bias Reporting: The University has a process through which students, faculty, staff and community members who have experienced or witnessed incidents of bias, prejudice or discrimination against a student can report their experiences to the University’s Bias Report and Support System (BRSS) team. See: brss.wustl.edu

Mental Health: Mental Health Services’ professional staff members work with students to resolve personal and interpersonal difficulties, many of which can affect the academic experience. These include conflicts with or worry about friends or family, concerns about eating or drinking patterns, and feelings of anxiety and depression. See shs.wustl.edu/MentalHealth

Additional Issues or Concerns: If you feel that you need additional supports in order to be successful in your time at Brown, beyond the afore mentioned accommodations, please contact Essie Rochman, Director of Student Affairs at erochman@wustl.edu. She can assist you in navigating a myriad of concerns. Her office is in Brown Hall, room 320.
V. REQUIRED TEXTS:


Additional handouts to be provided by instructor during course.

VI. ORGANIZATION OF COURSE

Content will be delivered in classroom lectures, assigned readings, videotaped demonstrations, and student presentations.

VII. ROLE OF FACULTY AND STUDENTS

Students are expected to attend all class sessions and actively participate in exercises and discussions. Assigned material must be read before class.

If you have a learning disability, sensory or physical disability or other impairment, or if English is your second language and you may need special assistance in lecture, reading assignments, and/or testing, please contact the instructor.

VIII. ASSIGNMENTS AND GRADING CRITERIA

**Grading Criteria**

The final letter grade will be based on the following criteria:

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>2 Quizzes</td>
<td>60</td>
</tr>
<tr>
<td>Class Attendance/Participation</td>
<td>60</td>
</tr>
<tr>
<td>CDI mastery</td>
<td>40</td>
</tr>
<tr>
<td>PDI mastery</td>
<td>40</td>
</tr>
<tr>
<td>Video presentation</td>
<td>40</td>
</tr>
<tr>
<td>Group activity</td>
<td>40</td>
</tr>
<tr>
<td>Research presentation</td>
<td>20</td>
</tr>
<tr>
<td>Total points</td>
<td>300</td>
</tr>
</tbody>
</table>

The course letter grade is related to the point total as follows:

<table>
<thead>
<tr>
<th>Grade</th>
<th>Points</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>282</td>
<td>94</td>
</tr>
<tr>
<td>A-</td>
<td>270</td>
<td>90</td>
</tr>
<tr>
<td>B+</td>
<td>261</td>
<td>87</td>
</tr>
<tr>
<td>B</td>
<td>249</td>
<td>83</td>
</tr>
<tr>
<td>B-</td>
<td>240</td>
<td>80</td>
</tr>
<tr>
<td>C+</td>
<td>231</td>
<td>79</td>
</tr>
<tr>
<td>C</td>
<td>219</td>
<td>73</td>
</tr>
<tr>
<td>C-</td>
<td>210</td>
<td>70</td>
</tr>
</tbody>
</table>
Assignments

2 Quizzes: PCIT is a specific intervention with specific skills and specific language necessary to implement the approach effectively. There will be two 30 point quizzes, one on CDI skills, and the other on PDI skills, to assess the level of learning and understanding of the skills being taught. Each quiz will be comprised of mostly fill in the blank and essay questions.

Class participation: is composed of active listening during class, contributing to the classroom learning environment, and demonstrating concepts, skills, and knowledge covered in the course readings and class lectures. This course also requires a lot of active participation in role plays and practice of the skills with other students. Activities such as absences, tardiness, leaving early, and poor classroom conduct (checking phone and email, texting, side conversations, etc) will reduce a student's participation grade. Since this class meets only 4 days, each day is worth 15 participation points. If a student must miss due to an emergency, extra work is necessary to make up the day(s) missed.

CDI and PDI mastery: Reaching mastery in the Child Directed Interaction and Parent Directed Interaction segments of this approach is necessary to effectively coach and implement this approach. Each student will have opportunities to practice the skills in the skills lab and have several opportunities to test for mastery. PCIT has standards built into the approach to determine when mastery has been reached. The first attempt for CDI mastery will be the coding of the video presentation and the first attempt for mastery of PDI will be based on a written exam. Students who do not attain mastery after the first attempt will be given 2 individual attempts for each CDI and PDI to attain mastery. A student will earn 40 points for CDI mastery and 40 points for PDI mastery attained on the first try. Each successive try will result in 5 points less.

Video presentation: Each student will select a child or adult partner to work with between the two weekend classes to practice the CDI skills outside of the classroom. It is not appropriate to use a child volunteer for PDI practice however. Students may use their own children, a sibling, or a friend’s child for this assignment, but the child should be available to them on a weekly basis. Students must obtain written permission from the parent to have the child participate as well as permission for the student to video tape one of their sessions to be shown in class. If there is no opportunity to work with a child or adult partner, please see the professor for other options. After several sessions of working with the child/partner, the student will video tape one of their CDI sessions to be shown in class. This video will also be used to test for mastery of CDI. (more information in class). Students may use their own video equipment, web cams, or use the audio/visual equipment from the Wash U library. Grading criteria will be based on professionalism of presentation, skills shown in the video using CDI, and a short oral summary of their experience working with the child or partner for their video as well as how the participant responded. Please think of this as an open book take home test for mastery of CDI; therefore the professor will not review videos before presentation in class.

Oral presentation of research: This assignment will be part of the group presentation.
Group presentation: Having the ability to work in a group and present concepts and information to groups of people is an important skill as a social worker. Students will be divided into groups to work on a role play demonstration/presentation for class on how to work with one of the special populations described in the text. Each presentation must be at least 30 minutes or points will be deducted. Students will be given points based on their individual contribution during the presentation. More information will be provided in class.

IX. COMPETENCY ALIGNMENT TO ASSIGNMENTS AND COURSE ACTIVITIES

<table>
<thead>
<tr>
<th>Graded Assignments</th>
<th>Competency/Competencies</th>
<th>Dimension/Dimensions Measured</th>
</tr>
</thead>
<tbody>
<tr>
<td>Quiz on Child-Directed Interaction (CDI)</td>
<td>C6, C7, C8</td>
<td>Knowledge</td>
</tr>
<tr>
<td>Quiz on Parent-Directed Interaction (PDI)</td>
<td>C6, C7, C8</td>
<td>Knowledge</td>
</tr>
<tr>
<td>CDI video to prove mastery of skills</td>
<td>C1, C6, C7, C8</td>
<td>Skills, Knowledge, Cognitive and Affective Processes</td>
</tr>
<tr>
<td>PDI video to prove mastery of skills</td>
<td>C6, C7, C8</td>
<td>Skills and Knowledge</td>
</tr>
<tr>
<td>Oral report to class of research article</td>
<td>C4, C7, C9</td>
<td>Skills and Knowledge</td>
</tr>
<tr>
<td>Oral report to class of CDI practice outside of class</td>
<td>C1, C6, C7, C8, C9</td>
<td>Skills and Knowledge</td>
</tr>
<tr>
<td>Group presentation on working with specific diverse populations</td>
<td>C1, C2, C9</td>
<td>Skills, Knowledge and Values</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Course Activities</th>
<th>Competency/Competencies</th>
<th>Dimension/Dimensions Measured</th>
</tr>
</thead>
<tbody>
<tr>
<td>Practice CDI and PDI skills with other students</td>
<td>C1, C6, C7, C8</td>
<td>Values, Cognitive Processes, Affective Processes</td>
</tr>
<tr>
<td>Demonstrate Teaching the parent and the child PCIT</td>
<td>C1, C6, C7, C8</td>
<td>Values, Cognitive Processes, Affective Processes</td>
</tr>
<tr>
<td>Presentation of video to the class with explanation and answers to questions</td>
<td>C1, C6, C7, C8, C9</td>
<td>Values, Cognitive Processes</td>
</tr>
<tr>
<td>Practice coding CDI and PDI</td>
<td>C1, C6, C7, C8, C9</td>
<td>Skills, Knowledge, Cognitive and Affective Processes</td>
</tr>
<tr>
<td>Discussion of Professors published PCIT research</td>
<td>C2, C4</td>
<td>Knowledge, Skills</td>
</tr>
<tr>
<td>Discussion of students research papers</td>
<td>C2, C4</td>
<td>Knowledge, Skills</td>
</tr>
</tbody>
</table>
X. COURSE OUTLINE

First Weekend:

Day 1.

Course Overview
Introductions and overview of course/review of syllabus
Overview of PCIT
Various training requirements for PCIT
Readings:  McNeil & Hembree-Kigin; Chapters 1 & 25

Child-Directed Interaction
Pride skills
Dos and don’ts of PCIT
Appropriate toys to use for PCIT
Using bug in the ear/two way mirror
How to attain mastery of CDI
Introducing PCIT to parents and children
Teaching parent and child about CDI
Readings:  McNeil & Hembree-Kigin; Chapter 4
Review of PCIT forms to be provided in class

Teaching and Coaching Child-Directed Interaction
Teaching parent about CDI
Behavior modification techniques that are part of coaching component
How to code before each coaching session
Overview of typical coaching session
View video of coaching
Readings:  McNeil & Hembree-Kigin; Chapter 5

**PRACTICE CDI**

**PRACTICE INTRODUCING/COACHING CDI TO PARENTS**

**PRACTICE CODING CDI**

**ASSIGNMENT OF GROUPS FOR ROLE PLAY PROJECT**
Day 2.

**Quiz on CDI**
**Practice CDI**
**Group Practice of CDI**
**Group—practice teaching parent about PCIT & CDI**

**Parent-Directed Interaction**
- Time-out procedures
- Coding PDI
- Mastery of PDI
- Summary of PDI process from Assessment through booster sessions

**Readings:** McNeil & Hembree-Kigin; Chapter 6

**Teaching and Coaching Parent-Directed Interaction**
- Structuring teaching session (p 105)
- Use of stuffed toy as visual aid with child
- Giving effective instructions and how to determine compliance
- Overview of typical PDI coaching session
- Coding of PDI and CDI together
- General guidelines for coaching PDI

**Readings:** McNeil & Hembree-Kigin; Chapter 7

**Progressing through each session of PDI**
- Reviewing what each PDI session should look like
- Setting up house rules
- Transitioning PCIT skills to everyday life

**Readings:** McNeil & Hembree-Kigin; Chapter 8

**PRACTICE PDI, TEACHING PDI TO PARENTS AND COACHING PDI**
**PRACTICE CODING PDI**
Second Weekend:

Day 1.
Quiz on PDI
Practice CDI and PDI sessions and coaching
Progressing thru PDI (p. 154)
Video presentations: Code videos for mastery of CDI*
Written test for mastery of PDI*

Intake Assessment and Therapy Orientation Session
Intake interview—questions to ask (p. 34-35)
How to know if session was effective (p. 47)
Assessment tools; how to administer and interpret
Coding baseline of skills
How to work with resistant parent

Readings:  McNeil & Hembree-Kigin; Chapter 3

Contra-indicators to using PCIT
Assessing for appropriateness for PCIT
ECBI (handouts will be provided)
When there is marital conflict (p. 330)
When there are major life stressors (p. 341)
Who not to work with

Readings:  McNeil & Hembree-Kigin; Chapter 17-18

Day 2.

Current research by FRC with Wash U and Home based PCIT
Discuss research design
Review research results
Ideas for further research
Home based PCIT: advantages/disadvantages

Readings:  McNeil & Hembree-Kigin; Chapter 23

PCIT article:
GROUP ACTIVITY PRESENTATIONS AND ROLE PLAYS:

Working with Younger Children, Older Children and Siblings (p. 185-237) (Group)
   Adapting PCIT to older children
   Coaching older siblings as babysitters
   CDI with infants
   Decreasing conflict
   Coaching social skills

Readings: McNeil & Hembree-Kigin; Chapter 9-11

Working with children with special circumstances
   Anxiety Disorder/separation anxiety and using BDI (p. 285-300) (Group)
   Autism (p. 239)
   Child Abuse (p. 256)
   ADHD (handouts) (p. 301)
   Working with Explosive children (p. 319)

Readings: McNeil & Hembree-Kigin; Chapter 12-16

Working with minorities (p. 363-376) (Group)
   International issues with PCIT

Readings: McNeil & Hembree-Kigin; Chapter 19 and 24

Staff-Child and Teacher Child Interaction therapy (p. 385-391) (Group)
   Coaching by adding children (p. 386)

Readings: McNeil & Hembree-Kigin; Chapter 20-22

*Students will be given 2 extra opportunities to retest for mastery of CDI and PDI if necessary.