



UC DAVIS
CHILDREN'S HOSPITAL

PCIT
Training Center

FIRST 5
LA
Champions For Our Children
www.First5LA.org

LAC
DMH
Los Angeles County
Department of Mental Health

NCTSN
The National Child Traumatic Stress Network

Advanced Training in PCIT: Training new therapists

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UC Davis PCIT Training Center

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OBJECTIVES

Goals for participants is to understand:

- What you need to be a trainer in your agency
- Administrative support to training
- The progress of training: skill building to mastery
- Judging competence
- Coach coding, evaluating performance
- Need for good communication and documentation
- Fidelity

PCIT TRAINING

WHAT DOES IT TAKE TO BE A GOOD TRAINER?

Some important trainer qualities:

- PCIT experience (minimum 4 completed cases with good outcomes)
- Clinical experience helpful, ability to see the bigger clinical picture
- Supportive, attentive, warm
- Task master! Clear and firm expectations.
- Not too controlling, ability to let trainee try things on own
- Agency's need for training

PCIT TRAINING

WHAT DOES IT TAKE TO BE SUCCESSFUL?

Some important qualities :

- Sufficient number of referrals (aim for 4 – 6 clients per trainee)
- Administrative support for training
 - Reducing productivity expectations of trainees, trainers
 - System for getting results of standardized measures to therapists quickly
 - Allow time for monthly team meetings
 - Allow therapists to go to annual conferences

PCIT TRAINING

BUILDING COMPETENCE

MENTORING

FOCUS ON TRAINEE

GROWTH OF SKILLS

NOT CO-THERAPY

NOT ON CLIENT

NOT JUST "HOW TO"

PHASE II: FUNDAMENTAL AND SKILL-BUILDING

Date	Approved by	Experimental Competency
		Complete 10 Hour PCIT – TC Web Course
		Evaluation of Web Course Knowledge
		Meet Mastery Criteria for Child-Directed Interaction (CDI) Skills in behavioral observations (10 labeled praises, 10 reflections, 10 commands with 3 or less questions, commands, critical feedback)
		Develop Objectives & Goals using information from clinical interview, pre-measures and behavioral observation
		Role-Play CDI Teaching Session – shows understanding of process
		Role-Play PDI Teaching Sessions – shows understanding of process
		Role-Play CDI Coaching Session – shows understanding of process
		Role-Play Structured Behavioral Observation – describes requirements & process

PHASE III: EXPERIMENTAL TRAINING

Date	Approved by	Experimental Competency
		Conduct Structured Behavioral Observations (Dyadic Parent-Child Interaction Coding System; DPCS) as a component of assessment process
		Code 5-minute CDI coaching session with 80% accuracy
		Teach and demonstrate behavioral play therapy skills (PRIDE)
		Teach and demonstrate use of selective attention/ignoring
		Teach and demonstrate avoidance of questions, commands, and

PCIT TRAINING

ROLE PLAY OF DIFFERENCE BETWEEN MENTORING AND CO-THERAPY



PCIT TRAINING

MENTORING: SKILL BUILDING TO MASTERY

SKILL BUILDING

- Review
- Role-play
- Remind (prepare)

PRACTICE

- Trainees practice skills (need space)
- Trainers support, evaluate, guide

COMPETENCE

- Trainees can perform skills effectively without support
- Competence may not be perfect

IMPORTANCE OF CODING MASTERY



INTAKE & ASSESSMENT

KEY SKILLS AND TRAINING STRATEGIES

ENGAGEMENT & CONFIDENCE

- Selecting good PCIT cases
- Understanding standardized assessments
- Developing treatment goals, coaching strategies

TEACHING SESSIONS

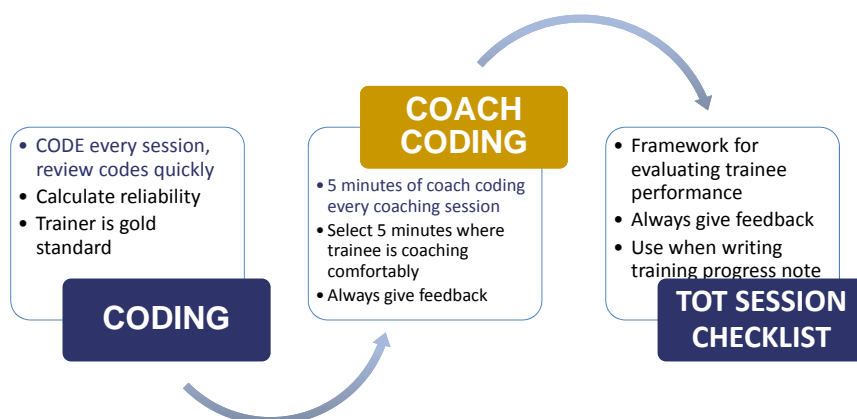
KEY SKILLS AND TRAINING STRATEGIES

DEVELOP PLAN FOR SKILL ACQUISITION

- Role play ahead of time
- Use the Teaching session checklist
- Debrief

COACHING SESSIONS

DEVELOP PLANS FOR SKILL ACQUISITION



ToT SESSION CHECKLIST

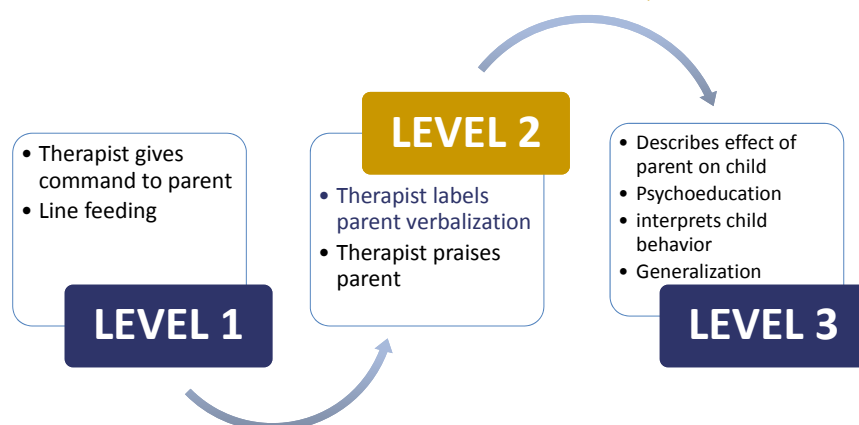
QUALITY OF PERFORMANCE

Follows structure of session

- Check-in
- Coding
- Coaching
- Closing the session

COACH CODING

MEASURE OF COACHING SKILL ACQUISITION



COACH CODING

**PRACTICE
COACH CODING**



Bev
Funderburk
PCIT Guru

COACH CODING

Expert #4
Beverly Funderburk, Ph.D.

PRACTICE TRAINING

TRAINING ROLE
PLAY



COMMUNICATION & DOCUMENTATION

Giving feedback, noting progress, planning

- ToT Session checklist & coding sheet
- Structuring feedback
- Progress note templates
- Competency checklists
- Planning
- Transparency

FIDELITY

IN PRACTICE AND TRAINING

PCIT LIKE FITNESS TRAINING

- Need to teach good habits (good organization, documentation)
- Need to teach the WHY, not just how
- Need to teach what can change, what can be tailored— when and why
- Need to teach not to be afraid of collecting outcome measures

THANK YOU!

CONTACT US

Website: pcit.ucdavis.edu

Web Course: pcit.ucdavis.edu/pcit-web-course

 www.facebook.com/UCDPCIT

 [PCIT LinkedIn Group](#)