
**THE UNIVERSITY OF TEXAS AT AUSTIN
SCHOOL OF SOCIAL WORK**

Course Number:	SW393R24	Instructor:	M. T. Granillo, PH.D., MSW
Unique Number:	60765	E-mail:	mtgranillo@mail.utexas.edu
Semester:	Fall 2015	Phone:	(512) 232-8433
Meeting Time:	Tuesday 8:30-11:30am	Office Room:	3.116C
Meeting Place:	2.132	Office Hours:	Tuesdays 1:30-3:30pm Wed. 1:00-2:00pm or by appointment

TREATMENT OF CHILDREN AND ADOLESCENTS

I. COURSE DESCRIPTION

The course is designed as an advanced clinical selective for graduate students in the School of Social Work who wish to increase knowledge and skills for practice with children, adolescents, and their caretakers. Students will develop a working understanding of children and adolescents from diverse backgrounds, affirming and respecting their strengths and differences. This course is grounded in the identification, analysis, and implementation of empirically-based intervention strategies for working with children, adolescents, and their families. This course will focus on using multiple perspectives in the advanced application of theories, models and skills utilized in varying treatment modalities, with emphasis placed at the micro and mezzo levels of practice. The framework of the course is based on social work values and the ethical decision-making process, as illuminated by the NASW Code of Ethics. A bio-psycho-social and cultural emphasis will be applied to the various problem areas and disorders covered.

II. COURSE OBJECTIVES

Upon completion of this course, students will be able to:

1. Demonstrate the ability to integrate theories and empirical research knowledge under guiding fields of practice areas with child, adolescent, and family populations.
2. Demonstrate skill in the application of different treatment modalities, including formal and informal systems of care.

3. Demonstrate an advanced clinical knowledge of the relationship between assessment and intervention as it relates to the strengths, the processes involved in human change, and the capacities and resources of children, adolescents and families.
4. Demonstrate the ability to adapt intervention models and strategies to reflect an understanding of persons from diverse backgrounds, including (but not limited to) race, ethnicity, culture, class, gender, sexual orientation, religion/spirituality, physical or mental ability, developmental level, age, and national origin.
5. Critically evaluate and analyze different theoretical and intervention models as to their effectiveness in given situations. This includes: (a) the adequacy of the research and knowledge base; (b) the range of applicability; (c) the value and ethical issues, including the student's own value system; and (d) the policy implications involved in delivery of services to children, adolescents, and families.
6. Demonstrate the ability to implement and evaluate the effectiveness of clinical interventions for children, adolescents, and families.
7. Demonstrate the ability to tailor and integrate clinical interventions for children, adolescents, and families based on the context in which they are delivered.
8. Demonstrate advanced knowledge of social work values and ethical decision-making processes as they relate to ethical dilemmas in clinical intervention with children, adolescents, and families.

III. TEACHING METHOD

This class provides opportunities for both theory and skill development. The methods in which this information will be presented include, but are not limited to:

Lecture: Each class will consist of a lecture about the topic assigned for that week. Lectures will be largely focused on skills training, not summarizing the readings. Guest lecturers and video demonstrations will be used to enhance student learning.

Discussions: Students will participate in large and/or small group discussions on topics that are related to the lecture, readings, and the intervention assigned for that week.

Experiential exercises: Throughout the semester students will have the opportunity to demonstrate their knowledge and skills in the various treatment approaches through live in-class interactions and activities (e.g., role play).

****A note on email**** Please allow 48 hours for email response. It is likely that you will receive a response sooner than that. However, in the case that you do not, you are encouraged to re-contact the professor.

IV. COURSE ASSIGNMENTS & GRADING CRITERIA

Attendance & participation (15%)

As this is a graduate level class, regular attendance is expected. A sign-in sheet will be passed around at the beginning of each class for students to document their attendance. These sheets will be used in reflection should a student not agree with their final class participation grade. Students are expected to complete the readings prior to class, and should be well prepared to participate in discussions. Failure

to demonstrate through discussions that one has comprehended the readings will be considered in assigning the class participation portion of the final grade. Regular attendance is expected, and in extenuating circumstances please notify the instructor. If a student misses class, for any reason, they are still responsible for the information covered in class. It is recommended that they contact a fellow classmate to get that information or set up a time to meet with the professor.

To facilitate participation and support informed class interaction, students will be divided into groups of three students with each group asked to prepare two-three questions and/or discussion starters from the assigned readings for one class during the semester. The questions should address some issue or concern raised by the readings for that week that may be of special interest to the students, or perhaps an issue that seems unclear. In addition, each question must have one or two points for guidance as to their answers. This could be a particular resource, or a discussion point to help the class find answers to the questions. The questions need to be typed and double spaced, and the small group will present their questions and lead a brief class discussion concerning the issue raised, at the beginning of their assigned class. The questions will then be turned in to the instructor for a grade. Grades will be given for the questions and will be determined by both the quality of the questions, and the ability to elicit informed involvement of the class.

Promising practices paper (20%)

Students will write a 5-7 page paper on a treatment approach that is not covered in this course and that they otherwise might not have the opportunity to learn about. The treatment approach does not have to be evidence-based according to the APA Division 12 Task Force standards on psychological interventions (Chambless, Baker, Baucom, Beutler, Calhoun, Crits-Christoph, et al., 1998). In fact, if it is a “promising practice” it likely will not have much empirical support. Students are to make a convincing case as to why this practice would be promising despite the lack of empirical support. This assignment is to be completed individually and independently. Students **MUST** get their topic approved by the professor on or before **Tuesday 9/22**. The final paper is due **Tuesday 11/3**. A hardcopy must be submitted to the professor at the beginning of class. To facilitate blind grading please **ONLY** include your **UT EID** on the hardcopy you turn in during class. (*Objectives 1-4*)

The paper must include the following:

- 1) Thorough description of the approach including but not limited to: what problems does it address? What are the mechanisms by which it addresses these problems? Are there specific population(s) it should or should not be used with?
- 2) Explanation of the underlying theoretical framework of the approach. This may be plainly laid out for you, or you may have to deduce the theoretical framework by comparing this approach with others.
- 3) Review of the literature highlighting the empirical support for this approach. If there is a dearth of research on this approach students are encouraged to look at research of approaches that are similar in some way. This is the section in which students will support their stance that this is a “promising practice.”
- 4) Discussion of how this approach addresses diversity issues such as race, ethnicity, culture, class, gender, sexual orientation, religion/spirituality, physical or mental ability, development level, age, or national origin.
- 5) Provide a critique of the approach. What are the strengths? What are the areas for improvement?

Treatment project

This project will include three major components:

- 1) **Assessment (20%).** Each student will select a case from those provided by the professor during the second week of class, **September 8th**. Students will be asked to provide an assessment of this case, discuss any potential challenges they may encounter with this case and how they would deal with these challenges, and finally suggest a potential treatment option. Students are to write this assignment as if they are submitting it to their supervisor at work. The entire assignment must be 2-3 pages, double-spaced, 12 pt. font, and is due **October, 6th at the beginning of class**. Please remember to only include your **UT EID** on the hardcopy to facilitate blind grading.

- 2) **Treatment paper (25%).** Based on the case selected, students are to choose **one** of the treatment models they considered for their client and conduct a scholarly literature review on that treatment model. Students should identify the research that supports the use of that treatment modality with their client as well as what other problems the treatment modality has been used for. The paper should be 8-10 pages in length not including references (12 pt font, double spaced). Students will be required to use APA (6th Ed) format for the structure of the paper and references. More details about the required contents of the paper will be passed out and discussed during class.

Students are encouraged to meet with the professor regularly during the semester to discuss the development of the paper. This provides the student and professor the opportunity to engage in dialogue, and the opportunity for the professor to provide feedback throughout the process of writing, rather than waiting to receive feedback after the final copy has been turned in. It is recommended that students start on this assignment right away because the professor expects a very thorough search of the literature in social work, psychology, psychiatry, and related fields in order to demonstrate that one has mastered the up-to-date, current knowledge and methods concerning treatment of the problem area. A search of the literature should include journal articles as well as pertinent book chapters or monographs. Emphasis should be given to the most recent (within the past 10 years or so) literature and studies. Of course, seminal pieces that fall outside of this time parameter should still be included. It is assumed that most papers will have a substantial reference list to demonstrate one's mastery of the treatment method(s) under study. The number of references will vary by topic (e.g., there is simply more research available on the treatment of ADHD than oppositional defiant disorder). Although students are encouraged to utilize the Internet to search for material, they may not rely on the Internet at the expense of using refereed journal articles for the literature review.

The final paper is due the last day of class, **December 1, 2015 by 5pm**. The paper can be turned in during class **OR** students can leave the paper in a sealed manila envelope located outside the professor's office before 5pm (3.116C). Please remember to only include your **UT EID** on the hardcopy to facilitate blind grading.

- 1) **Role play (20%).** Students will get together with 2-3 classmates who have the same case and develop a role-play. Students may not have chosen the same treatment modality for the case. However, students must come to a consensus and develop a role-play on only **one** of the treatment modalities. Within the group one student will be the "therapist" and the other one or two students will be the client(s). Students can act out the role-play live or they can record the role-play and show the video in class on **November 24th**. The role-play should be 10-15 minutes in length.

Each student will write a 2-3 page reflection paper on the experience. More details about the required contents of the reflection will be provided in class. The reflection paper is due with the treatment paper the last day of class, **December 1st**.

V. COURSE POLICIES

Student conduct

Social work students should consider that they will be representing professional social work practice as well as the University of Texas at Austin School of Social Work program while in the classroom, the university community, and the broader area communities. Therefore, it is expected that students will conduct themselves professionally in the classroom, and maintain the same boundaries and standards that they would in a place of employment. This includes things such as proper attire and use of electronics while in the classroom or when communicating with fellow students and the professor. Cell phones must be silenced and may NOT be in use during class hours under any circumstances, unless during a break.

Small groups are expected to resolve challenges within their group context. I am willing to serve as a consultant if groups have worked diligently to resolve their difference but have been unsuccessful.

Course preparation and participation

Students are expected to be prepared for class. This includes: reading all articles due, being prepared to discuss all articles, as well as consulting Canvas for other materials that are to be reviewed for that day's class. It is your responsibility to print out the handouts for that day in order to take notes and follow along in class.

Grades and student feedback

Student feedback is welcome. Students are also encouraged to provide feedback during my hours, by phone, by email, and by appointment if they desire.

If students are concerned about their class performance, office hours are to be utilized for this purpose. I am more than willing to work with students to help them improve their course grades prior to the end of the semester should I feel the circumstances around the need are reasonable. However, the student must initiate a meeting with me during office hours to create the time for finding solutions.

VI. GRADING CRITERIA

Grades will be posted on Blackboard. Students should be able to track their progress throughout the course. Should you have questions about any assignment for this class, please consult with the Professor in advance of the due date.

Grades will be assigned as follows:

94.0-Above	A
90.0–93.999	A-

To receive an “A” in this course you must have excellent attendance and participation, and you must produce work that is of superior quality.

87.0-89.999	B+
84.0 -86.999	B
80.0–83.999	B-

Work earning grades of B+ and B generally exceeds assignment/performance expectations; demonstrates varying degrees of in-depth critical thinking and analysis that resulted in work additional to that laid out in the assignment directions (i.e., coherence and integration of ideas).

77.0-79.999	C+
74.0-76.999	C
70.0-73.999	C

Work earning grades of C+, C and C- may substantially to minimally meet requirements, have minor to more significant gaps, and lack evidence of in depth thinking and analysis. Social Work majors must make a grade of C- or above to avoid having to repeat the course.

67.0-69.999	D+
64.0-66.999	D
60.0-63.999	D

Grades in the D range reflect work that has important gaps in the assignment both in terms of not meeting the requirements and lacking critical thinking and analysis.

Below 60.0	F
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Writing guidelines. Papers must be typewritten in 12pt font, double-spaced, proofread for spelling and grammatical errors, and must follow the American Psychological Association (APA) Style (6th edition) format. Details on APA style can be found at: <http://owl.english.purdue.edu/owl/resource/560/01/> Papers, responses to essay questions, and presentations awarded the highest grades include the following elements:

- Evidence of independent, critical thinking
- Citations of research from peer-reviewed professional journals and from recent books
- Integration of material from lectures and course readings

Late assignments. Except under extremely unusual circumstances, assignments must be completed on the due date and turned in at the beginning of class on the due date. Late assignments will result in a deduction of five points for each day that the assignment is late (beginning on the assignment due date).

VII. REQUIRED READINGS

Weisz, J.R., & Kazdin, A.E. (2010). *Evidenced-Based Psychotherapies for Children and Adolescents: 2nd edition*. New York: Guilford Press.

All additional required readings will be available on Canvas

Recommend (not required) readings.

Reinecke, M. A., Dattilio, F. M., & Freeman, A. (Eds.). (2003). *Cognitive therapy with children and adolescents: A casebook for clinical practice* (2nd ed.). New York, NY: The Guilford Press.

Mufson, L., Dorta, K. P., Moreau, D., & Weissman, M. M. (2004). *Interpersonal psychotherapy for depressed adolescents* (2nd ed.). New York, NY: The Guilford Press.

Greene, R. W. (2014). *The Explosive Child: A new approach for understanding and parenting easily frustrated, chronically inflexible children*. (5th ed.). New York, NY: Harper Collins.

VIII. COURSE OUTLINE (TENTATIVE)

<u>Date</u>	<u>Topics</u>	<u>Readings</u>	<u>Assignments</u>
Week 1 9/1	Introductions Class overview	Syllabus	
Week 2 9/8	Current State of Mental Health, Assessment & Treatment of Children & Adolescents	Morely (2009) Merikangas et al. (2010) Huey (2008) Springer (2002)	Distribution of Cases Peer Group #1
<u>Additional resources</u> Olfson, M., Druss, B., & Marcus, S. C. (2015). Trends in Mental Health care among children and adolescents. <i>The New England Journal of Medicine</i> , 372, 2029-38.			
Week 3 9/15	Ethical, Developmental, & Diversity Issues	Weisz & Kazdin: Chps 2-3 NASW: Practice of SW w/ Adolescents Alegria et al. (2010) Coard (2010) Barker (2004)	Peer Group #2
Weeks 4 & 5 9/22 & 9/29	Young Children & Families	Weisz & Kazdin, Chp. 11, 12 Thomas & Gembeck (2007) Schaefer, Chps 1 & 2 Bratton et al. (2005)	Promising Paper <u>Topic</u> due 9/22 Peer Group #3
<u>Additional resources</u> Webster-Stratton, C. (2011). <i>The Incredible Years</i> . http://www.incredibleyears.com/			
Weeks 6 & 7 10/6 & 10/13	Child & Adolescent Depression	Weisz & Kazdin: Chps 8 - 10 Mufson (2004) Perepletchikova (2011)	Assessment Paper due 10/6 Peer Group #4

Weeks 8 & 9 10/20 & 10/27	Anxiety & Trauma	Weisz & Kazdin: Chps 4, 19 Lange et al. (2007) Reynolds (2012)	Peer Group #5
<u>Additional Resources</u>			
Kendall, P.C. (2006). <i>Cognitive-behavioral Therapy for Anxious children: Therapist manual (3rd ed)</i> . Ardmore PA: Workbook Publishing, Inc.			
Weeks 10 11/3	Addictive Behaviors: Substance Use/Abuse & Eating Disorders	Weisz & Kazdin: Chps 22 & 27 Miller (2012) Holleran (2002) Wilson (2007)	Promising Paper due 11/3 Peer Group #6
Weeks 11 11/10	Behavioral Problems: Anger Management, Conduct Disorder, ODD	Weisz & Kazdin: Chp 13 - 15 Greene, Chp 4-7 Greene (2004)	Peer Group #7
Week 12 11/17	Alternative treatments: Animal-assisted therapies	Adler-Tapia & Settle (2009) Smith-Osborne (2010)	Peer Group #8
Week 13 11/24	Role plays		
Week 14 12/1	Wrap-up & Future of EPB for Children and Adolescents	Weisz & Kazdin: Chp. 28	Treatment paper and reflection due

UNIVERSITY NOTICES AND POLICIES

THE UNIVERSITY OF TEXAS HONOR CODE. The core values of The University of Texas at Austin are learning, discovery, freedom, leadership, individual opportunity, and responsibility. Each member of the university is expected to uphold these values through integrity, honesty, trust, fairness, and respect toward peers and community.

PROFESSIONAL CONDUCT AND CIVILITY IN THE CLASSROOM. The professor expects students to act as professionals in class. This means students should arrive on time for class, be prepared to participate in the class discussion, and show respect for one another's opinions. A course brings together a group of diverse individuals with various backgrounds. Students are influenced and shaped by such factors as ethnicity, gender, sex, physical abilities, religious and political beliefs, national origins, and sexual orientations, among others. We expect to learn from each other in an atmosphere of positive engagement and mutual respect. Social Work also deals with complex and controversial issues. These issues may be

challenging and uncomfortable, and it would be impossible to offer a substantive classroom experience that did not include potentially difficult conversations relating to challenging issues. In this environment we will be exposed to diverse ideas and opinions, and sometimes we will not agree with the ideas expressed by others. Nevertheless, the professor requires that students engage one another with civility, respect, and professionalism.

UNANTICIPATED DISTRESS. Students may experience unexpected and/or distressing reactions to course readings, videos, conversations, and assignments. If so, students are encouraged to inform the professor. The professor can be responsive and supportive regarding students' participation in course assignments and activities, but students are responsible for communicating clearly what kind of support is desired. If counseling is needed, students may contact a service provider of their choosing, including the UT Counseling Center at 512-471-3515 or online at www.utexas.edu/student/cmhc/.

POLICY ON SOCIAL MEDIA AND PROFESSIONAL COMMUNICATION. Public social networks are not private. Even when open only to approved or invited members, users cannot be certain that privacy will exist among the general membership of sites. If social work students choose to participate in such forums, please assume that anything posted can be seen, read, and critiqued. What is said, posted, linked to, commented on, uploaded, subscribed to, etc., can be accessed and archived, posing potential harm to professional reputations and prospective careers.

Social work students who use social media (i.e. Facebook, Twitter, etc.) and other forms of electronic communication (i.e. blogs, etc.) must be mindful of how their communication may be perceived by clients, colleagues, faculty, and others. Social work students are expected to make every effort to minimize material which could be considered inappropriate for a professional social worker in training. Because of this, social work students are advised to manage security settings at their most private levels and avoid posting information/photos or using any language that could jeopardize their professional image.

Students are asked to consider the amount of personal information posted on these sites and are obliged to block any client access to involvement in the students' social networks. Client material should not be referred to in any form of electronic media, including *any* information that might lead to the identification of a client or compromise client confidentiality in *any* way. Additionally, students must critically evaluate any material that is posted regarding community agencies and professional relationships, as certain material could violate the standards set by the School of Social Work, the Texas Code of Conduct for Social Workers, and/or the NASW Code of Ethics.

Social work students should consider that they will be representing professional social work practice as well as The University of Texas at Austin School of Social Work program while in the classroom, the university community, and the broader area communities.

POLICY ON SCHOLASTIC DISHONESTY. Students who violate University rules on scholastic dishonesty are subject to disciplinary penalties, including the possibility of failure in the course and/or dismissal from the University. Since such dishonesty harms the individual, all students, and the integrity of the University, policies on scholastic dishonesty will be strictly enforced. For further information, the student may refer to the Web Site of the Student Judicial Services, Office of the Dean of Students (<http://deanofstudents.utexas.edu/sjs/>).

USE OF COURSE MATERIALS. The materials used in this course, including, but not limited to exams, quizzes, and homework assignments, are copyright protected works. Any unauthorized duplication of the course materials is a violation of federal law and may result in disciplinary action being taken against the student. Additionally, the sharing of course materials without the specific, express approval of the professor

may be a violation of the University's Student Honor Code and an act of academic dishonesty, which could result in further disciplinary action. This sharing includes, among other things, uploading class materials to websites for the purpose of distributing those materials to other current or future students.

DOCUMENTED DISABILITY STATEMENT. Any student who requires special accommodations must obtain a letter that documents the disability from the Services for Students with Disabilities area of the Division of Diversity and Community Engagement (471- 6259 voice or 471-4641 TTY for users who are deaf or hard of hearing). A student should present the letter to the professor at the beginning of the semester so that needed accommodations can be discussed and followed. The student should remind the professor of any testing accommodations no later than five business days before an exam. For more information, visit <http://www.utexas.edu/diversity/ddce/ssd/>.

RELIGIOUS HOLIDAYS. By UT Austin policy, students must notify the professor of a pending absence at least fourteen days prior to the date of observance of a religious holy day. If the student must miss a class, examination, work assignment, or project in order to observe a religious holy day, the professor will give the student an opportunity to complete the missed work within a reasonable time after the absence.

TITLE IX REPORTING. In accordance with Title IX of the Education Amendments of 1972, the University of Texas at Austin is committed to maintaining a learning environment that is free from discriminatory conduct based on gender. Students who report incidents of sex discrimination, sexual harassment, sexual violence, or sexual misconduct to faculty, instructors, and/or staff who supervise students, will be provided a list of University resources. If the incident is impacting the academic environment, a report will be provided to the University's Title IX Coordinator. Further information, including student resources related to Title IX, may be found at <https://www.utexas.edu/student-affairs/policies/title-ix>.

CLASSROOM CONFIDENTIALITY. Information shared in class about agencies, clients, and personal matters is considered confidential per the NASW Code of Ethics on educational supervision and is protected by regulations of the Family Educational Rights and Privacy Act (FERPA) as well. As such, sharing this information with individuals outside of the educational context is not permitted. Violations of confidentiality could result in actions taken according to the policies and procedure for review of academic performance located in sections 3.0, 3.1, and 3.2 of the Standards for Social Work Education.

USE OF E-MAIL FOR OFFICIAL CORRESPONDENCE TO STUDENTS. Email is recognized as an official mode of university correspondence; therefore, students are responsible for reading their email for university and course-related information and announcements. Students are responsible for keeping the university informed about a change of e-mail address. Students should check their e-mail regularly and frequently—daily, but at minimum twice a week—to stay current with university-related communications, some of which may be time-sensitive. Students can find UT Austin's policies and instructions for updating their e-mail address at <http://www.utexas.edu/its/policies/emailnotify.php>.

SAFETY. As part of professional social work education, students may have assignments that involve working in agency settings and/or the community. As such, these assignments may present some risks. Sound choices and caution may lower risks inherent to the profession. It is the student's responsibility to be aware of and adhere to policies and practices related to agency and/or community safety. Students should notify the professor regarding any safety concerns.

BEHAVIOR CONCERNS ADVICE LINE (BCAL). If students are worried about someone who is acting differently, they may use the Behavior Concerns Advice Line to discuss by phone their concerns about

another individual's behavior. This service is provided through a partnership between the Office of the Dean of Students, the Counseling and Mental Health Center (CMHC), the Employee Assistance Program (EAP), and The University of Texas Police Department (UTPD). Call 512-232-5050 or visit <http://www.utexas.edu/safety/bcal>.

EMERGENCY EVACUATION POLICY. Occupants of buildings on the UT Austin campus are required to evacuate and assemble outside when a fire alarm is activated or an announcement is made. Please be aware of the following policies regarding evacuation:

- Familiarize yourself with all exit doors in the classroom and the building. Remember that the nearest exit door may not be the one you used when entering the building.
- If you require assistance to evacuate, inform the professor in writing during the first week of class.
- In the event of an evacuation, follow the professor's instructions.
- Do not re-enter a building unless you are given instructions by the Austin Fire Department, the UT Austin Police Department, or the Fire Prevention Services office.