

**The University of Texas at Austin  
School of Social Work**

<b>Course number:</b> SW393R24	<b>Instructor:</b> Mary Beer, LCSW
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<b>Semester:</b> Summer 2015	<b>Office hours:</b> Wednesdays 4:30-5:30
<b>Meeting time:</b> M/W 5:30-7:45	<b>Office room:</b> 3.104A
<b>Meeting place:</b> SSW2.116	

**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. Standardized Course Objectives**

Upon completion of the course, students should be able to demonstrate:

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 methods**

This class will be taught using a variety of methods with an emphasis on experiential learning, i.e., lecture, class discussion, experiential activities, guest speakers, videos, community based activity, course assignments, and readings. The assignments will provide the opportunity for “learning by doing”. For success in this class you must be willing to participate, risk yourself, stretch your creativity, and attend class. It is imperative for effective practitioners working with play as an intervention strategy to participate in an ongoing process of self awareness. You are encouraged to ask questions, give the instructor feedback, and meet with the instructor as needed.

### **IV. Required texts and materials**

#### **Required Texts**

Alfano, C & Beidel, D (2014). *Comprehensive Evidence-Based Interventions for Children and Adolescents*. New Jersey: John Wiley & Sons

LeCroy, C & Anthony, E (2015). *Case Studies in Child, Adolescent, and Family Treatment: 2nd edition*. New Jersey: John Wiley & Sons

Perry, B. & Szalavitz, M (2006). *The Boy Who Was Raised As A Dog*. New York: Basic Books.

#### **Required Readings**

Additional readings are posted on blackboard and assigned dates are located in the Files section.

#### **Recommended Readings**

In the Files section of Canvas, you will find Recommended Readings for most classes. These readings are designed to further your learning about the particular topics each week. You are encouraged to read the Recommended readings for any theories/approaches that you might like to integrate into your practice.

### **Optional Readings**

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

Friedberg, R.D. & McClure, J.M. (2002). *Clinical Practice of Cognitive Therapy with Children and Adolescents*. New York: The Guilford Press.

### **V. Required University 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 in Class**

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. We will not, nor should we, always agree with one another. In this environment we should be exposed to diverse ideas and opinions, and sometimes we will not agree with the ideas expressed by others. However, the professor does require that students engage one another with respect and professionalism.

#### **Classroom Civility**

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 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.

#### **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 instructor. The instructor 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 can contact a service provider of their choosing, including the UT Counseling Center at 512-471-3515 or online at [www.utexas.edu/student/cmhc/](http://www.utexas.edu/student/cmhc/).

### **Use of Class Materials**

The materials used in this class, including, but not limited to, exams, quizzes, and homework assignments are copyright protected works. Any unauthorized copying of the class materials is a violation of federal law and may result in disciplinary actions being taken against the student. Additionally, the sharing of class materials without the specific, expressed approval of the instructor 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 includes, among other things, uploading class materials to websites for the purpose of sharing those materials with other current or future students.

### **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/>).

### **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). Present the letter to the professor at the beginning of the semester so that needed accommodations can be discussed. 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, an examination, a work assignment, or a 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.

## **Use of Email 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 to keep the university informed about changes to their 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 Hotline (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 among 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>.

**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. All faculty, instructors, and staff who supervise students are required to relay student reports of alleged sex discrimination, sexual harassment, including sexual violence or sexual misconduct, experienced by a student to the University Title IX office and an assistant or associate dean of the school. 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 FERPA regulations as well. Discussions with individuals outside of the educational context are 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.

## **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 of the classroom and the building. Remember that the nearest exit door may not be the one you used when you entered 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.

## **VI. Class Policies**

1. 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.
2. 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.
3. 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).
4. 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.
5. Student feedback is welcome. Students are also encouraged to provide feedback during my hours, by phone, by e-mail, and by appointment if they desire.
6. 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.

7. 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.
8. Grading on all written assignments must take into account the quality of writing as well as the content. The American Psychological Association (APA) 6th edition format must be used. Written material should be carefully proof read and errors (punctuation, typographical, spelling) corrected. Good writing requires a reiterative process that must be followed if quality is to improve. I strongly encourage you to read your papers several times and, if possible, have someone else proofread it before turning it in.
9. Information shared in the class about community settings and/or client is considered to be confidential according to the NASW Code of Ethics regarding the sharing of information for supervisory and educational purposes. Part of professional accountability includes treating others with respect and courtesy. Within the class this entails listening to the opinions and concerns of others with openness, offering suggestions and ideas in a positive and respectful manner, and willingness to promote group cohesiveness in the learning environment.

## **VII. Course requirements**

1. Class Participation (Objectives 1,2,3,4,5) - As stated above, regular and punctual attendance are expected, or in extenuating circumstances, to notify the instructor. Students are expected to complete the readings prior to class, and should be well prepared to participate in discussions. This class relies on participation and involvement of all class members. It is important that students come to class prepared to take part in informed discussion each week. If students are in a field placement concurrent with this class, informed participation would also include beginning integration of their field group work experiences with class discussion and learning (for students not in a field placement concurrent with this class, this would not apply). There will be ample opportunities for students to take part in experiential in-class and role-play exercises. Students are encouraged to get “out of their comfort zone” a bit, as they take part in some of the exercises. All above aspects of class contribution: Discussion, informed participation, and experiential learning will be considered in the total class participation grade. Grades will be assigned on a scale of 1-10. **(15% of total grade)**
2. Peer Led Reading Review (Objectives 1,4,5,6) - To support informed class interaction, students will be divided into groups of three students with each group asked to prepare two-three questions, and one therapeutic relationship building idea, 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 on a scale of 1 – 10 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. **(15% of total grade)**

3. Ethical Dilemma Group Paper (Objectives 5(C),8): As child and adolescent treatment often involves facing various ethical dilemmas, students in groups of four will research an ethical dilemma that can occur during child and adolescent treatment and present various research on the legal and ethical responses to the dilemma. The dilemma must be approved by Professor Beer as an appropriate topic. Research should include statutes in federal and state law (i.e., Texas Family Code, HIPAA, etc.) as well as NASW and Texas State Social Work Board responses to the issue. Groups will then write their responses and feelings towards the issue and how they feel clinical social workers can best respond to the issue given the research. Findings will be summarized in a 7-8 pg paper, with a hard copy turned into the professor during class and an electronic copy e-mailed as well. This portion of the grade is a group grade. That is, everyone in the group will receive the same grade, unless some differential weighting is determined appropriate by the professor. Further expectations for the paper will be provided in class. **(25% of total grade)**
4. Ethical Dilemma Group Presentation (Objectives 5(C),8): Each group will present a summary of their findings from their paper in a 15-20 minute in-class presentation. The presentation should include their dilemma scenario, each code that they consulted to guide their research, their informed decision based on their findings, and how that decision was reached. The presentation grade will be based on the way the group organizes, communicates, and presents the information. **(20% of total grade)**
5. The Boy Who was Raised as a Dog (Objectives 1,2,3,4,5,6,7,8)- After reading Dr. Bruce Perry's The Boy Who was Raised as a Dog, students are asked to reflect on a character of their choosing and integrate various topics of the semester into possible treatment of that character. This includes an informal bio-psycho-social, differential diagnoses, and treatment options. Students will explore what treatment they would want to use in engaging the client and why they feel it is the best approach. Findings will be summarized in an 8-9 pg paper. Further expectations for the paper will be provided in class. **(25% of total grade)**

### **VIII. Course grading criteria**

Grades will be posted on Canvas. 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:

94-100 points A

90.0–93.999 points A- (very good)

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 points B+ (well above average)

84.0 -86.999 points B (above average)

80.0–83.999 points B- (slightly above average)

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 points C+ (average)  
74.0-76.999 points C  
70.0-73.999 points 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. MSSW Students must make a C or above to avoid having to repeat the course.

67.0-69.999 points D+ (below average)  
64.0-66.999 points D 60.0-63.999 points 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 (failing)

**IX. Grading breakdown for course assignments**

Class Participation.....	(15%)
Peer Led Reading Review.....	(15%)
Ethical Dilemma Group Paper.....	(25%)
Ethical Dilemma group presentation.....	(20%)
Bruce Perry Paper .....	(25%)
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TOTAL.....	100%

## X. Course schedule

Date	Description	Readings	Assignments
<p><b>Week 1</b> 6/08</p>	<p>Introductions Class overview</p>	<p>Syllabus Friedberg chapter 2 (CAN)</p>	
<p>6/10</p>	<p>Current state of mental health and treatment of children and adolescents Meet in ED groups</p>	<p>Required: Morely (CAN) MMWR (CAN) Springer (CAN) Adolescent Health: A Guide for Providers (CAN)</p> <p><i>Recommended:</i> <i>HIPAA v. FERPA (CAN)</i> <i>Weisz &amp; Kazdin chpt 35 (CAN)</i></p>	<p>Peer led group #1</p>

Date	Description	Readings	Assignments
<p><b>Week 2</b> 6/15</p>	<p>Expressive therapies Art therapy <b>Erin Givarz-6:30</b></p>	<p>Required: Homeyer &amp; Morrison (CAN) Rubin chpt 6 (CAN) Gil &amp; Drewes chpt 4 (CAN) LeCroy case 2-3</p> <p><i>Recommended:</i> <i>Bratton (CAN)</i> <i>Rubin chpts 2, 3</i> <i>Gil &amp; Drewes chpts 5, 6</i></p>	<p>Peer led group #2</p>
<p>6/17</p>	<p>Building rapport with teens in therapy Conduct Disorders ADHD</p>	<p>Required: Alfano chapters 12, 13 Roaten (CAN) Engaging Adolescents in Treatment (CAN) Kottler (CAN) Behavioral interventions (CAN) LeCroy case 1-7</p> <p><i>Recommended:</i> <i>Thompson et al (CAN)</i> <i>Greene x 2 (CAN)</i></p>	<p>Peer led group #3</p>

Date	Description	Readings	Assignments
<b>Week 3</b> 6/22	Ethical, legal, developmental, and diversity issues	Required: Alfano chapters 1, 2 NASW Standards for practice with adolescents (CAN) Use of medication (CAN) LeCroy case 2-2  <i>Recommended:</i> <i>CFI (CAN)</i>	Peer led group #4
6/24	Ethical, legal, developmental, and diversity issues continued	Required: Alfano chapters 3, 4 Alegria (CAN) LeCroy case 5-1  <i>Recommended:</i> <i>Coard (CAN)</i> <i>Barker (CAN)</i>	ED presentations groups 1 & 2  Ethical dilemma paper due

Date	Description	Readings	Assignments
<p><b>Week 4</b> 6/29</p> <p>7/01</p>	<p>Trauma-informed care TBRI</p> <p>Bullied children Sexual abuse survivors/perpetrators <b>Sydney Dickerson-6:30</b> (TFGBT with sexual abuse survivors)</p>	<p>Required: Alfano chapter 19 Steele (CAN) Bath (CAN) LeCroy case 4-1</p> <p><i>Recommended:</i> <i>Purvis (CAN)</i></p> <p>Required: Alfano chapter 20 Cohen and Mannarino (CAN) ATSA article (CAN) LeCroy case 1-6</p>	<p>ED presentation groups 3 &amp; 4</p> <p>ED presentation groups 5 &amp; 6</p>
<p><b>Week 5</b> 7/06</p> <p>7/08</p>	<p>Depression/NSSI/SI</p> <p><b>No class</b></p>	<p>Required: Alfano chapters 9, 10 Klott (CAN) LeCroy case 1-3</p> <p><i>Recommended:</i> <i>Alfano chpts 7, 8</i> <i>Mufson chpts 7, 15 (CAN)</i></p>	<p>Peer led group #5</p> <p>Work on The Boy Who was Raised as a Dog paper</p>

Date	Description	Readings	Assignments
<p><b>Week 6</b> 7/13</p>	<p>Sand tray (2.132-sand trays) Gary Landrith play therapy you tube</p>	<p>Required: Homeyer &amp; Sweeney chpts 1, 2 (CAN) Signell (CAN) Zhou (CAN)</p>	<p>Peer led group #6</p>
<p>7/15</p>	<p>Dialectical Behavioral Therapy <b>Ani Marisol</b> DBT with teens diagnosed with borderline disorder</p>	<p>Required: Linehan (CAN) Perepletchiakova et al (CAN) LeCroy case 1-4</p> <p><i>Recommended:</i> <i>Najavits (CAN)</i></p>	<p>Peer led group #7</p>
<p><b>Week 7</b> 7/20</p>	<p>Equine therapy <b>Class to be held at Spirit Reins</b> <b>2055 CR 284</b> <b>Liberty Hill, TX</b></p>	<p>Required: Spirit Reins handout (CAN) Brandt (CAN) National Lifemanship web article (CAN) You tube video</p> <p><i>Recommended:</i> <i>Schultz (CAN)</i> <i>Kemp (CAN)</i></p>	
<p>7/22</p>	<p>Eye movement desensitization and reprocessing <b>Doran Oatman</b> (EMDR with teens)</p>	<p>Required: Shapiro (CAN) EMDRIA (CAN)</p> <p><i>Recommended:</i> <i>Adler-Tapia (CAN)</i></p>	<p>Peer led group #8</p>

Date	Description	Readings	Assignments
<b>Week 8</b> 7/27	Animal assisted therapy <b>Donna Wasielewski-6:15</b> (Juvenile offenders working with canines)	Required: Lange et al (CAN) Henggeler & Schoenwald (CAN)	The Boy who was Raised as a Dog papers due