

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

Course Number:	SW 393R24	Instructor:	Jaclyn N Sepp, MA, LPC, RPT, NCC
Unique Number:	90200	Email:	jsepp@me.com
Semester:	Summer 2017	Phone:	(512) 762-4030
Meeting Time:	Mondays & Wednesdays 5:30pm – 8:00pm	Office Hours:	Mondays 4:00pm - 5:15pm (appt. pref.)
Meeting Place:	SSW 2.116	Office Room:	3.104A

“You can discover more about a person in an hour of play than in a year of conversation.” - Plato

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 girding 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

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, 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, take risks with new ideas, 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:

Gil, E (2006). Helping Abused and Traumatized Children. New York: The Guilford Press.

Henderson, D. & Thompson, C (2015). Counseling Children, Ninth Edition. Boston: Cengage Learning.

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

Required Readings:

Additional readings are posted on Canvas and assigned dates are located in Section X, Course Schedule.

Recommended Readings:

Diagnostic and statistical manual (DSM-5) (5th ed.). (2013). Washington D.C. American Psychiatric Association.

American Psychological Association (2009). Publication manual of the American Psychological Association, 6th ed. New York: APA.

Additional readings are posted on Canvas and 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.

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 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 <https://cmhc.utexas.edu/>.

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://diversity.utexas.edu/disability/>.

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. Faculty, instructors, staff, and/or teaching assistants in their supervisory roles are mandated reporters of incidents of sex discrimination, sexual harassment, sexual violence, or sexual misconduct. Students who report such incidents will be informed of University resources. Incidents will be reported to the University's Title IX Coordinator and/or the Title IX Deputy for the SSW, Professor Tanya Voss. Students, faculty and staff may contact Professor Voss to report incidents or to obtain information. Further information, including student resources related to Title IX, may also be found at <http://socialwork.utexas.edu/dl/files/academic-programs/other/qrg-sexualharassment.pdf>.

CAMPUS CARRY POLICY. The University's policy on concealed fire arms may be found here: <https://campuscarry.utexas.edu>. You also may find this information by accessing the Quick Links menu on the School's website.

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.

VI. Professor Sepp’s Class Policies

1. As this is a graduate level class, regular attendance is expected. The professor will be keeping track of how many classes you have attended or missed as part of your semester grade. A sign-in sheet will be passed around at the beginning of each class for students to document their attendance. 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 when assigning the class participation portion of the final grade. In extenuating circumstances that require an absence, please notify the instructor in advance.
2. Students are expected to be prepared for class. This includes: having read all articles due, being prepared to discuss all articles due, as well as consulting Canvas for other materials that are to

be reviewed for the day's class. All Power Point slides will be available in Canvas before each class's lecture. 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 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 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 proper attire, use of laptops/iPads/tablets, and cell phone use while in the classroom or when communicating with fellow students and Professor Sepp. Cell phones must be silenced and may NOT be in use during class hours under any circumstances, except during a break.
5. Student feedback is welcome. Students are also encouraged to provide feedback during the professor's office hours, by phone, by e-mail, and by appointment if they desire.
6. If students are concerned about their class performance, the professor is more than willing to work with them to help them improve their course grades prior to the end of the semester. Office hours are to be utilized for this purpose. Students must notify professor that they will be attending office hours so that the professor may arrange for use of time.
7. Small groups are expected to resolve challenges within their group context. The professor is 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. 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. Students are strongly encouraged to read their papers several times and, if possible, have someone else proofread them (before turning them 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 setting this respect and courtesy entails listening to the opinions and concerns of others with openness, offering suggestions and ideas in a positive and respectful manner, and a willingness to promote group cohesiveness in the learning environment.

VII. Course Requirements

APA Format

APA Format is required in this class for all papers. Please carefully consult the APA Manual as correctly following APA format can be critical to the grade of your paper.

Here are some general guidelines:

- Do **NOT** use more than a few direct quotes- **if any**- At a graduate level I expect you to be able to present a synthesis of your understanding of the literature **NOT** a collection of an author's thoughts and ideas.

- Your references must be professional journals or texts- websites should be used minimally and only as a secondary source not a primary source in your paper. Websites used should be professional organizations ie .org sites.
- When scholarly research indicates there was a study done, statistics should be referenced- make every effort to reference research in addition to the literature in your papers.
- If it is not your idea then you need to reference it – if you don't reference ideas or facts appropriately it is plagiarizing.

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. **(15% of total grade)**
2. **Peer Led Reading Review** (Objectives 1, 4, 5, 6)- To support informed class interaction, students will be divided into 5 small groups with each group asked to prepare 3-4 questions, and one therapeutic relationship building idea, from the assigned readings for two classes 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 into the instructor for a grade. Grades 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 Presentation** (Objectives 5(C), 8): As child and adolescent treatment often involves facing various ethical dilemmas, students in small groups 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. Professor Sepp must approve the dilemma 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 create a presentation to explain their responses and feelings towards the issue and how they feel clinical social workers can best respond to the issue given the research. Each group will present a summary of their findings in a 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)**
4. **Bruce Perry Reflection Paper** (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 8-10 page paper. **(25% of total grade)**

5. **Psychopathology Paper** (Objectives 1, 2, 3, 4, 5, 6, 7, 8)- Students will write a 6-8 page paper on a DSM-V topic that is not covered in this course and that they otherwise might not have the opportunity to learn about. It must be a developmental, behavioral, cognitive, or mental health issue found in school-age children. Professor Sepp must approve the topic as an appropriate issue. Include a detailed description of etiology, DSM-V diagnostic criteria, prevalence of psychopathology, brief explanation of empirically supported interventions, inclusion of diversity considerations, and identify support resources for parents/teachers (online, community, school, agency). **(25% of total grade)**

VIII. Course Grading Criteria

Class Participation	15%
Peer Led Reading Review	15%
Ethical Dilemma Group Presentation	20%
Bruce Perry Reflection Paper	25%
Psychopathology Paper	25%
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TOTAL	100%

IX. Grading Scale

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:

94.0-100 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)
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X. Course Schedule

Date	Topic	Readings Due	Assignments Due
6/5	Introductions, Syllabus, Current State of Mental Health and Treatment of Children & Adolescents		Sign Ups for Peer led groups & Ethical Dilemma presentations
6/7	Child's World, Family Influence on Development	Henderson & Thompson Ch 1, Gil Ch 1, LeCroy Case Study 3-1	
6/12	Developmental and Cultural Considerations, Building Rapport with Teens, Role of Therapist, Be With Attitudes	Henderson & Thompson Ch 2, Roaten (CAN), LeCroy Case Study 5-1	Peer led group #1
6/14	NO CLASS		
6/19	The Counseling Process, Initial Consultation, Treatment Planning	Henderson & Thompson Ch 3, Gil ch 2 & 3, Friedberg (CAN)	Peer led group #2
6/21	Legal & Ethical Considerations, Ethical Decision Making Model	NASW Standards for Practice with Adolescents (CAN), Henderson & Thompson Ch 4, LeCroy Case Study 1-3	Peer led group #3
6/26	Psychoanalytic Counseling & Techniques, Meet at Spirit Reins @ 5:30pm (2055 CR 284 Liberty Hill, TX)	Henderson & Thompson Ch 5, Schultz (CAN), Kemp (CAN), Brandt (CAN), Lange et al (CAN)	
6/28	Person-Centered Counseling & Techniques, Play Therapy	Henderson & Thompson Ch 6 & 17, Homeyer & Morrison (CAN), Bratton (CAN)	Peer led group #4, Ethical Dilemma presentation #1
7/3	Gestalt Therapy, Grief & Loss, Guest Speaker: Ali Houshmand, MA, LMFT, LPC	Henderson & Thompson Ch 7 & 19, LeCroy Case Study 4-4	Peer led group #5, Ethical Dilemma presentation #2
7/5	Behavioral Counseling, Eating Disorders, Guest Speaker: Jenny Harris, MA, LMFT-S, LPC-S	Henderson & Thompson Ch 8 & 20, Gil ch 8	Peer led group #1
7/10	Cognitive-Behavioral Therapy, EMDR, Guest Speaker: Doran Oatman, MS, LCSW	Henderson & Thompson Ch 13, Gil ch 5, LeCroy Case Study 1-5	Peer led group #2, Ethical Dilemma presentation #3
7/12	Brief Counseling, Working with Parents & Teachers, Consultation and Collaboration, Guest Speaker: Dr. Mary Bennett, LPC-S, RPT-S	Henderson & Thompson Ch 10 & Ch 16, Gil ch 9	Peer led group #3, Psychopathology Paper Due
7/17	Individual Psychology & Techniques, Art Therapy, Guest Speaker: Carolyn Mehlomakulu, LMFT-S, ATR	Henderson & Thompson Ch 11, Gil ch 4, Rubin ch 6 (CAN)	Peer led group #4, Ethical Dilemma presentation #4
7/19	Sandtray Therapy, Guest Speaker: Marshall Lyles, LPC-S, LMFT-S, RPT-S	Homeyer & Sweeney ch 1 & 2 (CAN), Zhou (CAN)	Peer led group #5
7/24	Family Counseling, Group Counseling with Children, Animal Assisted Therapy, Guest Speaker:	Henderson & Thompson Ch 15 & 18, Gil ch 6, LeCroy Case Study 2-3	Bruce Perry Reflection Paper Due

	Dr. Elizabeth Hartwig, LPC-S, RPT-S		
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