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

Course Number:	SW393R24	Instructor:	M. T. Granillo, PH.D., LLMSW
Unique Number:	62055	E-mail:	mtgranillo@mail.utexas.edu
Semester:	Fall 2011	Phone:	(512) 232-8433
Meeting Time:	Tuesday 8:30-11:30am	Office Room:	3.106C
Meeting Place:	SWB 2.132	Office Hours:	Tuesdays 11:30am to 12:30pm 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 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 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).

Use of Blackboard in Class

In this class the professor uses Blackboard—a Web-based course management system with password-protected access at <http://courses.utexas.edu>—to distribute course materials, to communicate and collaborate online, to post grades, to submit assignments, and to give students online quizzes and surveys. Students can find support in using Blackboard at the ITS Help Desk by calling 475-9400, Monday through Friday, 8 a.m. to 6 p.m. Please plan accordingly.

****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 (10%)

Students are expected to attend class and will receive points for participating in various in-class activities. 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. However, participation points cannot be made-up.

Weekly response papers (10%)

These are short papers (1-2 typed pages, double-spaced, 12pt font) that can cover any topic that is related to readings for that week. Students can choose to pose questions about the readings, either to gain clarity regarding information they did not understand or to challenge the authors' theories and perspectives. This is also an opportunity for students to "troubleshoot" about the target intervention for that week. If the student has used the intervention in the past and has ran into problems, or if the student can think of potential problems they anticipate running into with this intervention, this would be something to share in the response paper. These papers are a way to ensure that students are engaging with the material and they will also be used to inform lectures and discussions to address students' needs. Papers are due the Monday before class at noon. (**Objectives 1, 5, 8**)

Mid-term (25%)

An exam based on the readings, lectures, speakers, and discussions will be given mid-way through the course. The purpose of the exam is to test students' knowledge of the theoretical background and components of various treatment modalities. (**Objectives 2, 3, 8**)

MAKE-UP EXAMS WILL NOT BE GIVEN UNLESS THERE ARE UNUSUAL EXTENUATING CIRCUMSTANCES.

Final exam (25%)

At the end of the term students will be given a take-home exam. The purpose of this exam is to give students the opportunity to demonstrate all the knowledge they have developed over the semester with regards to treatments for children and adolescents. Students will be given one week to complete the exam, no exceptions. Although it is take-home, this is an exam and thus students are not to discuss the content of the exam with one another. (**Objectives 2, 3, 4, 6, 7, 8**)

MAKE-UP EXAMS WILL NOT BE GIVEN UNLESS THERE ARE UNUSUAL EXTENUATING CIRCUMSTANCES.

Treatment Intervention paper (30%)

Students are to select a problem area of interest relating to children and/or adolescents and their families (e.g., ADHD, depression, PTSD, conduct disorder, etc.) and to conduct a scholarly literature review and provide a critique of the treatment modalities that are used in this problem area in order to enhance their expertise on that topic. More detailed instructions for the paper will be provided. (**Objectives 1-8**)

GRADING SCALE

100 – 94 = A	76 – 74 = C
93 – 90 = A-	73 – 70 = C-
89 – 87 = B+	69 – 67 = D+
86 – 84 = B	66 – 64 = D
83 – 80 = B-	63 – 60 = D-
79 – 77 = C+	59 and below = F

V. REQUIRED READINGS

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

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. (2010). *The Explosive Child: Understanding and helping easily frustrated, "chronically inflexible" children* (3rd ed.). New York, NY: Harper Collins Publishers.

All additional readings will be available on Blackboard

VI. COURSE OUTLINE (TENTATIVE)

<u>Date</u>	<u>Topics, Readings and Assignments</u>
August 30	<p>Introductions and Class Overview</p> <p><u>Readings</u> Syllabus</p>
September 6	<p>Introduction to Evidence-Based Practice with Children and Adolescents</p> <p><u>Readings</u> Weisz & Kazdin Chp. 1: Introduction: Context, background, and goals</p> <p>Morely, G. D. (2009). Understanding evidence-based practice. In <i>Evidence-Based Practice with Emotionally Troubled Children and Adolescents</i>, pp. 21-35. Oxford, UK: Academic Press.</p> <p>Reinecke et al. Chp. 1: What makes for an effective treatment?</p> <p>Mufson et al. Chp. 2: Current Psychosocial Treatments for Adolescents w/Depression</p>
September 13	<p>Ethical, Developmental, and Diversity Issues</p> <p><u>Readings</u> Weisz & Kazdin Chp. 2: Ethical Issues in Child and Adolescent Psychosocial Treatment Research Chp. 3: Developmental Issues and Considerations in Research and Practice Chp. 29: Assessing the Effects of Evidence-Based Psychotherapies with Ethnic Minority Youths</p> <p>NASW Standards for the Practice of Social Work with Adolescents</p> <p>Alegria, M, Atkins, M, Farmer, E, Slaton, & Stelk, W. (2010). One size does not fit all: Taking diversity , culture and context seriously. <i>Administration and Policy in Mental Health and Mental Health Services Research</i>, 37, 48-60.</p>
September 20	<p>Assessment and Treatment Planning</p> <p><u>Readings</u> Social Workers' Desk Reference</p>

Chp. 39: Assessment protocols and rapid assessment instruments with troubled adolescents.

Chp. 38: Guidelines for Selecting and Using Assessment Tools with Children

Chp. 58: Treatment planning with adolescents: ADHD case application.

Cohen, E., Hornsby, D. A., & Priester, S. (2010). Assessment of children, youth, and families in the Child Welfare System. In G. P. Mallon & P. McCartt Hess (Eds.) *Child Welfare for the Twenty-First Century: A handbook of practices, policies, and programs*. New York, NY: Columbia University Press.

Maiter, S (2009). Using an anti-racial framework for assessment and intervention in clinical practice with families from diverse ethno-racial backgrounds. *Clinical Social Work Journal*, 37, 267-276.

September 27

PART I OF TREATMENT PAPER DUE

Parent Training Interventions

Readings

Weisz & Kazdin

Chp. 11: Parent management training – Oregon model: An intervention for antisocial behavior in children.

Chp. 14: Problem-solving skills training and parent management training for oppositional defiant disorder and conduct disorder.

Coard, S.I., Wallace, S.A., Howard C. Stevenson, H.C., & Brotman, L.M. (2004). Towards culturally relevant preventive interventions: The consideration of racial socialization in parent training with African American families. *Journal of Child and Family Studies*, 3, 277-293.

Barker, CH, Cook, KL, & Borrego Jr., J. (2010). Addressing cultural variables in parent training programs for Latino families. *Cognitive and Behavioral Practice*, 17, 157-166.

Additional Resources

Barkley, R.A. (1997). *Defiant Children (2nd ed.): A Clinician's Manual for Parent Training*. New York: Guilford.

Webster-Stratton, C. (2011). *The Incredible Years*.

<http://www.incredibleyears.com/>

October 4

Collaborative Problem Solving Intervention

Readings

Greene

Chp. 5: The Truth About Consequences

Chp. 6: Three Plans (One in Particular)

Chp. 7: Trouble in Paradise

Chp. 8: B Scenes

October 11

PART II OF TREATMENT PAPER DUE (OPTIONAL)

Cognitive-behavioral Interventions

Readings

Weisz & Kazdin

Chp. 5: Interventions for Anxiety Disorders in Children Using Group Cognitive-behavioral Therapy with Family Involvement

Chp. 9: Treating Depression in Adolescents Using Individual Cognitive-behavioral Therapy

Chp. 19: Trauma-Focused Cognitive-behavioral Therapy for Traumatized Children

Reinecke et al.

Chp. 10: Treatment of Adolescent Eating Disorders

Additional Resources

Kendall, P.C. (2006). *Cognitive-behavioral Therapy for Anxious children: Therapist manual (3rd ed)*. Ardmore PA: Workbook Publishing, Inc.

Himle, J.A., Fischer, D.J., Van Etten, M.L., & Janeck, A.S. (2001). *Group Cognitive-Behavioral Therapy for adolescents with OCD: Treatment Manual for Therapists*.

October 18

Interpersonal Psychotherapeutic Interventions

Readings

Mufson et al.

Chp. 3: Origins and Development of IPT for Depression

Chp. 4: Diagnosis of Depression & Suitability of IPT for the Adolescent

Chp. 5-8: Basic IPT components

Chp. 11-14: Specific problem areas

Additional Resources

Mufson et al.

Chp. 9: Therapeutic Techniques

Chp. 10: Grief

October 25

MIDTERM

November 1

School-based Interventions

Readings

Greene

Chp. 11: The Dinosaur in the Building

Fischer, D.J., Fraley, S., Postlewaite, K., Salada, G., Leskinen, E., & Ruffolo, M.C., (2006). *Supervision Manual: Implementing Cognitive-Behavioral Interventions in School Settings*. State of Michigan Medicaid Match Project.

Altshuler, S. J. & Kopels, S. (2003). Advocating in schools for children with disabilities: What's new with IDEA? *Social Work*, 48 (3), 320-329.

Kelly, M. S., Raines, J. C., Stone, S. & Frey, A. (2010). Problems with ADHD in a school setting. In *School Social Work: An evidence-informed framework for practice*. Oxford: Oxford University Press, Inc.

- November 8** Behavioral & Social Skills Interventions
Readings
 Weisz & Kazdin
 Chp. 15: Anger Control Training for Aggressive Youths
 Chp. 21: Empirically Supported Pivotal Response Treatment for Children with Autism Spectrum Disorders
 Social Work Desk Reference
 Chp. 74: Child Therapy and Social Skills
- November 15** Family-based Interventions
Readings
 Weisz & Kazdin
 Chp. 22: Family Therapy for Adolescents with Anorexia Nervosa
 Chp. 24: Treating Hispanic Youths Using Brief Strategic Family Therapy
 Chp. 27: Treating Adolescent Substance Abuse Using Multidimensional Family Therapy
 Reinecke et al.
 Chp. 12: Treatment of Family Problems
 Greene
 Chp. 10: Family Matters
- November 22** **TREATMENT PAPER DUE**
- November 29** **FINAL EXAM DISTRIBUTED**
 Future of Evidence-based Practice for Children and Adolescents
Readings
 Weisz & Kazdin – Chp. 28: Implementation of Evidence-Based Treatments for Children and Adolescents: Research Findings and Their Implications for the Future
 Adler-Tapia, R. & Settle, C. (2009). Healing the origins of trauma: An introduction to EMDR in psychotherapy with children and adolescents. In R. Allen & D.W. Springer (Eds). *Treatment of Traumatized Adults and Children: Clinician's Guide to Evidence-Based Practice*. Hoboken, NJ: John Wiley & Sons Inc.
 Miller, A. L., Rathus, J. H., DuBose, A. P., Dexter-Mazza, E. T., & Goldklang, A. R. (2007). Dialectical Behavioral Therapy for Adolescents. In L. A. Dimeff, K. Koerner, & M. M. Linehan (Eds.), *Dialectical Behavioral Therapy in Clinical Practice: Applications Across Disorders and Settings*. New York, NY: Guilford Press.
 Martin, F. & Farnum, J. (2002). Animal-assisted therapy for children with Pervasive Developmental Disorders. *Western Journal of Nursing Research*, 24 (6), 657-670.

VII. 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 in Class

The professor expects students to act like 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 sometime we will not agree with the ideas expressed by others. However, the professor does require that students engage one another with respect and professionalism.

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://www.utexas.edu/depts/dos/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 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 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 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 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>.

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're given instructions by the Austin Fire Department, the UT Austin Police Department, or the Fire Prevention Services office.