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

Course Number:	SW393R24	Instructor:	M. T. Granillo, PH.D., MSW
Unique Number:	63040	E-mail:	mtgranillo@mail.utexas.edu
Semester:	Fall 2012	Phone:	(512) 232-8433
Meeting Time:	Tuesday 8:30-11:30am	Office Room:	3.106C
Meeting Place:	SWB 2.132	Office Hours:	Tuesdays 2:30-3:30pm 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 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.

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 9/18**. The final paper is due **Tuesday 10/16**. It must be uploaded to blackboard **before** class **AND** 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) **Case study (20%)**. Each student will select a case from those provided by the professor during the second week of class, **September 11th**. Students will be asked to determine which assessment strategies they would use with this case, what treatment models they would **consider** and why, and to discuss any potential challenges they may encounter with this case and how they would deal with these challenges. Students are to write this assignment as if they are submitting it to their supervisor at work. The entire assignment must be 4-6 pages, double-spaced, 12 pt. font, and is due **October, 2nd by the beginning of class**. Students are required to turn in a hardcopy **AND** upload a copy of the paper to Blackboard. Please remember to only include your **UT EID** on the hardcopy to facilitate blind grading. (*Objectives 2-4, 7, 8*)
- 2) **Treatment paper (30%)**. 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 15-18 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 4, 2012 by 5pm**. Students are required to turn in a hardcopy **AND** upload a copy of the paper to Blackboard. The hardcopy can be turned in before or after class **OR** students can leave the paper in a sealed manila envelope located outside the professor's office (3.106C). Please remember to only include your **UT EID** on the hardcopy to facilitate blind grading. (*Objectives 1-8*)

- 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 27th**. 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 4th**. (*Objectives 2-4, 6, 7*)

V. 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:

94-100 points	A (excellent)
90-93 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.

87-89 points	B+ (well above average)
84 -86 points	B (above average)
80-83 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).

77-79 points	C+ (average)
74-76 points	C
70-73 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. Social Work majors must make a grade of C- or above to avoid having to repeat the course.

67-69 points	D+ (below average)
64-66 points	D
60-63 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.

59 points or below	F (failing)
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*At the end of the term, percentages that are $\geq .50$ will be rounded to the next highest whole number.

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. Any assignment, other than the lab assignment, will be accepted with a penalty of five (5) percentage points each day late (including weekends). For the lab assignment, if a student is going to be late, arrangements **must** be made at least two weeks in advance of the lab presentation due date.

Otherwise, late assignments will not be accepted.

VI. REQUIRED READINGS

Weisz, J.R., & Kazdin, A.E. (2010). *Evidenced-Based Psychotherapies for Children and Adolescents: 2nd edition*. New York: 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 required readings will be available on Blackboard

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.

VII. COURSE OUTLINE (TENTATIVE)

<u>Date</u>	<u>Topics</u>	<u>Readings</u>	<u>Assignments</u>
Week 1 9/4	Introductions Class overview	Syllabus	
Week 2 9/11	Current state of Mental Health and Treatment of Children & Adolescents	Morely (2009) BB Merikangas et al. (2009) & (2010) BB Huey (2008) BB Springer (2002) BB	Choosing a case
Week 3 9/18	Ethical, Developmental, & Diversity Issues	Weisz & Kazdin: Chps 2-3; 29 NASW Standards for the Practice of SW with Adolescents BB Alegria et al. (2010) BB	Promising practice paper topic
Weeks 4 & 5 9/25 & 10/2	Working with Young Children (0-8 years)	Weisz & Kazdin: Chps 13-14; 21 Bratton et al. (2005) BB Coard et al. (2004) BB Barker et al. (2010) BB	Case study assignment due 10/2

Additional resources

Webster-Stratton, C. (2011). *The Incredible Years*.
<http://www.incredibleyears.com/>

Weeks 6 & 7 10/9 & 10/16	Collaborative Problem Solving	Greene: Chps 2-3, 5-7, 10 Greene et al. (2004) BB	
Weeks 8 & 9 10/23 & 10/30	Cognitive Behavioral Therapy	Weisz & Kazdin: Chps 5, 9, 19 Murphy et al. (2010) BB	Promising practice paper due 10/23

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.*

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.

Weeks 10 & 11
11/6 & 11/13 Interpersonal Psychotherapy Mufson et al. (2004): Chps. 3, 5-8, 11-14 **BB**

Additional Resources

Mufson et al. (2004)
Chp. 9: Therapeutic Techniques
Chp. 10: Grief

Week 12
11/20 Alternative therapies: Weisz & Kazdin: Chp. 15
Animal-assisted therapy Adler-Tapia & Settle (2009) **BB**
Dialectical behavioral therapy Perepletchikova et al. (2011) **BB**
EMDR Lange et al. (2007) **BB**

Week 13
11/27 **Role plays**

Week 14
12/4 Wrap-up & Future of EPB Weisz & Kazdin: Chp. 28 Treatment
for Children and Adolescents 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 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 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.

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 (bcsl)

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.