

**THE UNIVERSITY OF TEXAS
STEVE HICKS SCHOOL OF SOCIAL WORK**

Course Number: SW 393R24 **Instructor:** Jaclyn N Sepp, MA, LPC, RPT
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Unique Number: 89665 **Office:** 3.104A

Semester: Summer 2018 **Office Phone:** [REDACTED]

Meeting Time/Place: Mon/Wed **Office Hours:** Thursdays 1:00pm-2:00pm
5:30-7:45pm Other times by appointment
Room 2.116

Treatment of Children and Adolescents

I. STANDARDIZED 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.

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

II. STANDARDIZATION OF COURSE OBJECTIVES

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

- 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.
- Critically evaluate and analyze different theoretical and intervention models as to their effectiveness in given situations. This includes:
 - the adequacy of the research and knowledge base;
 - the range of applicability;
 - the value and ethical issues, including the student's own value system; and
 - the policy implications involved in delivery of services to children, adolescents, and families.
- Demonstrate the ability to implement and evaluate the effectiveness of clinical interventions for children, adolescents, and families.
- Demonstrate the ability to tailor and integrate clinical interventions for children, adolescents, and families based on the context in which they are delivered.
- 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 meaningfully participate, take risks, consider new ideas, stretch your creativity/skill enhancement, and attend and “be present” in class. It is imperative for effective practitioners to engage in an ongoing process of enhancing awareness of self. In this spirit, I ask that you mull over information and apply it to yourself as a developing professional. You are encouraged to ask questions and stay curious, considering different perspectives. Feedback is crucial in the field of Social Work and I am open to you giving feedback to me as we learn alongside one another in this course. To do so, contact me and schedule a time to meet during office hours.

IV. REQUIRED TEXTS AND MATERIALS

Required Texts:

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

Shapiro, J.P. (2015). *Child and Adolescent Therapy: Science and Art*. 2nd ed. New Jersey: John Wiley & Sons, Inc.

Recommended Texts:

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

Corcoran, K. & Roberts, A.R. (2015). Social Workers' Desk Reference, 3rd ed. Oxford University Press: New York.

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

Required Readings:

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

V. COURSE REQUIREMENTS

Course content will be delivered in a variety of adult learning modalities to include lecture, guest speakers, video, large and small group activities and discussion. This is a reading-intensive course and you are expected to come to class prepared for discussions and small group exercises, having read all of the assigned material before class and note questions or issues that you would like to discuss. The quality of class discussions depends in large part on all participants' ability and willingness to share input from readings their own experiences outside of class. Please speak up when you have a point you would like to make, a question or a different perspective on a topic. While students vary in their comfort level related to speaking up in class, it is important to your development as a professional to sometimes take a stand, question situations and effectively communicate with colleagues and supervisors. This class is designed to be a safe professional training ground similar to what Irvin Yalom says about therapy, "It is a dress rehearsal for life."

List of Course Assignments with Grading Criteria:

1. Class Participation	15%
2. Weekly Blog Entry on Perry Text	20%
3. Ethical Dilemma Group Presentation	20%
4. Psychopathology Paper	25%
5. Final Take Home Exam	20%
Total	100%

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. **Attendance, Punctuality, Informed Participation** (Objectives 1, 2, 3, 4, 5)- This portion of the final grade consists of three parts: attendance, punctuality, and class participation. This final grade (one-third per category) is divided as follows: **(15% of total grade)**

- Attendance- This reflects the number of classes actually attended. Failure to regularly attend class affects ability to contribute constructively to class discussions and will be considered when determining the one-third value of this section's final grade. In extenuating circumstances that require an absence, the student is to inform the instructor; documentation may be required. Students are responsible for any material (class notes, handouts, etc.) missed due to an absence.
- Punctuality- It is important for social work practitioners to be punctual as this is a reflection of their professionalism. Therefore, students should arrive on time to class and stay until the class is over. Class is officially considered over at 7:45 p.m. At times, during experiential exercise, class may run over a bit. After 7:45 p.m. students may use their own judgment with respect to leaving class or staying for the rest of lecture/discussion. Students should not leave class during the break. Failure to consistently be punctual and stay through the end of class will be considered when determining the one-third percentage of this section's final grade.
- Informed Class Participation- Students are expected to complete the readings prior to class, and to be prepared to demonstrate their familiarity with major concepts and ideas from the readings during class discussions and experiential learning assignments. To support informed class interaction, students will be divided into small groups with each group asked to prepare 2-3 questions 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 into the instructor for a grade. Grades will be determined by both the quality of the questions, degree of critical thinking, and the ability to elicit informed involvement of the class.

2. **Weekly Blog Entry on Perry Text** (Objectives 1, 2, 3, 4, 5, 6, 7, 8) - Students will create a blog and make a 500-750 word post based upon your personal and professional reaction to the Perry chapter reading each week. This post can include concerns, curiosities, agreements, disagreements, or wonderings about how to work with the child/children described in the chapter. Many chapters provide clear and helpful descriptions of the impact of trauma on the brain so highlight these points in your post. You will also comment weekly on two peers' blogs, engaging in conversation with 200-500 words. More information will be provided on Canvas. **(20% 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. **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)**

5. **Final Take Home Exam** (Objectives 1, 2, 3, 4, 5, 6, 7, 8)- Students will be given a final take home exam aimed at synthesizing lecture, class discussion and reading information throughout the semester. Please refrain from discussion of answers for this final exam with fellow classmates, as this is not a collaborative assignment. Exam will be handed out in class on July 25th and answers will be submitted online by the beginning of class on July 30th. **(20% of total grade)**

VI. GRADES

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 Instructor in advance of the due date.

Grades will be assigned as follows:

94.0 and Above	A
90.0 to 93.999	A-
87.0 to 89.999	B+
84.0 to 86.999	B
80.0 to 83.999	B-
77.0 to 79.999	C+
74.0 to 76.999	C
70.0 to 73.999	C-
67.0 to 69.999	D+
64.0 to 66.999	D
60.0 to 63.999	D-
Below 60.0	F

VII. CLASS POLICIES

Class Attendance As this is a graduate level class, students are expected to attend every class, and to be on time. I will be keeping track of how many classes each student has attended or missed as part of the semester grade. A sign-in sheet will be passed around at the beginning of each class for students to document their attendance. In extenuating circumstances that require an absence, please notify the instructor in advance. Any class material missed due to class absence is the student's sole responsibility.

Class Preparation Students are expected to complete all reading and assignment prior to class and to be prepared to participate fully and meaningfully in class activities and discussions. The learning environment is enriched when each and every class member takes this approach. Come prepared to take your own notes in class. When used, Power Point slides will be available in Canvas before class lectures and it is your responsibility to print out the handouts for that day in order to take notes and follow along in class. Demonstration of active participation and engaged discussion showing comprehension of the material will be considered when assigning the class participation portion of the final grade.

Assignment Due Dates 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. Students will be informed of any changes in assignments, due dates, and other class content. If an extension is requested for an assignment, it needs to be requested at least 24 hours before the assignment is due.

Grading of Assignments 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. It is also an expectation that you bring a level of depth to your writing that includes independent critical thinking, integration of information read/discussed and appropriate citation of sources. 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. Papers must follow APA style formatting. Details of the APA style are included in the Publication Manual of the American Psychological Association. Information on APA style and format can be found at the Learning Resource Center (LRC) in the School of Social Work and on the UT library website. Rubrics will be posted on Canvas for each written assignment.

Course Performance If a student is concerned about their class performance/grade, I am more than willing to work with you individually to advise on how to improve your course grades prior to the end of the semester. Students are responsible for making contact with me to arrange an individual office hour appointment.

Group Work Working cooperatively and collaboratively is an essential skill in Social Work. In light of this, you will have opportunities to work in pairs and small groups at various points along the way. If you experience conflict or challenge in a pair or small group, it is my expectation that you will work together directly and respectfully to resolve any issues. I am willing to serve as a consultant if pairs/groups have worked diligently to resolve their differences but have been unsuccessful.

Professionalism 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. Professionalism includes things such as proper attire and refraining from the use of electronics (laptops, tablets) while in the classroom. Cell phones must be silenced and may NOT be in use during class hours under any circumstances, except during a break. Respect for one another and the space is essential. 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.

Confidentiality 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. Please be mindful about personal disclosures during class discussions. Your confidentiality cannot be assured, and your disclosures might make your classmates uncomfortable. If you use relatives or friends as examples, please protect their privacy by not revealing identifying information about them. Please monitor your reactions to the course material. If you become personally distressed in response to course content, please notify me and seek support from a therapist on campus, or in the community, if needed. Should you become emotionally upset by course content, you may leave class to take a break without explanation or penalty.

VII. 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, agency-based field 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.

IX. COURSE SCHEDULE

Date	Topic	Assignment Due	Readings Due
6/11	Introductions, Class Overview, Syllabus, Current State of Mental Health and Treatment of Children & Adolescents	Sign Up for Peer Led Discussion Groups & Ethical Dilemma presentations	
6/13	Child's World, Family Influence on Development, Developmental & Cultural Considerations, Introduction to Perry text		Shapiro: ch 9 Canvas: Siegel, Ch 5 Canvas: LeCroy 3-3
6/18	Building Rapport with Teens, Role of Therapist, Be With Attitudes	Peer led group #1, Perry blog ch 1	Shapiro: ch 1 Perry: ch 1 Canvas: LeCroy 5-1 Canvas: Roaten
6/20	The Counseling Process, Initial Consultation, Working with Parents	Peer led group #2, Perry responses to ch 1	Canvas: LeCroy 4-2 Canvas: Effective Parent Consultation Play Therapy Canvas: Partners in Play

6/25	Treatment Planning, Legal & Ethical Considerations, Ethical Decision Making Model	Peer led group #3, Perry blog ch 2	Perry: ch 2 Canvas: LeCroy 5-2 Canvas: Friedberg Canvas: NASW Standards for Practice with Adolescents
6/27	Play Therapy, Child Parent Relationship Therapy, The Whole Brain Child	Peer led group #4, Perry responses to ch 2	Shapiro: ch 2 Canvas: Homeyer & Morrison Canvas: LeCroy 3-2
7/2	Meet at Spirit Reins @6pm (2055 CR 284, Liberty Hill, TX)	Perry blog ch 4	Shapiro: ch 5 Perry: ch 4 Canvas: Kemp Canvas: Brandt Canvas: Schultz
7/4	No Class – 4th of July		
7/9	Gestalt Therapy, Guest Speaker: Robyn McGrath, LPC-S, RPT-S	Peer led group #5, Perry responses to ch 4, Perry blog ch 5	Shapiro: ch 4 Perry: ch 5 Canvas: LeCroy 1-2
7/11	Art Therapy, Guest Speaker: Carolyn Mehlomakulu, LMFT-S, ATR-BC	Peer led group #6, Perry responses to ch 5, Psychopathology Paper	Shapiro: ch 3 Canvas: Rubin ch 6 Canvas: LeCroy 1-1
7/16	EMDR Therapy, Guest Speaker: Kasey Butler, LCSW-S	Peer led group #7, Perry blog ch 6, Ethical Presentation Group 1	Perry: ch 6 Shapiro: ch 15 Canvas: LeCroy 1-6 Canvas: Adler-Tapia

7/18	Sandtray Therapy, Guest Speaker: Marshall Lyles, LPC-S, LMFT-S, RPT-S	Peer led group #8, Perry responses to ch 6, Ethical Presentation Group 2	Shapiro: ch 6 Perry: ch 6 Canvas: Homeyer & Sweeney chpt 1 & 2 Canvas: LeCroy 1- 4
7/23	Animal-Assisted Therapy, Guest Speaker: Dr. Elizabeth Hartwig, LPC-S, RPT-S	Perry blog ch 7, Ethical Presentation Group 3	Shapiro: ch 13, ch 14 Perry: ch 7 LeCroy: 4-3
7/25	Family Therapy, Group Therapy	Perry responses to ch 7, Ethical Presentation Group 4	Shapiro: ch 7, ch 10 Canvas: LeCroy 1- 3, 2-2
7/30	Closure, Course Evaluation	Final Take Home Exam	

X. BIBLIOGRAPHY

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