

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

Course Number:	SW 393-R	Instructor: Dana Jones, LCSW dana.jones@utexas.edu
Unique Number:	60070	Office: 3.104
Semester:	Fall 2019	Phone: 512-577-5579
Meeting Time/Place:	Thursdays 5:30-8:30 pm Room 2.118	Office Hours: By appointment

**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 families. 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**

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. 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.

8. Demonstrate advanced knowledge of social work values and ethical decision making processes as they relate to ethical dilemmas in clinical intervention with children, adolescents, and families.

### III. TEACHING METHODS

This class will be taught using a variety of teaching methods and learning methodologies to achieve the course objectives. These methods intentionally draw on diverse pedagogical approaches to be inclusive of a variety of learning styles; activities including readings, writings, discussions, lectures, videos, in-class group activities, and self-reflection. Many of the assignments will provide the opportunity for “learning by doing”. As this is a seminar course, much of the learning will take place in class engagement and discussions. For success in this class, you must be willing to meaningfully participate, take risks, consider new ideas, stretch your creativity/skill enhancement, 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, stay curious, consider differing perspectives and try on thinking in expanded new ways. Feedback is crucial in the field of Social Work and I am open to your giving feedback to me as we learn alongside one another in this course. If you are wanting to meet and talk further, please send me an email and we can schedule an appointment outside of class time.

#### **Use of Canvas in Class**

In this class, the professor uses Canvas—a Web-based course management system with password-protected access at <http://canvas.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 Canvas at the ITS Help Desk by calling 475-9400, Monday through Friday, 8 a.m. to 6 p.m. Please plan accordingly. It is required that students check their email regularly.

### IV. REQUIRED TEXT AND MATERIALS

#### **Required Texts:**

Perry, B. & Szalavitz, M (2006). ***The Boy who was raised as a dog.*** New York: Basic Books.

Levine, Peter A. & Kline, Maggie. (2008). ***Trauma-Proofing your Kids: A Parents’ Guide for Instilling Confidence, Joy and Resilience.*** North Atlantic Books., Berkley, California.

#### **Optional Texts:**

Siegel, D. J. & Bryson, T. P. (2012). ***The Whole-Brain Child: 12 Revolutionary Strategies to Nurture Your Child’s Developing Mind.*** Bantam Books Trade Paperback Edition, Random House Publishing Group., New York.

***NOTE: Other class readings/materials will either be posted on CANVAS or distributed during class.***

## V. COURSE REQUIREMENTS

Course content will be delivered in a variety of adult learning modalities to include reading with reflection, 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 and 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 and thoughtfully 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:

<b>Class Participation</b>	<b>10%</b>
<b>Self-Awareness Assignment (written, class)</b>	<b>10%</b>
<b>5 Written Reflections</b>	<b>10%</b>
<b>Peer Led Chapter Review/Discussion-Perry Text</b>	<b>15%</b>
<b>Mid-Semester Take Home Exam</b>	<b>20%</b>
<b>Suicide Assessment Role Play</b>	<b>15%</b>
<b>Final Take Home Exam</b>	<b>20%</b>
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<b>TOTAL</b>	<b>100%</b>

### PREPARATION, ATTENDANCE, IN-CLASS PARTICIPATION AND CONTRIBUTION (10%)

Students are expected to attend all classes, to arrive before class is scheduled to begin, and be prepared to participate meaningfully in class discussion, skills-building exercises, small group activities, presentations and in class assignments. Each student is required to be alert and active participant in class. This includes non-verbal behaviors and offering comments relevant to and designed to enhance the discussion.

Students are asked to call upon relevant experiences and course readings for contributions. You are a major contributing factor to the learning environment of your fellow classmates. Thus, if your behavior in class interferes with other students' learning (e.g. texting in class, using your laptop for activities unrelated to class, having side conversations) this will be reflected in your grade.

Please note that attendance will be tracked at each class session and repeated absences will also reflect in your grade. If absent, students will still be held responsible for the information covered in class. It is recommended that students contact a fellow classmate to get missed information and communicate with instructor about any absence.

Self- Evaluation is a critical skill to develop as a professional. You will be asked to rate your own participation in class and this will be factored into your overall grade for Participation as will your adherence to the above criteria.

### **Criteria for Evaluation:**

- Content (e.g., readings and lecture material) and process (e.g., classroom experiences) are mutually enhancing for participating in group discussions and necessary for optimal learning.
- Active, cooperative learning is a requirement of this course. You will learn via listening, talking together, reading with a critical eye, as well as reflecting and integrating your responses to what you read and experience. Your thoughtful contributions in each of these modes of active learning are an important aspect of this process.
- Raise questions, express your viewpoints, respect differing perspectives and engage in small and large group discussions and experiential exercises.
- Adherence to the NASW Code of Ethics: Participate in a professional manner that includes respectfulness with regard to difference. If you have any questions or concerns about these requirements, please talk to the Professor early in the semester.

### **SELF-AWARENESS ASSIGNMENT**

**(10%)**

Take home self-awareness assessment assigned in class on **8/29/19** and due the following week on **9/5/19**. Further explanation and details provided during first class.

### **Written Reflections – (5 reflections)**

**(10%)**

**2 pages typed (double-spaced) personal and clinical reflection** to a prompt related to the course topic. Professor will provide all prompts during first class meeting.

*Think of this as an exercise in pulling together information, thinking critically about it, processing ideas, generating questions/wonderings, making connections, etc. It is **not** a simple recitation of what we covered but rather your own thoughts as a developing clinical social worker around the provided topic. Imagine yourself in a clinical supervision group and you are digging deeper into information that comes your way. Share as you would in that context.*

### **Specifics:**

- Five Written Reflections are due at the start of class on the following dates:

9/12/19

9/19/19

9/26/19

10/3/19

10/10/19

- Reflections are to be typed and placed in a labeled 2-pocket folder with brads and turned in at start of class. **Please get folder and bring to class on 9/12/19 with first typed reflection in folder.**
- Put your name, the date and # of Reflection at top of paper
  - **Example: Mary Main            September 12, 2019            Reflection #1 of 5**
- I will read your entries during the week and return them the following week in class.
- These entries are a completion grade with an opportunity for feedback. *Points will be deducted if assignment is not submitted in class on due date.*

**PEER-LED CHAPTER REVIEW/DISCUSSION- Perry Text (15%)**

To support informed class interaction, students will be divided into groups during our first week of class with groups noted on a sign-up sheet in class. Each group will have an assigned presentation date. Presentations will begin the third week of class on **9/12/19**, and the last 2 groups will present on **11/21/19**. Groups will each take one chapter from **The Boy Who Was Raised as a Dog (Perry & Szalavitz)** book and be responsible for leading the class in a brief discussion of important points in the chapter. This can take a variety of forms and I encourage creativity with the end goal being we all walk away with a deeper appreciation of major take-aways in the chapter.

**Specifics:**

- **Select 2 or 3 ideas and generate questions or raise issues.** These can be concerns, curiosities, agreements, disagreements, or wonderings about how to work with the child/children described. Many chapters provide clear and helpful descriptions of the impact of trauma on the brain so highlight these points for our conversation as well. Pay particular attention to issues of diversity that arise.
- Grades will be determined by both the quality of the ideas/questions, and the ability to elicit informed involvement of the class in discussion.
- Each person in the group should have a clear role in the class discussion.
- At the end of your presentation, each group needs to submit **1 typed copy** of the peer-led discussion/presentation questions and main points.
- **TIME: Please keep your discussion between 20-30 minutes.**

**MID-SEMESTER TAKE HOME EXAM (20%)**

Take home exam on information shared via class lectures, discussion and readings, with an emphasis on application of clinical knowledge. Please refrain from discussion of answers for exam with classmates as this is not a collaborative assignment. **The exam will be handed out in class on 10/17/19 and is due the following week at the beginning of class on 10/24/19**

**CRISIS RESPONSE: PAIR ROLE PLAYS (15%)**

- After class lecture/discussion on Depression/Suicide/ Crisis Response, you will be given a case vignette and asked to role play with a partner and conduct a therapy session

wherein you are to address these issues.

- Each individual in the role play will play both roles (adolescent and therapist).
- Role plays will be presented to professor and/or small groups for feedback.
- Grades will be based upon both your therapeutic stance and clear and precise information provided when in the role of therapist. Rubric will be provided.
- **Role Plays will take place on 11/7/19 and 11/14/19**
- **Verbal Feedback will be provided by myself immediately following role play with written feedback to follow.**

***NOTE: The pair role play assignment will take place during two class nights (11/7 and 11/14). For those students not doing role play on a particular night, you will be watching an assigned movie in an adjacent classroom with fellow students. The film is entitled, "We need to talk about Kevin". We will discuss your response to this movie during class on 11/21/19.***

### **FINAL TAKE HOME EXAM**

**(20%)**

This is a final exam aimed at synthesizing lecture, class discussion and reading information throughout the course. Please refrain from discussion of answers for this final exam with fellow classmates as this is not a collaborative assignment. More details will be given in class.

**Exam will be handed out in class on 11/21/19 and will be due at the beginning of our final class on 12/5/19.**

### **VI. GRADES**

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**

#### **Professor Jones' Class Policies:**

1. 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 the event extenuating circumstances will require an absence, please notify me in advance via email.

2. Students are expected to complete all readings and assignments 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.
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 deduction of points for grade.
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. 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. You may bring food and drink to class but please keep the space clean. Respect for one another and the space is essential.
5. 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.
6. If a student is concerned about his/her class performance/grade, I am more than willing to work with you individually to advise 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 meeting time.
7. Working cooperatively and collaboratively is an essential skill in Social work. In light of this, you will have opportunities to work in pairs and smalls 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 difference but have been unsuccessful.
8. Grading on any written assignments will 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. Details on APA (American Psychological Association) Style (6<sup>th</sup> edition) can be found at <http://owl.english.purdue.edu/owl/resource/560/01/>

9. Grades will be calculated as follows:

*A: To receive an “A” in this course you must have excellent attendance and participation, and you must produce work that is of superior quality.*

*B: 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).*

*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.*

**IMPORTANT NOTE:** MSSW Students must make a C or above to avoid having to repeat the course.

*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.*

*\*\* Grades will be distributed in class as well as posted on Canvas throughout the semester. Should you have questions about any assignment for this class or a grade, please consult with the Professor.*

10. Information shared in the class about community settings and/or a 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.

## **VIII. 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 (e.g. Facebook, Twitter, Instagram) and other forms of electronic communication (e.g. blogs) 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: <https://studentaffairs.utexas.edu/>.

**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. 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, field instructors, staff, and/or teaching assistants in their supervisory roles are mandated reporters of incidents of sex discrimination, sexual harassment, sexual violence, stalking, interpersonal violence, or any other forms of 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 Liaison for the SHSSW, 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 <https://cio.utexas.edu/policies/university-electronic-mail-student-notification-policy>.

**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:**

***NOTE: This course is designed to explore clinical treatment issues from a wide lens and it will be crucial to all of our learning to remain thoughtful about how various theories, interventions and supports might apply across diverse client populations.***

***Instructor reserves the right to make changes to the course schedule or syllabus – the general policies and learning objectives will not change. Instructor will provide advance notice of changes.***

Date	Topic	Assignment Due	Readings
8/29	<b>Class #1: Introduction/Course Overview</b>	<i>Self-Awareness Assignment given in class</i>	
9/5	<b>Class #2: Professional Use of Self</b> <ul style="list-style-type: none"> <li>○ Therapeutic Relationship</li> <li>○ Role/Boundaries</li> <li>○ Confidentiality</li> <li>○ Self-Disclosure</li> </ul> <b>Strategies:</b> <ul style="list-style-type: none"> <li>● Everybody Needs Somebody: Helping Kids Develop Relationship Skills for Life</li> <li>● Hand Model of the Brain</li> </ul>	<b>Self-Awareness Assignment DUE</b>	<b>Irvin Yalom, <u>The Gift of Therapy</u>- Chapters 25-32</b>  <b>Alfano &amp; Beidel, <u>Comprehensive Evidence-Based Interventions for Children and Adolescents</u>- Chapter 2-</b>
9/12	<b>Class #3: Introduce Bruce Perry Text</b>  <b>THERAPEUTIC COMMUNICATION</b> With Children, Teen and Adults  <b>Strategies:</b> <ul style="list-style-type: none"> <li>● Interpersonal Approach</li> <li>● Dialectical Behavior Therapy (DBT) Skills</li> <li>● Limit Setting</li> <li>● Managing Conflict</li> </ul>	<b>#1 of 5: Written Reflection</b>  <b>Group #1- Peer Led Discussion of Chapter 1</b>	<b>Perry Text: Read Introduction and Chapter 1</b>  <b>PPTs: Hepworth- Chapters 5,6, 7, 17- Therapeutic Communication Skills PPT- Resource- Anger, Limit Setting, Bullying PPT</b>  <b>HANDOUTS: Counterproductive Communication Patterns</b>

<p>9/19</p>	<p><b>Class #4:</b>  <b>Introducing services</b></p> <ul style="list-style-type: none"> <li>○ Clinical Lens</li> <li>○ Who is the Client?</li> <li>○ Assessment</li> <li>○ Diagnostics</li> <li>○ Goals/Treatment</li> </ul>	<p><b>#2 of 5: Written Reflection</b></p> <p><b>Group #2- Peer Led Discussion of Chapter 2</b></p>	<p><b>Perry Text: Chapter 2</b></p> <p><b>PPT Resources- Case Conceptualization</b></p> <p><b>Hepworth, Ch. 8- Assessment, Exploring and Understanding Problems and Strengths</b></p>
<p>9/26</p>	<p><b>Class #5:</b>  <b>Understanding Children and Adolescents</b></p> <ul style="list-style-type: none"> <li>○ Brain Basics</li> <li>○ Child Development</li> <li>○ Self-Regulation</li> <li>○ ADHD- Executive Functioning</li> </ul> <p><b>Strategies:</b>  Sensory Based Interventions  SEL Interventions  Emotion Coaching  ADHD Interventions</p>	<p><b>#3 of 5: Written Reflection</b></p> <p><b>Group #3- Peer Led Discussion of Chapter 3</b></p>	<p><b>Perry Text: Chapter 3</b></p> <p><b>PPT- Understanding Children and Adolescents</b></p> <p><b>Bruce Perry- Neuro-Sequential Model (NME, NMT)</b></p>
<p>10/3</p>	<p><b>Class #6:</b>  <b>Understanding Behavior</b></p> <ul style="list-style-type: none"> <li>○ What is being communicated?</li> <li>○ Abuse/Neglect-Trauma</li> <li>○ <b>Strategies:</b> <ul style="list-style-type: none"> <li>● Can't Versus Won't lens</li> <li>● SAMA Verbal Assisting Process</li> <li>● Connect to Redirect</li> <li>● TBRI Levels of Response</li> </ul> </li> </ul>	<p><b>#4 of 5: Written Reflection</b></p> <p><b>Group #4- Peer Led Discussion of Chapter 4</b></p>	<p><b>Perry Text: Chapter 4</b>  <b>D. Siegel/T. Payne-Bryson, <u>The Whole Brain Child- Introduction- Chapter 2</u></b></p> <p><b>J. C. Pearce, <u>The Optimum Learning Relationship between Adults and Children</u>, pps. 2-6, 10-15</b></p> <p><b><u>Understanding Children and Adolescents</u> PPT</b>  <b>Karyn Purvis- Trust Based Relational Interventions (TBRI)</b></p>

10/10	<b>Class #7:</b> <b>The Parent-Child Relationship</b> <ul style="list-style-type: none"> <li>○ Attachment</li> </ul>	<b>#5 of 5: Written Reflection</b>  <b>Group #5- Peer Led Discussion of Chapter 5</b>	<b>Perry Text: Chapter 5</b>  <b>Daniel Siegel, MD</b> <b><u>Parenting from the Inside Out- Chapter 5</u></b>  <b>PPT Resource- Parent Child Relational work- Effective Interventions with Children, Adolescents and Parents</b>
10/17	<b>Class #8:</b> <b>Anxiety</b>  <b>Strategies:</b> <ul style="list-style-type: none"> <li>• Know the States of Arousal- Grounding Techniques</li> <li>• Name it to Tame It</li> <li>• Peter Levine ideas</li> </ul>	<b>Mid-Term Exam Handed out</b>  <b>Group #6- Peer Led Discussion of Chapter 6</b>	<b>Perry Text: Chapter 6</b> <b>PPT Resources:</b> <i>Anxiety and Trauma</i>  <b>Bruce Perry- States of Arousal</b>  <b>Tina Bryon- Working with Children and Families</b>  <b>Peter Levine- <u>Trauma Proofing your Kids</u></b>
10/24	<b>Class #9:</b> <b>Depression</b> <b>Non-Suicidal Self-Injury</b> <b>Suicide Risk Assessment</b>	<b>Mid-Semester Exam DUE in Class</b>  <b>Group #7- Peer Led Discussion of Chapter 7</b>	<b>Perry Text: Chapter 7</b>  <b>PPT Resources:</b> <i>Depression, NSSI and Suicide</i>  <b>Video: Kevin Hines</b>
10/31	<b>Class #10:</b> <b>The Value of Play</b> <ul style="list-style-type: none"> <li>○ Playful Engagement</li> <li>○ Play Therapy</li> <li>○ Individual Therapy</li> </ul>	<b>Group #8 -Peer Led Discussion of Chapter 8</b>	<b>Perry Text: Chapter 8</b>  <b>G. Landreth, <u>Play Therapy: The Art of the Relationship (Ch. 4)</u></b>
11/7	<b>Class #11:</b>  <b>SUICIDE INTERVENTION</b>	<b>IN CLASS ROLE PLAYS</b> <b>Group 1</b>  <b>Watch Film</b> <b>Group 2</b>	<b>Film: <u>We Need to Talk about Kevin</u></b>

11/1 4	<b>Class #12:</b> <b>SUICIDE INTERVENTION</b>  <b>CLASS DISCUSSION</b>	<b>IN CLASS ROLE PLAYS</b>  Weekly Reflection  Group #9 Peer Led Discussion	<b>Watch:</b> <b>“We Need to Talk about Kevin”</b> <b>(112 minutes)</b>  <b>Come prepared for class discussion</b>
11/2 1	<b>Class #13:</b> <b>Strategies to Manage Conflict</b>  <b>Building and Restoring Relationships</b> <ul style="list-style-type: none"> <li>○ Group Modalities</li> <li>○ Restorative Circles</li> </ul>	<b>Take Home Final Exam Handed out in Class</b>  <b>Group #9 and #10- Peer Led Discussion on Chapters 9 and 10</b>	<b>Perry Text: Chapter 9 and 10</b>
11/2 8	<b>No Class:</b> <b>Happy Thanksgiving</b>		
12/5	<b>Class #14:</b> <b>Termination</b>	<b>Final Exam DUE</b>	<b>PPT: Final Phase-Evaluation and Termination</b>

## X. BIBLIOGRAPHY

**Note:** The reading list for this course was designed to explore issues of diversity and inclusion.

### Practice Resource Websites

Association for Behavioral and Cognitive Therapies: <http://www.abct.org/home/>

SAMHSA’s National Registry of Evidence-based Programs and Practices:

<http://www.nrepp.samhsa.gov/Index.aspx>

DBT: <http://behavioraltech.org> ; <http://www.linehaninstitute.org> ;

<http://faculty.washington.edu/linehan/>



PCIT: <http://pcit.phhp.ufl.edu> ; <http://www.pcit.org>

TF-CBT: <http://www.nctsn.org> ; <http://tfcbt.musc.edu>

\* In order to access the online TF-CBT training, go to: <http://tfcbt.musc.edu/> and register.

General Info Families: <http://www.aboutourkids.org/families> ; <http://www.childmind.org/en/get-information/>

### **A Sampling of Recommended Books**

Axline, V. M. (1986). *Dibs in search of self*. New York, NY: The Random House Publishing Group.

Barkley, R. (2000). *Taking charge of ADHD: The complete authoritative guide for parents (Revised ed.)*. New York, NY: The Guilford Press.

Beck, J.S. (2011). *Cognitive behavior therapy: Basics and beyond (2<sup>nd</sup> ed.)*. New York: The Guilford Press.

Cohen, J., Mannarino, A. P., & Deblinger, E. (2006). *Treating trauma and traumatic grief in children and adolescents*. New York, NY: The Guilford Press.

Conterio, K., Lader, W., & Bloom, J. K. (1998). *Bodily harm: The breakthrough healing program for self-injurers*. New York, NY: Hyperion.

Crosson-Tower, C. (2005). *Understanding child abuse and neglect (8<sup>th</sup> ed.)*. Boston: Pearson Education.

Gil, E. (1991). *The healing power of play*. New York: The Guilford Press.

Goleman, D. (2006). *Social intelligence: The new science of human relationships*. New York, NY: Batnam Books.

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Mufson, L., Dorta, K. P., Moreau, D., & Weissman, M. M. (2004). *Interpersonal psychotherapy for depressed adolescents (2<sup>nd</sup> ed.)*. New York, NY: The Guilford Press.



- Najavitis, L. M. (2002). *Seeking safety: A treatment manual for PTSD and substance abuse*. New York, NY: The Guilford Press.
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- Siegel, D. J. (2013). *Brainstorm: The power and purpose of the teenage brain*. New York, NY: Penguin Group.
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- Teyber, E. (2006). *Interpersonal process in therapy: An integrative model*. Belmont, CA: Thomson Higher Education.
- Yalom, I. D. (2002). *The gift of therapy: An open letter to a new generation of therapists and their patients*. New York, NY: HarperCollins Publishers.

### **Children's Books**

- American Psychological Association's Magination Press:  
[http://www.apa.org/pubs/magination/index.aspx?utm\\_source=Publishers+Weekly's+Children's+Books+help&utm\\_campaign=280cefd00b-UA-15906914-1&utm\\_medium=email](http://www.apa.org/pubs/magination/index.aspx?utm_source=Publishers+Weekly's+Children's+Books+help&utm_campaign=280cefd00b-UA-15906914-1&utm_medium=email)
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