

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

<b>Course Number:</b>	SW n393R24	<b>Instructor:</b>	Michael D. Romero, LCSW-S
<b>Unique Number:</b>	89330	<b>Email:</b>	michaeldavidromero@utexas.edu
<b>Semester:</b>	Spring 2022	<b>Office:</b>	2.116
<b>Meeting Time/Place:</b>	Mondays & Wednesdays	<b>Office Phone:</b>	512-851-1307
	5:30p-8:00p	<b>Office Hours:</b>	Wednesdays, 4:30pm – 5:30pm
	SSW 2.116		Other times 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**

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.
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 methods with an emphasis on experiential learning, i.e., lecture, class discussion, experiential activities, guest speakers, videos, community based activity, course assignments and readings. The assignments will provide the opportunity for “learning by doing”. For success in this class, you must be willing to participate, risk yourself, stretch your creativity, and attend class. It is imperative for effective practitioners to participate in an ongoing process of self-awareness. You are encouraged to ask questions, give feedback to and meet with the instructor as needed.

### **IV. TEXTS AND MATERIALS**

#### **REQUIRED TEXTS:**

Cook-Cottone, C., Anderson, L., Kane, L. (2019) *The Elements of Counseling Children And Adolescents*, 2<sup>nd</sup> Ed. New York NY: Springer Publishing Company, Inc. This book is available via amazon and kindle and target (\$23 to rent, \$36 to buy).

van der Kolk, B. (2014). *The Body Keeps the Score: Brain, Mind, and Body in the Healing of Trauma*. New York NY: Penguin Random House. This book is available via ebay, amazon and is also available on audible and kindle.

Perry, B. & Szalavitz, M. (2006). *The Boy Who Was Raised as a Dog: And Other Stories From a Child Psychiatrist’s Notebook*. Philadelphia, PA: Basic Books. This book is available via ebay, amazon and is also available on audible and kindle.

### **V. COURSE REQUIREMENTS**

#### **Attendance and Participation (20%)**

Attendance and participation are a major part of this course. Many activities will be experiential and your presence is important!

#### **Peer Led Facilitation/Discussion on Perry/Szalavitz Text (2 parts!) (25%)**

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 4<sup>th</sup> class.

Part 1: Lead the class in a fun, teambuilding exercise (can be 1-10 minutes)

Part 2: 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 takeaways 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.

### **Ethical Dilemma Group Presentation 30%**

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. Please check in with Michael for topic approval. Research should include statutes in federal and state law (i.e., Texas Family Code, HIPAA, etc.) as well as NASW and Texas State Board of Social Worker Examiners 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 45 minute in-class presentation. The presentation should include a role play of the dilemma scenario and resolution including 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.

### **5 Reflective Journals (25%)**

Due throughout the semester. Each paper should be related to a topic that is covered in class and should be 1-2 pages. You may also opt to submit a video or voice memo journal (upload to Canvas) in place of the written journal. The approach of the journal can be decided by each student for each paper but should be more than simply a recounting of the material covered in class and the readings. Each journal should demonstrate a deeper level of thinking and consideration about the topic chosen. Students should think about how the topic relates to the larger field, how the topic relates to their personal goals, how the topic impacts them personally, the deeper meanings of the topic, professional critique and/or how it connects to their professional goals.

## **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

### Attendance and participation

Attendance and participation for the full three hours of class is expected for all students. **After two absences the student's final grade will be lowered by one grade (A to an A-, A- to a B+, etc.).** Further absences may result in the student being dropped from the course. Repeated late arrivals to class may be considered as an absence. Classroom exercises, discussions, role-plays, guest speakers and other class experiential exercises are essential for the students' professional learning and continued development of self-awareness. This form of learning cannot be "made up" once missed. Students will be expected to contact their peers to secure any missed notes or handouts. The student may schedule an office visit with the instructor if they wish to discuss missed classroom material in more detail. Students are to notify the instructor prior to class at the given office number or via email if they cannot attend class due to an illness or emergency.

### Papers

Students are expected to produce high quality work in terms of appearance, writing style and content. Points will be deducted for errors, misspellings, incorrect grammar, poor organization, repetition of information, and inferior word processing. When using information from other sources, references and bibliography should conform to the current APA style of citation. Students are encouraged to consult with the SSW writing consultant. Plagiarism is a serious violation of university rules and will be dealt with according to university policy. **All papers must be turned in by the beginning of the class due date to avoid point deductions.**

### Time management

All assignments are due at the beginning of class on the date and time indicated. Late assignments will be penalized 5% of the total points per day that they are late and will only be accepted in the first week following an assignment's due date. However, students will be allowed to turn one assignment in late by one day during the semester without incurring the 5% penalty. Students must contact the instructor ahead of time to request the penalty-free late submission. Contact the instructor before the assignment is due if other arrangements need to be made due to an emergency. All assignments are due at the beginning of class on the date and time indicated on Canvas.

### Use of computers/cell phones in the classroom

Cell phones should be turned off when class begins and remain off throughout the duration of the class. Text-messaging is not allowed during class time unless special circumstances arise, about which the instructor has been made aware. Repeated use/disregarding this policy will incur disciplinary action if necessary.

### Use of Canvas in class

In this class the instructor uses Canvas 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. For more information go to <http://www.utexas.edu/its/helpdesk/>

## **Feedback**

Students will be asked to provide feedback on their learning and the instructor's teaching strategies in informal as well as formal ways. It is very important for the instructor to know the students' reactions to what is taking place in class, ensuring that together the instructor and students can create a dynamic and effective learning community. Students are encouraged to provide ongoing feedback to the instructor during class and office visits.

## **VIII. UNIVERSITY POLICIES**

**COVID-19 RELATED INFORMATION.** The University's policies and practices related to the pandemic may be accessed at: <https://protect.utexas.edu/>

**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.

**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 instructor at the beginning of the semester so that needed accommodations can be discussed and followed. The student should remind the instructor of any testing accommodations no later than five business days before an exam. For more information, visit: <http://diversity.utexas.edu/disability/>.

**PROFESSIONAL CONDUCT AND CIVILITY IN THE CLASSROOM.** The instructor 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 race, 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. This atmosphere includes working intentionally to recognize and dismantle racism, sexism, heterosexism, and ableism in the classroom. 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 instructor 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 instructor. The instructor 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 ACADEMIC INTEGRITY.** Students who violate University rules on academic 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 academic dishonesty will be strictly enforced. For further information, please visit the Student Conduct and Academic Integrity website at: <http://deanofstudents.utexas.edu/conduct>.

**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 instructor 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.

**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.

**UNIVERSITY ELECTRONIC MAIL STUDENT NOTIFICATION.** Electronic mail (email), like postal mail, is a mechanism for official University communication to students. The University will exercise the right to send email communications to all students, and the University will expect that email communications will be received and read in a timely manner. Students can find UT Austin's policies and instructions for updating their e-mail address at <https://it.utexas.edu/policies/university-electronic-mail-student-notification-policy>.

**RELIGIOUS HOLY DAYS.** A student who misses classes or other required activities, including examinations, for the observance of a religious holy day should inform the instructor as far in advance of the absence as possible so that arrangements can be made to complete an assignment within a reasonable period after the absence. A reasonable accommodation does not include substantial modification to academic standards, or adjustments of requirements essential to any program of instruction. Students and instructors who have questions or concerns about academic accommodations for religious observance or religious beliefs may contact the [Office for Inclusion and Equity](#). The University does not maintain a list of religious holy days.

**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 on the basis of sex <https://titleix.utexas.edu/>. 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, dating 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. Further information, including student resources related to Title IX, may also be found at <https://titleix.utexas.edu/>.

**CAMPUS CARRY POLICY.** The University's policy on campus carry may be found here: <https://campuscarry.utexas.edu>.

**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 instructor regarding any safety concerns.

**BEHAVIOR CONCERNS and COVID-19 ADVICE LINE (BCCAL).** If students have concerns about their behavioral health, or if they are concerned about the behavioral health of someone else, students may use the Behavior Concerns and COVID-19 Advice Line to discuss by phone their concerns. 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 <https://safety.utexas.edu/behavior-concerns-advice-line>. The Behavior Concerns and COVID-19 Advice Line has been expanded to support The University of Texas at Austin community during the

COVID-19 pandemic. By calling 512-232-5050 - Option 2 for COVID-19, students, faculty and staff can be assisted in English and Spanish with COVID-19 support.

**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 instructor in writing during the first week of class.
- In the event of an evacuation, follow the instructor'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
<u>Class #1</u> Mon. 6/6	T: Intro & Syllabus, Name Games	N/A	N/A
<u>Class #2</u> Weds. 6/8	T: Prof use of self: Therapeutic Relationship, Role/Boundaries, Self Disclosure, CRT T: Working with BIPOC, LGBTQIA+ youth T: Disability Resources	N/A	1. EOC: p131-147: Knowing And Caring For Yourself as a Counselor  2. On Canvas: "A Guide for Understanding, Supporting, and Affirming LGBTQI2-S Children, Youth and Families"  3. Explore this site: <a href="https://www.hhs.texas.gov/services/disability">https://www.hhs.texas.gov/services/disability</a>
<u>Class #3</u> Mon. 6/13	T: Building Rapport with Children & Teens  T: Overview of Evidence Based & Contemporary Therapies  T: Bibliotherapy	Journal #1	1. EOC: p90-106 A Brief Introduction To EBP & Contemporary Interventions  2: BKTS: Ch 7: Getting On The Same Wavelength: Attachment & Attunement

<p><u>Class #4</u> Weds. 6/15</p>	<p>T: Intro to Services: scope, confidentiality, reporting, what we'll do in session.</p> <p>T: Home Visits w/C&amp;A, Privilege. , Judgement, CRT</p> <p>T: Your carry around kit</p>	<p>PLD#1 Chapter1</p>	<p>1. EOC: p1-20: Setting The Stage For Counseling Children &amp; Adolescents</p> <p>2. Perry/Szalavitz: Ch 1: Tina's World</p>
<p><u>Class #5</u> Mon. 6/20</p>	<p>T: Trauma &amp; Brain Basics, Include TBRI</p> <p>T: Play Therapy</p>	<p>Journal #2, PLD# 2 Chapter 2</p>	<p>1. BKTS: Ch 4: Running For Your Life, The Anatomy of Survival</p> <p>2: Perry/Szalavitz: Ch 2: For Your Own Good</p>
<p><u>Class #6</u> Weds. 6/22</p>	<p>T: Crisis Response: including Suicide Risk Assessment, Intervention</p> <p>T: Issues in Psychiatric Care, Advocating/Being with families</p>	<p>PLD# 3 Chapter 3</p>	<p>1. EOC: Ch 6: Crisis Intervention, Mandated Reporting, And Related Issues in Counseling</p> <p>2: Perry/Szalavitz: Ch 3: Stairway to Heaven</p> <p>3. On Canvas: "A cycle of exclusion that impedes suicide research among racial and ethnic minority youth"</p>
<p><u>Class #7</u> Mon. 6/27</p>	<p>T: Crisis Response: incl NSSI, Child/Elder Abuse Reporting</p> <p>T: Yoga and Mindfulness</p>	<p>Journal #3, PLD# 4 Chapter 4</p>	<p>1. BKTS: Ch 16: Learning To Inhabit Your Body: Yoga</p> <p>2. Perry/Szalavitz: Ch 4: Skin Hunger</p>

<p><u>Class #8</u> Wed. 6/29</p>	<p>T: Using Rhythm/Music To Engage, Connect &amp; Reset Activities</p> <p>T: Strategies to Manage Conflict</p> <p>T: Behavior as a message of unmet need</p>	<p>PLD# 5 Chapter 5</p>	<p>1. EOC: Ch 2: The Process of Counseling With Children &amp; Adolescents</p> <p>2. Perry/Szalavitz: Ch 5: The Coldest Heart</p>
<p>Mon. 7/4</p>	<p>NO CLASS TODAY!</p>		
<p><u>Class #9</u> Wed. 7/6</p>	<p>T: Diagnoses most commonly given</p> <p>T: Psychotropic Medication: Challenges, Possibilities for Children &amp; Teens</p>	<p>PLD# 6 Chapter 6, GP#1</p>	<p>1: BKTS: Ch 9: What's Love Got To Do With It?</p> <p>2. Perry/Szalavitz: Ch 6: They Boy Who Was Raised As A Dog</p>
<p><u>Class #10</u> Mon. 7/11</p>	<p>T: Puppets!</p> <p>T: Grief &amp; Loss work with C&amp;A</p>	<p>Journal #4, PLD# 7 Chapter 7, GP#2</p>	<p>1. Explore This Site: <a href="https://sesamestreetincommunities.org/topics/grief/">https://sesamestreetincommunities.org/topics/grief/</a></p> <p>2. Perry/Szalavitz: Ch 7: Satanic Panic</p>
<p><u>Class #11</u> Wed. 7/13</p>	<p>T: Animal Assisted Therapy</p> <p>T: Advocacy in School Settings</p>	<p>PLD# 8 Chapter 8, GP#3</p>	<p>1. Reading is on Canvas "Child Welfare Caseworkers and Children with Developmental Disabilities: An Exploratory Study"</p>

			2. Perry/Szalavitz: Ch 8: The Raven
<u>Class #12</u> Mon. 7/18	T: Eco Therapy  T: Termination Activities	Journal #5, Extra PLD, GP#4	1. Perry/Szalavitz: Chapter 9: "Mom is Lying. Mom is Hurting Me. Please Call The Police."
<u>Class #13</u> Wed. 7/20	T: Careers, Non-Profits, Community, Private Practice  T: Termination Activities	N/A	1. Perry/Szalavitz: Chapter 10: The Kindness of Children
<u>Class #14</u> Mon. 7/25	T: Termination Activities	N/A	1. Perry/Szalavitz: Chapter 11: Healing Communities

## **X. BIBLIOGRAPHY**

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Polanco-Roman, L., & Miranda, R. (2021). A cycle of exclusion that impedes suicide research among racial and ethnic minority youth. *Suicide & life-threatening behavior*, 10.1111/sltb.12752.

Texas Health and Human Services: Disability. (n.d.) Retrieved from <https://www.hhs.texas.gov/services/disability>