

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

Course Number:	SW n393R24	Instructor:	Michael D. Romero, LCSW-S
Unique Number:	87650	Email:	michaeldavidromero@utexas.edu
Semester:	Summer 2024	Office:	TBA
Meeting Time/Place:	Mondays & Wednesdays	Office Phone:	512-200-3695
	5:30p-8:00p	Office Hours:	Mondays 4:00-5:00p
	CMA 6.174 (Jesse H. Jones Communication Center)		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

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

Ungrading

In this course, we will adventure into *ungrading*, which basically means our focus will center on learning conversations, feedback and your goals for growth. You will still receive a grade for the course, but it will be based on your assessment of your work and will include more of a conversation, rather than me listing a letter grade or points for each assignment. At midterm and end of term you will offer a self-reflection based on your work to assist you in assigning a grade. I do reserve the right to adjust a final grade if necessary, and again, this would include a discussion. More about ungrading here: <https://www.jessestommel.com/ungrading-an-faq/>

Compassionate Pedagogy

“A well-designed curriculum was not enough to create the space that the students needed, nor to overcome their learned belief that the enrichment of their minds was to be paid for by the suffering of their bodies and spirits, that, in other words, being 'successful' in university meant to drive the self into ill health. We needed to develop a compassionate pedagogy that would help students—and ourselves—to claim our right to be well”
~[Dickson and Summerville](#)

This course is taught using a Compassionate Pedagogy approach. From the Baylor University website, “Compassionate pedagogy is a collection of teaching practices designed to foster human connection, communication, and wellbeing. The approach revolves around listening to students’ lived experiences and offering flexibility to accommodate their struggles.”

In light of this approach, this class will be taught using a variety of teaching methods to foster a stimulating, creative and collaborative learning community. These methods intentionally draw on diverse pedagogical approaches to be inclusive of a variety of learning styles; activities include readings, writings, small group discussions, role-play, lectures, videos, in-class group activities, learning activities in the community and self-reflection. Experiential learning that builds upon students’ field instruction will be emphasized.

For a meaningful experience in this class, students are encouraged to actively participate, take risks, stretch their creativity, apply their critical thinking skills and attend class regularly. This course will highlight diverse perspectives of thought and encourage students to engage in new ways of thinking that may be represented by speakers, the professor, and classmates from diverse backgrounds. All students are encouraged to ask questions, raise issues, provide the instructor with feedback and meet with the instructor individually as needed to enhance their learning.

In this course you will find a number of approaches to teaching that may be new to you. These are designed to support a community of compassion, a community of connection, and a community of lifelong learners.

(Borrowed from Prof. Mary Beer & Ideas from Jesse Stommel & Baylor University)

IV. REQUIRED TEXT AND MATERIALS

Cook-Cottone, C., Anderson, L., Kane, L. (2019) *The Elements of Counseling Children And Adolescents*, 2nd Ed. New York NY: Springer Publishing Company, Inc. This book is available via amazon and kindle and target

Perry, B. & Szalavitz, M. (2017). *The Boy Who Was Raised as a Dog: And Other Stories From a Child Psychiatrist’s Notebook*. 3rd Ed. 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. Includes mid and end of term self reflection on learning/work.

A Part of My Identity (% included in Attendance & Participation)

This assignment's goal is for us to learn from each other, appreciate our individual team members' diversity, history, and strengths. The more we learn about others - while bringing a curious and non-judgmental presence - the more we can be able to offer a safe, compassionate and affirming environment for our clients.

You will bring something to class to share or present that represents a part of your identity. This could be a story, a dish/food, clothing, song, photo, video, etc. You'll present the part of your identity and include what you'd like others to know about this part of your identity as well as how it may relate/offer strengths to your service as a social worker. Each sharer will have approx 4 minutes.

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 4th class.

Part 1: Lead the class in an activity that a Social Worker might use with children/adolescents/parents/families. This can be therapeutic game-ish, teambuilder, psychoeducational, etc. Use this an opportunity to *try out/practice* new techniques and approaches. (max time: 10 minutes).

Part 2: Groups will each take one chapter from *The Boy Who Was Raised as a Dog* (3rd Ed) (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 and anti-oppressive practice that you'd like to explore. • Use thought provoking questions and aim for 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. • (max time: 25 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. 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.

4 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 (please use Canvas when recording) in place

of the written journal (please limit to 5 minutes). 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. Suggestions for topics will be offered. 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. CLASS POLICIES

Attendance and participation

Attendance and participation for the full three hours of class is expected for all students. 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. When using information from other sources, references and bibliography should conform to the current APA style of citation. Plagiarism is a serious violation of university rules and will be dealt with according to university policy.

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.

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.

VII. UNIVERSITY POLICIES

Grading Scale

[No A+]		87.0 to 89.999	B+	77.0 to 79.999	C+	67.0 to 69.999	D+
94.0 and Above	A	84.0 to 86.999	B	74.0 to 76.999	C*	64.0 to 66.999	D
90.0 to 93.999	A-	80.0 to 83.999	B-	70.0 to 73.999	C-	60.0 to 63.999	D-
				<i>*minimum to pass course</i>		Below 60.0	F

Attendance and Academic Behavior. At the University of Texas at Austin, regular attendance at all class meetings is expected. Instructors are responsible for implementing an attendance policy and must notify students of any special attendance requirements. See more information at <https://catalog.utexas.edu/general-information/academic-policies-and-procedures/attendance/>. Furthermore, students are expected to abide by the Standards for Social Work Education (available at <https://socialwork.utexas.edu/student-resources/bsw/policies-and-procedures/>). The student shows potential for responsible and accountable behavior by being punctual and dependable, prioritizing responsibilities, attending class regularly, observing deadlines, completing assignments on time, and keeping appointments or making appropriate arrangements.

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 Center for Access and Restorative Engagement at <https://community.utexas.edu/care/>. The University does not maintain a list of religious holy days.

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.

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 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.

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>.

Steve Hicks School of Social Work Policies

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 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 professor requires that students engage one another with civility, respect, and professionalism.

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.

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 and Mental Health 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.

Resources, Prevention of Discrimination, and Safety

Disability Accommodation Statement. If you are a student with a disability, or think you may have a disability, and need accommodations please contact Disability and Access (D&A). You may refer to D&A's website for contact and more information: <https://community.utexas.edu/disability/>. If you are already registered with D&A, please deliver your Accommodation Letter to me as early as possible in the semester so we can discuss your approved accommodations and how they apply in my class.

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.

Covid-19 Related Information. The University's policies and practices related to the pandemic may be accessed at: <https://protect.utexas.edu/>

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/>.

Title IX Accommodations for Those Pregnant, Nursing and Parenting. Pregnant, nursing and parenting students, faculty, and staff are eligible for accommodations through the Title IX Office that support equal access to education and work and prevent discrimination. Students may reach out to the Title IX Office for help with accommodations to make up missed classes, complete missed coursework, keep them safe in the classroom, apply for leaves of absence, receive priority registration and other related support. Faculty and staff, including undergraduate students who work on campus and graduate student employees, may reach out for assistance with job or schedule restructuring and obtaining modified or additional work equipment. Visit the [Title IX pregnancy and parenting resource page](#) for more information or contact the [Title IX Support and Resources team](#) connect with a Case Manager.

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 professor regarding any safety concerns.

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.

VIII. COURSE SCHEDULE

Date	Topic	Assignment Due	Readings
<u>Class #1</u> Mon. 6/10	T: Intro & Syllabus, Ungrading, Name Games, Pronouns, Agreements	Intro to class survey	A bit about ungrading: https://www.jessestommel.com/ungrading-an-faq/
<u>Class #2</u> Weds. 6/12	T: Use of self: Therapeutic Relationship, Role/Boundaries, Self Disclosure T: Working with BIPOC, LGBTQIA+, Youth w/disabilities & Privilege / Whiteness T: Role Play Intro Session	PLD & GP Schedule	1. EOC: Ch 7: vcp131-147: Knowing And Caring For Yourself as a Counselor 2. On Canvas: "A Guide for Understanding, Supporting, and Affirming LGBTQI2-S Children, Youth and Families"
<u>Class #3</u> Mon. 6/17	Guest Speaker TBA T: Building Rapport with Children & Teens T: Overview of Evidence Based & Contemporary Therapies	Journal #1	1. EOC: p90-106 A Brief Introduction To EBP & Contemporary Interventions 2. Explore this site: https://www.hhs.texas.gov/services/disability
Weds. 6/19	NO CLASS JUNETEENTH		
<u>Class #4</u> Mon. 6/24	T: A Part of My Identity T: Using Rhythm/Music To Regulate, Connect & Reset T: Strategies to Manage Conflict / Behavior as a message of unmet need	A Part of My Identity Sharing (4m each)	1. Podcast: "Doin The Work" Ep27 white supremacy in social work (43m) 2. Optional: Learn about Positionality: https://mhctnetwork.org/wp-content/uploads/2023/10/INTERACTIVE-Positionality-Project_FINAL.pdf
<u>Class #5</u> Weds. 6/26	T: PLD#1 Ch1 T: Intro to Services: scope, confidentiality, reporting, what we'll do in session. Assessment. T: Sand Tray Therapy Intro & Home Visit Role Plays	PLD#1 Chapter1	1. EOC: p1-20: Setting The Stage For Counseling Children & Adolescents 2. Perry/Szalavitz: Ch 1: Tina's World (including Chapter Commentary at End)
<u>Class #6</u> Mon. 7/1	Guest Speaker TBA: T: PLD#2 Ch2 T: Issues in Psychiatric Care, Advocating/Being with families	PLD# 2 Chapter 2	1. Ch103: Social Workers' Desk Reference, 3 rd Ed. (To be added to Canvas) 2: Perry/Szalavitz: Ch 2: For Your Own Good (including Chapter Commentary at End)

	T: Common Diagnoses & Medication: Challenges, Possibilities for Children & Teens		
<u>Class #7</u> Weds. 7/3	T: PLD#3 Ch3 T: Crisis Response: including Suicide Risk Assessment, Intervention, NSSI, & Role Play	PLD# 3 Chapter 3 Journal #2 w/Self Eval	1. EOC: Ch 6: Crisis Intervention, Mandated Reporting, And Related Issues in Counseling 2: Perry/Szalavitz: Ch 3: Stairway to Heaven (including Chapter Commentary at End)
<u>Class #8</u> Mon. 7/8	T: PLD#4 Ch4 T: Puppets! & Grief & Loss work with C&A	PLD# 4 Chapter 4	1. 1. Explore This Site: https://sesamestreetincommunities.org/topic/s/grief/ 2. Perry/Szalavitz: Ch 4: Skin Hunger (including Chapter Commentary at End)
<u>Class #9</u> Wed. 7/10	Guest Speaker: Valerie Braden LCSW-S (she/her), Pediatric Pulmonology & Sleep Clinic PLD# 5 Chapter 5	PLD# 5 Chapter 5	1. EOC: Ch 2: The Process of Counseling With Children & Adolescents 2. Perry/Szalavitz: Ch 5: The Coldest Heart (including Chapter Commentary at End)
<u>Class #10</u> Mon. 7/15	T: PLD# 6 Chapter 6 T: GP#1	PLD# 6 Chapter 6 GP#1 Journal #3	1. Perry/Szalavitz: Ch 6: The Boy Who Was Raised As A Dog (including Chapter Commentary at End)
<u>Class #11</u> Wed. 7/17	T: PLD# 7 Chapter 7 T: GP#2 T: Animal Assisted Therapy	PLD# 7 Chapter 7 GP#2	1. "America Keeps Criminalizing Autistic Children" https://psmag.com/education/america-keeps-criminalizing-autistic-children 2. Perry/Szalavitz: Ch 7: Satanic Panic (including Chapter Commentary at End)
<u>Class #12</u> Mon. 7/22	Guest Speaker TBA: T: GP#3 T: Bibliotherapy	GP#3	1. Perry/Szalavitz: Ch 8: The Raven (including Chapter Commentary at End) 2. How to Use Bibliotherapy with Children: https://www.booktherapy.io/en-us/blogs/news/how-to-use-bibliotherapy-with-children
<u>Class #13</u> Wed. 7/24	T: Careers, Non-Profits, Community, Private Practice T: GP#4 T: Termination Activities	Journal #4 w/Self Eval GP#4	1. Perry/Szalavitz: Chapter 9: "Mom is Lying. Mom is Hurting Me. Please Call The Police." 2. Perry/Szalavitz: Chapter 10: The Kindness of Children
<u>Class #14</u> Mon. 7/29	T: Termination Activities	N/A	1. Perry/Szalavitz: Chapter 11: Healing Communities

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