

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

| | | | |
|----------------------------|--------------|----------------------|---|
| Course Number: | SW 393R24 | Instructor: | Amberly Prykhodko, LCSW-S (she/her/hers) |
| Unique Number: | 61160 | Email: | Amberly.prykhodko@austin.utexas.edu |
| Semester: | Spring 2024 | Office: | |
| Meeting Time/Place: | Mondays | Office Phone: | 903-371-2793 |
| | 2:30-5:30 pm | Office Hours: | By appointment |
| | MEZ 1.216 | | |

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

The course is designed to include a variety of teaching 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 include readings, writings, discussions, lectures, videos, in-class group activities, and self-reflection.

This course will highlight diverse perspectives of thought and encourages students to engage in new ways of thinking that may be represented by speakers, the professor, and classmates from diverse backgrounds. Participation is required to skills for treating children and adolescents.

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 on Amazon.

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 on Ebay, Amazon, 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 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 information they find. Each group will present a summary of their findings in a 30-45 minute in-class presentation. The presentation should include a detailed description 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.

Four Reflective Journals (25%)

Each journal should be related to a topic that is covered in class and should be at least 1, and no more than 2 pages. The specific topic 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. 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: Attendance is expected at all sessions for the entire class period. You must take all quizzes and exams and turn in all assignments on time. Because this class is very interactive and experiential, you must attend every class to acquire the skills taught in this course. Be aware that more than one unexcused absence could result in a lower overall grade.

Student responsibilities: Students are expected to be prepared for each session and to participate in class discussions, exercises, etc. Failure to submit a paper or being unprepared to discuss your paper or reading for the week will result in a grade of zero being recorded for that week's work.

Assignments

Students are expected to produce high quality work in terms of appearance, writing style, and content. All papers should be written in APA format and 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.

Unless otherwise discussed, each assignment is due at the start of class. Late assignments will not be accepted unless you have a legitimate and documented emergency. If this is the case, please discuss the situation with Professor Prykhodko. These will be evaluated on a case-by-case basis. If you foresee any issue with completing your assignment on time, it is your responsibility to reach out to Professor Prykhodko as soon as possible. There is no guarantee that I will extend a due date. Please talk with me and I will be as flexible as possible. Other than emergencies approved by the instructor, late assignments will be assessed point penalties at the rate of five (5) points each day late.

Use of computers/cell phones in the classroom

Please do not use cell phones, text messaging or send or read emails during class.

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/>

VIII. UNIVERSITY POLICIES

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.

IX. COURSE SCHEDULE

| Date | Topic | Assignment Due | Readings |
|----------------------------|---|---|----------|
| Week 1: 8/26/24 | <u>Introduction to Course</u> <ul style="list-style-type: none"> • Review of class syllabus, assignments, and expectations • Getting to know each other • Preparing to work with children, adolescents, and their caregivers | Learn how to use the Canvas website if you are not familiar with it. You can access Canvas at http://canvas.utexas.edu/ . If you are unable to log into the course on Canvas, check to be sure that you are registered for the course first, then call the ITS Help Desk at 475-9400. | |

| | | | |
|---------------------------|---|---|--|
| Week 2: 9/2/24 | No class | | |
| Week 3: 9/9/24 | Professional Use of Self <ul style="list-style-type: none"> • Building a Therapeutic Relationship <ul style="list-style-type: none"> • Role/Boundaries • Confidentiality • Self-Disclosure • Conducting a first session with clients and caregivers <ul style="list-style-type: none"> ○ Creating Safety ○ How to build rapport quickly | <i>Self-awareness assignment</i> <i>In class: Sign up for peer led discussion and group ethics project</i> | Elements of Counseling: Ch. 1 |
| Week 4: 9/16/24 | Foundational Skills for Working With Children and Adolescents <ul style="list-style-type: none"> • Setting limits • Using Creativity • Therapeutic Communication • Managing Conflict | <i>Journal #1</i> | Elements of Counseling: Ch. 2 and 3 |
| Week 5: 9/23/24 | Treatment Planning <ul style="list-style-type: none"> • Assessment • Diagnosis • Goal setting • Note writing Understanding Children and Adolescents <ul style="list-style-type: none"> • Brain Basics • Child Development • Self-Regulation • Trauma and brain development | <i>Peer led discussion Ch.1</i> | The Boy Who Was Raised As a Dog: Ch. 1 |
| | Understanding Behavior <ul style="list-style-type: none"> • What is being | | |

| | | | |
|-----------------------------------|--|---|---|
| Week 6: 9/30/24 | <p>communicated?</p> <ul style="list-style-type: none"> • Abuse/Neglect- • Trauma and behavior <p>The Value of Play</p> <ul style="list-style-type: none"> • Playful Engagement • Play Therapy • | <i>Peer led discussion</i> <i>Ch. 2</i> | The Boy Who Was Raised As a Dog: Ch. 2 Elements of Counseling: Ch. 5 |
| Week 7: 10/7/24 | <p>Evidence-Based Interventions Overview</p> <ul style="list-style-type: none"> • Solution-Focused Brief Therapy • Eye-Movement Desensitization and Reprocessing • Cognitive Behavioral Therapy <p>Mid-Semester Check-in</p> <p>Journal Discussion</p> | <i>Peer led discussion</i> <i>Ch. 3</i> <i>Journal #2</i> | The Boy Who Was Raised As a Dog: Ch. 3 |
| Week 8: 10/14/24 | <p>Evidence-Based Interventions Overview, Continued</p> <ul style="list-style-type: none"> • Dialectical Behavioral Therapy • Family Therapy • Mindfulness and Mind/Body Approaches | <i>Peer led discussion</i> <i>Ch. 4</i> | The Boy Who Was Raised As a Dog: Ch. 4 |
| Week 9: 10/21/24 | <p>Grief and Loss</p> <ul style="list-style-type: none"> • Types of loss • Grief vs. traumatic grief • Strategies for providing psychoeducation and intervention | <i>Peer led discussion</i> <i>Ch. 5</i> | The Boy Who Was Raised As a Dog: Ch. 5 |

| | | | |
|-------------------------------------|---|--|---|
| | <p>Depression and Anxiety</p> <ul style="list-style-type: none"> • Symptoms • Talking about a diagnosis • Strategies for providing psychoeducation and intervention | | |
| <p>Week 10: 10/28/24</p> | <p>Common Challenges and Strategies for Overcoming Them</p> <ul style="list-style-type: none"> • “Resistance” • Caregiver goals vs. child goals • Giving caregivers feedback • Readiness for change • Navigating mandated reporting and maintaining the therapeutic relationship <p>Crisis Response</p> <ul style="list-style-type: none"> • Suicide Assessment • Safety Planning • Referrals | <p><i>Journal #3</i></p> | <p>The Boy Who Was Raised As a Dog: Ch. 6</p> |
| <p>Week 11: 11/4/24</p> | <p>Ethical Dilemmas</p> | <p><i>Group 1 Presentation</i></p> <p><i>Group 2 Presentation</i></p> <p><i>Group 3 Presentation</i></p> | <p>The Boy Who Was Raised As a Dog: Ch. 7</p> |
| <p>Week 12: 11/11/24</p> | <p>Ethical Dilemmas</p> <p>Ethical Dilemma Debrief</p> <p>Journal Discussion</p> | <p><i>Group 4 Presentation</i></p> <p><i>Journal #4</i></p> | <p>The Boy Who Was Raised As a Dog: Ch. 8 and 9</p> |
| <p>Week 13: 11/18/24</p> | <p>Taking Care of Yourself as a Social Worker</p> <ul style="list-style-type: none"> • Signs of burnout | | <p>The Boy Who Was Raised As a Dog: Ch. 10 and 11</p> |

| | | | |
|------------------------------|---|--|---|
| | <ul style="list-style-type: none"> • Strategies for managing stress • Well-being preservation plan | | |
| Week 14: 11/25/24 | Fall break- no class | | |
| Week 15: 12/2/24 | Termination <ul style="list-style-type: none"> • Reviewing progress • Discussing termination • Termination strategies | | The Boy Who Was Raised As a Dog: Ch. 12 |
| Week 16: 12/9/24 | Bringing It All Together <ul style="list-style-type: none"> • Questions | | |

X. BIBLIOGRAPHY

Cook-Cottone, C., Anderson, L., Kane, L. (2019) *The Elements of Counseling Children And Adolescents*, 2nd Ed. New York NY: Springer Publishing Company, Inc.

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.