

**The University of Texas at Austin
School of Social Work**

Course Number:	SW 390R23	Instructor's Name:	Cynthia Franklin, Ph.D., LMSW-ACP, LMFT
Unique Number:	94375	Office Number:	SSW 3.130C
Semester:	Summer '96	Office Phone:	471-0533
Meeting Time/Place:	Mon/Wed 8:30 - 11:00 a.m.	Office Hours:	Wed 12:00-1:00 or by appointment.

**INTERVENTION WITH CHILDREN, ADOLESCENTS, AND
FAMILIES**

I. Standardized Course Description

This course is designed for graduate students who are entering the Children and Families Services Concentration to increase knowledge and skills for practice with children, adolescents, and family systems. It will focus on the differential applications of theories and skills utilized in varying treatment modalities at the micro and mezzo levels. Special vulnerabilities and ethical concerns for these diverse populations will be examined.

II. Standardized Course Objectives

1. Integrate theories and empirical research knowledge undergirding fields of practice areas with child, adolescent, and family populations.
2. Demonstrate skill in the application of differing treatment modalities, including formal and informal systems of care.
3. Demonstrate an understanding of practice theories and skills as they are applied to child, adolescent, and family systems, including issues of class, ethnicity, gender, sexual orientation, and ability.
4. Demonstrate skill in analyzing value and ethical dilemmas relating to child, adolescent, and family practice.
5. Demonstrate skill in the analysis of multi-level policies and their impact on interventions with child, adolescent, and family systems.

III. Teaching Methods

Lecture, Audio-Visual, Small group discussion

IV. Required Texts:

Combrick-Graham, L (1995). *Children in families at risk*. New York: Guilford.

James, B. (1994). *Handbook for treatment of attachment-trauma problems in children*. New York: Lexington Books.

LeCroy, C.W. (1994). *Handbook of child and adolescent treatment manuals*. New York: Lexington Books.

Selekman, M.D. (1993). *Pathways to change: Brief therapy solutions with difficult adolescents*. New York: Guilford.

Recommended Texts:

Canino, I.A. (1994). *Culturally diverse children and adolescents: Assessment, diagnosis and treatment*. New York: Guilford.

Durrant, M. (1993). *Residential treatment: A cooperative, competency-based approach to therapy and program design*. New York: Norton.

V Course Requirements

Paper on Services System: Each student will develop a short, paper 10-12 pages covering the major roles and systemic issues encountered in working in a specific type of children and family services system (e.g. residential treatment, foster care, children's protective services, services to runaways, schools, in-patient mental health, etc.). This paper should include library research, interviews with individuals working in the particular systems, and possible visits to facilities. Some of the most up-to-date literature describing your system should be reviewed and cited on a bibliography as a part of the paper. Like a journalist you are to find out as much as you can about these systems and write it up as a guide to working in that area. This assignment will count for 50% of the grade. A short outline that may be used to guide the paper follows.

I. Brief history of the services, and their impacts on the lives of children and families (2-3 pages).

II. Roles of social workers and other clinical practitioners who work in this area. What do they do (4-6 pages)?

III. Summary of the major organizational, funding, and policy issues confronting the service systems (2-3 pages).

IV. State of the research on the effectiveness of the services (2-3 pages).

Due July 10

Case Analysis/Final Exam This will be a take home exam. Students will divide up into treatment teams and develop an intervention plan for a case vignette given by the professor. Two class periods will be used to give the teams time to meet and organize their responses. The intervention plan will include, an assessment of the major strengths and problems of the child and family and must include recommendations for how current problems and solutions will be

built. Your recommendations must be concrete and specific and demonstrate that you have read and mastered the treatment materials covered in the class. Responses are not to exceed 8 pages in length.

Due July 29

VI. Class Policies

Scholastic Honesty: You are encouraged to study together; however, all individual papers are expected to be your own work and conform to rules of scholastic honesty as described in the General Information Bulletin of The University of Texas at Austin.

Paper Format: Please avoid sexist language and use the APA format citation style (4th edition).

Attendance and Late Attendance: Class attendance is expected; two or more unexcused absences will lower the final grade. Five points may be subtracted per day for late assignments.

Confidentiality: The class will adhere to the standards of professional confidentiality in discussing clients and related matters.

Study and Preparation Time Demands: Normally, the average student can expect to spend six hours per week on class preparation and study for this course. Please contact me if you typically find yourself spending more time.

Class Meetings (Expectations and Format): All assigned readings should be completed before the class session. Come prepared to raise questions and discuss these readings.

VII. Course Schedule

Date	Description	Text / Readings
June 5	Overview of course	Syllabus
June 10	Children in Family Systems	Combrick-Graham Chapters 1-3; James, Chapters 1-3.
June 12	Children in Family Systems	Combrick-Graham Chapters 4-6; James, 4-7.
June 17	Children in Larger Systems	Combrick-Graham Chapters 7-10; James, 8-11.
June 19	Children in Larger Systems	Combrick-Graham Chapters 11-15; James, 12-14.
June 24	Brief Interventions with Families and Larger Systems	Selekman Book
June 26	ASSESSMENT AND INTERVENTION STRATEGIES: Post-traumatic Stress/Attachment Disorder	James, Chapters 8-13.
July 1	ASSESSMENT AND INTERVENTION STRATEGIES: Post-traumatic Stress/Attachment Disorder	James, Chapters 13-15, 19, 20
July 3	Library Day	Catch up on reading and use to finish first assignment.

July 8	ASSESSMENT AND INTERVENTION STRATEGIES: Disruptive Behavior Disorders	Barkley, R. A. "Attention-deficit hyperactivity disorder" Bernier, J. & Siegel, D. "Attention Deficit Hyperactivity Disorder: A family and ecological systems perspective" Finck, Nelson, Moss, "Childhood aggression: Cognitive-Behavioral therapy strategies and interventions" Kazdin, "Aggressive Behavior & Conduct Disorder" LeCroy, Chapters 3-8. Polyson & Kimball, "Social skills training with physically aggressive children."
July 10	ASSESSMENT AND INTERVENTION STRATEGIES: Childhood Depression	Carey, "Child and adolescent depression: Cognitive-behavioral strategies and interventions" Kaslow & Rehm, "Childhood Depression" LeCroy, Chapters 10-11
July 15	ASSESSMENT AND INTERVENTION STRATEGIES: Anxiety Disorders	Grace, Spirito, Finch, & Ott, "Coping skills for anxiety control in children." Keith, "Psychodynamic psychotherapy" Morris & Kratochwill, "Childhood Fears & Phobias" Ramirez, Kratochwill, & Morris, "Childhood anxiety disorders"

July 17	Play Therapy as a Tool for Communicating with Children	James, Chapters 16-18 Allan & Berry "Sandplay" Arlow & Kadis "Finger Painting" Gardner "Mutual Storytelling" Hambridge "Structured play therapy" O'Connor, "Theories of play therapy"
July 22	Case Vignette	Finish readings
July 24	Case Vignette	Finish readings
July 29	Final Exam Due. Class Evaluation	

VIII. Bibliography

Allan, J. & Berry, P. (1993). Sandplay. In C. E. Schaefer & D. M. Cangelosi (Eds.) *Play therapy techniques* (pp. 117-123). Northvale, NJ: Jason Aronson, Inc.

Arlow, J. A. & Kadis, A. (1993). Finger painting. In C. E. Schaefer & D. M. Cangelosi (Eds.) *Play therapy techniques* (pp. 162-175). Northvale, NJ: Jason Aronson, Inc.

Barkley, R. A. (1989). Attention-deficit hyperactivity disorder. In R.A. Barkley & E.J. Mash (Eds.), *Treatment of childhood disorders* (pp. 39-66). New York: Guilford Press.

Bernier, J. & Siegel, D. (1994). Attention Deficit Hyperactivity Disorder: A family and ecological systems perspective. *Families in Society*, 75, 142-151 .

Canino, I.A. (1994). *Culturally diverse children and adolescents: Assessment, diagnosis and treatment*. New York: Guilford.

Carey, M. P. (1993). Child and adolescent depression: Cognitive-behavioral strategies and interventions. In A. J. Finch, W. M. Nelson, & E. S. Ott (Eds.) *Cognitive-behavioral procedures with children and adolescents: A practical guide* (pp. 289-314). Boston: Allyn & Bacon.

Combrick-Graham, L (1995). *Children in families at risk*. New York: Guilford.

Durrant, M. (1993). *Residential treatment: A cooperative, competency-based approach to therapy and program design*. New York: Norton.

Finch, A. J. & Nelson, W, M, & Moss, J. H. (1993). Childhood aggression: Cognitive-behavioral therapy strategies and interventions. In A. J. Finch, W. M. Nelson, & E. S. Ott (Eds.) *Cognitive-behavioral procedures with children and adolescents: A practical guide* (pp. 148-205). Boston: Allyn & Bacon.

Gardner, R. A. (1993). Mutual storytelling. In C. E. Schaefer & D. M. Cangelosi (Eds.) *Play therapy techniques* (pp. 200-209). Northvale, NJ: Jason Aronson, Inc.

Grace, N., Spirito, A., Finch, A. J. & Ott, E. S. (1993). Coping skills for anxiety control in children. In A. J. Finch, W. M. Nelson, & E. S. Ott (Eds.) *Cognitive-behavioral procedures with children and adolescents: A practical guide* (pp. 257-288). Boston: Allyn & Bacon.

Hambridge, G. (1993). Structured play therapy. In C. E. Schaefer & D. M. Cangelosi (Eds.) *Play therapy techniques* (pp. 45-61). Northvale, NJ: Jason Aronson, Inc.

Ho, K. M. (1992). *Minority children and adolescents in therapy*. Newbury Park, CA: Sage.

James, B. (1994). *Handbook for treatment of attachment-trauma problems in children*. New York: Lexington Books.

Kaslow, N. J. & L. P. Rehm (1991). Childhood depression. In T. R. Kratochwill & R. J. Morris, (Eds.). *The practice of child therapy*. Boston: Allyn & Bacon.

Kazdin, A. E. (1991). Aggressive behavior and conduct disorder. In T. R. Kratochwill & R. J. Morris, (Eds.). *The practice of child therapy*. Boston: Allyn & Bacon.

Keith, C. (1995). Psychodynamic psychotherapy. In J. S. March (Ed.) *Anxiety disorders in children and adolescents* (pp. 386-400). New York: Guilford Press.

LeCroy, C.W. (1994). *Handbook of child and adolescent treatment manuals*. New York: Lexington Books.

Morris, R. J. & Kratochwill (1991). Childhood fears and phobias. In T. R. Kratochwill & R. J. Morris, (Eds.). *The practice of child therapy*. Boston: Allyn & Bacon.

O'Connor, K. J. (1991). *The play therapy primer: An integration of theories and techniques*. New York: John Wiley & Sons, Inc.

Polyson, J. & Kimball, W. (1993). Social skills training with physically aggressive children. In A. J. Finch, W. M. Nelson, & E. S. Ott (Eds.) *Cognitive-behavioral procedures with children and adolescents: A practical guide* (pp. 206-232). Boston: Allyn & Bacon.

Ramirez, S. Z., Kratochwill, T. R., & Morris, R. J. (1987). Childhood anxiety disorders. In L. Michaelson and L. M. Ascher (Eds.) *Anxiety and stress disorders: Cognitive-behavioral assessment and treatment* (pp. 149-190). New York: Guilford Press.

Selekman, M.D. (1993). *Pathways to change: Brief therapy solutions with difficult adolescents*. New York: Guilford.

Siegel, L. J. (1993). Psychotherapy with medically at-risk children. In T. R. Kratochwill & R. J. Morris (Eds.) *Handbook of psychotherapy with children and adolescents* (pp. 472-501).