

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

<b>Course Number:</b>	SW 390R23	<b>Instructor's Name:</b>	Cynthia Franklin, Ph.D., LMSW-ACP, LMFT
<b>Unique Number:</b>	57285	<b>Office Number:</b>	SSW 3.130C
<b>Semester:</b>	Spring 1998	<b>Office Phone:</b>	471-0533
		<b>E-mail:</b>	Cfranklin@mail.utexas.edu
<b>Meeting Time/Place:</b>	Tues. 1-4 p.m. SSW 2.122	<b>Office Hours:</b>	Monday 4-5, Tuesday 4-5, or by appointment.

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

**I. Standardized Course Description**

This course is designed for graduate students 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:**

Hibbs, E., & Jensen, P. S. (1996). *Psychosocial treatments with child and adolescent disorders: Empirically based strategies*. Washington D.C.: APA Press.

Reinecke, M. A., Dattilio, F. M., & Freeman, A. (1996). *Cognitive therapy with children and adolescents*. New York: Guilford.

Selekman, M. D. (1997). *Solution-focused therapy with children*. New York: Guilford.

Recommended but not required:

Fraser, M. W. (Ed.). (1997). *Risk and resilience in childhood: An ecological perspective*. Washington D.C.: NASW Press.

V. Course Requirements

Paper on Children's Services: 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. Students are encouraged to work in teams if they wish.

- 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 March 23**

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 comprehended the treatment materials covered in the class. Responses are not to exceed 8 pages in length.

**Due May 4**

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

### **January 20 Overview of Course**

### **January 27 Library Day, no class.**

### **February 3 Treating Children: Multisystemic Factors**

Hibbs & Jenson, Chapters 27 & 28

Reinecke, Dattilio, & Freeman, Chapter 7

Kirby, L. D., & Fraser, M. W. (1997). Risk and resilience in childhood. In M. W. Fraser (Ed.), *Risk and resilience in childhood: An ecological perspective* (pp. 10-33). Washington D.C.: NASW Press.

### **February 10 Working with Children in a Clinical Context: The First Session**

Selekman, Chapters 1 & 2

Hibbs & Jenson, Chapter 1

### **February 17 Working with Children in a Clinical Context: Developmental Considerations for Practice**

Reinecke, Dattilio, & Freeman, Chapters 1 & 21

Selekman, Chapters 2, 3, 4, & 6

### **February 24 Play Therapy as a Tool for Communicating with Children**

Selekman, Chapter 5

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.

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.

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.

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

**March 3      Assessment and Intervention Strategies: Disruptive Behavior Disorders**

Hibbs & Jenson, Chapters 17-21, & 26

Reinecke, Dattilio, & Freeman, Chapters 4, 5, 10, 14, & 17

Selekman, Chapters 7 & 8

Buehler, C., Anthony, C., Krishnakumar, A., Stone, G., Gerard, J., & Pemberton, S. (1997). Interparental conflict and youth problem behaviors: A meta-analysis. *Journal of Child and Family Studies*, 6, 233-248.

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.

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.

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.

Thomlison, B. (1997). Risk and protective factors in child maltreatment. In M.W. Risk and resilience in childhood. In M. W. Fraser (Ed.), *Risk and resilience in childhood: An ecological perspective* (pp. 50-72). Washington D.C.: NASW Press.

**March 10      Assessment and Intervention Strategies: Disruptive Behavior Disorders**

Hibbs & Jenson, Chapters 13-16

Reinecke, Dattilio, & Freeman, Chapters 3, 15

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 .

Dedmon, S. R. (1997). Attention deficiency and hyperactivity. In M. W. Fraser (Ed.), *Risk and resilience in childhood: An ecological perspective* (pp. 73-94). Washington D.C.: NASW Press.

Franklin, C., Corcoran, C. & Ayers-Lopez, S. (1997). Adolescent pregnancy: Multisystemic risk and protective factors. In M. W. Fraser (Ed.), *Risk and resilience in childhood: An ecological perspective* (pp. 195-219). Washington D.C.: NASW Press.

Williams, J. H., Ayers, C. D., & Arthur, M. W. (1997). Risk and protective factors in the development of delinquency and conduct disorder. In M. W. Fraser (Ed.), *Risk and resilience in childhood: An ecological perspective* (pp. 140-170). Washington D.C.: NASW Press.

**March 17      HAPPY SPRING BREAK!!!**

**March 24      Working in Service Delivery Systems in Child and Family Practice: A Summary of Emerging Themes**

Reinecke, Dattilio, & Freeman, Chapter 13

Selekman, Chapter 9

- Franklin, C., & Allen-Meares, P. (1997). School social workers are a critical part of the link. *Social Work in Education, 19*, 131-135.
- Franklin, C., & Streeter, C. (1995). School reform: Linking public schools with human services. *Social Work, 40*, 773-782.
- Hoyt, M. F. (1995). Characteristics of psychotherapy under managed health care. In *Brief therapy and managed care: Readings for contemporary practice*. San Francisco: Jossey-Bass.
- Pumariega, A. J., et al. (1997). Community-based systems approach to children's managed mental health services. *Journal of Child and Family Studies, 6*, 149-164.

### **March 31 Assessment and Intervention Strategies: Childhood Depression**

Hibbs & Jenson, Chapters 7-12

Reinecke, Dattilio & Freeman, Chapters 6 & 9

- Belsher, G., Wilkes, T. C. R., & Rush, A. J. (1995). An open, multisite pilot study of cognitive therapy for depressed adolescents. *Journal of Psychotherapy Practice and Research, 4*(1), 52-66.
- 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.
- Gilbert, M. C. (1997). Childhood depression: A risk factor perspective. In M. W. Fraser (Ed.), *Risk and resilience in childhood: An ecological perspective* (pp. 220-243). Washington D.C.: NASW Press.
- Kahn, J. S., Kehle, T. J., Jenson, W. R., & Clark, E. (1990). Comparison of cognitive-behavioral, relaxation, and self-modeling interventions for depression among middle-school students. *School Psychology Review, 19*(2), 196-211.
- Kaslow, N. J., & Rehm, L. P. (1991). Childhood depression. In T. R. Kratochwill & R. J. Morris (Eds.), *The practice of child therapy* (2nd ed., pp. 43-75).
- Lewinsohn, P. M., Clarke, G. N., & Rohde, P. (1994). Psychological approaches to the treatment of depression. In W. M. Reynolds & H. E. Johnston (Eds.), *Handbook of depression in children and adolescents* (pp. 309-344). New York: Plenum.
- Mufson, L., Moreau, D., Weissman, M. M., & Klerman, G. L. (1991). Interpersonal psychotherapy for adolescent depression: Description of modification and preliminary application. *Journal of the American Academy of Child and Adolescent Psychiatry, 30*(4), 642-651).
- Mufson, L., Moreau, D., Weissman, M. M., & Klerman, G. L. (1993). The origins and development of interpersonal psychotherapy for depression. In *Interpersonal psychotherapy for depressed adolescents* (pp. 3-19). New York: Guilford.
- Mufson, L., Moreau, D., Weissman, M. M., & Klerman, G. L. (1993). Current treatments for adolescent depression. In *Interpersonal psychotherapy for depressed adolescents* (pp. 36-48). New York: Guilford.
- Mufson, L., Moreau, D., Weissman, M. M., Wickramaratne, P., Martin, J., & Samoilow, A. (1994). Modification of interpersonal psychotherapy with depressed adolescents (IPT-A): Phase I and II studies. *Journal of the American Academy of Child and Adolescent Psychiatry, 33*(5), 695-705).
- Naylor, M. W., Staskowski, M., Kenney, M. C., & King, C. A. (1994). Language disorders and learning disabilities in school-refusing adolescents. *Journal of the American Academy of Child and Adolescent Psychiatry, 33*(9), 1331-1337).

Reynolds, W. M. (1994). Assessment of depression in children and adolescents by self-report questionnaires. In W. M. Reynolds & H. E. Johnston (Eds.), *Handbook of depression in children and adolescents* (pp. 209-234). New York: Plenum.

Reynolds, W. M. (1994). Depression in adolescents: Contemporary issues and perspectives. In T. H. Ollendick & R. J. Prinz (Eds.), *Advances in clinical child psychology, volume 16* (pp. 261-316). New York: Plenum.

**April 7      Assessment and Intervention Strategies: Anxiety Disorders**

Hibbs & Jenson, Chapters 3-6

Reinecke, Dattilio, & Freeman, Chapter 8

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.

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

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

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

**April 14      Assessment and Intervention Strategies: Academic Problems**

Reinecke, Dattilio, & Freeman, Chapters 12 & 16

Franklin, C. (1992). Alternative school programs for at-risk youth. *Social Work in Education, 14*(4), 239-251.

Richman, J. M., & Bowen, G. L. (1997). School failure: An ecological-interactional-developmental perspective. In M.W. Risk and resilience in childhood. In M. W. Fraser (Ed.), *Risk and resilience in childhood: An ecological perspective* (pp. 95-116). Washington D.C.: NASW Press.

**April 21      Case Vignette**

Finish readings

**April 28      Case Vignette**

Finish readings

**May 5          Final exam due. Class evaluation.**