
**THE UNIVERSITY OF TEXAS AT AUSTIN
SCHOOL OF SOCIAL WORK**

Course Number: SW 390R23 **Instructor:** David W. Springer, Ph.D., ACSW
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Semester: Spring 1998 **Phone:** 471-0512
Meeting Time: Wednesday **Office Room:** 3.122D
5:30 - 8:30pm
Meeting Place: SWB 2.122 **Office Hours:** Mon. or Wed. 4pm to 5pm
Or by appointment

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

I. COURSE DESCRIPTION

The course is designed for graduate students who are entering the Children and Family Services Concentration in the School of Social Work to increase knowledge and skills for practice with children, adolescents, and family systems. It will focus on the differential applications of theories, models 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. 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 different 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 analyzing multi-level policies and their impact on interventions with child, adolescent, and family systems.

III. TEACHING METHODS

This class provides opportunities for both theory and skill development. Various models and theories will be presented through a combination of lectures, demonstrations of the practice interventions in each model, discussions about skills, videos, as well as small group and experiential exercises.

IV. REQUIRED TEXTS

Reinecke, M. A., Dattilio, F. M., & Freeman, A. (Eds.). (1996). Cognitive therapy with children and adolescents: A casebook for clinical practice. New York, NY: The Guilford Press.

Selekman, M. D. (1997). Solution-focused therapy with children: Harnessing family strengths for systemic change. New York, NY: The Guilford Press.

V. COURSE REQUIREMENTS

Students are expected to attend class sessions regularly and to participate in an interactive framework between collegiate students and professor. Students are expected to complete the readings prior to class, and should be well prepared to participate in discussions and experiential learning assignments. Failure to regularly attend the class and demonstrate through discussions that one has comprehended the readings will be strongly considered in assigning the final grade.

No late assignments will be accepted, except in the case of extreme emergencies and then only with the permission of the professor. Students are expected to turn in all required assignments on the agreed upon due date **at the beginning of class**.

Assignments turned in after class starts will be considered late. All late assignments will be assessed point penalties at the rate of 3 points each day late. If the due date is a problem, then the student should see the professor and negotiate another due date.

Students are expected to both learn and demonstrate knowledge of clinical intervention theories and skills. This requires a search of the literature in a defined area in order to develop specialized knowledge concerning treatment of a specific problem area. In addition, students will demonstrate their level of applied knowledge of clinical interventions and skills on two exams.

Special Accommodations for Students with a Disability

In compliance with the Rehabilitation Act of 1973 (Section 504) and the Americans with Disabilities Act, I will make myself available to discuss appropriate academic accommodations that you may require as a student with a disability. Before course accommodations will be made, students may be required to provide documentation to the Office of the Dean of Students, Services for Students with Disabilities. Please notify the professor of any special accommodations that you may need prior to the end of the first week of class.

Policy on Scholastic Dishonesty

Students who violate University rules on scholastic 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 scholastic dishonesty will be strictly enforced. For further information, the student may refer to the Web Site of the Student Judicial Services, Office of the Dean of Students (<http://www.utexas.edu/depts/dos/sjs>).

VI. COURSE ASSIGNMENTS

I. Exams

There will be two (2) exams given during the course of the semester. Each will be worth 25%, for a total of 50% of the final grade. Exams may consist of multiple choice, fill-in-the-blank, true/false, brief case vignettes, and short essay questions. The exams will cover the readings and lecture material from classes.

II. Treatment Paper

Each student is to select a problem area of interest relating to children and/or adolescents and their families (e.g., ADHD, depression, chemical dependency, abuse, etc.) and to conduct a scholarly literature review on interventions and treatment modalities that are used in this problem area in order to become an expert on that topic. The focus of the paper should be on interventions, treatments, and outcomes of different therapeutic approaches used to alleviate the problem. Students should get approval of their chosen topic from the professor. A typed, well-written, 18 to 20-page paper is to be submitted. The paper will be worth 50% of the final grade. Be sure to proofread your paper; 5 points of the total (50) points will be allocated for use of APA (4th ed.) format and any errors (punctuation, typographical, spelling). An outline for the paper is provided below. Students may choose to write about treatment modalities that have been covered in class, but are free (and encouraged) to review modalities and interventions that have not been covered in class. Students are encouraged to meet with the professor regularly during the semester to discuss the development of the paper. This provides the student and professor the opportunity to engage in dialogue, and the opportunity for the professor to provide feedback throughout the process of writing, rather than waiting to receive

feedback after the final copy has been turned in. (It's a little late at that point!) It is recommended that students start on this assignment right away because the professor expects a thorough search of the literature in social work, psychology, psychiatry, and related fields in order to demonstrate that one has mastered the up-to-date, current knowledge and methods concerning treatment of the problem area. A search of the literature should include journal articles as well as pertinent book chapters or monographs. Emphasis should be given to the most recent (within the past 10 years) literature and studies. Of course, seminal pieces that fall outside of this time parameter should still be included. While no specific number of articles are suggested for writing the paper, it is assumed that most papers will have a lengthy reference list to demonstrate one's mastery of the treatment methods under study. Although students are encouraged to utilize the Internet to search for material, they may not rely on the Internet at the expense of using referred journal articles for the literature review. It is recommended that students set up the paper, using both headings and subheadings in their presentation, following the proposed outline below.

Treatment Paper Outline

- I. Abstract (should be 200 to 250 words).
- II. Introduction. Briefly introduce the chosen problem area and the interventions, treatment modalities, etc. to be reviewed in the paper. In short, tell the reader what your paper is about.
- III. Definition. This should include criteria for determining the existence of the problem. In other words, discuss how we know when we see this problem. Use the literature to support your definition.
- IV. Treatment interventions and modalities used to address this problem. Areas that should be covered include: a summary of available modalities to treat the problem (including medication management if applicable); a description of the modality that you think you would use to treat this problem; why you prefer this selected modality over other available approaches; the theoretical base of your chosen modality; and whatever else you think is important. Use the literature for support.
- V. Summarize the outcome research on the effectiveness of interventions and therapeutic approaches (in particular, the approach(es) that you have chosen) that are used to address this problem area. (Note: this section may help you justify why you selected certain approaches over others. See section IV above.)
- VI. Settings in which a child or adolescent with this problem would receive treatment. Give examples of such settings in the Austin area.
- VII. Roles of social workers and other clinical practitioners who work in this area or in these settings. What do they do? It is strongly recommended that you conduct a brief interview with a social worker who has experience (either current or past) in such a setting in order to gather accurate information.
- VIII. Discuss the biggest concern(s) that you have about working with children, adolescents, and their families who have problem(s) presented in your paper.
- IX. Conclusions that summarize the knowledge discussed in the paper and point out criticisms in available treatment modalities. Include direction for future research and practice in this area, as well as implications for social work practice and research.

VII. COURSE GRADING CRITERIA

Exams	50% (25% each)
<u>Treatment Paper</u>	<u>50%</u>
TOTAL	100%

GRADING SCALE

100 – 90 points = A
89 – 80 points = B
79 – 70 points = C
69 – 60 points = D
59 and below = F

Grading of all written assignments will take into account the quality of the writing as well as the content. The American Psychological Association (APA) – 4th edition format should be used. Written material should be carefully proofread and errors (punctuation, typographical, spelling) corrected. Good writing requires a reiterative process that must be followed if quality is to improve. I strongly encourage you to read your paper several times and, if possible, have someone else proof it.

IMPORTANT DATES

January 19	Martin Luther King Jr. Day Holiday
March 4	Exam I
March 16-21	SPRING BREAK!!
April 15	Treatment Paper Due
April 29	Exam II
May 6	Last Day of Class

VIII. COURSE OUTLINE (TENTATIVE)

<u>Date</u>	<u>Topics, Readings and Assignments</u>
January 21	<p><u>Topics</u> Introductions and Class Overview Review Syllabus Introduction to Cognitive-Behavioral & Solution-focused Therapy</p> <p><u>Readings</u> Syllabus Reinecke et al. – Chapters 1 & 2 Selekman – Chapter 1</p>
January 28	<p><u>Topics</u> Children and Adolescents in Family Systems Developmental Factors and Disorders</p> <p><u>Readings</u> Reinecke et al. – Chapters 14 & 18 Selekman – Chapters 2, 3 & 4</p>
February 4	<p><u>Topics</u> Children and Adolescents in Family Systems and Larger Systems</p> <p><u>Readings</u> Reinecke et al. – Chapters 12, 13 & 16 Selekman – Chapters 5, 6, 7 & 9</p>
February 11	<p><u>Topics</u> Assessment and Intervention Strategies: Schizophrenia</p> <p><u>Readings</u> Selekman – Chapter 8</p>
February 18	<p><u>Topics</u> Assessment and Intervention Strategies: Mood Disorders and Suicide</p> <p><u>Readings</u> Reinecke et al. – Chapters 6 & 9</p>
February 25	<p><u>Topics</u> Assessment and Intervention Strategies: Mood Disorders and Suicide (Continued)</p> <p><u>Readings</u> Reinecke et al. – Chapters 6 & 9 Selekman – Chapter 10</p>
March 4	EXAM I

- March 11** **Topics**
Assessment and Intervention Strategies:
Disruptive Behavior Disorders and ADHD
Readings
Reinecke et al. – Chapters 3, 4 & 15
- March 18** **NO CLASS – SPRING BREAK**
- March 25** **Topics**
Assessment and Intervention Strategies:
Anxiety Disorders
Readings
Reinecke et al. – Chapters 7 & 8
- April 1** **Topics**
Assessment and Intervention Strategies:
Posttraumatic Stress Disorder
Readings
Reinecke et al. – Chapter 10
- April 8** **Topics**
Assessment and Intervention Strategies:
Posttraumatic Stress Disorder (Continued)
Readings
Reinecke et al. – Chapter 10
- April 15** **TREATMENT PAPER DUE**
- Topics**
Play Therapy – Guest Speaker
Readings
Reinecke et al. – Chapter 17
- April 22** **Topics**
Assessment and Intervention Strategies:
Substance-Related and Eating Disorders
Readings
Reinecke et al. – Chapters 5, 11 & 19
- April 29** **EXAM II**
- May 6** **Last Day of Class**
Course Evaluation and Wrap Up

References

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