

**THE UNIVERSITY OF TENNESSEE, KNOXVILLE
COLLEGE OF SOCIAL WORK**

**SW 571 – 001 Evidence Based Practice in Children and Youth
3 credit hours
Spring Semester, 2018**

Instructor: Alison D. Peak LCSW
Class Time: Online
Office Hours: By request

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Code of Conduct

It is the student's responsibility to have read the College of Social Work Ethical Academic and Professional Conduct Code that is in the College of Social Work MSSW Handbook (www.csw.utk.edu). Students are also expected to sign and adhere to the Social Work Field Placement Code of Conduct.

The Honor Statement

An essential feature of The University of Tennessee is a commitment to maintaining an atmosphere of intellectual integrity and academic honesty. As a student of the University, I pledge that I will neither knowingly give nor receive any inappropriate assistance in academic work, thus affirming my own personal commitment to honor and integrity. (*Hilltopics*).

University Civility Statement

Civility is genuine respect and regard for others: politeness, consideration, tact, good manners, graciousness, cordiality, affability, amiability and courteousness. Civility enhances academic freedom and integrity, and is a prerequisite to the free exchange of ideas and knowledge in the learning community. Our community consists of students, faculty, staff, alumni, and campus visitors. Community members affect each other's well-being and have a shared interest in creating and sustaining an environment where all community members and their points of view are valued and respected. Affirming the value of each member of the university community, the campus asks that all its members adhere to the principles of civility and community adopted by the campus:

<http://civility.utk.edu/>

Disability

If you need course adaptations or accommodations because of a documented disability or if you have emergency information to share, please contact The University of Tennessee Office of Disability Services at 100 Dunford Hall (865) 974-6087. This will ensure that you are properly registered for services.

Dimensions of Diversity

The College of Social Work and the University of Tennessee welcome and honor all people.

In accordance with the U.S. National Association of Social Workers (NASW) and the U.S. Council on Social Work Education (CSWE 2015 Educational Policy Statement), “the dimensions of diversity are understood as the intersectionality of multiple factors including” age, class, color, culture, mental or physical disability and ability, ethnicity, gender, gender expression, gender identity, immigration status, marital status, national origin, political ideology, race, regionality, religion and spirituality, sex, sexual orientation, and tribal sovereign status. The College values intellectual curiosity, pursuit of knowledge, and academic freedom and integrity. “A person’s diverse life experiences may include oppression, poverty, marginalization, and alienation as well as privilege, power, and acclaim” (CSWE 2015 Educational Policy Statement). The College of Social Work promotes social justice and social change, and strives to end discrimination, oppression, poverty, and other forms of social injustice.

Course Description

This is one of three selectives. All students are required to take at least one. This course focuses on evidence-based practices, programs, and interventions for children and adolescents that have been shown to effectively treat a variety of behavioral and emotional problems. The interventions and programs covered in this course will include individual, group, family, and/or community level treatment methods, as well as prevention approaches. The emphasis in the course is on the development of knowledge and skills in assessment and intervention at the individual, group, family, and community levels. Additionally, ethical, diversity and cultural considerations across practice settings are also emphasized.

Course Rationale

Social workers commonly provide social work interventions to children and adolescents in the context of their social environments. Social workers need the capacity to intervene with children and adolescents not only on the individual level, but also group, family, and community levels. Therefore, it is imperative that social workers have a knowledge base in evidence-based theories, assessment methods, and interventions with children and adolescents, as well as the skills to implement these assessment and intervention techniques

Course Competencies

By the completion of this course, the students are expected to be able to demonstrate the following competencies (through course activities, assignments, and class participation):

1. A working knowledge of major federal policies, the formulation and advocacy that produced this legislation, and court cases that have impacted and continue to impact the delivery of social services to children, youth, and their families in the U.S. (Content: The Child Abuse and Prevention Treatment Act (CAPTA); Social Security Act, as amended by The Tax Relief and Health Care Act of 2006 (P.L. 109-432); The Keeping Children and Families Safe Act of 2003; Promoting Safe and Stable Families Amendments of 2001; Strengthening Abuse and Neglect Courts Act of 2000; Intercountry Adoption Act of 2000; Child Abuse Prevention and Enforcement Act, 2000; Foster Care Independence Act of 1999; Adoption and Safe Families Act of 1997; Multiethnic Placement Act (MEPA) of 1994) *EBIP*

5.1

2. Describe and critically analyze of the components of an evidence-based, comprehensive assessment methodology with children and adolescents, including evidence-based assessment procedures that incorporate social, economic and environmental factors across the various systems (i.e., schools, neighborhoods, communities) that impact children and their families. (Content: risk and resiliency framework; components of critical thinking, assessment methods that incorporate factors from various systems that impact children, youth and their families; controversies surrounding the use of the DSM with children & youth; controversies surrounding the use of psychopharmacological treatment of child and adolescent disorders; steps in ethically and culturally sensitive assessment) *EBIP 7.1*

3. Carry out an evidence-based assessment of childhood and adolescent behavioral and emotional problems at the level of the individual client, the group, and the community, including identifying and resolving various ethical dilemmas that are inherent in working with minors in various practice settings. (content: critical analysis of various assessment including play therapy). *EBIP 1.1, 7.1*

4. Describe and critically analyze different evidence-based intervention approaches and prevention programs, at the level of the individual, the group, the child's family, the school, and communities to collaborate for effective policies and programs. (content: risk and resiliency theoretical approach, prevention principles; positive youth development programs). *EBIP 5.2, 8.1*

5. Describe the steps in implementing major evidence-based techniques/interventions for child and adolescent behavioral and emotional problems, including advocacy, interventions and prevention programs used with individuals, groups, and communities. (content: cognitive-behavioral techniques; play therapy; interventions with resistant adolescents; crisis intervention; prevention principles; combating adultcentrism) *EBIP 3.1, 3.2, 8.1*

6. Identify the effects of ethnicity, race, culture, economic status, sexual orientation, age, gender, physical and mental ability, as these relate to conducting an assessment and interpreting the results of the assessment and in developing and implementing culturally sensitive interventions. (content: ecological and strengths perspective; effects of poverty on childhood; interventions with minority children; interventions with gay and lesbian teens). *EBIP 2.1, 7.1*

7. Implement evidence-based interventions for specific child and adolescent behavioral and emotional problems at the level of the individual client, the group, and the community system, including schools. (content: theories, problem identification, goal development). *EBIP 8.1*

Instructor Expectations Attendance and Participation

Students are expected to contribute to the development of a positive and supportive learning environment. As this is an online class, your attendance and participation will be measured by your engagement in discussions and thorough consideration of course materials. It is an expectation that this class be a priority in your weekly activities. Class participants are expected

to have read assigned materials in advance and to participate actively and meaningfully in each class (i.e., comment on material when asked, volunteer thoughts and feelings about content, participate in small group activities with diligence). Students are encouraged to ask questions of one another and the instructor.

Classroom environment

The core values of the social work profession are:

- Service
- Social justice
- Dignity and worth of the person
- Importance of human relationships
- Integrity
- Competence

These values should be reflected in your classroom behavior. Additionally, the classroom environment I value most is one in which there is a sense of community. Though our community will shape itself as the semester progresses, the foundation for this community is built through my showing respect for each of you, and through your showing respect for me and for your fellow students. I show respect for you by listening when you speak, by acknowledging your strengths and the contributions you make to class, and by encouraging you to think critically about the issues in class. You show respect to me and to others by listening while others are speaking, by regular attendance, by coming on time, and by the sharing of your own ideas, experiences, and comments on class readings and discussions.

Due Dates

All due dates will be adhered to strictly. Assignments are due at midnight on Friday of the week as indicated on the syllabus and late work is not accepted unless there is prior communication and agreement. All quizzes are available on Canvas and will close at midnight on Friday of the week they are due. All other assignments are due by midnight of the date stated.

Written Assignments:

All written assignments must be done as Microsoft Word documents, in the A.P.A. format, using Times/New Roman 12 point font only. It is essential to the social work profession that we are able to communicate effectively. Adherence to APA formatting is essential to engaging in respected conversation with other disciplines and regarding our knowledge and research.

Office Hours

The professor will be available the hour before and after each class and also upon student request.

Course Components

Required Readings

- Alvarez, A, Stauffer, G (2001) Musings on Adventure Therapy *The Journal of Experiential Education Vol 24 (2)* pp 85-91
- Akler, J., Whitener, K. (2017) What Does House ACA Repeal Proposal Mean for Children and Families. *Georgetown University Health Policy Institute: Center for Children and Families* <http://ccf.georgetown.edu/2017/03/07/what-does-house-aca-repeal-proposal-mean-for-children-and-families/>
- Burak, E., Schmit, S (2017) Top Five Ways ACA Repeal and Medicaid Financing Changes Would Harm our Youngest Children. *Georgetown University Health Policy Institute: Center for Children and Families* <http://ccf.georgetown.edu/2017/02/27/top-five-ways-aca-repeal-and-medicaid-financing-changes-would-harm-our-youngest-children/>
- Brown, C, Khan, R.S. (2017) Timely and Appropriate Healthcare Access for Newborns: A Neighborhood-Based, Improvement Science Approach. *New Directions for Evaluation Vol. 2017 (153)* 35-50
- Cohen, J. Scheid, J. et al (2014) Transforming Trajectories for Traumatized Children *Journal of the American Academy of Child & Adolescent Psychiatry Vol 53 (1)*
- Davies, D. (2011) *Child Development: A Practitioner's Guide*. New York: The Guilford Press
(Recommended Text)
- Davis, L, Schlafer R. (2017) Mental Health of Adolescents with Currently and Formerly Incarcerated Parents *Journal of Adolescence Vol 54* pp 120-134

- Feinstein R. (2015) White privilege, juvenile justice, and criminal identities: a qualitative analysis of the perceptions and self-identification of incarcerated youth, *Contemporary Justice Review*, Vol 18 (3), 313-333,
- Gumpel, T. P, Wiesenthal, V. (2015) Narcissism, Perceived Social Status, and Social Cognition and Their Influence on Aggression *Behavioral Disorders Vol 40 (2)* 138-156
- Joshi, P, Tuchman, L (2016) Characterizing the Unmet Mental Health needs of Urban Adolescents *Journal of Adolescent Health Vol 58 (2)* pp S59-60
- Kaltiala-Heino, R. (2010) Involuntary Commitment and Detainment in Adolescent Psychiatric Inpatient Care *Social Psychiatry & Psychiatric Epidemiology Vol 45* pp 785-793
- Knapp, C; Woodworth, L; et al. (2012) Factors Associated with a Patient-Centered Medical Home Among Children with Behavioral Health Conditions. *Journal of Maternal and Child Health Vol. 2013 (17)* 1658-1664
- Levine, E., Anshel, D.J., (2011) “Nothing Works!” A Case Study Using Cognitive-Behavioral Interventions to Engage Parents, Educators, and Children in the Management of Attention-Deficit/Hyperactivity Disorder. *Psychology in Schools Vol 48 (3)*
- Major Federal Legislation Concerned with Child Protection, Child Welfare, and Adoption* [PDF]. (2015, March). Washington DC: Child Welfare Information Gateway. (***FACT SHEET***)
- Mancoske, R. Lewis, M.L et al (2012) Cultural Competence and Children's Mental Health Service Outcomes, *Journal of Ethnic & Cultural Diversity in Social Work, Vol 21 (3)*, 195-211,

- Meakings, S. Selwyn, J. (2016) "She was a foster mother who said she didn't give cuddles:" The Adverse Early Foster Care Experiences of Child who Later Struggle with Adoptive Family Life. *Clinical Child Psychology and Psychiatry Vol 21* (4) 509-519
- Narendorf, S.C, Fedoravicius, N, et al. (2011) Stepping down and stepping in: Youth's perspectives on making the transition from residential treatment to treatment foster care. *Children and Youth Services Review Vol. 34* (2012) 43-49
- Nijhof, K, Otten, R et al (2014) Stability of Post-Treatment Functioning after Residential Treatment: The Perceptions of Parents and Adolescents *Children and Youth Services Review Vol 36* pp 53-61
- Nobel, R. Manassis, K, et al. (2012) The Role of Perfectionism in Relation to an Intervention to Reduce Anxious and Depressive Symptoms in Children. *Journal of Rational-Emotive Cognitive Behavioral Therapies Vol 30*. Pg 77-90
- Oberlander, J., Jones, D.K. (2015) The Children's Cliff-Extending CHIP. *New England Journal of Medicine Vol 372* (21)
- Pliszka, S.R. (2016) *Neuroscience for the Mental Health Clinician, 2nd Edition*. New York: The Guilford Press
- Redmond, S. (2011) Peer Victimization Amon Students with Specific Language Impairment, Attention-Deficit/hyperactivity Disorder, and Typical Development *Language, Speech & Hearing Services in Schools Vol. 42* (Oct. 2011) 520
- Reiss, F (2013) Socioeconomic Inequalities and Mental Health Problems in Children and Adolescents: A Systematic Review *Social Science & Medicine Vol 90* pp 24-31
- Ritschel, L, Lim, N, et al (2015) Transdiagnostic Applications of DBT for Adolescents and Adults *American Journal of Psychotherapy Vol 69* (2)

- Shetgiri, R. Lin, Hua, et.al (2015) Suboptimal Maternal and Paternal Mental Health are Associated with Child Bullying Perpetration. *Child Psychiatry and Human Development* Vol 46 pg 455-465
- Tsui, J (2014) Breaking Free of the Prison Paradigm: Integrating Restorative Justice Techniques into Chicago's Juvenile Justice System: *The Journal of Criminal Law & Criminology* Vol 104 (3)
- Turner, E, Jensen-Doss, A, et al (2015) Ethnicity as a Moderator of How Parents' Attitudes and Perceived Stigma Influence Intentions to Seek Child Mental Health Services *Cultural Diversity and Ethnic Minority Psychology* Vol 24 (4) pp 613-618
- White, K. (2016) Placement Discontinuity for Older Children and Adolescents Who Exit Foster Care Through Adoption or Guardianship: A Systematic Review. *Journal of Child and Adolescent Social Work* Vol 2016 (33) 377-394
- Zervas, N. (2014) Demystifying DBT with adolescents *The Brown University Child and Adolescent Behavior Letter* Vol 30 (12)
- Zelechowski, A, Sharma, R, et al (2013) Traumatized Youth In Residential Treatment Settings: Prevalence, Clinical Presentation, Treatment, and Policy Implications. *Journal of Family Violence* Vol 28 pp 639-652

Canvas:

This course utilizes many Canvas features available through *Online@UT*. Please make sure you are knowledgeable of utilizing this tool. Also, please ensure that the email address listed on the course roster is your email. All email will be sent to your utk.edu email address. If additional help is needed accessing Canvas, contact helpdesk@utk.edu. Lectures, discussion boards, reflective papers, group work, etc will all be submitted and conducted through group work. Lack of internet connection or technological difficulties will not be accepted as a reason that work is not completed. If there are technological issues, please contact the Help Desk or make other arrangements as necessary.

Small Group Assignments

The ability to work in small group is an integral aspect of this course. Consistent participation, shared assumption of responsibility, and cooperative presentation of the group assignments are expected.

Assignments

The intent of the course requirements is to provide a means of assessing the degree to which both the students and instructor are able to meet the above noted course objectives.

Quizzes

Three quizzes will be posted throughout the semester reflecting on the material covered in the course. The quizzes will utilize multiple choice and short essay formats. Quizzes will be open for at least one week and will close at midnight of the week in which the quiz is due. Each quiz is worth 10 pts. (Course Competencies 1,2,4,5,6. Dimensions of Competencies: Knowledge, Values, Cognitive and Affective processes: Critical Thinking)

Policy Paper

In SW 510, you gained the ability to analyze policy and assess the impact that proposed policies might have on a potential population. This assignment is designed to build upon that capacity and engage students in assessing the implications that federal policy has on programs at the macro, mezzo, and micro level. Students will choose one of the following policies that has impacted, positively or negatively, a program/agency of your choosing (preferably your current/past field placement).

- The Child Abuse and Prevention Treatment Act (CAPTA);
- Social Security Act, as amended by The Tax Relief and Health Care Act of 2006 (P.L. 109-432);
- The Keeping Children and Families Safe Act of 2003;
- Promoting Safe and Stable Families Amendments of 2001;
- Strengthening Abuse and Neglect Courts Act of 2000;
- Intercountry Adoption Act of 2000;
- Child Abuse Prevention and Enforcement Act, 2000;
- Foster Care Independence Act of 1999;
- Adoption and Safe Families Act of 1997;
- Multiethnic Placement Act (MEPA) of 1994

Students will thoroughly review the legislation in an effort to engage knowledgeably in discussion of the policy. Students will identify and select an agency that is impacted by their chose policy. Students will then meet with a program administrator within the selected agency to discuss the impact of the legislation on the program/agency. The following questions should be addressed:

- Students should investigate how the federal legislation impacts funding, program regulations and policies, data reporting, and delivery of services.
- Students should discuss reforms within their policy that has impacted the program's functioning.
- Does the program administrator have recommendations of ways that reforms might enhance their program/service delivery?
- How does the agency advocate for support/change for this legislation?
- How does the legislation impact the programs collaboration with other agencies in the community?
- Does the legislation encourage or discourage collaboration with communities or other provider agencies?
- Students will engage the administrator in conversation around a specific family that was impacted by the chosen legislation.
- What were ways that this family's outcomes might have been different had reforms (not) been in place?
- Was the family aware of the role that legislation played in their receipt of services?

Students will synthesize the information into a 7-10 page paper reviewing the scope and purpose of the policy, the scope of the agency/program, and the relationship between the two. Students will then identify and discuss the impact that this relationship has on the agency's functioning at the macro, mezzo, and micro level. The paper will utilize 5-7 resources to compare/contrast the agency's experience of the working relationship with the experience of others, support the agency's perspective, and to assist in establishing scope of services. In addition to the paper, students will turn in some documentation of the interview, i.e signed letter, email from person interviewed, or transcript. Please note, it is the students responsibility to identify an agency impacted by their chosen legislation. This may take some effort and investigation. I strongly encourage that you start this assignment early as it may take some time to coordinate schedules for interviews as well. **(Course Competencies 1,4,5,6,7. Dimensions of Competencies: Knowledge, Values, Cognitive and Affective processes: Critical Thinking, Exercise of Judgement)**

Assessment Paper

This paper is designed to incorporate the clinical and policy aspects of working with children and adolescents. Each student will choose a client that they have encountered in their field placement or in a work setting. In this 5-7 page paper, the student should:

- Clearly identify presenting symptoms of the identified client, assess the context of the client through a person-in-environment perspective and discuss the biological and environmental components of the individual's presentation.
- Identify at least one way in which this client interacts with a service delivery system or policy-created program.
- How does this policy impact the life of this individual?
- How would their quality of life improve or decline based on changes to said policy?
- What is this client's perspective on this policy?
- Does the client feel that they have a role in interacting with policy? **(Course Competencies 2,3,4,6,7. Dimensions of Competencies: Knowledge, Values, Cognitive**

and Affective processes: Critical Thinking, Affective Reactions, Exercise of Judgement)

Reflection Papers

This course will include 5 reflection papers. (There are 7. However, only 5 are “required.”) Each paper requires that the student discuss their understanding of the topic, the opposing viewpoint of the topic, and the relevance of the topic to clinical work, community organization, and program administration. These papers will be 2-4 pages in length. Each paper is worth 5 pts (Course Competencies: 2,3,4,6,7. Dimensions of competencies: Values, Cognitive and Affective processes: Critical Thinking, Affective Reactions, and Exercise of Judgement)

Evaluation

Your course grade will be based on the following:

Assignment	Points	Related Course Competencies	Dimensions of Competencies
Quizzes	15	1,2,4,5,6	Knowledge, values, cognitive and affective processes
Policy Paper	40	1,4,5,6,7	Knowledge, values, cognitive and affective processes
Assessment Paper	30	2,3,4,6,7	Knowledge, values, cognitive and affective processes
Reflection Papers	15	2,3,4,6,7	Values, cognitive and affective processes

The following grading scale will be used in determining your grades for this course:

95-100 A	80-84 C+
90-94 B+	70-79 C
85-89 B	69-Below F

Week	Date	Class Overview	Reading	Assignments
1	1/10-1/12	CLASS WILL BEGIN	THE WEEK	OF 1/15/18
2	1/15-1/19	Overview, class expectations, rapport	Davies, Ch. 1	Class Live via Zoom 1/18 @ 6pm CST

3	1/22- 1/26	Birth to Three: Development, Assessment and Infant Mental Health	Davies, Ch. 5, 6, 8	Reflection: Consider what it might be like to work with a parent and their infant? Is the infant aware of the counseling relationship? What might be the purpose of such services?
4	1/29- 2/2	ACEs and the policy implications of early childhood	Davies, Ch. 2 Pliszka Ch. 5	Reflection: Take the ACEs questionnaire. Reflect on the experience of taking the assessment. How do you feel your ACEs may impact your future work (positively and negatively?)
5	2/5- 2/9	Three to Five: Development, Assessment, Play Therapy	Davies, Ch. 9, 10	Reflection: Consider what it might be like to incorporate play into your work with a client. What might this look like with a 5 year old? 15 year old? 30 year old?
6	2/12- 2-16	Three to Five: CAPTA, Social Security, Medicaid, CHIP, and access to health care	Knapp article Brown article Alker article Burak article Oberlander article FactSheet pg 1-2, 7-10	Quiz 1
7	2/19- 2/23	Six to Eight: Development, Assessment, social skills, and Integrated Health in Pediatrics	Davies, Ch 11, 12	Class Live via Zoom 2/22 @ 6pm CST Assessment Paper Choose policies
8	2/26- 3/2	Six to Eight: DCS, foster care, and permanency Keeping Children and Families Safe Act, Promoting Safe and Stable Families Act, Strengthening Abuse and Neglect Courts, Adoption and Safe Families Act	Narendorf article Meakings article White Article FactSheet 15- 16, 18,19	Reflection: Consider what it means for a child to be involved in the DCS system. Does this imply that the child has experienced trauma? What might be the difference between a single incident trauma and chronic trauma in youth in DCS custody?
9	3/5- 3/9	Eight to Twelve: Latency, Puberty, and CBT across the life-span	Levine Article Nobel Article Cohen Article	(COMPS WEEK)

10	3/12-3/16	SPRING BREAK		NO CLASS
11	3/19-3/23	Eight to Twelve: IEPs, school policy, and school based services, Child Abuse Prevention and Enforcement Act	Meares Redmond Article Fact Sheet pg17	Reflection: Complete at least two activities under the weblink "Through your child's eyes." Reflect on this experience. How would your experience be different if you were a child? Quiz 2
12	3/26-3/30	Thirteen to Eighteen: Adolescence, DBT, and Adventure Therapy	Zervas article Ritschel article Alvarez Article	Reflection: Independence and individuality are hallmarks of adolescence. However, they also lend to resistance. Discuss how resistance from an adolescent client may present, an experience you may have had with such a situation, and ways that you might address the resistance.
13	4/2-4/6	Thirteen to Eighteen: Foster Care Independence Act, Consent to treat, Involuntary commitment, and residential treatment	Joshi article Davis Article Kaltiala article Zelechowski article Nijhof article Fact Sheet 18	Class Live via Zoom 3/29 @ 6pm CST Reflection: Consider the right of youth 16+ to refuse medication management, behavioral health treatment, or to disclose information to their parents. What are the benefits of this? The consequences?
14	4/9-4/13	Special Topics: Juvenile Justice	Feinstein article Tsui article	Quiz 3
15	4/16-4/20	Special Topics: Diversity in work with children and youth, Multi-Ethnic Placement Act, Intercountry Adoption Act	Reiss article Mancoske article Turner article Fact Sheet 16, 20	Policy Paper