THE UNIVERSITY OF TENNESSEE, KNOXVILLE
COLLEGE OF SOCIAL WORK

SW 571– Evidence Based Practice with Children & Youth
Section 004
3 credit hours
Spring 2019

Instructor  Dr. Jennifer Erwin, JD, MSW
Class Time  Live sessions – 5:30-6:30pm CST via Zoom on 1/15, 2/12, 3/12, 4/9
Email      jerwin6@vols.utk.edu
Office Hours By appointment via Zoom

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, Knoxville Student Disability Services office 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 electives. 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:

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. 2.7, 4.8, 5.1 (content: legislation).
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 factors across the various systems (i.e., schools, neighborhoods, communities) that impact children and their families. 3.8, 4.6, 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. 1.1, 7.1 (content: critical analysis of various types of assessments).

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. 5.2, 8.1 (content: risk and resiliency theoretical approach, prevention principles, positive youth development programs)

5. Describe the steps in implementing major evidence-based techniques/interventions for child and adolescent behavioral and emotional problems, including interventions and prevention programs used with individuals, groups, and communities. 2.8, 3.1, 3.2, 3.7, 3.9, 4.6, 8.1 (content: cognitive-behavioral techniques, play therapy, interventions with resistant adolescents, crisis intervention, combating adult-centrism).

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.

7. 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. 2.1, 3.7, 3.9, 7.1 (content: ecological and strengths perspectives, effects of poverty on childhood, interventions with children of color, interventions with LGBTQ+ teens)

8. 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. 2.8, 3.8, 2.9, 4.6, 8.1 (content: theories, problem identification, goal development)

Required Text:
No textbook is required for this class. Assigned readings and online material will be available on Canvas. This will be a reading-intensive course.

Course Requirements and Expectations:
The course will include live lectures and class discussions during Zoom sessions, written assignments, discussion board postings, and quizzes. You are expected to complete the readings PRIOR to LIVE SESSIONS and should be prepared to discuss them in class and comment / participate in discussion board postings. In addition to assigned articles, you are encouraged to read independently from both professional journals and current news. Additional readings may be assigned during the course of the semester.
You are expected to actively participate in all Zoom classes and contribute to the development of a positive and supportive learning environment. The foundation of a positive learning environment is built through demonstrating respect by listening to others, attending live sessions, participating in class discussions, and sharing your thoughts and ideas. Should you need to miss a scheduled Zoom class for any reason, you are responsible for notifying the instructor via email in advance and viewing the recorded Zoom lecture, which will be made available on the course site immediately following the live Zoom.

You are expected to respond to instructor feedback and/or requests in a timely manner. As this is an online class, your attendance and participation will be measured by your engagement in discussions and thorough consideration of course materials. You are encouraged to ask questions of one another and of the instructor. As the instructor, I will respond to emails within 24 hours, unless otherwise noted.

UT CSW acknowledges students’ right to privacy. Therefore, when dealing with personal information either in class or in an assignment, share only to the level at which you are comfortable.

Assignments – Late assignments will not be accepted unless prior approval has been granted. Keep in mind that graduate level work requires you to express your ideas and knowledge succinctly and clearly, therefore all papers are expected to be well-organized, grammatically correct, and follow APA guidelines.

Course Assignments:

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<thead>
<tr>
<th>Assignment</th>
<th>Value</th>
<th>Related Course Competencies</th>
<th>Dimensions of Competencies</th>
</tr>
</thead>
<tbody>
<tr>
<td>Quizzes 1-3</td>
<td>15%</td>
<td>1, 2, 4-6</td>
<td>Knowledge, Values</td>
</tr>
<tr>
<td>Policy Paper</td>
<td>25%</td>
<td>1, 4-7</td>
<td>Knowledge, Skills, Values, Cognitive &amp; Affective Processes</td>
</tr>
<tr>
<td>Assessment Paper</td>
<td>25%</td>
<td>2-4, 6, 7</td>
<td>Knowledge, Skills, Values, Cognitive &amp; Affective Processes</td>
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<tr>
<td>Reflection Papers 1-5</td>
<td>25%</td>
<td>2-4, 6, 7</td>
<td>Values, Cognitive &amp; Affective Processes</td>
</tr>
<tr>
<td>Class Participation</td>
<td>10%</td>
<td></td>
<td></td>
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<tr>
<td>Total</td>
<td>100%</td>
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Quizzes (15%)
There will be 3 quizzes throughout the semester, located on Canvas. Each quiz will be open book and open note, but you are not allowed to discuss the quiz answers with your classmates. Each quiz will be open for 7 days, but once you open the quiz, you will have one
hour to complete it. Quizzes are due by 11:59pm on the due date listed. Any material posted on Canvas or in the readings can appear on the quizzes. Quizzes can be made up of multiple choice, short answer, true or false, and essays.

**Policy Paper (25%)**

This assignment builds on the skills you learned in SOWK 510. For this paper, you will assess the implications that federal policy has on programs at the macro, mezzo, and micro level. You will choose one of the following policies that has impacted (positively or negatively) a program / agency of your choosing (preferably your current or 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
- 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
- Foster Care Independence Act of 1999
- Adoption and Safe Families Act of 1997
- Multiethnic Placement Act (MEPA) of 1994

You will thoroughly review the legislation to engage knowledgeably in a discussion of the policy. You will also identify and select an agency that is impacted by the policy you chose, then you will meet with a program administrator within the selected agency to discuss the impact the legislation has had on the program / agency. Address the following areas / questions:

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

You will then 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. Identify and discuss the impact that this relationship has on the agency’s functioning at the
macro, mezzo, and micro level. 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 the scope of services. In addition to the paper, you will turn in some documentation of the interview (e.g., recording, transcript). (CC 1,4,5,6,7; Dimensions: Knowledge, Values, Cognitive and Affective Processes).

**Assessment Paper (25%)**
The purpose of this 5-7 page paper is to incorporate the clinical and policy aspects of working with children and adolescents. You will choose a client that you’ve encountered in your field placement or work setting and:
- 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?
- Does the client feel that they have a role in interacting with the policy?

(CC 2,3,4,6,7; Dimensions: Knowledge, Values, Cognitive and Affective Processes)

**Reflection Papers (25%)**
You will be required to write 5 reflection papers over the course of the semester. Each reflection paper should be between 2-4 pages. You will have 7 options for reflection papers (though if you find an article on a day that does not have a specific reflection prompt especially interesting, I am open to you writing a reflection response about it). Each requires you to discuss your understanding of the topic, opposing viewpoint of the topic, and the relevance of the topic to clinical work, community organization, and program administration. (CC 2,3,4,6,7; Dimensions of Competencies: Values, Cognitive and Affective Processes)

**Class Participation (10%)**
To earn full points for class participation, you are expected to attend all Zoom sessions (unless an absence has been approved prior to class), actively participate in Zoom sessions and any discussion board postings, and promptly respond to any messages or requests made by the instructor.

**Final Grading:**

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<thead>
<tr>
<th>Grade</th>
<th>Percentage</th>
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<tbody>
<tr>
<td>A</td>
<td>94-100</td>
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<tr>
<td>A-</td>
<td>90-93</td>
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<tr>
<td>B+</td>
<td>88-89</td>
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<tr>
<td>B</td>
<td>83-87</td>
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<tr>
<td>B-</td>
<td>80-82</td>
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<tr>
<td>C+</td>
<td>77-79</td>
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<tr>
<td>C</td>
<td>73-76</td>
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<tr>
<td>C-</td>
<td>65-72</td>
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<tr>
<td>D</td>
<td>64-61</td>
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<tr>
<td>F</td>
<td>60-0</td>
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**Class Schedule** (Instructor reserves the right to make changes to the syllabus and class schedule as needed, though any changes will be discussed with class in advance. Please see Canvas for the assigned readings and materials.)

<table>
<thead>
<tr>
<th>Week/Date</th>
<th>Topic</th>
<th>Readings</th>
<th>Assignments</th>
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</thead>
<tbody>
<tr>
<td>Week 1: 1/15</td>
<td><strong>Zoom Session</strong></td>
<td>Introductions; Course Overview; EBP and Trauma</td>
<td>Week 1 Module</td>
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<tr>
<td>Week 2: 1/22</td>
<td></td>
<td>Child Development; Risk and Resilience</td>
<td>Week 2 Module</td>
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<tr>
<td>Week 3: 1/29</td>
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<td>Policies Effecting Youth and Implications</td>
<td>Week 3 Module</td>
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<tr>
<td>Week 4: 2/5</td>
<td></td>
<td>Trauma Informed Care; Play Therapy</td>
<td>Week 4 Module</td>
</tr>
<tr>
<td>Week 5: 2/12</td>
<td><strong>Zoom Session</strong></td>
<td>Education, School-Based Engagement, Assessment and Interventions</td>
<td>Week 5 Module</td>
</tr>
<tr>
<td>Week 6: 2/19</td>
<td></td>
<td>Engaging with Diverse Families</td>
<td>Week 6 Module</td>
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| Week 7: 2/26 | | Domestic Violence, Intervening with a Trauma-Informed Lens | Week 7 Module | **ASSESSMENT PAPER DUE**  
*Choose policy topic* |
| Week 8: 3/5 | | Multidisciplinary Approaches; Mentoring as an Intervention | Week 8 Module | |
| Week 9: 3/12 **Zoom Session** | | LGBTQ+ Children and Adolescents | Week 9 Module | **QUIZ #2 DUE** |
| Week 10: 3/19 | | | **SPRING BREAK (3/18-3/22)** | |
| Week 11: 3/26 | | Mental Health and Suicide Concerns in Adolescents | Week 11 Module | 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?

| Week 12: 4/2 | CBT Across the Lifespan | Week 12 Module | 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. |
| Week 13: 4/9 Zoom Session | Delinquency and Juvenile Justice | Week 13 Module | Reflection: Thinking about the articles you read for this week, what do you think are the most significant or challenging issues facing youth involved in the juvenile justice system? How do you think this will influence your practice with children and adolescents? How will you address barriers? |
| Week 14: 4/16 | Foster Care, Adoption, and Permanency Planning | Week 14 Module | QUIZ #3 DUE |
| Week 15: 4/23 | Course Wrap-Up / Catch-Up Day | Week 15 Module | POLICY PAPER DUE |