THE UNIVERSITY OF TENNESSEE, KNOXVILLE
COLLEGE OF SOCIAL WORK

SW 571 – Evidence Based Practice in Children and Youth

Section Number: 002
3 credit hours
Fall Semester, 2017

Instructor: Alison D. Peak LCSW
Phone: N/A
Class Time: Thursdays, 9-12
Email: apeak@utk.edu
Office Hours: By request

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.
   - MLCP/EBIP 2.7, MLCP 4.8. 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

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.
   - EBIP 3.8, MLCP 4.6. 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

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.
   - EBIP/MLCP 1.6, EBIP/MLCP 4.8. Content: critical analysis of various assessment including play therapy

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.
   - EBIP/MLCP 3.8, 4.6. 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.
   - EBIP/MLCP 2.8, 3.7, 3.8, 3.9, 4.6. Content: cognitive-behavioral techniques; play therapy; interventions with resistant adolescents; crisis intervention; prevention principles; combating adultcentrism

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.
   - EBIP/MLCP 3.7, 3.9. Content: ecological and strengths perspective; effects of poverty on childhood; interventions with minority children; interventions with gay and lesbian teens
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. • EBIP/MLCP 2.8, 3.8, 3.9, 4.6. Content: theories, problem identification, goal development

**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 the start of class as indicated on the syllabus and late work is not accepted unless there is prior communication and agreement. All quizzes are available on BlackBoard 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


Davis, L, Shlafer R. (2017) Mental Health of Adolescents with Currently and Formerly Incarcerated Parents *Journal of Adolescence* Vol 54 pp 120-134


Joshi, P, Tuchman, L (2016) Characterizing the Unmet Mental Health needs of Urban Adolescents *Journal of Adolescent Health* Vol 58 (2) pp S59-60


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


**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 of 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 30 minutes after the start of the class in which the quiz is due. Each quiz is worth 10 pts. (Evaluates course competencies 1, 2, 3, and 4)

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 then meet with a program administrator within the selected agency to discuss the impact of the legislation on the program/agency. 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 a tape recording, video recording, or transcript.

**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?

**Reflection Papers**
This course will include 6 reflection papers. 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

**Evaluation**
Your course grade will be based on the following:

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<th>Assignment</th>
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<td>Overview, class expectations, rapport</td>
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<td>Birth to Three: Development, Assessment and Infant Mental Health</td>
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<td>ACEs and the policy implications of early childhood (GUEST SPEAKER)</td>
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<td>4</td>
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<td>Three to Five: Development, Assessment, Play Therapy</td>
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<td>5</td>
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<td>Three to Five: CAPTA, Social Security, Medicaid, CHIP, and access to health care</td>
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<td>Six to Eight: Development, Assessment, social skills, and Integrated Health in Pediatrics</td>
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<td>Six to Eight: IEPs, school policy, and school based services, Child Abuse Prevention and Enforcement Act</td>
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<td>Eight to Twelve: Latency, Puberty, and CBT across the life-span</td>
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<td>Special Topics: Diversity in work with children and youth, MultiEthnic Placement Act, Intercountry Adoption Act</td>
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