THE UNIVERSITY OF TENNESSEE
COLLEGE OF SOCIAL WORK
Evidence-Based Practice with Children and Adolescents

SW 571-001 | CRN #22399
Spring 2016 | 3 credit hours

Instructor: Susan (Sukey) Steckel, MSSW, LMSW

Contact information: 615-782-1885 x215 | sstecke1@utk.edu

Class time and location: Online; Zoom meetings are listed in course outline

Office Hours: Wednesdays Noon-2pm CST via Zoom or by appointment

Prerequisites: 510, 512, 513, 519, 522, 537, 538, and 539

Code of Conduct

It is the student's responsibility to have read the College of Social Work Ethical Academic and Professional Conduct Code 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 course is taught from a macro perspective with an emphasis 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, and working with special populations 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 across macro and micro level settings.

**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.


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

**Teaching Methods and Values**

This class will incorporate a range of teaching methods, including live and recorded lecture, readings from the literature and relevant online resources, podcasts, small group discussions and projects, videos, and guest lecture/discussion with professionals in the field. The course is structured into three main sections:

- Sessions 1-3 will lay the groundwork for examining issues affecting children by focusing on policy, theory, ethics, and diversity.
- Sessions 4-7 will provide an introduction to the continuum of care for children and adolescents from a macro perspective. Course content will examine prevention concepts and strategies, methods of assessment and intervention, and therapeutic approaches for working with children, youth, and families.
- Sessions 8-13 will examine a variety of social problems and special populations that social workers are likely to come in contact with when working with children and adolescents, and provide an overview of specific interventions for addressing these issues. Session 14 will be devoted to course wrap-up and final exam preparation.

Since course discussions and group projects will entail exploration of diverse opinions and sometimes controversial subjects, an open and respectful learning environment will be an important feature of the class. The class must work together to foster a respectful environment where differing views can be freely voiced and critical but constructive dialogue can be created. Social work classes can involve a variety of politically and
emotionally charged topics. During the first class period we will establish guidelines for
discussion to promote a productive learning environment in an online format.

Office Hours

Please schedule an appointment if you have any questions about the course or
assignments, if you want to talk about your performance, if you are interested in something
that is not covered under the course syllabus, or if you just want to chat about social work
issues. I am available by e-mail and will get back to you within 24 hours during the week,
48 hours on weekends.

Academic Integrity

Regarding plagiarism, the University website states:

"Plagiarism is using the intellectual property or product of someone else without giving
proper credit. The undocumented use of someone else’s words or ideas in any medium of
communication (unless such information is recognized as common knowledge) is a serious
offense, subject to disciplinary action that may include failure in a course and/or dismissal
from the university."

We will discuss plagiarism and how to avoid it during the first class session. In your written
work, you may use words or ideas written by other individuals, but only with proper
attribution. "Proper attribution" means that you have fully identified the original source
and extent of your use of the words or ideas of others that you reproduce in your work for
this course. Using someone else’s exact words requires that you both identify the original
source and using quotation marks. I will provide you with written guidelines for proper
 attribution in your coursework. You will be required to read these guidelines and you will
be graded based on your adherence to them.

University policies on academic integrity will be strictly enforced in this class. If you have
any questions or concerns about what academic integrity and academic dishonesty mean,
please bring these up during class or during my office hours. Please read and follow the
UTK Center for Student Conduct and Community Standards’ statement on academic
integrity at http://studentconduct.utk.edu/students_current_dishonesty.php.

Neither plagiarism nor cheating will be tolerated in this course. Any evidence of either will
result in a score of zero (0) on that grade component and may result in more serious
consequences at the University level. Assignments submitted by you and that bear your
name are presumed to be your own original work that has not previously been submitted
for credit in another course unless you obtain prior written approval to do so from your
instructor.

Course Requirements/Assignments

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<tr>
<th>Assignment</th>
<th>Value</th>
<th>Related Course Competencies</th>
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<tbody>
<tr>
<td>Policy Group Project</td>
<td>25%</td>
<td>1</td>
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</tbody>
</table>
Intervention Group Project | 25% | 2, 4, 5, 6, 7  
Assessment Paper | 30% | 2-7  
Final Exam | 20% | 1-7  
TOTAL | 100%

1. **Policy Group Project (CC 1):**

In groups of approx. 4 (to be assigned at beginning of semester), you will choose from a list of state or federal legislative bills (either recently passed or under consideration) and will complete a policy analysis and critique of one of them using a PowerPoint format. Your group analysis will involve identifying the target social problem and intended purpose of the bill, its potential social benefits and hazards, what evidence supports the solution offered by the bill, ethical considerations, and whether you favor or oppose the bill based on your group analysis. Your group will also identify advocacy steps you might take to convince others to adopt your position. Detailed instructions, including the list of legislation to select from and grading rubric, will be distributed in class at least three weeks before the assignment is due. **Students will not be required to orally present via Zoom.**

Grades will be provided on an individual basis and will be based on the content and creativity of the PowerPoint as well as the Group Member Contribution Statement to be submitted individually with the PowerPoint.

**Note:** Each group will be graded on the demonstration of course competencies as described above. However, if a group member is not meaningfully contributing to the project ("pulling their own weight"), is excessively late/absent from scheduled group meetings, is disrespectful to group members, or simply refuses to participate, then this group member will receive an automatic zero (0) for the group project as well as a reduced class participation grade. The goal of this course is to prepare students for competent practice in the social work field. As in practice, a lack of professionalism, or disrespect of self and others will not be accepted or tolerated.

2. **Intervention Group Project (CC 2, 4, 5, 6, 7):**


In groups of approx. 4 (to be assigned at beginning of semester), you will identify one evidence-based program or practice (preferably one you are unfamiliar with) for children/adolescents from birth to 25* years of age from either of the two resources listed above and answer the following questions:

1. Provide detailed overview of the intervention, including:
   a. Overall purpose of the program/practice
   b. What is the identified population(s) of focus for the intervention (e.g. age,
race, gender, etc.)?
c. Treatment process
d. Desired outcomes for identified population
e. Practice/treatment setting (e.g. home, school, center, etc.)
f. Identified or proposed fidelity metrics (e.g. how would you measure if you were implementing the program/treatment with fidelity to the evidence-based model?)
g. Analysis of research or evidence base demonstrating treatment efficacy
h. How/why is the program relevant to social work practice?
i. Identify any ethical or diversity issues that should be taken into consideration before implementing the program or practice

2. Groups will develop a PowerPoint that addresses each of the items outlined above. Grades will be based on a detailed rubric to be provided to students at least 3 weeks in advance of the assigned deadline. Students will not be required to orally present via Zoom.

3. Grades will be provided on an individual basis and will be based on the content and creativity of the PowerPoint as well as the Group Member Contribution Statement to be submitted individually with the PowerPoint.

*EBPs selected for ages 18-25 must be designed to address the transition age population, specifically “transition age youth” or “emerging adults”.

Note: Each group will be graded on the demonstration of course competencies as described above. However, if a group member is not meaningfully contributing to the project (“pulling their own weight”), is excessively late/absent from scheduled group meetings, is disrespectful to group members, or simply refuses to participate, then this group member will receive an automatic zero (0) for the group project as well as a reduced class participation grade. The goal of this course is to prepare students for competent practice in the social work field. As in practice, a lack of professionalism, or disrespect of self and others will not be accepted or tolerated.

3. Assessment paper (CC 2-7): In order to demonstrate your assessment and intervention skills, you will write a 6-8 page paper in APA format detailing the assessment, problem formulation, goal-setting, and treatment planning for a child or adolescent depicted in an approved film.

This assignment will assess your capacity to: a) describe, critically analyze, and carry out the components of an evidence-based, culturally competent assessment of a child or adolescent with emotional or behavioral problems, incorporating factors across system levels, and addressing ethical issues; and b) describe and critically assess different evidence-based, culturally competent intervention approaches and prevention programs across system levels.

Detailed instructions will be provided at least three weeks before the assignment is due. The list of approved films is below so that you may choose and watch a film prior to
receiving the assignment instructions. You should choose a character who is under age 25 and who exhibits emotional difficulties or behavioral problems to be the focus of your assessment and intervention plan.

Approved Films:

<table>
<thead>
<tr>
<th>Film</th>
<th>Film</th>
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<tbody>
<tr>
<td>Little Miss Sunshine</td>
<td>The Blind Side</td>
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<tr>
<td>What’s Eating Gilbert Grape?</td>
<td>Precious</td>
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<tr>
<td>Girl, Interrupted</td>
<td>Parenthood</td>
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<tr>
<td>The Hunger Games</td>
<td>Juno</td>
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<tr>
<td>Winter's Bone</td>
<td>The Perks of Being a Wallflower</td>
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4. Final Exam (CC 1-7):

A final exam covering content from all course sessions will be made available on Blackboard. Detailed instructions for completing the exam including exam format and due date will be provided the last week of class and discussed during the course wrap up Zoom meeting.

Grading

Grading Scale

The following grading scale will be used for final course grade.

<table>
<thead>
<tr>
<th>Grade</th>
<th>Point range</th>
<th>Standard</th>
</tr>
</thead>
<tbody>
<tr>
<td>B+</td>
<td>90-94</td>
<td>Very Good – Student consistently meets and occasionally exceeds normal expectations for the course.</td>
</tr>
<tr>
<td>B</td>
<td>85-89</td>
<td>Good – Student consistently meets normal expectations for the course.</td>
</tr>
<tr>
<td>C+</td>
<td>80-84</td>
<td>Average – There is unevenness in grasping course content. Student is inconsistent in meeting the normal expectations for the course.</td>
</tr>
<tr>
<td>C</td>
<td>70-79</td>
<td>Poor - There is a lack of understanding of course content. Student does not meet course expectations.</td>
</tr>
<tr>
<td>F</td>
<td>69 or below</td>
<td>Very Poor – There is a lack of attendance or incomplete or unacceptable assignments. Course expectations are not met.</td>
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</tbody>
</table>
Late Assignments

All class assignments must be submitted by 5:00 PM CST on their specified due date. Written assignments must be uploaded into Blackboard. Any assignment not submitted on time on the due date is subject to a penalty of five (5) points per day until the assignment is turned in. Any assignment that is more than 4 days overdue will not be accepted. Individual technical issues with Blackboard or your personal computer are not an excuse for submitting an assignment late, so plan accordingly.

Grade Dispute Policy

If you wish to dispute grades on an assignment, you must do so in writing within 3 days of receiving your graded assignment back. You must clearly identify each issue that you dispute and your rationale for why the grade should be reconsidered. Please be aware that disputed grades may be raised or lowered after reviewing assignments.

Required Readings and Recommended Textbook

There is no required textbook for this course. Assigned readings will be available through the UTK library system or will be provided by the instructor (via Blackboard) prior to the class in which they are required. Some of your “readings” are actually podcasts or online resources and should be treated as if they were conventional readings; URL links for the podcasts are provided in the course outline, and many of them have written transcripts that you can read instead of listening.

All readings are listed in the course outline below under the session for which they are required to be completed. However, the instructor reserves the right to update readings based on student needs, so always refer to the readings available on Blackboard each week.

Recommended Textbook


This text is recommended, but not required. Assigned readings from this text are indicated with an asterisk (*) in the course outline.
Course Outline

*Note: The instructor reserves the right to make adjustments to schedule and topics.*

This course consists of 14 weekly sessions. For each weekly session outlined below, students are responsible for:

1. Reviewing session topics;
2. Completing assigned required and supplemental reading;
3. Listening to podcasts and reviewing online resources
4. Reviewing PowerPoint presentations and recorded lectures;
5. Attending scheduled Zoom meetings;
6. Connecting with group members on group project tasks and attending group meetings (as needed);
7. Submitting completed assignments (as assigned); and
8. Contacting instructor with any questions about course content or assignments.

Session 1: January 19-22

**Scheduled Zoom Meeting: January 20th 5:30pm-6:30pm CST**

*Topic*: Course introduction

- Class overview and expectations
- Review of syllabus, assignments, grading
- Writing expectations and research resources
- Risk and resilience framework; developmental issues and considerations
- Defining the continuum of micro to macro social work practice

*Readings:*


**Session 2: January 25-29**

*Topic:* Foundations for practice with children and youth

- Understanding the relationship between policy and practice
- Major policies framing practice with children and analyzing social policy
- Implementation of evidence-based practices and the “science to service gap”
- Theories and perspectives for practice
- Critical thinking

*Readings:*  


47 minutes; transcript available


- Please spend some time reviewing the elements of critical thinking. You will apply these to upcoming discussions and assignments.

**Session 3: February 1-5**

*Topics: Ethics | Diversity and cultural competence*

- Review of NSAW Code of Ethics
- Ethical dilemmas
- Fiduciary responsibilities
- Dimensions of diversity
- Cultural competence and culturally competent practice

*Readings:*

**Ethics**


- Chapter 11: Ethics (at least skim as a NASW Code of Ethics refresher)


**Diversity**


childhood intervention (2nd ed.) (pp. 94-114). New York: Simon & Schuster.


Session 4: February 8-12

Topic: Prevention science and prevention of mental, emotional, and behavioral disorders in children

- Principles of prevention programs and categories prevention practices
- Efficacy and research of prevention programs
- The role of prevention within a public health approach to children’s mental health

Reading:


4. Online Resource:

Institute of Medicine Report Brief (2009): Preventing Mental, Emotional, and
Behavioral Disorders Among Young People (pp. 1-4)


Session 5: February 15-19

Scheduled Zoom Meeting: February 17th 5:30pm-6:30pm CST

**Topic:** Social work screening and assessment of children and youth and their families

- Engagement and interviewing
- Individual and environmental dimensions of person-centered assessment
- Goal-setting as groundwork for treatment planning (SMART Goals)

**Readings:**


   - 16 minutes; transcript available

   - 35 minutes; transcript available
Session 6: February 22-26

Topic: Overview of intervention modalities and therapeutic approaches

- Survey/overview of major intervention techniques for practice with children and adolescents
- Benefits and challenges of evidence-based practice

Readings:


   - 47 minutes, transcript available

Online Resources:

   **Note:** If you live in a state other than TN, you will need to research and review the Best Practice Guidelines established by your state mental health authority.


Session 7: February 29-March 4

Topic: Working with Families and the Family-Driven Movement

- Parenting programs and the role of the family in treating children and adolescents with behavioral health needs
- Family-Driven Care and family systems

Readings:


Thomlison reading Chapter 1, “Family Contexts”

Thomlison reading Chapter 2, “A Framework for Understanding Families”

Thomlison reading Chapter 3, “The Family System”

Online Resources:


Hear Our Voices Documentary (if available)

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Session 8: March 7-11

Topic: Child poverty, child maltreatment, and the child welfare system

- Child poverty prevalence and trends in the US
- Causes, consequences, and interventions
- Defining maltreatment
- Prevalence, effects, consequences
Child welfare policy

The child welfare system as an intervention

Readings:

Child Poverty


   □ Note: This entire publication is recommended reading, but only the *Foreword* (pp. 4-10) is required.


Child Maltreatment and Child Welfare


**SPRING BREAK!: March 14-18**

Topics: FUN! REST!

Readings: Anything you want! Read a novel! Read a magazine!
Session 9: March 21-25

Scheduled Zoom Meeting: March 23rd 5:30pm-6:30pm CST

Topic: Overview of trauma and violence

- Defining trauma and adverse childhood experiences
- Child exposure to domestic and community violence
- Youth violence and violence prevention
- Trauma-Informed Care

Readings:


Online Resources:

ACEs Study Reports on Blackboard and websites:

- [http://acestoohigh.com/](http://acestoohigh.com/)
TF-CBT and treatment of PTSD in children

Trauma-Informed Care at the micro-level

Readings:


Session 11: April 4-8

Topic: Overview of mental illness and substance abuse

Mental disorders among children and youth

Substance abuse treatment and prevention

Youth suicide and prevention

Systems of Care for children and youth with behavioral health needs

Readings:


**Session 12: April 11-15**

**Topic:** Overview of mental illness and substance abuse interventions

- Treating mental, emotional, and behavioral disorders among children and youth
- Treating substance abuse in adolescents

**Readings:**


**Session 13: April 18-22**

**Topics:** Special Populations – Young children, gender and sexuality issues in adolescence, youth involved in the juvenile justice system, and MEB treatment in school settings

- Social work with LGBT youth
HIV/AIDS and STD
Teen pregnancy and parenting
Children/youth with sexual behavior problems
Infant mental health and the treatment of very young children
Mental health considerations for youth involved in the juvenile justice system and MEB treatment in school settings

Readings:


Session 14: April 25-29

Scheduled Zoom Meeting: April 27th 5:30pm-6:30pm CST
Topics: Course wrap-up | Final exam discussion

Course Schedule: Assignments At-A-Glance

<table>
<thead>
<tr>
<th>Session - Date</th>
<th>Assignments Given</th>
<th>Assignments Due</th>
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<tr>
<td>1 – January 20</td>
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<tr>
<td>*Zoom Meeting</td>
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<td>2 – January 25-28</td>
<td>Policy Group Project</td>
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<td>3 – February 1-5</td>
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<td>4 – February 8-12</td>
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<td>5 – February 15-19</td>
<td>Policy Group Project (Due Date on</td>
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<td>*Zoom Meeting 2/17</td>
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<td>6 – February 22-26</td>
<td>Intervention Group Project</td>
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<td>7 – February 29-</td>
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<td>March 4</td>
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<td>8 – March 7-11</td>
<td>Assessment Paper</td>
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<td>9 – March 21-25</td>
<td>Intervention Group Project (Due Date on</td>
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<td>*Zoom Meeting 3/23</td>
<td>Blackboard)</td>
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<td>10 – March 20-April 1</td>
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<td>11 – April 4-8</td>
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<td>12 – April 11-15</td>
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<tr>
<td>13 – April 18-22</td>
<td>Assessment Paper (Due Date on Blackboard)</td>
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<tr>
<td>14 – April 25-29</td>
<td>Final Exam</td>
<td>Final Exam (Due Date on Blackboard)</td>
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<td>*Zoom Meeting 4/27</td>
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