



SW 790-001
Cognitive Behavioral Therapy for
Children and Adolescents with Anxiety Problems
Fall 2015
Thursdays October 8 - October 29
5:00-9:00PM

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Course Description

The focus of this course is on the concepts, theory, principles and procedures appropriate to the assessment and effective cognitive behavioral therapy of children and adolescents with anxiety problems. The course content reflects advanced material of current relevance for effective clinical social work practice. Specifically, this course will provide updated training in the cognitive-behavioral treatment of anxiety disorders in children and youth. This course will review current diagnostic information on pediatric anxiety disorders such as separation anxiety, social anxiety, panic disorder and obsessive-compulsive disorder, and provide practical training in incorporating cognitive-behavioral therapy into practice with anxious children and adolescents.

Course Objectives

Upon completion of the course, students will be able to:

- Assess and diagnose children and adolescents with anxiety disorders
- Understand the impact of various diversity dimensions (e.g., age, gender, race, culture) during the assessment, diagnosis and intervention phases of work.
- Design, develop, implement and evaluate evidence-based cognitive behavioral therapy interventions with children and youth with anxiety disorders.
- Plan and implement evidence-based cognitive behavioral interventions that are based on identifiable goals and priorities in a culturally sensitive and culturally competent manner.
- Incorporate social work values and ethical principals in planning and implementing cognitive behavioral therapy for children and youth.

Course Design and Format

Class format will include lectures, demonstrations, case studies and vignettes, videotapes, role-plays and interactive discussion.

Course Requirements and Grading

- Regular attendance and class participation
- Take home quiz on cognitive behavioral interventions with pediatric anxiety disorders
- Grading: Grade will be satisfactory or unsatisfactory for the course.

Take Home Quiz: At the conclusion of the course, you will be required to complete a short take home quiz related to CBT with pediatric anxiety disorders. **This assignment is due on November 5, 2015.** This involves one of two options:

Option 1: briefly describe a clinical case you have worked with of a child or youth with anxiety problems (approximately 1 page). Then using information from the class and readings describe in detail (approximately 3-4 pages) the CBT interventions you would implement in this case. Be sure your discussion includes how you would use affect education, exposure therapy, cognitive techniques, anxiety management techniques (relaxation and breathing retraining).

Option 2: If you do not have a clinical case, describe (approximately 1 page) one of the following anxiety disorders (specific phobia, separation anxiety disorder, social anxiety disorder, generalized anxiety disorder, OCD). Then using information from the class and readings describe in detail (approximately 3-4 pages) the CBT interventions you would implement to address the symptoms common for this anxiety disorder. Be sure your discussion includes how you would use affect education, exposure therapy, cognitive techniques, and anxiety management techniques (relaxation and breathing retraining).

Class Attendance and Participation

Attendance at all sessions is a requirement. A make-up assignment is required for any missed class session. More than one absence will result in an unsatisfactory grade for the class.

*NOTE: Participation does not mean you need to talk a lot in class. It is more about bringing a positive learning attitude to the class and being present for each session. Each of us participates differently, and I will strive to honor that diversity among us.

Students in Need of Accommodations

If you have a documented disability or condition that may interfere with your participation in this course, please schedule a private appointment with me as soon as possible to discuss accommodations for your specific needs. This information will be kept strictly confidential. For more information and resources, please contact the Services for Students with Disabilities office at G664 Haven Hall, (734) 763-3000. Also, if religious observances conflict with class attendance or due dates for assignments, please notify me so we can discuss appropriate arrangements.

Course Relationship to Social Work Ethics and Values

Social work ethics and values will be addressed within the course as they pertain to issues related to working with children, youth and their families. The NASW Code of Ethics will be used to give students direction about these ethical issues. Issues specific to cognitive behavioral interventions will be given special attention, such as variations in treatment planning based on individual's needs and dysfunction, therapist ethical decision making, as well as the impact of the therapist's values and reactions to anxious behavior and family interactions. This course will emphasize cognitive behavioral therapy with children and adolescents with anxiety problems within the context of evidenced based practice and Social Work ethics and values.

Topics and Required Reading Assignments

- TEXT: Kendall, P.C. & Hedtke, K.A. (2006). *Cognitive-Behavioral Therapy for Anxious Children: Therapist Manual (3rd ed)*. Ardmore PA: Workbook Publishing, Inc.
- 10/8/15: Pediatric anxiety disorders and cognitive behavioral therapy procedures (overview and introduction to feelings identification and education, self-monitoring, and anxiety management techniques)**
- 10/15/15: Pediatric anxiety disorders and cognitive behavioral therapy procedures (focus on cognitive procedures)**
- 10/22/15: Pediatric anxiety disorders and cognitive behavioral therapy procedures (focus on exposure interventions)**
- 10/29/15: CBT alterations for specific pediatric anxiety disorders including obsessive-compulsive disorder**

Session #1and #2

Kendall, P.C. & Hedtke, K.A. (2006). *Cognitive-Behavioral Therapy for Anxious Children: Therapist Manual (3rd ed)*. Ardmore PA: Workbook Publishing, Inc.

Walkup, JT, Albano, AM, Piacentini, J, Birmaher, B, Compton, SN, Sherrill, JT, Ginsburg, GS, Rynn, MA, McCracken, J, Waslick, B, Iyengar, S, March, JS, & Kendall, PC. (2008). Cognitive behavioral therapy, sertraline, or a combination in childhood anxiety. *The New England Journal of Medicine*, 359, 2753-2766.

Chu, BC & Kendall, PC. (2009). Therapist responsiveness to child engagement: Flexibility within manual-based CBT for anxious youth. *Journal of Clinical Psychology*, 65, 736-754.

Seligman, LD, & Ollendick, TH. (2011). Cognitive behavior therapy for anxiety disorders in youth. *Child Adolescent Psychiatric Clinics of North America*, 20, 217-238.

Holly, L. E., Little, M., Pina, A. A., & Caterino, L. C. (2014). Assessment of anxiety symptoms in school children: a cross-sex and ethnic examination. *Journal of abnormal child psychology*, 1-13.

Hanna, GL, Fischer, DJ, & Fluent, TE. (2006). Separation anxiety disorder in children and adolescents. *Pediatrics in Review*, 27, 56-63.

Session #3

Kendall, PC, Robin, JA, Hedtke, & Suveg, C. (2005). Considering CBT with anxious youth? Think exposures. *Cognitive and Behavioral Practice*, 12, 136-150.

Kingery, JN, Roblek, TL, Suveg, C, Grover, RL, Sherrill, JT, & Bergman, RL. (2006). They're not just "little adults": Developmental considerations for implementing cognitive-behavioral

therapy with anxious youth. *Journal of Cognitive Psychotherapy: An International Quarterly*, 20, 263-273.

Hudson, J.L. & Dodd, H.F. (2012). Informing early intervention: preschool predictors of anxiety disorders in middle childhood. *PLoS ONE* 7(8): e42359. doi:10.1371/journal.pone.0042359.

Session #4

Hirschfeld-Becker, DR, Masek, B, et al. (2010). Cognitive-behavioral therapy for 4- to 7-year old children with anxiety disorders: a randomized clinical trial. *Journal of Consulting and Clinical Psychology*, 78, 498-510.

Craig, S. L., Austin, A., & Alessi, E. (2013). Gay affirmative cognitive behavioral therapy for sexual minority youth: A clinical adaptation. *Clinical Social Work Journal*, 41(3), 258-266.

Austin, A & Craig, SL. (2015) Empirically Supported Interventions for Sexual and Gender Minority Youth. *Journal of evidence-informed social work* ahead-of-print, 1-12.

Piacentini, J. & Langley, A.K. (2004). Cognitive-behavioral therapy for children who have obsessive-compulsive disorder. *Journal of Clinical Psychology*, 60 (11), 1181-1194.

Storch, EA, Bjorgvinsson, T, Riemann, B, Lewin, AB, Morales, MJ, & Murphy, TK. (2010). Factors associated with poor response in cognitive-behavioral therapy for pediatric obsessive-compulsive disorder. *Bulletin of the Menninger Clinic*, 74, 167-185.

Geller, DA & March, JA. (2012). Practice parameter for the assessment and treatment of children and adolescents with obsessive-compulsive disorder. *Journal of the American Academy of Child & Adolescent Psychiatry*, 51, 98-113.