



Course Title: Advanced Topics in Interpersonal Practice: Cognitive Behavioral Therapy for Children and Adolescents with Anxiety Problems
Course # and Term: SW 790 004 Fall Term 2018 (Saturday October 6 & 13 from 9-5pm)
Credit Hours: 1
Instructor: Angela Ayoub, LMSW
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Any student who feels that he/she may need an accommodation for any sort of disability, please make an appointment to see me.

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, clinical teams and interactive discussions.

Course Requirements and Grading

- Regular attendance and class participation
- Take home paper on cognitive behavioral interventions with pediatric anxiety disorders

- Grading: Grade will be satisfactory or unsatisfactory for the course.

Take Home paper: At the conclusion of the course, you will be required to complete a short take home paper related to CBT with pediatric anxiety disorders. **This assignment is due on Monday, October 22.** 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.

You will be assigned to a clinical team that you will work with throughout the course. The clinical team will engage in in-class exercises and discussions that focus on skills practice and integrative learning related to the lectures and course readings (jigsaw technique).

*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.

Student Mental Health and Wellbeing

University of Michigan is committed to advancing the mental health and wellbeing of its students. If you or someone you know is feeling overwhelmed, depressed, and/or in need of support, services are available. For help, contact our new School of Social Work *Counseling and Psychological Services (CAPS)* embedded counselor, **Megan Shaughnessy-Mogill, LLMSW** at (734) 763-7894 and mshaughm@umich.edu. Megan's office at the UMSSW is located on the 4th Floor, RM 4687.

You may also contact the main *CAPS Office* at (734) 764-8312 and <https://caps.umich.edu> during and after hours, on weekends and holidays, or through its counselors physically located in schools on both North and Central Campus. You may also consult *University Health Services (UHS)* at (734) 764-8320 and <https://www.uhs.umich.edu/mentalhealthsvcs> or for alcohol or drug concerns see www.uhs.umich.edu/aodresources . For a listing of other mental health resources available on and off campus, visit <http://umich.edu/~mhealth/> .

Safety & Emergency Preparedness

In the event of an emergency, dial 9-1-1 from any cell phone or campus phone.

All University of Michigan students, faculty and staff are required to familiarize themselves with emergency procedures and protocols for both inside and outside of the classroom. In the event of possible building closure (i.e. severe weather conditions, public health notices, etc.) you may contact (734)764-SSWB(7793) for up-to-date School closure information.

Be Prepared. Familiarize yourself with the emergency card posted next to the phone in every classroom/meeting room. Review the information on the emergency evacuation sign (located nearest the door) and locate at least (2) emergency exits nearest the classroom.

If you are concerned about your ability to exit the building in the case of an emergency, contact the Office of Student Services and/or email ssw-ADAcpliance@umich.edu.

Office of Student Services
School of Social Work | Room 1748
[734-936-0961](tel:734-936-0961)

For more information view the annual Campus Safety Statement at <http://www.dpss.umich.edu/>.

Register for UM Emergency Alerts at <http://www.dpss.umich.edu/emergency-management/alert/>

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.

COURSE SCHEDULE, 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.

COURSE SCHEDULE:

10/6/18 AM: Pediatric anxiety disorders and cognitive behavioral therapy procedures (overview and introduction to feelings identification and education, self-monitoring, and anxiety management techniques)

10/6/18 PM: Pediatric anxiety disorders and cognitive behavioral therapy procedures (focus on cognitive procedures)

10/13/18 AM: Pediatric anxiety disorders and cognitive behavioral therapy procedures (focus on exposure interventions)

10/13/18 PM: CBT alterations for specific pediatric anxiety disorders including obsessive-compulsive disorder

ASSIGNED READINGS:

SESSION 10/6 AM and PM

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

SESSION 10/6 PM

Jigsaw Readings

Team 1: Hudson, J. L., Keers, R., Roberts, S., Coleman, J. R., Breen, G., Arendt, K., ... & Eley, T. C. (2015). Clinical Predictors of Response to Cognitive-Behavioral Therapy in Pediatric Anxiety Disorders: The Genes for Treatment (GxT) Study. *Journal of the American Academy of Child & Adolescent Psychiatry*, 6, 454-463.

Team 2: Gordon-Hollingsworth, A. T., Becker, E. M., Ginsburg, G. S., Keeton, C., Compton, S. N., Birmaher, B. B., ... & Suveg, C. M. (2015). Anxiety Disorders in Caucasian and African American Children: A Comparison of Clinical Characteristics, Treatment Process Variables, and Treatment Outcomes. *Child Psychiatry & Human Development*, 46(5), 643-655.

Team 3: Peris, T. S., Compton, S. N., Kendall, P. C., Birmaher, B., Sherrill, J., March, J., ... & Keeton, C. P. (2015). Trajectories of change in youth anxiety during cognitive—behavior therapy. *Journal of consulting and clinical psychology*, 83(2), 239

Team 4: Gonzalez, A., Peris, T. S., Vreeland, A., Kiff, C. J., Kendall, P. C., Compton, S. N., ... & March, J. (2015). Parental anxiety as a predictor of medication and CBT response for anxious youth. *Child Psychiatry & Human Development*, 46(1), 84-93.

SESSION 10/13/18 AM

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

Jigsaw Readings

Team 1: Craske, M. G., Treanor, M., Conway, C. C., Zbozinek, T., & Vervliet, B. (2014). Maximizing exposure therapy: an inhibitory learning approach. *Behaviour Research and Therapy*, 58, 10-23.

Team 2: Kendall, P. C., Robin, J. A., Hedtke, K. A., Suveg, C., Flannery-Schroeder, E., & Gosch, E. (2005). Considering CBT with anxious youth? Think exposures. *Cognitive and Behavioral Practice*, 12(1), 136-150.

Team 3: Becker-Haimes, E. M., Okamura, K. H., Wolk, C. B., Rubin, R., Evans, A. C., & Beidas, R. S. (2017). Predictors of clinician use of exposure therapy in community mental health settings. *Journal of anxiety disorders*, 49, 88-94.

Team 4: Peterman, J. S., Read, K. L., Wei, C., & Kendall, P. C. (2015). The art of exposure: Putting science into practice. *Cognitive and Behavioral Practice, 22*(3), 379-392.

SESSION 10/13/18 PM

Gillihan, S. J., Williams, M. T., Malcoun, E., Yadin, E., & Foa, E. B. (2012). Common Pitfalls in Exposure and Response Prevention (EX/RP) for OCD. *Journal of Obsessive-Compulsive and Related Disorders, 1*(4), 251–257.

Jigsaw Readings

Team 1: Farrell, L. J., James, S. C., Maddox, B. B., Griffiths, D., & White, S. (2016). Treatment of Comorbid Obsessive-Compulsive Disorder in Youth with ASD: The Case of Max. In *Clinical Handbook of Obsessive-Compulsive and Related Disorders* (pp. 337-355). Springer International Publishing.

Team 2: Freeman, J., Sapyta, J., Garcia, A., Compton, S., Khanna, M., Flessner, C., ... & Harrison, J. (2014). Family-based treatment of early childhood obsessive-compulsive disorder: the Pediatric Obsessive-Compulsive Disorder Treatment Study for Young Children (POTS Jr)—a randomized clinical trial. *JAMA psychiatry, 71*(6), 689-698.

Team 3: 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.

Team 4: Reid, A. M., Bolshakova, M. I., Guzick, A. G., Fernandez, A. G., Striley, C. W., Geffken, G. R., & McNamara, J. P. (2017). Common Barriers to the Dissemination of Exposure Therapy for Youth with Anxiety Disorders. *Community mental health journal, 53*(4), 432-437.