



Course title:	Advanced Topics in Interpersonal Practice; Cognitive Behavioral Therapy for Children and Adolescents with Anxiety Problems	
Course #/term:	SW790 Section 015, Spring / Summer 2019	
Time and place:	Thursdays June 6 and 13, 2019 9:00 AM - 5:00 PM	
Credit hours:	1	
Instructor:	Melissa Webster, LMSW	
Pronouns:	She/her/hers	
Contact info:	Email: misj@umich.edu	Phone: 734-358-3645
Office hours:	By appointment (please email me to schedule an appointment as needed)	

1. Course Statement

This course presents advanced topics in interpersonal practice. The topics may include emerging practice methods, advanced application of methods covered in other required methods courses, and applications of methods in specific populations.

a. Course description

The focus of this skill-based mini 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.

b. Course content

The course content reflects advanced material of current relevance for effective clinical practice. Specifically, this course will provide updated training in the cognitive-behavioral treatment of anxiety disorders in children and youth.

c. Course objectives and competencies

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.

d. Course design

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

e. 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.

2. Class Requirements

a. 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

- Attendance at all class sessions and class participation. Students are not able to pass this class if any of the sessions are missed.
- 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 Thursday, June 20th.** 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).

Note: Both of these options must include using CBT interventions and it usefulness to receive a passing grade. Failure to include CBT elements discussed in the course and course readings will result in an unsatisfactory grade

b. Class Attendance and Participation

Attendance at both sessions is a requirement in order to receive a passing grade. 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.

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:

6/6/19 AM: *Pediatric anxiety disorders and cognitive behavioral therapy procedures (overview and introduction to feelings identification and education, self-monitoring, and anxiety management techniques)*

6/6/19 PM: *Pediatric anxiety disorders and cognitive behavioral therapy procedures (focus on cognitive procedures)*

6/13/19 AM: *Pediatric anxiety disorders and cognitive behavioral therapy procedures (focus on exposure interventions)*

6/13/19 PM: *CBT alterations for specific pediatric anxiety disorders including obsessive-compulsive disorder*

ASSIGNED READINGS:

SESSION 6/6/19 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.

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.

SESSION 6/6/19 PM

Jigsaw Readings

Team 1: Suveg, C., Jones, A., Davis, M., Jacob, M. L., Morelen, D., Thomassin, K., & Whitehead, M. (2018). Emotion-focused cognitive-behavioral therapy for youth with anxiety disorders: A randomized trial. *Journal of abnormal child psychology*, 46(3), 569-580.

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: 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.

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 6/13/19 AM

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

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.

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: Whiteside, S. P., Deacon, B. J., Benito, K., & Stewart, E. (2016). Factors associated with practitioners' use of exposure therapy for childhood anxiety disorders. *Journal of Anxiety Disorders*, 40, 29-36.

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: 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.

SESSION 6/13/19 PM

Chu, B. C., Colognori, D. B., Yang, G., Xie, M. G., Bergman, R. L., & Piacentini, J. (2015). Mediators of exposure therapy for youth Obsessive-Compulsive Disorder: Specificity and temporal sequence of client and treatment factors. *Behavior therapy, 46*(3), 395-408.

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: 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.

Additional School and University policies, information and resources are available here: <https://ssw.umich.edu/standard-policies-information-resources>. They include:

- *Safety and emergency preparedness*
- *Mental health and well-being*
- *Teaching evaluations*
- *Proper use of names and pronouns*
- *Accommodations for students with disabilities*
- *Religious/spiritual observances*
- *Military deployment*
- *Writing skills and expectations*
- *Academic integrity and plagiarism*