

UNIVERSITY OF PITTSBURGH
SCHOOL OF SOCIAL WORK
Fall Term, 2002
Thursdays, 5:45 – 8:35pm
2318 Cathedral of Learning

Bernie Fabry, Ph.D., CBA
Office Phone: 412-965-3044
E-mail: BDFabry@aol.com
Office Hours: By Appointment
Secretary: Linda Hilinski
Secretary Phone: 412-624-6304

RESIDENTIAL TREATMENT SWINT 2065

Prerequisites: Successful completion of Models of Intervention (SWINT 2082) or permission of the instructor

Course Description: This course provides an overview of services to children and adolescents in residential treatment settings. A framework, which places residential treatment within the continuum of services to children, adolescents and families, will be addressed. Models of residential treatment, current dilemmas, the potential for both positive and negative outcomes, and the ability to frame placement as a catalyst for change will be discussed. Guidelines for best practice will be explored within the context of permanency planning objectives, least-restrictive/community-based models of care, systems collaboration, and a strengths-based approach to service delivery. Students will refine and strengthen their skills in assessing and intervening with children, youth, and their families.

Course Objectives:

1. To understand the role of residential treatment within the continuum of care for children, adolescents and families.
2. To examine residential treatment within the context of permanency planning objectives as presented by both federal and state policies.
3. To develop an understanding of the regulatory requirements, which govern residential facilities licensed under the Department of Public Welfare.
4. To develop an understanding of how program philosophy, program design and theoretical orientation contribute to the unique culture of residential facilities, and the impact of these issues on services provided to children, adolescents, families and communities.

5. To increase skills in providing services to children, adolescents and families within a strengths-based, child-centered, family-focused and culturally sensitive framework.
6. To strengthen understanding of the ethical and values dilemmas unique to the out-of-home placement and treatment of children and adolescents, and to explore professional expectations and conduct.
7. To improve understanding of outcome assessment and program evaluation issues in residential care.

Text(s):

Required:

Bertolino, B., & Thompson, K. (1999). *The residential youth care worker in action: A collaborative, competency-based approach*. Binghamton, NY: The Haworth Mental Health Press.

Powell J. Y. (Ed.). (2000). *Family-centered services in residential treatment: New approaches for group care*. New York: The Haworth Press.

Recommended:

Dowd, T., Czyz, J. D., O’Kane, S., & Eloffson, A. (1994). *Effective Skills for child-care workers: A training manual from Boys Town*. Girls and Boys Town, NE: The Boys Town Press.

Durrant, M. (1993). *Residential treatment: A cooperative, competency-based approach to therapy and program design*. New York: W. W. Norton.

Hobbs, N. (1994). *The troubled and troubling child: Re-education in mental health, education, and human services programs for children and youth*. Cleveland, Ohio: American Re-Education Association.

Kagan, R. (1996). *Turmoil to turning points: Building hope for children in crisis placements*. New York: W. W. Norton.

Lyman, R. D. & Campbell, N. R. (1996). *Treating children and adolescents in residential and inpatient settings*. Thousand Oaks, CA: Sage.

Plach, T. A. (1993). *Residential treatment and the sexually abused child*. Springfield, IL: Charles C. Thomas.

Teather, E. C., & Zimmerman, D. P. (Eds.). *Residential Treatment for Children and Youth*. The Haworth Press, Inc. (Journal)

Stein, J. A. (1995). *Residential treatment of adolescents & children: Issues, principles, and techniques*. Chicago: Nelson-Hall Publishers.

Trieschman, A. E., Whittaker, J. K., & Brendtro, L. K. (1969). *The other 23 hours: Child-care work with emotionally disturbed children in a therapeutic milieu*. New York: Aldine De Gruyter.

Course Requirements, Expectations, and Bases for Grading:

Regular and consistent class attendance is expected. Students are expected to participate actively in discussion based on the readings assigned for each session plus the special assignments noted in the topical outline.

Two concept papers and an in-class presentation, in addition to attendance and participation, will be used as the basis for evaluation. Both concept papers must be submitted on time, typed according to APA format, and a maximum length of 15 pages. The in-class presentation must be accompanied by an outline for the presentation, and a reference list. No exceptions are made regarding due dates for these assignments.

	% Grade	Due Date
Paper 1: Cost-Benefit Analysis of Residential Care	20%	10/10/02
Paper 2: Critical Issues in residential Treatment	30%	12/12/02
In-class Presentation	30%	Set on 8/29/02
Attendance, Participation, & Integration of Material	20%	

University/School Policies:

Americans with Disabilities Act: If any student has a disability and requires special accommodations, let the instructor know as soon as possible that you have registered with the Office of Disability Resources and Services (216 William Pitt Union; (412) 648-7890/(TTY) (412) 383-7355). Reasonable accommodations will then be made to ensure you have a fair opportunity to perform in class.

Nondiscrimination: The University prohibits and will not engage in discrimination or harassment on the basis of race, color, religion, national origin, ancestry, sex, age, marital status, familial status, sexual orientation, disability, or status as a disabled veteran or a veteran of the Vietnam era.

Academic Integrity: Students are expected to follow the Student Code of Conduct established by the University and the Academic Integrity Policy of the School of Social Work, which is described in the Student Handbook.

Religious Holidays: If you need to miss class due to religious observances, notify the instructor in advance to make alternative arrangements.

Topical Outline:

Session 1
8/29/02

Introduction & Overview

Faculty & Student Introductions
CASSP Principles
Influence on Treatment
Continuum of Care

Assignment:

In-class presentation: (1) select one topic from the following list; (2) negotiate a date for the in-class presentation; (3) prepare an outline and reference list for distribution to class following the guidelines distributed in class; (4) provide a 30 – 45 minute presentation followed by a class discussion on the topic.

ADHD/ODD/CD
Drug & Alcohol
Sexual Abuse/Offenders
Dual MH/MR
Mood Disorders
Aggression/Anger
Physical Abuse/Neglect
Runaway
Delinquency
Reactive Attachment Disorder

Session 2
9/5/02

Historical Context

History of Out-of-Home Placements
Changing Interaction Styles
Models of Treatment

Required Readings:

Bertolino, B. & Thompson, K. (1999). pp. xv–xxi.

Bates, B. C., English, D. J., & Kouidou-Giles, S. (1997). Residential treatment and its alternatives: A review of the literature. *Child & Youth Care Forum*, 26(1), 7-51.

Stein, J. A. (1995). History. In *Residential treatment of adolescents and children: Issues, principles, and techniques* (pp. 19-34). Chicago: Nelson-Hall Publishers.

Session 3
9/12/02

Models of Care

Types of Residential Care/Treatment
Roles of staff
Professionalism

Required Readings:

Powell J. Y. (Ed.). (2000). pp. 3–30.

Hobbs, N. (1994). The teacher-counselor: A new professional role in mental health, education, and human services programs. (pp. 82-125) In *The troubled and troubling child: Re-education in mental health, education, and human services programs for children and youth*. Cleveland, Ohio: American Re-Education Association.

Dowd, T., Czyz, J. D., O’Kane, S., & Eloffson, A. (1994). Chapter One: Professionalism. *Effective skills for child-care workers: A training manual from Boys Town*. (pp. 15–21). Girls and Boys Town, NE: The Boys Town Press.

Assignment:

Conduct an Internet search on selected local and national programs. Each student will be assigned specific programs to research.

Session 4
9/19/02

Models of Care

Student Reports on Internet Searches

Required Reading:

Stein, J. A. (1995). A sampling of programs. In *Residential Treatment of adolescents and children: Issues, principles, and techniques* (pp. 35-46). Chicago: Nelson-Hall Publishers.

Dowd, T., Czyz, J. D., O’Kane, S., & Eloffson, A. (1994). Treatment models. *Effective skills for child-care workers: A training manual from Boys Town*. (pp. 5–13). Girls and Boys Town, NE: The Boys Town Press.

Session 5
9/26/02

Policy and Mandate Issues

Federal & State Licensing and Regulatory Standards
Managed Care
Credentialing

Guest Lecture

Required Reading:

Community Care Behavioral Health Organization. (June, 2001).
Performance Standards: Residential Treatment Facilities.

Department of Public Welfare, Office of Mental Health &
Substance Abuse Services. (April, 2002). The use of seclusion and
restraint in mental health facilities and programs. *Mental Health
and Substance Abuse Services Bulletin (OMHSAS-02-01)*.
Harrisburg, PA.

Recommended Reading:

Department of Public Welfare, Office of Mental Health &
Substance Abuse Services. (May, 2002). *Residential treatment
facility program requirements*. Harrisburg, PA.

Department of Public Welfare (June, 1999), 55 PA Code Chapter
3800, Child residential and day treatment facilities. *Pennsylvania
Bulletin*, 29(26), Part II, pp. 3295-3296, 3313-3335. Retrieved
from www.pabulletin.com/secure/data/vol29-26/1045.html
(excluding “Summary of Public Comment and Changes” section).

Session 6
10/3/02

Children & Adolescents Referred for Placement

Demographic Characteristics
Referral, Certification of Need, Authorization for Care

Guest Lecture

Required Readings:

Brown, A. W., & Bailey-Etta, B. (1997). An out-of-home care
system in crisis: Implications for African-American children in the
child welfare system. *Child Welfare*, 76(1), 65-83.

Wells, K., & Whittington, D. (1993). Characteristics of youth
referred to residential treatment: Implications for program design.
Children & Youth Services Review, 15, 195-217.

Lyons, J. S., Libman-Mintzer, L. N., Kisiel, C. L., & Shallcross, H. (1998). Understanding the mental health needs of children and adolescents in residential treatment. *Professional Psychology: Research and Practice*, 29(6), 582-587.

Session 7
10/10/02

Person Centered Family Focused Planning
Person Centered Planning
Creating Themes for Change

PAPER 1 DUE

Required Reading:

Powell J. Y. (Ed). (2000). pp. 123–137.

O'Brien, J., & Lovett, H. (February, 1993). *Finding a way towards everyday lives: The contribution of person centered planning*. Harrisburg, PA: Pennsylvania Department of Public Welfare, Office of Mental Retardation.

VanDenBerg, J. E., & Grealish, E. M. (1996). Individualized services and supports through the wraparound process: Philosophy and procedures. *Journal of Child and Family Studies*, 5(1), 7-21.

Session 8
10/17/02

Setting the Stage/Assessment
Diagnosis, Clinical Issues, Level of Functioning
Functional Behavior Assessment

Required Reading:

Bertolino, B., & Thompson, K. (1999). pp. 1-59.

Fabry, F. (2000). *To walk in troubling shoes: Another way to think about the challenging behavior of children and adolescents*. (PA CASSP Training and Technical Assistance Institute Publication Series). Harrisburg, PA: Department of Public Welfare, Office of Mental Health.

Session 9
10/24/02

Treatment Issues
Interactional Intervention
Teaching is Treatment
Individual Therapy

Student Presentations #2

Required Reading:

Bertolino, B., & Thompson, K. (1999). pp. 85-128.

Fabry, B. (Ed.). (1996). *Treatment is respectful listening and teaching*. Unpublished manuscript.

Abraham, P. P., Reddy, L. A., & Furr, M. (2000). Adolescents' and mental health workers' perceptions of helpfulness in a residential treatment setting. *Residential Treatment for Children & Youth, 17*(4), 55-66.

Session 10
10/31/02

Family Involvement in Treatment
Family Roles
Cultural Competence

Student Presentations #3

Required Reading:

Pinderhughes, E. (1997). Developing diversity competence in child welfare and permanency planning. *Journal of Multicultural Social Work, 5*(1/2), 19-38.

Powell, J. Y. (Ed). (2000). pp. 33–43.

Garrison, K. (1998). *Residential services: The perspective of an African-American parent*. (PA CASSP Training and Technical Assistance Institute Publication Series). Harrisburg, PA: Department of Public Welfare, Office of Mental Health.

Walsh, F. (1996). The concept of family resilience: Crisis and challenge. *Family Process, 35*(3), 261-281.

Session 11
11/7/02

Treatment Issues
Relationship Development
Tolerance Levels
Motivation Systems

Student Presentations #4

Required Reading:

Fabry, B. (Ed.). (1993). *Relationship development*. Unpublished manuscript.

Dowd, T., Czyz, J. D., O’Kane, S., & Elofson, A. (1994). Chapter Six: Overview of motivation systems. *Effective skills for child-care workers: A training manual from Boys Town*. (pp. 65–74). Girls and Boys Town, NE: The Boys Town Press.

Dowd, T., Czyz, J. D., O’Kane, S., & Elofson, A. (1994). Chapter Ten: Corrective teaching/The teaching interaction. *Effective skills for child-care workers: A training manual from Boys Town*. (pp. 95-108). Girls and Boys Town, NE: The Boys Town Press.

Session 12

11/14/02

Crisis Interventions

Models of Crisis

Prevention, Intervention, Postvention

Student Presentations #5

Required Reading:

Dowd, T., Herron, R., Hyland, T., & Sterba, M. (1998). *Issues in Quality Child Care: A Boys Town perspective*. (pp. 87–168). Girls and Boys Town, NE: The Boys Town Press.

Hass, M. R., Passaro, P. D., Smith, A. N. (1999). Reducing aversive interactions with troubled students. *Reclaiming Children and Youth*, 8(2), 94-97.

Smith, M. L. (1994). Chapter 2: Strategies for peaceful intervention. (pp. 12 – 38). *The Peaceful Intervention Program*. Lawrence, KS: Malcolm Smith Consulting.

Bertolino, B., & Thompson, K. (1999). pp. 129–156.

Session 13

11/21/02

Ethics and Standards of Care

Ethics for Residential Care

Standards for Residential Care

Youth Rights

Self-Government

Student Presentations #6

Required Readings:

CASSP Advisory Committee. (1995). *Children’s Bill of Rights: Commonwealth of Pennsylvania*. (PA CASSP Training and Technical Assistance Institute Publication Series). Harrisburg, PA: Department of Public Welfare, Office of Mental Health.

Daly, D. L., & Peter, V. J. (1996). *National performance standards for residential care: A policy initiative from Father Flanagan's Boys' Home*. Girls and Boys Town, NE: The Boys Town Press.

Session 14
12/5/02

Exploring the Future

Discharge Planning
Family Reunification
Agency Culture

Student Presentations #7

Required Reading:

Bertolino, B., & Thompson, K. (1999). pp. 157-169.

Powell J. Y. (Ed.). (2000). pp. 47-76.

Child Welfare League of America (March, 2002). *Research to practice: Family reunification*. Washington, DC. Retrieved from <http://www.cwla.org>

Session 15

Outcome Assessment and Program Evaluation

PAPER #2 DUE

Required Reading:

Beinecke, R. H., Leavey, J., Mosley, P., & Matava, M. A. (1997). Development and description of two new instruments for measuring the impact of coordinated social services for children. *Child Welfare*, 76(3), 379-391.

Fabry, B. D., Hawkins, R. P., & Luster, W. C. (1994). Monitoring outcomes of services to children and youths with severe emotional disorders: An economical follow-up procedure for mental health and child care agencies. *The Journal of Mental Health Administration*, 21(3), 271-282.

Larzelere, R. E., Dinges, K., Schmidt, M. D., Spellman, D. F., Criste, T. R., Connell, P. (2001). Outcomes of residential treatment: A study of the adolescent clients of Girls and Boys Town. *Child & Youth Care Forum*, 30(3), 175-185.