COURSE DESCRIPTION

This course covers interpersonal social work practice with children, adolescents and their parents/guardians. The course will focus on clinical concepts, including: assessment, treatment planning, treatment process, intervention models/techniques and work with parents/families. The course is organized in a developmental sequence and we will discuss clinical issues and treatment approaches relevant to each developmental stage. The aims of the course are to provide depth with respect to multiple clinical techniques and skills within an eclectic practice perspective and a developmentally and theoretically grounded framework. The course format includes lectures, videotapes, class discussions, group exercises, role plays, and guest presenters.

COURSE OBJECTIVES

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

Objective 1. Intervention techniques with infants and young children and their parents/guardians.

Objective 2. The developmental role and use of play in social work practice with children.

Objective 3. Summarize the role of attachment across child and adolescent development, including: transactional patterns of attachment during infancy, difficulties in attachment, working models of attachment as a template for expectations of relationships, and attachment as a perspective on reactions to loss, divorce, entry into foster care and adoption.
Objective 4. The environmental risk and protective factors of developing children and adolescents, utilizing concepts of stress, resiliency, coping mechanisms and developmental level.

Objective 5. Developmentally appropriate interviewing techniques for engaging child and adolescent clients and their families.

Objective 6. Treatment models that represent best practice and evidence based practices with children, adolescents and their families.

Objective 7. The development of intervention plans relevant to the needs of children, adolescents, and their caretakers (including sensitivity to developmental level, gender, race, ethnicity, social class, sexual orientation and special abilities). Including interventions from the following approaches: parent-child/adolescent therapy, play therapy, parent guidance, parent training, wraparound, and group treatment.

RELATIONSHIP OF THE COURSE TO FOUR CURRICULAR THEMES

• Multiculturalism and Diversity will be addressed through discussion of worker-client differences and power/privilege differentials based on culture, ethnicity, race, gender, and social class, in the context of case presentations.

• Social Justice and Social Change will be addressed through discussion of differences between problems responsive to interpersonal practice interventions and problems--such as poverty, discrimination, disenfranchisement--which require systemic as well as individual interventions. Advocacy for disadvantaged, victimized, and inappropriately served children, youth and their families will also be emphasized in case presentations.

• Promotion, Prevention, Treatment, and Rehabilitation will be addressed through discussion of early intervention, parent guidance, and advocacy as methods of preventing or mitigating later developmental problems. Intervention theories and techniques which support a child's or adolescent's developmental potential will also be discussed.

• Behavioral and Social Science Research will be addressed in relationship to the selection, monitoring, and evaluation of interventions, with specific emphasis on current research in the areas of developmental psychopathology, attachment, risk, resiliency, trauma, and maltreatment.

RELATIONSHIP OF THE COURSE TO SOCIAL WORK ETHICS AND VALUES

The central role of social work ethics and values will be addressed when working with children, adolescents and their families. In addition, we will discuss the complexities of decision making in cases where children and adolescents are at risk, and will explore how the NASW Code of Ethics should guide our practice.

COURSE DESIGN AND TEACHING METHODS

The development of a supportive learning environment, reflecting the values of the social work profession, is essential for the success of this class. Such a supportive
environment is fostered by listening to the ideas and views of others, being able to understand and appreciate a point of view which is different from your own, articulating clearly your point of view, and linking experience to readings and assignments.

This course will use a variety of teaching and learning methods, including lectures, PowerPoint presentations, group exercises, case material, role plays and videos. The class format is based on the understanding that you are a prepared and active learner. Reading the assigned materials prior to each class session is a prerequisite to getting the most out of each class and successfully meeting the course objectives. Material presented in class will be designed to complement the content in the reading assignments, not simply repeat it.

**TEXTS AND READINGS**

There are 2 texts for the course, they are available at the Shaman Drum Bookshop, 313 South State, and are on reserve in the SW Library. Other readings will be passed out in class or posted on the Course C-Tools site in folders labeled by topic as described in the course topical outline below.


**APA FORMAT AND ACADEMIC HONESTY**

Please refer to the *American Psychological Association Publication Manual* (often called the APA Style Manual) in the preparation of your writing assignments. The current edition is the fifth, but using an earlier edition is acceptable. I think you will find having your own copy a valuable resource over the next two years. You can find out more at [http://www.apastyle.org/pubmanual.html](http://www.apastyle.org/pubmanual.html).

It is critical to reference all sources of information or ideas you use in your writing, to do otherwise is academic dishonesty. Direct quotes in particular should be identified as such. Situations of apparent plagiarism or academic dishonesty will be reported and handled according to UM policy.

**ACCOMMODATIONS FOR STUDENTS WITH DISABILITIES**

Students who have disabilities that affect participation in the course should notify me if they need special accommodations in instructional format, examination format, etc.

**INCOMPLETES AND LATE ASSIGNMENTS**

A grade of “Incomplete” will be given in extenuating circumstances and in accordance with SSW and UM policy. Assignments are due in class on the day as noted
in the assignment descriptions. Please plan to have things completed on time and keep me informed if any problems arise.

CLASS ASSIGNMENTS AND GRADING

Several methods will be utilized to enhance and assess your learning and progress toward the course objectives. These methods will include participation, papers, case presentations, and group presentations. The assignments are described below. Grading for the course will be done on a contractual basis. Essentially, for a grade of “B” 2 assignments will be required, for a grade of “A” 4 assignments will be expected. This contract approach to grading will be described in more detail in class.

Participation is critical in this course due to the interpersonal practice focus of the course material. Participation in discussions, case consultations, exercises, and role plays is essential to effectively learn the material in the course.

Case Consultation

I will provide a case consultation sheet outline that when filled out will provide a 1 to 2 page sheet of information to the class. One the day of your consultation you will describe the child/adolescent and family and the work you have done with them so far to the class. Then lead a discussion of the case in order to receive input and suggestions from the class as if they were your treatment team members in an agency setting.

To preserve client confidentiality, please disguise your case material, by using pseudonyms for all family members, omitting or changing specific geographical information and avoiding mention of details which identify clients.

Students who do not have child or adolescent clients can discuss alternative “clients” with me. This option is open only to those students who do not have child or adolescent clients in his or her field placement.

Assessment and Treatment Plan Paper

This paper should include a biopsychosocial assessment, development of clinical hypotheses, and treatment plan for a child or adolescent and his or her family. Ideally, the client you choose for your case consultation will be the same client for this paper so you can expand the case consultation outline and utilize the input and suggestions you receive in the consultation to enhance your assessment and treatment plan.

Your assessment and treatment plan paper should include the sections in the following outline:

1) Start with a biopsychosocial assessment which includes presenting problem, child and family circumstances, psychosocial history, relevant developmental information, attempted solutions/treatment history, medical issues, etc.

2) Describe one or a few “critical incidents” which enabled you to come to a clearer understanding of the case. Be concrete, specific and detailed in your
presentation of the clinical material. (Selecting material from process recordings of interviews is a very appropriate way to present critical incidents.)

3) Discuss your hypotheses or formulations derived from thinking about this material. These clinical hypotheses should make an explicit connection between current symptoms/problems, contextual factors, and family dynamics, psychosocial history, developmental factors, and other significant factors which help explain the development of the client’s difficulties.

4) Present and discuss an intervention plan which emerged from your assessment process, including goals for both the child/adolescent and family, and intervention strategies to achieve those goals.

5) Present ongoing assessment questions and concerns about the client that you plan to continue to monitor and assess and discuss in supervision. This can include

**Teach a Technique**

Choose a practice technique or skill and prepare a 3-4 page handout detailing that technique. This should be technique for use in interpersonal practice with children and adolescents, in individual, group or family work. The handout should be pragmatic and practice focused. Address who to use this technique with, when to use it, and most of all how. Also, provide a couple references for those who would like to learn more. Give concrete examples of what to say or what to do. You then will give this handout to the class and make a 10 minute presentation about the technique.

**Group Presentation**

Groups may include 2 to 5 class members. Groups should choose a proven intervention model for a specific child/adolescent population, problem, or setting. Presentations should be 20 to 40 minutes depending on the number of group members. Each presentation should include an overview of the intervention model and a handout detailing the intervention and information to locate further readings or information about the intervention. Presentations can include PowerPoint, group exercises, role plays, discussions, case examples, etc. Be creative and present the material in an interesting and engaging manner.

**Emerging Child/Adolescent Practice Model Paper**

In this paper I want you to describe your emerging practice model for interpersonal practice with children and adolescents. Describe your theoretical orientation, practice approaches, skills and techniques that you have incorporated into your practice emerging practice model, and describe when and why you might use these various approaches, skills and techniques.
TOPICAL COURSE OUTLINE

NO CLASS ON MEMORIAL DAY - MAY 30TH

NO CLASS ON INDEPENDENCE DAY: MONDAY, JULY 4TH

TOPIC: COURSE INTRODUCTION, SOCIAL WORK VALUES AND ETHICS IN PRACTICE WITH CHILDREN AND ADOLESCENTS, CASE CONSULTATION - MAY 9TH

TOPIC: INTERVIEWING CHILDREN AND ADOLESCENTS – MAY 16TH

Readings
Social Work Practice with Children: Chapter 2 & 3

Interviewing Children and Adolescents: Chapters 1 & 2


TOPIC: INTERACTION GUIDANCE – MAY 23RD

Guest Presenter: Susan C. McDonough, Ph.D.

Clinical Work With Infants and Toddlers and their Families.

Readings


Social Work Practice with Children: Chapter 1

TOPICS: ASSESSMENT AND TREATMENT PLANNING – JUNE 6TH

Readings
Social Work Practice with Children: Chapters 4 & 5
Interviewing Children and Adolescents: Chapters 3 & 10

**TOPIC: PLAY AND STORYTELLING THERAPY**

Readings

Social Work Practice with Children: Chapter 7

Interviewing Children and Adolescents: Chapters 5 & 6


**TOPICS: PARENTING AND FAMILY THERAPY**

Readings

Social Work Practice with Children: Chapters 6

Interviewing Children and Adolescents: Chapters 9


**TOPIC: TRAUMA, FOCUS ON ASSESSING ABUSE AND NEGLECT**

Readings

Guest Speaker: Kathleen Faller, Ph.D.

Social Work Practice with Children: Chapter 13 & 14

Interviewing Children and Adolescents: Chapter 17 pages 358 to 365

Readings from guest speaker

**TOPIC: ATTACHMENT - THEORY, PROBLEMS, AND PRACTICE APPROACHES**

Readings

Social Work Practice with Children: Chapter 10
Seminar readings

**TOPIC: ADHD**

**Readings**
*Social Work Practice with Children*: Pages 214 – 232

Seminar readings

**TOPIC: GROUP WORK WITH CHILDREN AND ADOLESCENTS, FOCUS ON ADVENTURE THERAPY – JULY 11TH**

Guest Speaker: Tony Alvarez, M.S.W.

**Readings**
*Social Work Practice with Children*: Chapter 8

Seminar readings

*Readings from guest speaker on Adventure Therapy*

**TOPIC: DSM-IV DIAGNOSES, FOCUS ON ANXIETY DISORDERS AND CBT**

Guest Speaker: Dan Fischer, M.S.W.

**Readings**
*Interviewing Children and Adolescents*: Chapters 11, 16, 17, 25

*Readings from guest speaker on Cognitive Behavior Therapy*

**TOPIC: TOKEN ECONOMY, BEHAVIOR MODIFICATION**

Readings to be determined

**TOPIC: LAST CLASS SESSION, COURSE WRAP-UP AND TERMINATION – AUGUST 1ST**