PRACTICE FOCUSED SEMINAR IN CHILD WELFARE: Course 730
Second term; WINTER 2006

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This seminar was developed as part of a specialized curriculum in child welfare. It is a requirement for Child Welfare Fellows and open to other students. The course is focused on direct practice skills for working with maltreated children and their families.

This half of the seminar will meet for 3 hours per week (from 2:10-5:00pm), with a short break mid-class. It will be graded Satisfactory, Marginal, and Unsatisfactory. Students wishing to take it for one term can negotiate with the instructors. Students receive a Y grade (which means the course continues beyond the end of the term) at the end of the first term and an S,M,U grade at the end of the Winter term.

The first term provides an orientation to working in the field of child maltreatment and focus on case assessment procedures. The second term covers programs used with children and families with problems of child maltreatment and treatment issues and techniques for child maltreatment. It is taught by Laura Sanders, M.S.W., A.C.S.W. Case discussions, illustrative case examples, and experiential learning will be an integral part of the course.

COURSE REQUIREMENTS

1. Students must attend class. Since this is a practice seminar, much of the learning is experiential and requires attendance. Reading and assignments have been reduced based on this primary expectation. This means attendance is crucial to understanding the content of the course. Students should make class attendance a priority. **When class must be missed, the student must have a valid excuse, and this must be negotiated with the instructor prior to the class session missed. Three unexcused absences will automatically result in a grade of marginal.**

2. Do the reading before class and be prepared to discuss it. This will not be a great burden because there will not be extensive reading. There is a coursepak and handouts and one book assigned for winter term. The book is, *Trauma and Recovery*, by Judith Herman, MD. There are currently copies at Common Language Book Store on Forth Avenue in Braun Court. The coursepak is at Kolossos.
3. During the second term students will complete a case-based assignment. You should let your field placements know that this will be one of your class assignments when you decide on your placement. If you take this class, it is important that you have a placement that will allow you to videotape. Those students in unusual situations in which they have no clients can negotiate with the instructor an alternative assignment.

4. The course project:

   Please start planning your project early. Students tend to delay because they are fearful of videotaping their work. If your project is late, you will forfeit a detailed critique from the instructor, which defeats the goal of the project to give you useful feedback. Projects must be turned in, at the latest, by the end of Winter term.

   The project includes a video clip of your work as well as a written psychosocial assessment to detail the case, and a review of your treatment interventions and progress. Material covered in the course, either first or second term, should be applied to the case you choose for your course project, and of course, a list of resources and references should be included. Additional intervention-related knowledge can also be used. Both written case material and videotaped work with children, their parents, families, groups or adult survivors are expected. The suggested format for the written psychosocial assessment is as follows:

   **Psychosocial Assessment**

   1. Case background – your placement, how the case came to you
   2. Presenting problem: A brief paragraph stating the main issues
   3. Initial clinical impressions: What you noticed in the first few sessions
   4. Relevant family history: Including developmental history, family changes and issues, intergenerational issues
   5. Abuse or neglect-specific issues and history
   6. Heath, substance abuse, economic, legal, and or cultural issues effecting the client
   7. Summary of Treatment issues
   8. Recommendations: How can the client be served by the exiting social services system

   Write this assessment as if it were for your agency or to be used in court. Use clinical language to the best of your ability, not an informal story-telling style.

   **Treatment and Videotape write-up**

   1. Treatment interventions tried to address goals
   2. Results of interventions tried
   3. Explanation of video sample
   4. Self-critique of video sample
   5. Questions you have for the instructor about your work
   6. List of references including readings and class notes
Cases will be at different stages by the time the course project is due, and the particulars of the case should determine how much and what sort of material is presented in your interventions. You may videotape either assessment or treatment material for this project. Select a portion of the tape to be reviewed. Do not expect the instructor to review hours of videotape. Rather select a fifteen- to twenty-minute segment to be reviewed. There is no expectation that this be perfect work. Show the instructor the part that is most difficult for you. Critique your own work. Be adventuresome. Remember you are only being graded S,M,U. So far no one has U-ed this course.

COURSE OBJECTIVES

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

1. Understand the roles and responsibilities of social workers practicing in child welfare, including mandatory reporting of child maltreatment, multidisciplinary approaches to child maltreatment, assessment, case management, and therapeutic roles, as well as statutory requirements related to case management within the child welfare system.

2. Recognize the consequences of the involuntary nature of the client’s relationship with them as services providers, of the impact of economic, racial, ethnic, gender, and other differences on their relationships with clients, and of the effect of their personal experiences on their practice in child welfare.

3. Demonstrate beginning ability to conduct individual and family assessments related to child welfare, including determining the likelihood of child maltreatment, evaluating parent child attachment, evaluating overall functioning of clients, setting appropriate treatment goals, and making case management plans.

4. Demonstrate beginning mastery of intervention and treatment skills. Students will know how to intervene at a range of levels, such as individual, family, environmental, and system. They will develop beginning mastery of appropriate treatment approaches, derived from different conceptual frameworks, for example ego psychological, cognitive behavioral, trauma focused, and family systems. In using these approaches, they will know how to take into account differences based on age, class, culture, ethnicity, race, religion, physical and mental ability, sexual orientation, national origin, and gender.

5. Demonstrate beginning ability to evaluate intervention and treatment and revise interventions based upon evaluations. They will also be able to critically evaluate the effectiveness and appropriateness of specific child welfare programs and interventions for particular client populations.

RELATIONSHIP OF THE COURSE TO FOUR CURRICULAR THEMES

- Multiculturalism and Diversity will be addressed by teaching students sensitivity, respect, and competence when working with clients where there are racial, cultural, ethnic, class, religious, gender, or nationality differences. Case examples will highlight how differences and being poor and involuntary affect the therapeutic relationship and the success of interventions.
• **Social Justice and Social Change** will be addressed by teaching students that children are at a fundamental disadvantage in systems that are controlled by adults. The child welfare system is not necessarily designed to first address the needs of clients, but may be constructed to be convenient for professionals. In addition, the economically disadvantaged and racial minorities are differentially responded to by the child welfare system. Hence, students will learn that an appropriate role for social workers in the child welfare system is often that of advocate.

• **Promotion, Prevention, Treatment, and Rehabilitation.** The full spectrum of interventions in child welfare will be taught in this course. Major emphasis will be placed on prevention of child maltreatment, through early intervention and through treating the effects of child maltreatment so that they do not repeat themselves in the next generation. Similarly, students will learn that philosophically, if not in reality, child welfare intervention aims to promote child well-being and to prevent child maltreatment.

• **Behavioral and Social Science Research** that relates to child welfare will be at the center of the material taught in this course. Empirically based practice will be taught, which necessarily implies reliance on social science knowledge.

**RELATIONSHIP OF THE COURSE TO SOCIAL WORK ETHICS AND VALUES**

Issues of values and ethics will be an inherent part of this course. Students will learn that the child welfare field requires stalwart social workers who will put issues of the child’s best interest first, even though the stance may at times be unpopular. In addition ethics as they relate to mandated reporting, client confidentiality, and decisions about who the client is (child, parent, family) will be addressed.

Below is a basic schedule of course content. The instructor reserves the right to change and adjust it as the course unfolds slightly differently each term.

**Jan. 11 Session 1**
Course requirements and plan for the class  
Discussion of class projects from past years

Power and Control Theory:  control vs. equality cycles,  
The seven coercive methods of control

Reading: Herman, Chapters 1-3  
Coursepak: Examples of course projects  
Power and Control Theory, Attachment Theory, Diagnostic Criterion, PTSD, Borderline, Dissociative Disorder
**Jan. 18**

**Session 2**
Attachment in the therapeutic relationship  
Posttraumatic Stress Disorder  
Phases of Recovery from Child Sexual Abuse and Other Childhood Trauma: Building Relationships and Creating Safety

Exercise: Pain and Strength Beads

Reading:  
Herman, Chapters 4 and 5  
Coursepak: Berliner and Conte, "Effects of Disclosure and Intervention on Sexually Abuses Children". Notes on Herman.

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**Jan. 25**

**Session 3**
Phases of Recovery from Child Sexual Abuse and other Childhood Trauma: Repressed Disclosure  
Honoring survival skills and Relieving Self-Blame  
Introduction to Expressive Disclosure, Remembering and Mourning

Exercise: Pain and Strength Beads

Reading: Herman, chapters 6 and 7  
Coursepak: Gil, Eliana, “Structured Processing of Trauma”, from Abused Adolescents

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**Feb. 1**

**Session 4**
Phases of Recovery from Child Sexual Abuse and Other Childhood Trauma:  
Expressive Phase: expression vs. containment, Remembering and Mourning  
Introduction to Inner Child Concepts  
Video: Joni  
Case example: "Miss Prissy", "The Hated One"

Reading: Herman, Chapters 8 and 9  
Coursepak: Sanders, "Methods to connect with the child self"

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**Feb. 8**

**Session 5**
Phases of Recovery from Child Sexual Abuse and Other Childhood Trauma:  
Continue Expressive Phases, Remembering and Mourning  
Continue Inner Child Concepts  
Exercise: Experiential

Reading: Herman, Chapter 10
Feb. 15  
**Session 6**  
Phases of Recovery from Child Sexual Abuse and Other Childhood Trauma:  
Reconnection  
Management  
Empowerment  
Building support  
Termination  

Reading: Herman, Chapter 11

Feb 22  
**Session 7**  
Group Treatment  
Child victims  
teen victims  
adult survivors  
Option Center Multi-modal, multi-need program  
Video: Options Center Children's Group  

Readings: coursepak: read whole section on group treatment  
Sturkie, "Group Treatment with Sexually Abused Children"  
McGain, McKinzey, "Efficacy of Group Treatment with Sexually Abused Girls",  
Mellor and Storer, Support Groups for Children in Alternate Care: A Largely Untapped Resource.

March 1  
Spring Break - Have fun!! Don’t think about child abuse!!

March 8  
**Session 8**  
Family Therapy with Abused Children  
Case examples: Lisa confronts her offender  
Amy and Pat  
Exercise: role-play  

Readings: Coursepak: Sanders, "Treatment Continuums  
Faller, 1988, chapter 11 and 12  
Cohen and Mannarino, "A Treatment Model for Sexually Abused Preschoolers";  

March 15  
**Session 9 (possible guest speaker)**  
Intensive, Home-based Services and other programs  

Reading: Whitaker, Kinney and Tracy, chapter 5  
Evaluation of Michigan Families First Program: Executive Summary  
Finding Common Ground
March 22  **Session 10**  
Cognitive and Behavioral Interventions with Abusive Families  
Behavioral Approaches  
Solution Focuses Therapy: Adaptation to Child Maltreatment  

Video: Insoo Kim Berg  
Exercise: Role-play  


Mar. 29  **Session 11**  
Play Therapy with Abused and Neglected Children  
the combination of directive and non-directive techniques  
Case example: Jimmy  

Videos: “Bad Babies”  
Gill, "Essentials of Play Therapy with Abused Children"  
Theraplay: Attachment treatment  


April 5  **Session 12**  
Adult Survivors of Sexual Abuse Presentation  

Reading: coursepak: continue reading articles in the section entitled: Intervention Strategies in Common Use with Maltreated Families and Cognitive/Behavioral Approaches
April 12: **Session 13**  
Treatment with juvenile offenders  
Models of juvenile offenders  
Use of creative interventions and group treatment  

Video: Adolescent offenders group  

Reading:  
Ryan & Lane, Integrating Theory and Method, Kahn, Selections from Pathways: A guided workbook for youth beginning treatment  

April 19 **Session 14**  
Offender treatment  
Why offenders sexually abuse  
Implications for treatment  

Guest speaker: possibility  

Video: Men who molest  

Reading: "A causal model for explaining child sexual abuse"  
Wilson, "Sexual fantasy questionnaire", Nelson & Jackson, Chap. 14, Hall, Chapter 17, Hildebran & Pithers, Chapter 21, Pithers & Cumming, Chapter 35  

April 19 **FINAL PROJECTS DUE!!**  

It takes me a while to get through all these critiques. I try to view them in the order they are received. **Please turn your project into me in a large envelope with your name, email and phone number on the envelope.** If you will be out of town, leave me a self-addressed envelope so that I can send you your project. If you are still on campus, I will call you when your project is completed, and I will leave it at Family Assessment Clinic, to the left of the staff mailboxes. If you want to check on my progress with your assignment, call me.