Course Description

This course will examine practice theories and techniques for working directly with children, adolescents, and their caretakers. This course will emphasize evidence-based interventions that address diverse groups of children or adolescents within their social contexts (e.g., peer group, school, family, neighborhood). Special attention will be given to issues of diversity as it relates to building therapeutic relationships and intervening with children, adolescents and their families. The interaction between environmental risk factors, protective factors, promotive and developmental factors as they contribute to coping, resiliency, and disorder, as well as how these might vary by child or adolescent diversity factors, such as race, ethnicity, disadvantage, gender, sexual orientation, sexual identity and culture will also be covered.

Course Content

This course will present prevention, treatment, and rehabilitation models appropriate to interpersonal practice with children, youth and their families in a variety of contexts. Content will focus on the early phases of intervention, including barriers to engagement that may result from client-worker differences, involuntary participation on the part of the child, youth, or family, and factors external to the client-worker relationship, such as policy or institutional decisions that may influence or shape the therapeutic relationship. Since the intervention strategies taught in this course rely significantly on the social worker as a critical component of the change process, attention will be paid to the understanding of self as an instrument in the change process. A variety of evidence-based interventions for engaging children, youth, and their families (or other caretaking adults such as foster parents) will be presented. Assessment content will emphasize client and caretaker strengths and resources as well as risks to child or youth well-being that may result from internal or external vulnerabilities caused by trauma, deprivation, discrimination, separation and loss, developmental disability, and physical and mental illness. Particular attention will be paid to cultural, social, and economic factors that influence client functioning or the worker's ability to accurately assess the child, youth, or family. These assessments include attention to life-threatening problems such as addictions, suicidal ideation, and interpersonal violence.

Content on intervention planning will assist students in selecting interventions which are matched with client problems across diverse populations, cultural backgrounds, socio-political contexts, and available resources. These interventions will be based on a thorough assessment, appropriate to the child's or adolescent's situation, and sensitive to and compatible with the child/adolescent's and family's expressed needs, goals, circumstances, values, and beliefs.
Summary descriptions of developmental stages (i.e. infancy, toddlerhood, preschool age, school age, and adolescence) will be presented in terms of developmental characteristics and milestones, salient developmental challenges, and themes such as self-esteem and the development of peer relationships. Helping parents or other caretaking adults to understand the child's or youth's issues or behavior in developmental terms will also be discussed.

A range of evidence-based intervention approaches will be presented such as cognitive behavioral therapy, behavioral therapy, and parent management training. Promising practices for children and adolescents across child serving settings will also be reviewed. The use of play therapy in working with young children and children who have been traumatized will be explored. Since work with children and youth almost always requires multiple intervention modalities, attention will be given to creating effective intervention plans through the integration of different modalities. Those intervention methods that have been empirically demonstrated to be effective will be given particular emphasis. Methods for monitoring and evaluating interventions will also be discussed and demonstrated in this course.

Course Objectives

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

- Understand and address the impact of diversity (including ability, age, class, color, culture, ethnicity, family structure, gender (including gender identity and gender expression), marital status, national origin, race, religion or spirituality, sex, and sexual orientation) of children, adolescents and their families and the social worker on practice process and outcomes.
- Describe and apply a number of assessment procedures (e.g. direct observation of or interviews with the client, parent or caretaker, and collateral contacts with teachers, caseworkers, or other professionals) that identify internal and external risk protective and promotive factors that may affect children and adolescents.
- Describe the primary developmental tasks and characteristics of childhood and adolescence as they relate to the selection and implementation of developmentally and culturally appropriate techniques for engaging and treating children and adolescents.
- Identify the ways in which continuity or disruption in primary care relationships may impact children, adolescents, and the therapeutic relationship.
- Engage in an assessment process that includes gathering information on the risk, protective and promotive factors at the intrapersonal, family, peer group, school and neighborhood levels in order to formulate and understanding of the child/adolescent's presenting problems and circumstances.
- Implement evidence-based prevention and intervention strategies (e.g. cognitive behavioral interventions, parent management training) that are compatible with child/adolescent and family or caretaker goals, needs, circumstances, culture, and values.
- Develop intervention skills in working with children, adolescents and their families.
- Monitor and evaluate interventions with regard to: effectiveness, sensitivity to diversity factors; impact of child/adolescent' and families' social identities on their experience of power and privilege; and appropriateness of the intervention to specific child/adolescent needs resulting from conditions such as maltreatment, deprivation, disability, and substance abuse.
Course Design and Format

Class format will include lecture, discussion, case analysis, skills development sessions and viewing of videotapes. Written assignments will integrate theory, evidence-based research, and case analysis, and when possible, the student's practicum work. There will be two examinations of short essay format, one at mid-term and one at the final session. The examinations will integrate theory, direct practice strategies and practicum experience, research and case analysis. Students are expected to attend all classes and participate in class activities and discussions. Excessive absence will result in the lowering of the students’ grade.

Course Requirements and Grading

- Mid-term examination (June 15th) 30%
- Final examination (July 20th) 30%
- In-class clinical case presentation 10%
- Clinical Case Intervention/Practice Literature Paper (June 29th) 20%
- Class participation: Attendance, participation in class discussions, and clinical role plays 10%

Mid-term and Final Examinations (June 15th and July 20th)

These examinations will be short-answer, and short-essay type. The examinations will cover the contents of the lectures for the course. An examination review will be completed in the session prior to both the mid-term and final examination dates. The mid-term will cover material from the first half of the course and the final will cover material from the second half of the course.

In-Class Clinical Case Presentation (weekly by assignment)

Each week 2-3 clinical case presentations will be given by selected students as assigned. Presentations will be approximately 10-15 minutes long with clinical case discussion to follow each case for approximately another 15-20 minutes. Case presentations should follow the following format:

1. Brief case description: presenting problem/concern, any critical issues, relevant histories (social, family, medical, psych, education)
2. Summary of your clinical formulation or impressions.
3. Interventions used or treatment plan goals
4. What is your clinical question or learning outcome from this case

Clinical Case Intervention/Practice Literature Paper (Due: June 29th)

Select a clinical case you have worked with in your field placement. If you do not have a clinical case you may select or topic that focuses on a particular problem area of children/youth, preferably one not discussed in class (i.e., eating disorders, substance abuse, sexual offenders, etc…).

Conduct an extensive review of the intervention/practice research literature of this specialized problem area using treatment manuals if available, peer-reviewed journal articles and selected documents or books. These sources should be current, published within the last ten years.

For the paper, integrate the findings from your review under the following themes:

- Provide a concise clinical description of the case. This includes a description of the presenting problem, briefly what is known about the nature, prevalence, etiology of the identified problem, and impact on child/youth/family functioning. Special emphasis on multicultural, privilege,
oppression, diversity and social justice issues should be in this section (approximately 2-3 pages) 20%

- Discuss your clinical decision making on how you developed an intervention plan for this case, with particular emphasis on how you collaborated with the client and family in developing this plan and making adjustments along the way if needed (approximately 2-3 pages) 20%.
- Describe in detail the intervention you used and how this relates to the current intervention practices/research for this problem, including any manualized treatments if they are available (approximately 4-5 pages) 40%.
- Provide a critical evaluation of your intervention as it compares to this practice/research literature, addressing strengths and limitations of each (approximately 2 pages) 20%.

Papers should be 10-12 pages in length and be in APA format for references. Please do not use long direct quotations from sources, as you will be marked down for this. Please reference other’s work as appropriate. Papers are to be typed, 12-font, double-spaced, 1-inch margins, proofread, and include references of the practice literature.

*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.

Attendance is a requirement. Your grade will be affected negatively if you miss any classes without communication with the instructor.

**Theme Relation to Multiculturalism & Diversity:** Multiculturalism and Diversity will be addressed through discussion of child/adolescent/family-worker differences and power/privilege differentials based on ability, age, class, color, culture, ethnicity, family structure, gender (including gender identity and gender expression), marital status, national origin, race, religion or spirituality, sex, and sexual orientation. Case examples of intervention and readings will reflect this theme.

**Theme Relation to Social Justice:** Social Justice and Social Change will be addressed through discussion of differences between problems responsive to interpersonal practice interventions and those which result from poverty, discrimination, and disenfranchisement, requiring systemic as well as individual interventions. Case advocacy for disadvantaged, deprived, victimized and underserved or inappropriately served children and adolescents and their families will also be emphasized.

**Theme Relation to Promotion, Prevention, Treatment & Rehabilitation:** Promotion, Prevention, Treatment, and Rehabilitation will be addressed through discussion of risk, protective and promotive factors across the child/adolescent's multiple contexts. Discussions will also emphasize intervention theories and techniques that support the child's or adolescents' developmental potentials.

**Theme Relation to Behavioral and Social Science Research:** Behavioral and Social Science Research will be addressed in relationship to the selection, monitoring, and evaluation of assessment and intervention methods with specific emphasis on evidence-based interventions in the areas of developmental psychopathology, attachment, risk, resiliency and coping, trauma, and maltreatment. Students will develop advanced skills necessary to implement evidence-based interventions and critically evaluate intervention theories and approaches used with child and adolescent populations.
**Relationship to SW Ethics and Values:** Social work ethics and values in regard to confidentiality, self-determination, and respect for cultural and religious differences are particularly important when working with children and youth. Social workers working with children and adolescents often need to make critical intervention decisions which may have to balance risks to the child's or adolescent's safety or emotional well-being with their need for ongoing connection to their families and communities. This course will cover the complexities of ethical dilemmas as they relate to work with child and adolescent populations and the ways that the professional Code of Ethics may be used to guide and resolve value and ethical issues.

**Intensive Focus on Privilege, Oppression, Diversity and Social Justice (PODS):** This course integrates PODS content with a special emphasis on the identification of theories, practice and/or policies that promote social justice, illuminate injustices and are consistent with scientific and professional knowledge. Through the use of a variety of instructional methods, this course will support students developing a vision of social justice, learn to recognize and reduce mechanisms that support oppression and injustice, work toward social justice processes, apply intersectionality and intercultural frameworks and strengthen critical consciousness, self knowledge and self awareness to facilitate PODS learning.

**Topics and Required Reading Assignments**

**TEXT:**

**TREATMENT MANUALS:**


Additional readings will be available on CTools at course site INTP 625 002 SS10.
A. Psychosocial Assessment and Use of Evidenced Based Interventions (May 11th)


B. Cognitive-Behavioral Interventions for Anxiety and Depression (May 18th)


C. Cognitive-Behavioral Interventions for Anxiety and Depression (May 25th)


D. Cognitive-Behavioral Interventions for OCD and Post-Traumatic Stress Disorder (June 1st)


E. Suicide Assessment and Motivational Interviewing, and exam review (June 8th)


F. Mid-Term Examination and clinical case presentations (June 15th)
G. Interpersonal Psychotherapy for adolescents with Depression (June 22\textsuperscript{nd})


H. Parent Training/Behavior Management (June 29\textsuperscript{th})


I. Parent Training/Behavior Management continued (July 6\textsuperscript{th})


J. Social Skills Training for Developmental Disorders (July 13\textsuperscript{th})


K. Final Exam (July 20\textsuperscript{th})