PRACTICE FOCUSED SEMINAR IN CHILD WELFARE
WINTER 2002

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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 seminar meets for two or two and a half hours a week over two terms, Fall and Winter, for a total of three hours credit. It will be graded Satisfactory, Marginal, Unsatisfactory. Students wishing to take it for one term can negotiate with the instructor. Students receive a Y grade (which means the course continues beyond the end of the term) at the end of the first term and a 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 will be 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. Time spent attending this class is greater by one third than in other courses for the number of credit hours. However, there is a compensatory decrease in reading and written work. 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. 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 Ulrichs.
3. During the first term, there will be no written assignment, but during the second 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. In fact some have been known to delay until the end of their last term. This defeats the goal of the project, which is to give you useful feedback. This year projects must be turned in, at the latest, by the end of Winter term. In extraordinary circumstances, the instructor may accept later projects but the students will then forfeit the detailed critique and feedback from the instructor.

Material covered in the course, either first or second term, should be applied to the case you choose for your course project. However, additional intervention-related knowledge can also be used. Both written case material and videotaped work with children, their parents, or families are expected. The suggested format for the written narrative is as follows:

1. case background
2. assessment findings
3. treatment issues
4. intervention strategies planned/carried out
5. results/critique of the intervention, and of your videotaped sample

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 on 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 instructors to review hours of videotape. Rather select a fifteen minute to half hour segment to be reviewed. There is no expectation that this be perfect work. Critiques of your therapy are encouraged. Be adventuresome. Remember you are only being graded S,M,U. So far no one has U-ed this course.

Jan. 9    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
Attachment in the Therapeutic Relationship.

Exercise: Pain and Strength Beads

Reading: Herman, Chapters 1-3
Coursepak: Examples of course projects
Jan. 16  Session 2
Attachment in the therapeutic relationship
Posttraumatic Stress Disorder
Building Relationships and Creating Safety
Repressed/Initial Disclosures

Exercise: Pain and Strength Beads

Reading: DSMIV, Posttraumatic Stress Disorder
Herman, Chapters 4 and 5
Coursepak: Berliner and Conte, "Effects of Disclosure and Intervention on Sexually Abused Children".

Jan. 23  Session 3
Phases of Recovery from Child Sexual Abuse and other Childhood Trauma:
Honoring survival skills and Relieving Self-Blame
Introduction to Expressive Disclosure

Video: Joni

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

Jan. 30  Session 4
Phases of Recovery from Child Sexual Abuse and Other Childhood Trauma:
Expressive Phase: expression vs. containment
Introduction to Inner Child Concepts

Case example: "Miss Prissy", "The Hated One"
Exercise: Experiential

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

Feb. 6  Session 5
Phases of Recovery from Child Sexual Abuse and Other Childhood Trauma:
Continue Expressive Phases
Continue Inner Child Concepts

Case examples: JOC, Tim: expression though play

Reading: Herman, Chapter 10
Feb. 13  Session 6
Phases of Recovery from Child Sexual Abuse and Other Childhood Trauma:
Management
Empowerment
Building support
Termination

Reading: Herman, Chapter 11

Feb 20    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, McKinziey, "Efficacy of Group Treatment with Sexually Abused Girls",
Mellor and Storer, Support Groups for Children in Alternate Care: A Largely
Untapped Resource.

Week of Feb 27th – Spring Break!!

Mar. 6    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"

Hand out: Wiehe, Vernon R., "Understanding Sibling Abuse", chapter
6,"Distinguishing Abusive Behavior from Normal Behavior", chapter 8

March 13    Session 9
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
Mar 20  Session 10
Cognitive and Behavioral Interventions with Abusive Families
Behavioral Approaches
Solution Focuses Therapy: Adaptation to Child Maltreatment

Video: Insoo Kim Berg


Mar. 27  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"

April 3rd  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 10  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 17  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 17  FINAL PROJECTS DUE!!