SW 625: INTERPERSONAL PRACTICE WITH CHILDREN AND YOUTH

Winter ‘02
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COURSE DESCRIPTION
This course will examine practice theories and techniques for working with children, adolescents, and their parents. This course will provide grounding in the following perspectives: attachment/transactional theory, child and adolescent development, and parenthood, including ethnic/cultural variations in child rearing practices. The interaction between environmental risk factors, protective factors, and developmental factors as they contribute to coping, resiliency, and disorder will also be covered. Major clinical concepts including assessment, treatment planning, work with parents, and developmentally appropriate engagement and intervention techniques will be addressed. This course will be organized in terms of the sequence of development and will cover clinical issues and treatment approaches relevant to each developmental stage.

COURSE OBJECTIVES
Upon completion of the course, students will be able to:
1. 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 and protective factors that may affect children and youth.
2. Describe the primary developmental tasks and characteristics of childhood and adolescence as they relate to the selection and implementation of developmentally appropriate techniques for engaging and treating children and youth.
3. Identify the ways in which continuity or disruption in primary care relationships may impact children, adolescents, and the therapeutic relationship.
4. Conduct and write up an assessment that includes information on the child’s physical, emotional, and cognitive development, temperament, relationship history, and performance as the basis for formulating an understanding of the child’s presenting problems and circumstances.
5. Implement research supported prevention and intervention strategies (e.g. play therapy and parent training) that are compatible with client and family or caretaker goals, needs, circumstances, and values.

6. Monitor and evaluate interventions with regard to: effectiveness, sensitivity to client-worker differences, impact of clients’ and families’ social identities (i.e., race/ethnicity, gender, social class, sexual orientation, religion) on their experience of power and privilege, and appropriateness of the intervention to specific client needs resulting from conditions such as maltreatment, deprivation, disability, and substance abuse.

REQUIRED READING

Selected Readings (To be discussed in class)

RECOMMENDED READING


ADDITIONAL REFERENCES
In addition to the assigned and recommended texts, assorted articles and social work texts may be placed on reserve in the Social Work library. They will be designated ON RESERVE and can only be obtained from the librarian.

PERIODICALS
As social work professionals interested in children and youth issues, you should familiarize yourself with the following journals:

*Child Abuse and Neglect*
*Child and Adolescent Social Work Journal*
*Child and Family Behavior*
*Child Development*
*Child: Health, Care and Development*
*Child Psychiatry and Human Development*
*Child Study Journal*
*Child Welfare*
*Children and Youth Care Forum*
*Children and Youth Services*
*Children’s Health Care Journal*
*Children Today*
Early Child Research Quarterly  
Families in Society: Journal of Contemporary Human Services  
Health and Social Work  
Journal of Abnormal Child Psychology  
Journal of the American Academy of Child and Adolescent Psychiatry  
Journal of Child and Adolescent Group Therapy  
Journal of Child and Youth Care  
Journal of Child Psychology and Psychiatry and Allied Disciplines  
Journal of Clinical Child Psychology  
Journal of Marital and Family Therapy

COURSE REQUIREMENTS

(1) Attend each session: absences may lower your grade since some material considered essential to achieving the objectives of the course will only be presented in class. In addition, class discussions and participation in exercises are considered an important part of your learning experience (5% of the grade)

(2) Identifying Childhood Problems (5% of grade - Due January 14)

(3) Groundwork Assignment (Details to be discussed in class) (15% of grade):
   (a) Child observation (and summary/application of a developmental theory) (Due January 28)
   (b) Identify age-related risk and protective factors (Due February 18)

(3) Developmental History (Due March 11 - 25% of grade)

(4) Clinical Assessment (Due March 25 - 25% of grade)

(5) Treatment Plan (Due April 14 - 25% of grade)

UNITES OF STUDY: SUMMARY

Week 1 (January 7) Introduction
Week 2 (January 14) Developmental Theories and Diagnoses
Week 3 (January 21) ***MLK, Jr. Day of Celebration***
Week 4 (January 28) Values, ethics and issues of diversity in clinical practice
Week 5 (February 4) Practice Theories and Assessment: Implications for Intervening
Week 6 (February 11) Children in the family context
Week 7 (February 18) Infants and toddlers: Development and treatment issues ***Spring Break***
Week 8 (February 25)
Week 9 (March 4) Pre-school children
Week 10 (March 11) Children and the middle years
Week 11 (March 18) Adolescence
Week 12 (March 25) Special Issues: Children and divorce
Week 13 (April 1) Special Issues: Children and out-of-home care
Week 14 (April 7) Monitoring and Evaluation
Week 15 (April 14) Prevention

UNITES OF STUDY

Week 1 (January 7) Introduction
Boyd Webb  Chapter 1: Children’s Problems and Needs; Chapter 2: Necessary background for helping children
Optional:
Davies:
  Chapter 2: Risk and protective factors: The child, family and community
  Chapter 3: Analysis of risk and protective factors: Practice application

**Week 2 (January 14) Developmental Theories and Diagnosis**
Boyd Webb  Chapter 3: Building relationships with all relevant systems; Chapter 4: The biopsychosocial assessment of the child
(Ortega Handout)

**Week 3 (January 21)**  ***MLK, Jr. Day of Celebration***

**Week 4 (January 28) Values, ethics and issues of diversity in clinical practice**
Boyd Webb:  Review Chapter 1: Children’s Problems and Needs and Chapter 2: Necessary background for treating children. Also, review the following issues discussed in Boyd Webb: ethical conflicts (pp. 189,243,244,276 and 277); custody disputes (pp. 242-244), for school social worker (pp. 189, 190) and in working with substance-abusing families (276, 277).
Optional:
Gibson, et al:  Chapter 1: A conceptual framework for the psychological assessment and treatment of minority youth; Chapter 11: Multicultural perspective on two clinical cases

VIDEO (TBA)

**Week 5 (February 4) Practice Theories and Assessment: Implications for Intervening**
Boyd Webb  (Review) Chapter 4: The biopsychosocial assessment of the child; Chapter 5: Contracting, Planning Interventions, and Tracking Progress
Optional:
Lukas:  Chapter 5: How to conduct the first interview with the child; Chapter 6: How to take a developmental history


**Week 6 (February 11) Children in the family context**
Boyd Webb Chapter 6: Working with the family; Chapter 11: Children in non-traditional families; Chapter 13: Children in substance-disordered families

**Week 7 (February 18) Infants and toddlers: Development and treatment issues**
Boyd Webb (Review) Chapter 5: Contracting, planning interventions and tracking progress; Chapter 7: One on one with the child;
Optional:
Davies: Part II: Introduction: A developmental lens on childhood; Chapter 4; Infant Development; Chapter 6: Practice with Toddlers

VIDEOS: (1) *News about Newborns*; (2) *Cooing, crying and cuddling: Infant brain development*

**Week 8 (February 25) *** Spring Break ***

**Week 9 (March 4) Pre-school children**
Boyd Webb: Chapter 12: Children in Families Affected by Illness and Death
Davies: Chapter 8: Preschool Development; Chapter 9: Practice in Preschool

VIDEO: *Growing minds: Cognitive development in early childhood*

**Week 10 (March 11) Children and the middle years**
Boyd Webb: Chapter 8: Group work with children; Chapter 9: School based interventions

VIDEOS: (1) *How hard can this be?* and (2) *The Doctor is In: Attention Deficit Hyperactivity Disorder*

Optional:
Davies: Chapter 10: Middle childhood development; Chapter 11; Practice with school-age children

**Week 11 (March 18) Adolescence**
Gibbs et al. Chapter 6: African American Adolescents (by J.T. Gibbs); Chapter 8: Puerto Rican Adolescents (by Inclan and Herron); Chapter 10: Biracial Adolescents (by J.T Gibbs)

Optional:

**Week 12 (March 25) Special Issues: Children and divorce**
Boyd Webb: Chapter 14: Child victims and witnesses of family violence
Optional: 
(TBA)

**Week 13 (April 1) Special Issues: Children and out-of-home care**
Boyd Webb Chapter 10: Children in out of home placements; (Review) Chapter 13: Children in substance-disordered families;
Optional: 
(TBA)

**Week 14 (April 7) Prevention**
Boyd Webb Chapter 15: A changing world’s impact on practice with and for children
Optional: 
(TBA)

**Week 15 (April 14): Summary / Wrap up**