I. COURSE DESCRIPTION

This course deals with practice theories and techniques for working with children and adolescents. The course will provide grounding in the attachment/transactional, developmental, psychodynamic, and ethnic/cultural perspectives. Also discussed will be the environmental risk factors, protective factors, and developmental factors as they contribute to coping, resiliency, and disorder. Additionally, major clinical concepts including: assessment, treatment planning, treatment process, intervention techniques and work with parents will be addressed.

The aims of the course are to deepen the student's clinical understanding and skills; to teach the usefulness of a developmental perspective; and to increase the student's knowledge of normal development and psychopathology in childhood and adolescence.

Each session may consist of lectures, case presentations, discussions, videos, and guest speakers.

II. COURSE OBJECTIVES

Upon completion of the course, students will be able to:
1. Describe the primary tasks and characteristics of each developmental stage as they relate to issues involved in working with children and adolescents.
2. Describe and apply a number of evaluation procedures including direct observation of the child, play interviews, developmentally appropriate interviews with adolescents, parent/family interviews, and collateral interviews with teachers, caseworkers and other professionals.
3. Identify developmentally appropriate techniques for engaging and treating children and adolescents.
4. Assess the balance of risk and protective factors for a child or adolescent, utilizing concepts of stress, resiliency, coping mechanisms, and developmental level.
5. Collect information on the child's/adolescent’s physical, emotional, and cognitive development for the purpose of developing a biopsychosocial history. Such a framework will be helpful for the purpose of assessment and as a basis for formulating an understanding of the child’s presenting problems and circumstances.
6. Develop intervention plans relevant to the needs of children, adolescents and parents (including sensitivity to developmental level, gender, race, ethnicity, social class, sexual orientation and special abilities).
7. Discuss how methods of assessment and intervention may be affected by issues in the treatment relationship (including the impact of race, ethnicity, gender, social class, sexual orientation), and by special issues presented by the client.
III. 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 and class discussions.

- **Social Justice and Social Change** will be addressed through discussion of differences between problems responsive to interpersonal practice interventions and problems, e.g., poverty, discrimination, requiring systemic as well as individual interventions. Advocacy for disadvantaged, victimized, and inappropriately served children, youth and their families will also be addressed.

- **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 the child or adolescent’s developmental potentials, will also be discussed.

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

IV. RELATIONSHIP OF THE COURSE TO SOCIAL WORK ETHICS AND VALUES

Discussions will explore social work ethics and values regarding confidentiality, self-determination, and respect for cultural and religious differences 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 Code of Ethics can guide our thinking and decision-making.

V. TEXT AND REQUIRED MATERIALS

Students are expected to complete each week’s reading assignments before class and are encouraged to do additional related reading on their own. Readings may or may not be directly covered during class sessions.

**Required Texts:** (Available at Bookstores.)

3. Handouts—to be distributed in class.

**Additional Reading Resources:**

3. NASW Standards for School Social Work Services. Single copies are available free from NASW Distribution Center, P.O. Box 431, Annapolis JCT, MD 20701; 1-800-227-3590; on the Internet—www.naswdc.org/PRAC/standards/school.htm
6. DSM IV: The Diagnostic and Statistical manual of Mental Disorders, 4th Ed.

VI. PERFORMANCE CRITERIA

The evaluation of each student’s achievement of knowledge and skills will be evaluated as follows:

1. Participation/Attendance/Group Project 15%
2. Structured Interaction 15%
3. Two “Menu Selections” 35% each
ALL WRITTEN ASSIGNMENTS:  
It is expected that all assignments will be completed in a thorough and professional manner, i.e., correct grammar, spelling, punctuation. All papers are to be typed with double spacing, one-inch margins, and a standard 12-point font. Use APA style for references. Cover sheet will follow sample at end of syllabus. Assignments, with excessive writing errors, or with any aspect of the assignment not performed, will be graded down. Late papers are generally not accepted.

PARTICIPATION/ATTENDANCE:  (15% of grade) Students are expected to attend all scheduled sessions, arrive on time, remain throughout class, and actively participate—failure to do so will result in a lowering of course grade. If students find that they must miss class periods, they are required to contact the instructor.

STRUCTURED INTERACTION:  (15% of grade) To increase everyone’s “bag of tricks”, students will be required to write up and distribute to their classmates an intervention that may use in working with children and adolescents. To avoid replication, students must use a strategy that has not been previously distributed. This assignment shall be no more that 2 pages and will be due on the date the student has “sign up”. Paper should be structured in the following manner:
- Cover page—for instructor’s copy only; example at end of syllabus
- Title: name of the activity and resource information
- Appropriate Setting, e.g., individual, family, group sessions
- Appropriate age of client
- Materials needed, e.g., crayons, handout
- Goal of the interaction
- Description of activity, i.e., written so that someone could replicate the activity based on the directions
- Possible means of resistance

MENU SELECTIONS:  (70% of grade; 35% each) Two “Menu Selection” are required. One is due October 17; one, November 21. “Menu Selections’ options are listed at the end of this syllabus. The assignment should be 3-4 pages in length, stapled together (no folders please), and have a cover sheet (example at end of syllabus). Grading will be based on:
- Demonstrated ability to appropriately gather relevant data,
- Quality of understanding of clinical issues,
- Scholarship, clarity of expression,
- Completion of all aspects of the assignment.

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 that identify clients.

VII. ORGANIZATION OF THE COURSE
There are 14 sessions for this course. Each session may consist of presentations, discussions, videos, and guest speakers. It is expected that the learner is an active participant.
## VIII. COURSE OUTLINE

<table>
<thead>
<tr>
<th>Session</th>
<th>Date</th>
<th>Topic/Reading(s)</th>
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<tbody>
<tr>
<td>1.</td>
<td>9/5</td>
<td>Introduction and Overview</td>
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<tr>
<td>2.</td>
<td>9/12</td>
<td>Developmental Theories, Risk Assessment: Read: Davies: Preface; intro (part I), pp. 3-12; chapters 1-2</td>
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<td>3.</td>
<td>9/19</td>
<td>Assessment, Diagnosis, Treatment Planning Read: Davies: Chapter 3; intro (part II), pp. 111-116</td>
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<td>4.</td>
<td>9/26</td>
<td>Techniques VIDEO</td>
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<td>5.</td>
<td>10/3</td>
<td>Guest Speaker: Infants &amp; Toddlers Read: Davies: Chapters 4,6,7 VIDEO</td>
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<td>6.</td>
<td>10/10</td>
<td>Child in the Family Context Read: Davies: Chapters 1 (review), 4, 5 MID YEAR FEEDBACK</td>
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<td>7.</td>
<td>10/17</td>
<td>Preschoolers Read: Davies: Chapters 8-9 VIDEO MENU SELECTION DUE</td>
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<td>8.</td>
<td>10/24</td>
<td>Guest: Play Therapy: Connie Supan PhD VIDEO</td>
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<td>9.</td>
<td>10/31</td>
<td>Middle Childhood/Schools Read: Davies: Chapters 10-11</td>
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<td>10.</td>
<td>11/7</td>
<td>Adolescents Read: Steiner: Introduction, Chapter 1, 4-7 (?2,9,3,8)</td>
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<td>11.</td>
<td>11/14</td>
<td>Group Work</td>
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<td>Session</td>
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<td>12.</td>
<td>11/21</td>
<td>Violence</td>
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<td><strong>MENU SELECTION DUE</strong></td>
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<tr>
<td>13.</td>
<td>11/28</td>
<td>NO CLASS: Thanksgiving Holiday</td>
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<tr>
<td>14.</td>
<td>12/5</td>
<td>Accountability /Ethics/Closure</td>
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<td>read: Davies Chapter 12; NASW Code of Ethics</td>
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Menu I Selection

Due to the variety of background, interests, and learning styles, I have decided to create a menu in which you can individualize your own recipe for success. Two “Menu Selections” are required. **One is due October 17; the second, November 21.** Papers are 3-4 pages in length and follow the criteria stated in the course syllabus. LATE PAPERS ARE NOT ACCEPTED.

Use cases from your practicum to complete this assignment and, if possible, use two different cases. 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 that identify clients.

1. **Analyze a Process Recording:** Utilizing a process recording from your field placement, go back and really delve into it. What important information is the client presenting to you in terms of defenses, risk factors, critical incidents, etc? What transference or counter-transference issues emerged? What is the theme presented? Did you direct the interview or let it flow? Why? (Attach your process recording.)

2. **Brainstorm presenting problems.** To get you “outside the box”, take a presenting problem and discuss at least four hypotheses that are initial gut impression for diagnosis. Why did you select these? Back up your thinking process. What type of information might you need to check out your hypothesis?

3. **Write a biopsychosocial history** including a section on precipitant for referral and the presenting problem. It should also include information on the client’s physical, emotional, and cognitive development. Such a framework will be helpful for the purpose of assessment and as a basis for formulating an understanding of the child’s presenting problems and circumstances.

4. **Develop a clinical hypothesis.** The clinical hypothesis should make an explicit connection between current symptoms, ego functions (especially defenses) or modes of relating and past experiences and/or developmental factors. It also takes into account developmental, psychodynamic and family/interactional issues. Use specific examples from your client. (This Menu selection is much more in depth than #2.)

5. **Assess the balance of risk and protective factors** for a child or adolescent, utilizing concepts of stress, resiliency, coping mechanisms, and developmental level. Discuss how this will impact your therapeutic relationship, treatment and prognosis. Use specific examples.

6. **Formulate a Treatment Plan.** The plan should be relevant to the needs of children, adolescents and parents (including sensitivity to developmental level, gender, race, ethnicity, social class, sexual orientation and special abilities). What are the treatment goals? Indicate your rationale for choosing the approach(s) you did. If relevant, describe components of the treatment plan which involve case management, as an adjunct or alternative to clinical work, such as referral for other services, coordination with other professionals, etc. If multiple systems, e.g., foster care, juvenile court, medical personnel, school personnel, day care, are involved with the client, discuss your plans for interacting with these other parties and indicate any need you see to advocate on behalf of your client with these systems and individuals.
7. **Discuss “critical incident(s)”**. Critical incidences occur which crystallize the clinician’s understanding of a case. It may take various forms: a repeated play sequence, the reporting of an important memory, a fantasy or dream, an observed interaction between child and parent(s), a particular transference (or counter-transference) response, a style of resistance, some information about traumatic/stressful event(s) in the client's history, etc. What makes such an incident "critical" is that it enables the clinician to reach a clearer understanding of the client's experience, circumstances and internal psychological processes. From this understanding, clinical hypotheses can be generated and interventions can be planned.

8. **Describe the treatment relationship.** Discuss any transference and counter-transference issues that appear to be emerging. If relevant, describe any racial/ethnic/class elements to the relationship. Assess the client/family’s motivation for treatment by discussing his/her/their strengths and weaknesses and the circumstances that may promote or impede successful intervention. Describe your feelings regarding the prognosis for successful intervention and analyze the reasons for your point of view.

9. **Other**—obtain written approved by instructor.
Sample Cover Page
For all written assignments

Menu Selection
On
# of the Menu selection and Title
e.g. "#1 Analyze a Process Recording"

Your name
SW 625
Fall 2002
Date
COMPLETE AND TURN INTO INSTRUCTOR

DATE: ________________________________

COURSE: _____________________________ TERM: ______________________________

NAME: ___________________________________________________________________

EMAIL ADDRESS (print clearly): ____________________________________________

PLACEMENT/WK PHONE: _________________ HOME PHONE: _____________________

PLACEMENT/JOB: ________________________________________________________

CHECK ONE: ____1st yr; ____2nd yr; ____Advanced standing