1. 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.

2. Course Content:

This course will present prevention, treatment, and rehabilitation models appropriate to interpersonal practice with children and youth 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 methods 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.

Content on treatment planning will assist students in selecting interventions which are based on a thorough assessment, appropriate to the child’s or youth’s situation, and sensitive to and compatible with the client’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. This information will form the background for discussions and case examples which illustrate the relationship between development and behavior, including communication and relational capacities and the necessity of selecting developmentally appropriate intervention techniques (e.g. the use of displacement techniques, such as play or drawing, with preschool children). Most frequently these techniques have as their goal the reduction of psychological distress and the improvement of individual functioning and interpersonal relations. 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 intervention approaches will be presented such as individual play therapy, family therapy, conjoint treatment of parents and children, cognitive behavioral interventions, group work, parent training, and parent guidance. 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 which 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.

3. 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.

4. Course Design:
The instructor will select required and recommended readings. Class format will include lecture, discussion, case analysis, in class role plays, skill development sessions and viewing of videotapes. Written assignments will integrate theory, research, and case analysis, and when possible, the student’s practicum work.
5. Relationship of the Course to Four Curricular Themes:

- **Multiculturalism and Diversity** will be addressed through discussion of client-worker differences and power/privilege differentials based on culture, ethnicity, race, gender, and social class. Case examples of intervention and readings will reflect this theme.
- **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. Advocacy for disadvantaged, deprived, victimized and underserved or inappropriately served children and youth and their families will also be emphasized.
- **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. Discussions will also emphasize intervention theories and techniques which support the child’s or adolescent’s developmental potentials.
- **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 current research in the areas of developmental psychopathology, attachment, risk, resiliency and coping, trauma, and maltreatment. Students will develop skills necessary to critically evaluate intervention theories and approaches used with child and youth populations.

6. Relationship of the Course to Social Work 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 youth populations and the ways that the professional Code of Ethics may be used to guide and resolve value and ethical issues.

**Course Required Textbook and Readings:**

**Required Textbook:**

**Recommended Textbooks:**
**Required and Recommended Readings:**

- Required readings for this course are on electronic reserve on the School of Social Work Library website at:  http://www.lib.umich.edu/socwork/eresw04.html

Students are expected to have completed the readings prior to the class session in which the readings will be discussed. Students will be asked to share reflections from the readings in the class session.

**Course Requirements and Grading:**

**Assignment #1:** Social Work Clinical Assessment and Intervention Plan  
(Due: March 29, 2004)  40% of Final Grade

**Assignment #2:** Developing Your Social Work Intervention Resource Portfolio  
(Due: Feb. 2, March 1 and March 15, 2004)  30% of the Final Grade

**Assignment #3:** Develop a Therapeutic Toolbox with Empirically Supported Treatment Modules  
(Due: April 19, 2004)  30% of the Final Grade

Grades are earned by successfully completing the work on the assignments and by attending and participating in class.

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<tr>
<th>Grade</th>
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<tr>
<td>A+</td>
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**Please note:**

If you need or desire and accommodation for a disability, I encourage you to contact me at your earliest convenience. Many aspects of this course, the assignments, the in-class activities, and the way that I teach can be modified to facilitate your participation and progress through the semester. The earlier that you make me aware of your needs, the more effectively we will be able to use the resources available, such as the services for Students with Disabilities, the Adaptive Technology Computing Site and the like. If you do decide to disclose your disability, I will (to the extent permitted by law) treat the information as private and confidential.

Incompletes are not granted unless it can be demonstrated that it would be unfair to hold the student to the normal limits of the course. The student must formally request an incomplete with the instructor prior to the final week of classes.

All assignments are to be completed by the date due. Exceptions will need the permission of the instructor. At least one letter grade will be deducted for late submission of assignments.

Students are to use APA format style in their citation and referencing in written assignments. Assignments will be considered unacceptable and returned for revision with a late penalty if:

- APA format style is not used correctly
- the assignment has not been developed in accordance with the guidelines
• if the assignment does not provide appropriate attribution of authorship for paraphrases or ideas acquired from another source or appropriate citations, included page numbers for direct quotes.

Class attendance is important because lectures, role-plays and discussion will focus on the details of how to practice. Frequent absences are not acceptable and will result in a lowering of the course grade. If you are unable to attend class, please call (734-936-4799) or email me at mruffolo@umich.edu in advance. Class sessions will involve skill development sessions using the clinical suite for role-plays and video-taping exercises.

The official course tools site for this course is located at: https://ctng.ummu.umich.edu/ctng
Assignment #1: Social Work Clinical Assessment and Prevention/Intervention Plan
(Due: March 29, 2004)  40% of Final Grade

Choose a child or adolescent (and family) with whom you have begun to work or a group of children/adolescents which would benefit from a prevention intervention. Write a clinical assessment report and an evidence-based prevention/intervention plan on this child or adolescent or for a group of children/adolescents. Protect the confidentiality of your client system. Please disguise your case material, by using pseudonyms for all family members, omitting or changing specific geographical information and avoiding mention of details which identify clients.

Section I: Develop the written clinical assessment report addressing the following areas:
- Presenting Issues/Measurable Symptoms
- Relevant Biopsychosocial History (include developmental issues)
- Identification and Discussion of Protective and Risk Factors (child, family, community)
- Parent and Family Evaluation
- Formulate a clinical hypothesis (or hypotheses) and clinical diagnosis (if appropriate).
(maximum 3 pages, single spaced with breaks between paragraphs, should be professionally written for inclusion in a child’s record)

Section II: Develop an evidence-based prevention/intervention plan:
- The prevention/intervention plan needs to include goals, objectives and interventions linked to each objective identified.
- Discuss the rationale for the selection of the prevention/intervention goals. Indicate how these intervention goals reflect client and family system strengths based on diversity factors.
- Address the evidence-based practice interventions that are guiding your plan development. Link this discussion to the practice literature and research on evidence based models relevant to this clinical situation. You must mention and cite at least 5 references that empirically describe the problem you are working on; at least 3 references from the practice intervention literature that demonstrate empirical efficacy for the intervention that you are selecting. Attach the articles cited with the paper.
- Develop the clinical/prevention evaluation plan that you will use to monitor change and determine if the intervention is working.
(approximately 5 pages, single spaced with breaks between paragraphs, use APA style citation/referencing format)

Section III: Appendix,

In the Appendix, include the assessment and intervention tools used to help you in developing this plan, such as, a genogram, eco-map, child behavior checklist, depression instruments and other assessment forms. Also include any evaluation tools that you will use.

Section IV: Reflection

In this section, critically reflect on how your process of clinical engagement, assessment, intervention, and evaluation was influenced by issues of diversity, privilege, oppression and social justice.
(maximum 2 pages, single spaced with breaks between paragraphs)
Assignment #2: Developing Your Intervention Resource Portfolio

30% of the Final Grade

This intervention resource portfolio development assignment involves developing resources/tools for your work with diverse children and adolescents and their families. You will engage in exploring current child and adolescent literature, videos, games, music and television shows in order to develop resources for your clinical work. You need to develop 3 resource tools from your exploration of these popular mediums that can be used in clinical practice.

For each resource tool you develop, follow these steps:

1. To begin developing each resource tool, identify a problem for which a child or adolescent may be referred for clinical intervention or prevention work (e.g., separation/loss issues, anger control, bullying, self esteem problems, depression, substance misuse/abuse, gender identity).

2. Select a current book, video, game, music or television show that you think may assist you in helping a child or adolescent address a particular problem area.

3. Develop your clinical use plan for this resource for the problem identified. You may need to modify the resource by selecting only a part of a video/show, music clip, book or game based on the intervention goal that you have for using this resource.

4. Identify for what children or adolescents and under what conditions that use of this resource may be appropriate. Address diversity issues, such as, development, age, culture, race, SES status, gender, sexual orientation in determining the appropriateness for use of this tool with diverse children/adolescents and their families.

5. Use the following format for each resource tool summary:
   - Specify the Target Problem Area
   - Identify the resource that will be Used (e.g., specific book, video, music clip, game, show) and summarize the key components of this resource.
   - Indicate your target population (e.g., children under age 5, teenagers) and discuss how this resource tool can be used as an intervention aid to assist in promoting change
   - List the strengths and limitations of this resource based on addressing use of this resource with a diverse child/adolescent population.
   - Each resource tool summary should be 1-2 pages.

Submit each resource tool summary on the SW 625 Course Tools Website by the following dates:

Summary #1: Feb. 2, 2004
Summary #2: March 1, 2004
Summary #3: March 15, 2004

By submitting your resource tool summary on the course tools website, class members will be able to view your summary and you will be able to view their summaries. This will allow each of you an opportunity to add to your resource portfolio.

Each Resource Tool Summary is 10% of your Final Grade.
Assignment #3: Develop a Therapeutic Toolbox with Empirically Supported Treatment Modules

(Due: April 19, 2004)  30% of the Final Grade

The toolbox of empirically supported treatment modules will consist of two major components:
Part 1. Multi-systemic Framework for Working with Children/Adolescents and Parents
Part 2. Empirically Supported Techniques for Key Problem Areas

Part 1. Multi-systemic Framework for Working with Children/Adolescents and Parents

Using course readings and class lectures/discussion, summarize the key issues/guidelines that you need to consider in developing your social work clinical practice framework in each area:

- developmental issues in childhood and adolescents,
- working with parents and families
- working with children and adolescents with difficulties in more than one area or across systems (e.g., family, school, peer groups)
- addressing child and adolescent diversity (e.g., cultural background, language, race, gender, sexual orientation, SES status) in assessment and intervention phases of work
- ethical issues in working with children and adolescents

Part 2. Empirically Supported Techniques for Key Problem Areas

Using the course readings, summarize empirically supported techniques that can be used for the following difficulties/challenges:

- Anxiety
- Depression
- Attention-Deficit/Hyperactivity Disorder
- Bi-polar Disorder
- Oppositional Disorder
- Conduct Problems
- Aggression
- Autism
- Anorexia Nervosa
- Pediatric Obesity
- Enuresis
- Substance Misuse/Abuse
- Youth living with a Serious Emotional Disturbance
Course Schedule

Jan. 12, 2004
Using a Multi-systemic Framework for Helping Children and Adolescents
Understanding the Context for Helping Children and Adolescents (Systems of Care Philosophy and Managed Behavioral Health Care Environments)
Using Empirically Supported Approaches in Prevention and Intervention

Kazdin & Weisz Text:
Chapter 1: Introduction: Context and Background of Evidence-Based Psychotherapies for Children and Adolescents –pp. 3-20
Chapter 3: The Frontier of Evidence-Based Practice –pp. 42-59

(http://www.surgeongeneral.gov/library/mentalhealth/home.html)


Jan. 19
Martin Luther King Day
Attendance at University Symposiums

Jan. 26
Developmental Tasks and Understanding Disorders in Childhood and Adolescence
Risk, Protection and Resilience

Kazdin & Weisz Text:
Chapter 2: Developmental Issues and Considerations in Research and Practice- pp. 21-41


Feb. 2
Parents as Partners
Preparing for Intervention – Assessment Issues

Kazdin and Weisz Text:
   Chapter 4: Ethical Issues in Child and Adolescent Psychosocial Treatment Research – pp. 60-80


Feb. 9
Internalizing Disorders: Anxiety
Skill Development Session in Clinical Suite

Kazdin & Weisz Text:
   Chapter 5: Child-Focused Treatment of Anxiety – pp. 81-100
   Chapter 6: Parental Involvement in the Treatment of Anxious Children – pp. 101-119

Feb. 16
Internalizing Disorders: Depression
Skill Development Session in Clinical Suite

Kazdin & Weisz Text:
Chapter 7: Cognitive-Behavioral Group Treatment for Adolescent Depression – pp. 120-134
Chapter 8: Cognitive-Behavioral Therapy for Adolescent Depression: Comparing Efficacy, Mediation, Moderation and Effectiveness - pp. 135-147


Feb. 23
Spring Break –No Class

March 1
Internalizing Disorders: Depression
Skill Development Session in Clinical Suite

Kazdin & Weisz Text:
Chapter 9: Interpersonal Psychotherapy for Depressed Adolescents –pp. 148-164
Chapter 10: Primary and Secondary Control Enhancement Training for Youth Depression: Applying the Deployment-Focused Model of Treatment Development and Testing - pp. 165-186

March 8
Externalizing Disorders and Problems
Skill Development Session in Clinical Suite

Kazdin and Weisz Text:
Chapter 12: Parent-Child Interaction Therapy for Oppositional Children pp. 204-223
Chapter 13: The Incredible Years Parents, Teachers and Children Training Series: A Multi-faceted Treatment Approach for Young Children with Conduct Problems – pp. 224-240

March 15

Externalizing Disorders and Problems
Skill Development Session in Clinical Suite

Kazdin & Weisz Text:
Chapter 14: Problem-Solving Skills Training and Parent Management Training for Conduct Disorder – pp. 241-262
Chapter 15: Anger Control Training for Aggressive Youth – pp. 263-281
Chapter 16: Antisocial Behavior in Children and Adolescents: The Oregon Multidimensional Treatment Foster Care Model – pp. 282-300

March 22

Externalizing Disorders and Problems
Skill Development Session in Clinical Suite

Kazdin & Weisz Text:
Chapter 17: Multisystemic Treatment of Serious Clinical Problems


March 29
Special Problem Areas:
Drug Abuse
Youth Gangs
Skill Development Session in Clinical Suite


April 5
Working with Gay and Lesbian Children
Intervention in Autism
Intervention with Anorexia Nervosa
Skill Development Session in Clinical Suite

Kazdin & Weisz Text:
   - Chapter 18: Early and Intensive Behavioral Intervention with Autism- pp. 325-340
   - Chapter 19: Empirically Supported Pivotal Response Interventions for Children with Autism–pp. 341-357
   - Chapter 20: Behavioral Family Systems Therapy for Adolescents with Anorexia Nervosa


April 12
Special Applications:
Pediatric Obesity
Enuresis
Use of Brief Strategic Family Therapy and Narrative Therapy with Hispanic Youth
Skill Development Session in Clinical Suite

Kazdin & Weisz Text:
   Chapter 21: Development of Evidence-Based Treatments for Pediatric Obesity – pp. 374-388
   Chapter 22: Behavioral Treatment for Enuresis – pp. 389-406
   Chapter 23: Brief Strategic Family Therapy for Hispanic Youth – pp. 407-424
   Chapter 24: Narrative Therapy for Hispanic Children and Adolescents – pp. 425-438

April 19
Examining Your Clinical Intervention Framework
The Present and Future of Evidence-Based Psychotherapies for Children and Adolescents

Kazdin & Weisz Text: