

THE UNIVERSITY OF TENNESSEE
COLLEGE OF SOCIAL WORK

SW 534- SOCIAL WORK PRACTICE WITH CHILDREN AND ADOLESCENTS

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Spring Semester 2003
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The Honor Statement

An essential feature of The University of Tennessee, Knoxville, is a commitment to maintaining an atmosphere of intellectual integrity and academic honesty. As a student of the University, I pledge that I will neither knowingly give nor receive any inappropriate assistance in academic work, thus affirming my own personal commitment to honor and integrity. (*Hilltopics 2002*).

Code of Conduct

It is the student's responsibility to have read the College of Social Work Ethical Academic and Professional Conduct code that is in the CSW MSSW handbook. www.csw.utk.edu

If you need course adaptations or accommodations because of a documented disability or if you have emergency information to share, please contact the Office of Disability Services at 191 Hoskins Library at 974-6087. This will ensure that you are properly registered for services.

Course Description:

Examination of various treatment modalities for assessing and treating high-risk children and adolescents. This course will focus on three major facets of social work practice: problem assessment; types of intervention strategies and techniques; and methods for determining the effectiveness of interventions. The organizing framework for this course is the ecological/systems perspective.

Course Rationale:

The welfare of children has been a major concern of the social work profession from its inception. In addition, certain problems of young persons (i.e. physical and sexual abuse, substance abuse, etc.) are currently high priorities within our society.

Course Objectives:

Upon completion of this course, the student should:

- 1) Understand the social-developmental processes of children and adolescents in terms of life tasks in a complex society.
- 2) Develop an awareness of how social, economic, and cultural factors affect specific groups' functioning and the implications of these factors for social work practice.

- 3) Be able to examine, compare, and critically evaluate the utility of different models of social work practice with high risk children and adolescents.
- 4) Be knowledgeable of specific assessment procedures and techniques (i.e., scales, tests, and surveys) employed to identify problems in child and adolescent functioning and be able to utilize these procedures in developing intervention and evaluation strategies.
- 5) Be knowledgeable of specific macro and micro-level interventions and practitioner roles and tasks in social work practice with high risk children and adolescents.
- 6) Demonstrate, through the use of videos and role-plays, knowledge and understanding of selected interventions targeted at high risk children and adolescents.
- 7) Be able to apply knowledge gleaned from the literature and class discussions to practice situations.
- 8) Understand the ethical issues surrounding diagnosing/labeling of children and adolescents.

Course Requirements/Evaluation Procedures:

Lectures, class discussions, and role-plays will be utilized in this course. The instructor and students share responsibility for raising important issues and questions related to the lectures and assigned readings. *Students are expected to come to each class session ready to discuss the assigned readings for that class.* Please notify the instructor in a timely manner if circumstances interfere with class attendance or the completion of course requirements.

Mid-term exam	25%	
Class Participation	25%	(individual presentations, case discussions, role plays, etc.)
Position Paper	25%	
Group presentation	25%	

Assignment of Final Grades The final course grade will be based on the following point totals:
 A = 92 - 100 (Superior performance) B+ = 87 - 91 (Better than satisfactory performance) B = 82 - 86 (Satisfactory performance) C+ = 77 - 81 (Less than satisfactory performance) C = 70 - 76 (Performance well below the standard expected of graduate students)

Required Text:

Webb, N.B. (1996). *Social work practice with children*. New York, NY: The Guilford Press.
 Other readings are on reserve in Hodges Library.

Course Content Outline :

Week Date Topics/Readings

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|---|------|--|
| 1 | 1/16 | Course overview; student introductions; Review syllabus, assignments, grading, etc.; Discussion of student experiences and strengths. Discussion of student goals, planned speakers;, class daily schedule, student's sharing of cases, experiences. |
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- 2 1/23 An ecological-developmental framework for helping children and adolescents
Required readings:
 Webb, N.B. (1996). *Social work practice with children*. New York, NY: The Guilford Press (chapters 1, 2 & 15).
 Hartman, Ann (1995). Diagrammatic Assessment of Family Relationships. *Families In Society*, 2/95, 111-122.
 Congress, Elaine P. (1994). The Use of Culturagrams to Assess and Empower Culturally Diverse Families. *Families In Society*, 11/94.
 Tracey, E.M., & Whittaker, J.K. (1993). The social network map: Assessing Social support in clinical practice. In J.B. Rauch (Ed.), *Assessment: A sourcebook For social work practice* (pp. 295-308). Milwaukee, WI: families International.
 Eamon, M.K. (2001). The Effects of Poverty on Children's Socioemotional Development: An Ecological Systems Analysis. *Social Work*, vol. 46, no. 3, 7/01, p.256-266.
- 3 1/30 The process of helping children: The case of Barbie (video & discussion)
Required readings:
 Webb, N.B. (1996). *Social work practice with children*. New York, NY: The Guilford Press (chapter 3).
 Dungee-Anderson, Delores; Beckett, Joyce O (1995). A Process Model For Multicultural Social Work Practice. *Families In Society*, 10/95.
 Pattick, K.J. et al. (2000). Changing patterns of Psychiatric Inpatient Care for Children and Adolescents in general Hospitals 1988-1995. *American Journal of Psychiatry*. 157:8.pp 1267-1273.
- 4 2/6 The process of helping children: Biopsychosocial assessment
Required readings:
 Webb, N.B. (1996). *Social work practice with children*. New York, NY: The Guilford Press (chapter 4).
 Canino, I.A. & Spurlock, J. (1994). *Culturally diverse children and adolescents: Assessment, diagnosis, and treatment*. New York, NY: The Guilford Press (chapters 2 & 3)
 Zito, J.M. et al (2000). Trends in the Prescribing of Psychotropic Medications to Preschoolers. *The Journal of the American Medical Association*, 2000; 283; 1025-1030.
 Jenson, P. et al. (1999). Psychoactive Medication Prescribing Practices for U.S. Children: Gaps Between Research and Clinical Practice. *The Journal of the Academy of Child Psychiatry*, 38:5, 5/1999, p. 557-565.
 Jenson, P. et al. (1999). Introduction: Dimensional Scales and Diagnostic Categories: Constructing Crosswalks for Child Psychopathology Assessments. *American Academy of Child and Adolescent Psychiatry*, 2/1999, vol. 38, no. 2, p. 118-120.
 Silva, Raul R. et al. (2000). Stress and vulnerability to PTSD in Children and Adolescents. *American Journal of Psychiatry*. 157:8.pp1229-1235.
- 5 2/13 The process of helping children: Planning interventions, contracting, and tracking progress; evaluating social work interventions with children and adolescents; culturally sensitive interventions

Required readings:

Webb, N.B. (1996). *Social work practice with children*. New York, NY: The Guilford Press (chapter 5).

Canino, I.A. & Spurlock, J. (1994). *Culturally diverse children and adolescents: Assessment, diagnosis, and treatment*. New York, NY: The Guilford Press (chapter 5).

Atkins-Burnett, S. and Allen-Meaqres, P. (2000). Infants and Toddlers with Disabilities: Relationship-Based Approaches, *Social Work*, vol. 45, no. 4, 7/2000, p. 371-379.

Johnson, Sharon J. (1997). *The Therapist's Guide to Clinical Intervention: The 1-2-3's of Treatment Planning*. Academic Press: New York. Pp1-23.

Anderson, L. E. et al. (2002). The Child-Centered Social Worker and the Sexually Abused Child: Pathways to Healing. *Social Work*. Vol. 47; no. 4. Pp 368-378.

6 2/120 Working with children and adolescents within their family system

Required reading:

Webb, N.B. (1996). *Social work practice with children*. New York, NY: The Guilford Press (chapter 6).

Corcoran, Kevin. (1999). Doing family Therapy with an Acting-Out Adolescent: Applying the Empirical Clinical practice Model from *Case Studies in Social Work Practice, 2nd Edition*. Pacific Grove, CA: Brooks/Cole Publishing Co. p262-267.

Kruzich, J.M. et al. (2002). Voices of African American families: Perspectives on Residential Treatment. *Social Work*. Vol. 47; no.4. pp461-469.

7 2/27 **Mid-term Exam**

8 3/6 One-to-one work with the child: Play therapy (video)

Required readings: Webb, N.B. (1996). *Social work practice with children*. New York, NY: The Guilford Press (chapter 7).

9 3/13 One-to-one work with the adolescent: Establishing a working relationship with reluctant teens; Reality Therapy; cognitive behavioral approaches

Required readings:

From *The American School Board Journal*, 11/99. I Don't Feel Safe Here Anymore.

Polce-Lynch, M. et al. (2001). Adolescent Self-Esteem and Gender: Exploring Relation to Sexual Harassment, Body Image, Media Influence, and Emotional Expression *Journal of Youth and Adolescence*. 4/01, vol. 30, p. 225-240.

Blythe, B.J. (1999). Evaluating the Treatment of a Sexually Assaulted Child from *Case Studies in Social Work Practice, 2nd Edition*. Pacific Grove, CA: Brooks/Cole Publishing Co. p287-292.

Proctor, Curtis D. and Groze, Victor K. (1994). Risk factors for Suicide Among Gay, Lesbian, and Bisexual Youth. *Social Work*. Vol. 39; no. 5. pp504-513.

Spring Break 3/20

10 3/27 Group work with children and adolescents;

Required readings:

Webb, N.B. (1996). *Social work practice with children*. New York, NY: The Guilford Press (chapter 8).

Dupper, D.R. (1998). An alternative to suspension for middle school youths with behavior problems. Findings from a "school survival" group. *Research on Social Work Practice*, 8, 354-366.

Lecroy, C.W. (1999). A Social Skills Group For Children from *Case Studies in Social Work Practice, 2nd Edition*. Pacific Grove, CA: Brooks/Cole Publishing Co. p198-205.

Lee, J..A.B. and Berman-Rossis,T.(1999). Empowering Adolescent Girls in Foster Care: A Short-Term Group Record from *Case Studies in Social Work Practice, 2nd Edition*. Pacific Grove, CA: Brooks/Cole Publishing Co. p269-284.

Lecroy, C.W., Daley,J., and Leybas, V.G. (1999). Girls Together: A Social Skills Training Program for Early Adolescent Girls from *Case Studies in Social Work Practice, 2nd Edition*. Pacific Grove, CA: Brooks/Cole Publishing Co. p183-192.

11 4/3 **Position papers are due.**

Evaluation of micro-level interventions

Required readings:

Hodges, V.G. & Blythe, B.J. (1995). Evaluating social work practice with children and adolescents (pp. 213-240). In P. Allen-Meares, *Social work with children and adolescents*. White Plains, NY: Longman Publishers.

Vitiello, B. et al. (1999). Integrating Science and Ethics in Child and Adolescent Psychiatry Research. *Biological Psychiatry*, 1999;46:1044-1049.

12 4/10 School-based social work interventions; evaluation of macro-level interventions

Required readings:

Webb, N.B. (1996). *Social work practice with children*. New York, NY: The Guilford Press (chapter 9)

Dupper, D.R. (1999). The 'state of the art' in preventing school violence and substance abuse: A review of principles and exemplary programs. *School Social Work Journal*, 23, 49-59.

Kopels, S. & Dupper, D.R. (1999). School-based peer sexual harassment. *Child Welfare*, 78, 435-460.

Dupper, David R. (2003). *School Social work: Skills and Interventions for Effective practice*. John Wiley and sons, Inc. : new York. Chapter 4 (p. 67-85) and Chapter 5 (p. 87-108).

Richman, J.M., Rosenfeld, L. B., and Bowen, G.L. (1998). Social Support for Adolescents at Risk of School Failure. *Social Work*, vol. 43, no. 4, 7/98, p. 309-323.

13 4/17 **Group presentations**

Windle, Michael. (2002). Alcohol Use Among Adolescents. *The Prevention Researcher*. Vol. 9; no. 3. Pp2-3.

Mason, Alex W. and Windle, Michael. (2002). Family, religious, School, and Peer Influences on Adolescent Alcohol Use. *The Prevention Researcher*. Vol. 9; no. 3. pp. 6-7

Werch, C.H. et al. (2002). A brief Alcohol Preventive Intervention for Student Athletes. *The Prevention Researcher*. Vol. 9; no. 3. pp. 8-9.

Stewart Kathryn. (2002). Preventing Underage Alcohol assess. Policy and Enforcement. *The Prevention Researcher*. Vol. 9; no. 3. pp. 10-12.

Perry, Cheryl. L. et al. (2002). Community Action to reduce high School Adolescent Alcohol Use. *The Prevention Researcher*. Vol. 9; no. 3. pp. 13-14.

14 4/24 **Group presentations**

Barkley, Russell A. (1998). ADHD (chapter 2) in *Treatment of Childhood Disorders*, Ed. Mash, Eric J. and Barkley, Russell A. The Guilford Press: New York. Pp. 55-110.

McMahon, Robert J. and Wells, Karen, C. (1998). Conduct problems (chapter 3) in *Treatment of Childhood Disorders*, Ed. Mash, Eric J. and Barkley, Russell A. The Guilford Press: New York. Pp. 111-207.

Position Paper

Each student will write a position paper on a topic of importance in social work practice with children and/or adolescents. Maximum points will be awarded to students who write papers that incorporate content from their textbook, class lectures and discussions, and other relevant sources.

Each position paper must contain the following sections and be labeled appropriately:

- 1) a review of the professional literature on this topic (a minimum of five recent references)
- 2) an interview with a social work practitioner on this topic
- 3) a discussion of what you have learned or relearned about this topic as a result of completing sections 1 & 2 of this assignment
- 4) a discussion of both the personal and professional implications of what you have learned about this topic (e.g. how will your practice with children/adolescents be impacted as a result of this assignment?)

Just a few possible paper topics:

What are the advantages and disadvantages of a “specialist” approach v. an “advanced generalist” approach in social work practice with children/adolescents (e.g. should specially trained practitioners carry out lobbying/advocacy efforts while family practitioners work with family units, and child specialists work with individual children?)

What are the advantages and disadvantages of using the DSM in assessing children and adolescents? Based on this assessment, what is your position on this issue?

What issues are involved in maintaining professional boundaries in social work practice with children and adolescents?

What are some ethical dilemmas facing social workers who intervene with children/adolescents?

What are common ethical dilemmas found in social work practice with children and adolescents and how should a social worker handle conflicts between his/her personal values/beliefs and professional ethics?

Conduct and oppositional behavior found and children and adolescents

Attention problems in children and adolescents

Depression in children and adolescents

Anxiety in children and adolescents

Papers must be typed, and double-spaced. Papers should be approximately 8 pages including references (12 point font size). Please number your pages. Please do not use a cellophane binder!

Paper topics should be discussed with instructor. Be sure to do a topic search before selecting your subject to ensure quantity and quality of research available. Please read these instructions carefully and ask questions if needed.

This paper is due at the beginning of class on 4/3

Group Presentation

Students will select one of the following topics and develop and deliver a group presentation on that topic. Each group will have 30-45 minutes for their presentation (including time for questions and answers). *Each group will prepare an annotated bibliography of readings used to prepare their presentation as well as a paper and give one copy of these to all students in class.*

All presentations will be scheduled on 4-17 and 4-24.

The following are topics for group presentation:

- social work practice with children and adolescents in out-of-home placements
- social work practice with children and adolescents in nontraditional families
- social work practice with children and adolescents from families affected by illness and death
- social work practice with children and adolescents from families where substances are abused
- social work practice with children and adolescents who are victims of family violence (domestic violence, emotional and physical abuse)
- social work practice with children and adolescents who are exposed to community and/or gang violence
- social work practice with children and adolescents who have been sexually abused

Each group presentation and paper must address the following:

1) Description

Briefly describe the problem/disorder and the prevalence of this problem/disorder. Describe specific treatment issues/needs of this at-risk population. For example, which social/emotional, economic, educational, medical, family, community, societal, etc...issues/needs must be addressed by social workers in planning their interventions with these children/adolescents/families?

2) Review of Interventions & Effectiveness Studies

Provide a comprehensive overview of interventions designed to address the issues/needs discussed above. To what extent do these interventions address each of the identified issues/needs of this at-risk population of children/adolescents? What gaps currently exist? What “works”? Have any of these interventions for this at-risk population been empirically tested for their effectiveness? If so, what were the findings of these studies?

3) Critique/Analysis

Provide your own critique/analysis of the current “state of the art” in interventions with this at-risk group of children/adolescents. For example, to what extent do these interventions reflect the values and ethics of the social work profession (e.g. does it take into account diversity issues)? What do you view as the major strengths and major limitations of the current “state of the art” interventions with this at-risk group of children/adolescents? What gaps currently exist?

