

THE UNIVERSITY OF TENNESSEE
COLLEGE OF SOCIAL WORK

SW 534: Social Work Interventions with Children and Adolescents
Spring Semester 2003

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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 College of Social Work MSSW Handbook (www.csw.utk.edu).

The Honor Statement

An essential feature of The University of Tennessee 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)

Disability

If you need course adaptations or accommodations because of a documented disability or if you have emergency information to share, please contact the University of Tennessee Office of Disability Services at (865)974-6087. This will ensure that you are properly registered for services.

Course Description

The course is an advanced elective that examines various modalities for assessing and intervening with children and adolescents. The course focuses on three major facets of social work practice; problem assessment; types of intervention strategies and techniques; and methods for determining the effectiveness of interventions with children and adolescents. 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. Social workers must be knowledgeable about and skilled in clinical social work practice with children and adolescents, particularly those from high-risk and vulnerable groups.

Course Objectives

By completion of this course, the student is expected to be able to demonstrate (through course activities, assignments and/or exams):

1. An understanding of the social-developmental processes of children and adolescents in terms of life tasks in a complex society.
2. An understanding of how social, economic, and cultural factors affect the functioning of specific groups and the implications of these potential risk and protective factors for social work practice.
3. An ability to examine, compare, and critically evaluate different models of social work practice with children and adolescents.
4. Knowledge 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. Knowledge of specific macro and micro-level interventions and practitioner roles and tasks in social work practice with children and adolescents.
6. The use of selected interventions targeted at children and adolescents through the use of videos and role-plays.
7. Application of knowledge gleaned from the literature and class discussions to practice situations.
8. An understanding of the ethical issues surrounding diagnosing/labeling of children and adolescents.

Textbooks

Meeks, J. and Bernet, W., The Fragile Alliance, 5th Edition, (2001), Krieger Publishing Co., Malabar, Florida.

Straus, M. and Donnelly, D., Beating the Devil Out of Them: Corporal Punishment in American Families and its Effects on Children, (2001), Transaction Publishers, New Brunswick, New Jersey.

Suggested Readings

American Psychiatric Association, Diagnostic and Statistical Manual of Mental Disorders-Revised 4th Edition, 1994, Washington, DC.

Carter, B. & McGoldrick, M. (1980). The changing family life cycle: A framework for family therapy, 2nd ed. Gardner Press, New York.

Garbarino, J., Kostelny, K. & Dubrow, N. (1984), No place to be a child: Growing up in a war zone. Lexington Books, Lexington, Massachusetts.

Karr-Morse, R. & Wiley, M. (1997). Ghosts from the nursery: Tracing the roots of violence. Atlantic Monthly Press, New York.

Garbarino, J., Bubrow, N., Kostelny, K. & Pardo, C. (1992). *Children in danger: Coping with the consequences of community violence*. Jossey-Bass Publishers, San Francisco, California.

National Institute of Mental Health, (2001). *Blueprint for change: Research on child and adolescent mental health*. Washington, DC. (available online at www.nimh.nih.gov/child/blueprint.cfm or by calling (301) 443-4513)

Steiner, H., and Ylom, I., *Treating Adolescents*, (1996), Jossey-Bass Publishers, San Francisco, California.

Treatment for Abused and Neglected Children: Infancy to Age 18, User Manual Series
U.S. Department of Health and Human Services-Available through the Clearinghouse on Child and Neglect Information (Free), P.O. Box 1182, Washington, DC, 20013,
(703) 385-7565.

Grading

The grading for the course will be based on the following:

Group Project-30%

Final Exam-30%

Annotative Bibliographies 30%

Attendance and Participation 10%

Tentative Course Schedule

January 14, 2003- Introduction, discuss syllabus, discuss group projects.

January 21, 2003-Ethical issues in working with Children and Adolescents (Meeks & Bernet, Introduction, Ch. #1; Steiner, Ch. #1) Group Assignments for Project.

January 28, 2003- Clinical Assessment of Children and Adolescents (Meeks & Bernet, Ch. 2-4).

February 4, 2003- Theoretical Orientations/ Corporal Punishment (Meek & Bernet, Ch. 5-8; Straus, Ch. 1-4).

February 11, 2003- Alcohol and Drug Issues in Children and Adolescents (Meeks & Bernet, Ch. 17).

February 18, 2003- Affective Disorders in Children and Adolescents (Meeks and Bernet, Ch. 11; *Steiner, Ch. 4*), **Annotative Bibs. Due.**

February 25, 2003- Behavioral Problems and Anxiety in Children and Adolescents (Meeks & Bernet, Ch. 13).

March 4, 2003- Issues of Abuse and Neglect (Straus, Ch. 6; Meeks & Bernet, Ch. 14).

March 11, 2003- Systemic Issues Related to Child and Adolescent Distress (Straus, Ch. 7& 9; Meeks & Bernet, Ch. 15).

March 25, 2003- Major Mental Disorder of Children and Adolescents (Meeks & Bernet, Ch. 16; Straus, Ch. 5).

April 1, 2003- Sexual Issues in Adolescents (Straus, Ch. 8; Meeks & Bernet, Ch. 13)
Projects Due, Review for Final.

April 8, 2003- Group, Individual and Family Therapy (Straus Ch. 10-12; Meeks & Bernet, Ch. 5-8).

April 15, 2003- Final Exam.

*Schedule subject to change in order to accommodate specific class needs. Additional reading assignments may be included.