

**THE UNIVERSITY OF TENNESSEE
COLLEGE OF SOCIAL WORK**

SW 534- SOCIAL WORK PRACTICE WITH CHILDREN AND ADOLESCENTS

Course Outline
Spring 2004

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Spring Semester 2004
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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	100 points(25%)
Class Participation	100 points(25%) (individual presentations, case discussions, role plays, etc.)
Position Paper	100 points(25%)
Group presentation	100 points(25%)

Students are expected to attend every class session. *Given the importance of class attendance and participation, missing more than one class will likely place an "A" grade out of reach.* It is essential that students notify the instructor in a timely manner if circumstances interfere with class attendance or the completion of course assignments.

Assignment of Final Grades

The final course grade will be based on the following:

A = 376-400 points (Superior performance, exceeds expectations)
B+ = 348-375 points (Better than satisfactory performance)
B = 328-347 points (Satisfactory performance, meets expectations)
C+ = 308-327 points (Less than satisfactory performance)
C = 280-307 points (Performance well below the standard expected of graduate students)

Paper Grading criteria:

- Did the writer appropriately label and discuss each section of his/her paper?
- Did the writer clearly state the purpose of the paper? Did he/she achieve that purpose?
- Did the writer provide a thoughtful analysis of this topic by integrating relevant information?
- Did the writer use concrete examples to clarify and support his/her points?
- Did the writer get his/her point across in a straightforward and direct manner? Does one point flow to the next point? Is the writing jargon-free and readable? Is the writing style explicit and succinct? Is it brief and "to the point"? Can it be pared down? Are there glaring grammatical

errors? [note: If I have to read a sentence more than twice in order to understand it, points will be deducted]

- * Did the writer present clear and appropriate organizational skills?
- * Did the writer use current, relevant, as well as seminal references?
- * Did the writer display creative and critical thinking?
- * Did the writer cover all major ideas about this topic?
- * Did the writer discuss what writer stated would be addressed?
- * Did Does the writer come to any conclusions based upon the research and reading undertaken?

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 | 1/15 | 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. |
| 2 | 1/22 | An ecological-developmental framework for helping children and adolescents
<i>Required readings:</i>
Webb, N.B. (1996). <i>Social work practice with children</i> . New York, NY: The Guilford Press (chapters 1, 2 & 15).
Hartman, Ann (1995). Diagrammatic Assessment of Family Relationships. <i>Families In Society</i> , 2/95, 111-122.
Congress, Elaine P. (1994). The Use of Culturagrams to Assess and Empower Culturally Diverse Families. <i>Families In Society</i> , 11/94.
Tracey, E.M., & Whittaker, J.K. (1993). The social network map: Assessing Social support in clinical practice. In J.B. Rauch (Ed.), <i>Assessment: A sourcebook For social work practice</i> (pp. 295-308). Milwaukee, WI: families International.
Eamon, M.K. (2001). The Effects of Poverty on Children's Socioemotional Development: An Ecological Systems Analysis. <i>Social Work</i> , vol. 46, no. 3, 7/01, p.256-266. |
| 3 | 1/29 | The process of helping children: The case of Barbie (video & discussion)
<i>Required readings:</i>
Webb, N.B. (1996). <i>Social work practice with children</i> . New York, NY: The Guilford Press (chapter 3).
Dungee-Anderson, Delores; Beckett, Joyce O (1995). A Process Model For Multicultural Social Work Practice. <i>Families In Society</i> , 10/95.
Pattick, K.J. et al. (2000). Changing patterns of Psychiatric Inpatient Care for Children and Adolescents in general Hospitals 1988-1995. <i>American Journal of Psychiatry</i> . 157:8.pp 1267-1273. |
| 4 | 2/5 | The process of helping children: Biopsychosocial assessment
<i>Required readings:</i> |

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 2/12 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 2/19 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 2/26 **Mid-term Exam**

- 8 3/4 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).

Spring Break 3/11

- 9 3/18 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.

- 10 3/25 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 4/1 **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-Meaures, *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 4/8 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 4/15 **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 4/22 **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 4/1

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 4-15 and 4-22.**

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?