

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

SW534 - Social Work Interventions with Children and Adolescents

Course Outline

Spring 2005

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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.

Student-led class discussion of case study	20 pts. (5%)
Discussion board assignments (4@ 10 points each)	40 pts. (10%)
Mid-term exam	100 pts. (25%)
“Best Practices” Paper	120 pts. (30%)
Take-home final exam	100 pts.(25%)
Attendance and participation	20 pts. (5%)

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 (Better than satisfactory performance)

B = 328-347 (Satisfactory performance)

C+ = 308-327 (Less than satisfactory performance)

C = 280-307 (Performance well below the standard expected of graduate students)

Required text:

Allen-Meares, P. & Fraser, M.W. (2004). *Intervention with children and adolescents: An interdisciplinary perspective*. Boston: Pearson Education, Inc.

Other required (*) and recommended course readings may be found @ on-line library reserve

Course Content Outline :

Week Date Topics/Readings

1 1/13 *Course overview, introductions*

2 1/20 *Foundations for practice with children and adolescents; confidentiality issues and other ethical dilemmas*

Readings:

- *Chapter 2 (Allen-Meares & Fraser text)
- *Necessary background for helping children (Webb text- ch. 2)
- *Building relationships with all relevant systems (Webb text-ch. 3)
- Combating adultcentrism (Petr text- ch. 4)
- Recommendations for clinicians (Barrett & Ollendick text-pp. 32-39)

3 1/27 *Effects of poverty on childhood; homeless children and youth- “No place like home” video; Mark Wolf- (guest speaker)*

Readings:

- *Chapters 6 & 17 (Allen-Meares & Fraser text)
- *Eamon, M.K. (2001). The Effects of Poverty on Children's Socioemotional Development: An Ecological Systems Analysis. *Social Work*, 46, 256-266.

Before next class:

- respond to discussion board #1

4 2/3 *Assessment in social work practice with children and adolescents; culturally competent practice; the use and misuse of the DSM with children and youth*

Readings:

- *Chapter 3 (Allen-Meares & Fraser text)
- *Assessment and diagnosis in evidenced-based practice (Barrett & Ollendick text- ch. 3)
- *Risk and resilience in childhood (Fraser text- ch. 2)
- Biopsychosocial assessment (Webb text- ch. 4)
- Assessment to intervention system (Schroeder & Gordon text- ch. 2)
- Assessment instruments (Schroeder & Gordon text- appendix A & B)
- *A culturally grounded empowerment group for Mexican-American girls (Case study 3-4, pp. 142-150) (student-led class discussion)

Week	Date	Topics/Readings
5	2/10	<p><i>Practice with children and youth with emotional and behavioral disorders; the wraparound approach to treatment; Melissa Manges (guest speaker)</i></p> <p>Readings:</p> <ul style="list-style-type: none"> -*Chapter 9 (Allen-Meares & Fraser text) -*Treatment of ADHD in children and adolescents (Barrett & Ollendick text- ch. 15) -*Treatment of conduct problems in children and adolescents (Barrett & Ollendick text -ch. 17) -*The wraparound approach (Burns & Hoagwood text- ch. 4) -Social work in children’s mental health settings (Petr text- ch. 3) -*A child with ADHD (Case study 1-2, pp. 11-22) (student-led class discussion) <p>Before next class:</p> <ul style="list-style-type: none"> -respond to discussion board #2
6	2/17	<p><i>Practice with children of color; practice with gay and lesbian youth- “Growing up gay” video; assessment and treatment of ethnically diverse children and youth</i></p> <p>Readings:</p> <ul style="list-style-type: none"> -*Chapter 5 (Allen-Meares & Fraser text) -*Assessment and treatment of ethnically diverse children and adolescents (Barrett & Ollendick text -ch. 5) -*Gay youth and safe places (Case study 3-5, pp. 151-156)(student-led class discussion) <p>Before next class:</p> <ul style="list-style-type: none"> -respond to discussion board #3
7	2/24	<p><i>Prevention strategies/programs; strengths-based interventions</i></p> <p>Readings:</p> <ul style="list-style-type: none"> -*Weissberg, R. P., Kumpfer, K.L.& Seligman, M.E.(2003). Prevention that works for children and youth. <i>American Psychologist</i>, 58, 425-432. -*Nation, M., Crusto, C., Wandersman, A., Kumpfer, K.L., Seybolt, D., et al. (2003). Principles of effective prevention programs. <i>American Psychologist</i>, 58, 449-456. -*Prevention of substance abuse in children and adolescents (Barrett & Ollendick text - ch. 21)

Week	Date	Topics/Readings
8	3/3	<p><i>One-on-one work with children; “Play therapy” video; group work principles</i></p> <p>Readings:</p> <ul style="list-style-type: none"> -*One-on-one work with the child (Webb text- ch. 7) -*Social skills group for children (Case study 3-1, pp. 107-115) -Solution-focused therapy with child behavior problems (Case study 2-1, pp. 53-66) -*<i>Evaluating the treatment of a sexually assaulted child (Case study 6-5, pp. 293-300) (student-led class discussion)</i>
9	3/10	MID-TERM EXAM
10	3/17	<p><i>Treatment of children who have been physically, emotionally, and sexually abused</i></p> <p>Readings:</p> <ul style="list-style-type: none"> -*Chapters 7 & 8 (Allen-Meares & Fraser text) -Anderson, Weston, Doueck & Krause (2002). The child-centered social worker and the sexually abused child: Pathway to healing. <i>Social Work, 47</i>, 368-378. -Nothing left to lose: Growing up in foster care (Case study 5-2) -*<i>Treatment of denial where there is child sexual abuse (Case study 5-4, pp. 229-242) (student-led class discussion)</i>
	3/24	NO CLASS- SPRING BREAK!
11	3/31	<p><i>Practice with children and youth who are depressed and/or suicidal</i></p> <p>Readings:</p> <ul style="list-style-type: none"> -*Chapters 12, 13, 20 & 22 (Allen-Meares & Fraser text) -*Treatment of depression in children and adolescents (Barrett & Ollendick text -ch. 13) -Gould et al., (2003). Youth suicide risk and preventive interventions: A review of the past 10 years. <i>J. AM. Acad. Adolesc. Psychiatry, 42</i>, 386-405. -*<i>Crisis intervention with a depressed African-American adolescent (Case study 1-3, pp. 23-37)(student-led class discussion)</i>

Week Date Topics/Readings

- 12 4/7 **“Best Practices” papers are due**
Gender considerations in practice with children and youth; pregnancy and parenting; AIDS/STD prevention; guest speaker from Florence Crittendon
Readings:
-*Chapters 4, 16 & 18 (Allen-Meares & Fraser text)
-*Sexuality/sexual problems (Schroeder & Gordon text- ch. 7)
-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.
-**Empowering adolescent girls (Case study 3-3, pp. 127-141)(student-led class discussion)*
- 13 4/14 *Substance use and abuse among youth; eating problems among youth*
Readings:
-*Chapters 15, 23 & 24 (Allen-Meares & Fraser text)
-*Treatment of substance abuse disorders in children and adolescents (Barrett & Ollendick text -ch. 14)
-*Eating disorders (Rapp-Paglicci et. al., text- ch. 13)
-Obesity (Rapp-Paglicci et. al., text ch.- 14)
-Windle, Michael. (2002). Alcohol Use Among Adolescents. *The Prevention Researcher*. Vol. 9; no. 3. Pp2-3.
-**Emily (anorexia) (Case study 1-4, pp. 38-50)(student-led class discussion)*
Before next class:
- respond to discussion board #4
- 14 4/21 Class discussion of “Best Practices” papers

TAKE-HOME FINAL EXAM

“Best Practices” Paper

In this age of increasing public scrutiny and accountability, social workers are required to control costs and to provide empirical evidence that their interventions are effective. Best practices are those interventions and programs that 1) “possess scientifically credible evidence of effectiveness” (Thyer, 2002); 2) take into account social work values and the expectations of clients (Gibbs & Gambrill, 1999); and 3) lead to the best outcomes at the least cost for individual students, small groups of students, families, schools, and communities.

This paper will involve each of the following three steps:

1) Each student will formulate a specific searchable practice question that focuses on an aspect of social work practice with children and adolescents. This step involves a description of the problem/disorder and its prevalence as well as specific treatment issues/needs of children/adolescents in relation to this problem/disorder. For example, what social/emotional, economic, educational, medical, family, community, societal issues/needs should be addressed by social workers in planning their interventions in relation to this problem/disorder?

2) Each student will conduct a comprehensive practice-effectiveness search of reputable resources and databases including the Social Sciences Citation Index, Social Work Abstracts, Dissertation Abstracts, PsycINFO, and Web of Science. Students may also review systematic research syntheses from the Campbell Collaboration, the Cochrane Collaboration, as well as reputable and relevant web sites.

3) Each student will critically analyze the practice effectiveness research literature in terms of validity, reliability, and usefulness. What is the evidence that a particular intervention or program is effective for a particular client or client system? To what extent do these interventions or programs reflect the values and ethics of the social work profession (please be specific)? Is there a lack of evidence to sufficiently answer your practice question? What gaps currently exist in terms of answering your practice question?

Your paper must include a *minimum* of five recent (1995-present) references.

Papers must be typed, and double-spaced. Papers should be no longer than 15 pages including references (12 point font size). This paper is due no later than the beginning of class on April 7, 2005.

Bibliography

- Barrett, P.M. & Ollendick, T.H. (2004). *Handbook of Interventions that work with children and adolescents: Prevention and treatment*. West Sussex, England: John Wiley & Sons, Ltd.
- Burns, B.J. & Hoagwood, K. (2002). *Community treatment for youth*. New York, NY: Oxford University Press, Inc.
- Fraser, M.W. (Ed.) (1997). *Risk and resilience in childhood: An ecological perspective*. Washington, DC: NASW Press.
- LeCroy, C.W. & Daley, J.M. (Eds.) (2005). *Case studies in child, adolescent, and family treatment*. Belmont, CA: Thomson Brooks/Cole.
- Petr, C.G. (2004). *Social work with children and their families: Pragmatic foundations (2nd ed.)*. New York, NY: Oxford University Press, Inc.
- Rapp-Paglicci, L.A., Dulmus, C.N. & Wodarski, J.S. (2004). *Handbook of preventive interventions for children and adolescents*. Hoboken, N.J.: John Wiley & Sons, Inc.
- Schroeder, C.S. & Gordon, B.N. (2002). *Assessment and treatment of childhood problems: A clinician's guide (2nd ed.)*. New York: The Guilford Press.
- Webb, N.B. (1996). *Social work practice with children*. New York: The Guilford Press.