

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

SW534 - Social Work Interventions with Children and Adolescents

Course Outline

Spring 2006

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Overview/Description

SW-534: Social Work Interventions with Children and Adolescents is an advanced elective that examines various treatment modalities for assessing and intervening with children and adolescents. The course focuses on numerous facets of social work practice including problem assessment, types of intervention strategies and techniques and methods for determining the effectiveness of interventions with child and adolescent populations. This course is designed to assist students in working directly with children and adolescents in a clinical social work setting. Strategies for intervening from both individual and family perspectives will be examined and discussed in the classroom setting. Students will be expected to conduct case presentations during class and receive feedback from both peers and instructor. Various theoretical orientations will be explored and applied in the context of family and child processes and clinical interventions.

Objectives

Upon completion of this course, students will be able to demonstrate the following:

1. An understanding of the social-developmental processes of children and adolescents in terms of life tasks in a complex society.
2. The ability to examine, compare, and critically evaluate different models of social work practice with children and adolescents.
3. Knowledge of specific assessment procedure and techniques employed to identify problems in child and adolescent functioning and be able to utilize these procedures in developing intervention and evaluation strategies.
4. Application of theoretical orientations learned in the classroom to clinical settings with children and adolescents.
5. Understanding of the ethical issues surrounding diagnosing/labeling of children and adolescents.

Textbook

Ungar, Michael (Ed.), (2005). Handbook for working with children and youth: Pathways to resilience across cultures and contexts. Thousand Oaks, CA: Sage Publications.

Additional Required Readings

Alvord, M.K., & Grados, J.J., (2005). Enhancing resilience in children: A proactive approach. *Professional Psychology: Research and Practice*, Vol. 36, No. 3, 238-245.

Caspi, A., McClay, J., Moffitt, T., Mill, J., Martin, J., Craig, I., Taylor, A., et al. (2002). Role of genotype in the cycle of violence in maltreated children. *Science*, *297*, 851- 854.

Fleischmann, A.; Bertolote, J.M.; Belfer, M.; and Beautrais, A., (2005). Completed suicide and psychiatric diagnoses in young people: A critical examination of the evidence. *American Journal of Orthopsychiatry*, *Vol. 75, No. 4*, 676-683.

Flores, E., Cicchetti, D., and Rogosch, F. A., (2005). Predictors of resilience in maltreated and nonmaltreated Latino children. *Developmental Psychology*, *2005, Vol. 41, No. 2*, 338-351.

Molin, R., & Plamer, S., (2005). Consent and participation: Ethical issues in the treatment of children in out-of-home care. *American Journal of Orthopsychiatry*, *Vol. 75, No. 1*, 152-157.

Peled, E., (1997). The battered women's movement response to children of battered women: A critical analysis. *Violence Against Women*, *Vol. 3, No. 4*, 424-446.

Case Presentations

Group supervision has proven to be a valuable learning tool for students and trainees working in the clinical social work field. For this reason all students are expected to present a case in class from their existing field caseload. During this session the student will be able to discuss the dynamics of the case from a biopsychosocial perspective and apply relevant theoretical models. Students will be expected to diagram the case using a genogram and describe the family system from a strengths/liabilities approach. The student should use this opportunity to discuss critical areas and difficulties in working with the family and elicit feedback from peers. It is critical that students, when presenting cases, take care to maintain the client's confidentiality, and for this reason any significant identifying information must not be disclosed during group supervision sessions. The case presentation represents 25% of the student's grade for the course.

Annotated Bibliographies

Students are expected to complete five annotated bibliographies for the course. The annotated bibs should be approximately 1-1.5 pages in length and comply with APA format. The annotative bibliographies should reflect peer reviewed research related to some aspect of child welfare or child and adolescent treatment (i.e. cognitive behavioral therapy with teenage girls suffering from clinical depression). The bibliographies should be directly related to the final paper and referenced in that paper. The annotated bibliographies represent 25% of the student's grade for the course.

Final Paper

The final paper should focus on some aspect of child welfare or child/adolescent treatment. The paper should be five – six pages in length and written in compliance with APA standards. This paper should reflect prior research presented in the student's annotated bibliographies. The paper should also present a review of the current literature on the subject as well as specific interventions to address the problem. Students should include an analysis of the problem and solutions that are supported in appropriate theoretical practice models. The final paper represents 25% of the student's grade.

Suggested Readings

American Psychiatric Association, (1994). Diagnostic and statistical manual of mental disorders-revised (4th ed., text revision). Washington, DC: American Psychiatric Association.

- American Psychological Association, (2002). Publication manual of the American psychological association, (5th ed.). Washington, DC: American Psychological Association.
- Beckett, C. (2003). Child protection: An introduction. Thousand Oaks, CA: Sage Publications.
- Carter, B. & McGoldrick, M. (Eds.) (1980). The changing family life cycle: A framework for family therapy (2nd ed.). New York, NY: Gardner Press.
- Dubowitz, H., & DePanfilis, D. (Eds.), (2000). Handbook for child protection practice. Thousand Oaks, CA: Sage Publications.
- Garbarino, J., Kostelny, K. & Dubrow, N. (1984). No place to be a child: Growing up in a war zone. Lexington, MA: Lexington Books.
- Garbarino, J., Bubrow, N., Kostelny, K. & Pardo, C. (1992). Children in danger: Coping with the consequences of community violence. San Francisco, CA: Jossey-Bass Publishers.
- Kadushin, A. (1976). Child welfare services: Past and present. *Children Today, May-June, pp 16-35*.
- Karr-Morse, R. & Wiley, M. (1997). Ghosts from the nursery: Tracing the roots of violence. New York, NY: Atlantic Monthly Press.
- McGoldrick, M. & Gerson, R. (1985). Genograms in family assessment. New York, NY: W. W. Norton & Company.
- Meeks, J. & Bernet, W. (Eds.), (2001). The fragile alliance, (5th ed.). Malabar, Florida: Krieger Publishing Co.
- 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., & Ylom, I., (1996). Treating adolescents. San Francisco, CA: Jossey-Bass Publishers.
- Straus, M. & Donnelly, D., (2001). Beating the devil out of them: Corporal punishment in American families and its effects on children. New Brunswick, NJ: Transaction Publishers.
- 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:

Final Paper-25%	91-100 = A
Case Presentation-25%	81 - 90 = B
Annotated Bibliographies 25%	71 - 80 = C

Attendance and Participation 25%

61 - 70 = D

0 - 60 = F

Tentative Course Schedule

January 23, 2006- Classes will begin on January 30th.

January 30, 2006- Introduction, discuss syllabus, discuss assignments and grading. Resiliency in children and youth. Child welfare and maltreatment in an historical context. Video: "Physical and Emotional Abuse and Neglect" (25 min.). Assignment: Ungar-Foreword and introduction, pages *xi – xxxvii*; Chapter 1, (pages 3-26), Children's Risk, Resilience, and Coping in Extreme Situations; & Chapter 2 (pages 27-44), Culture and Ethnic Identity in Family Resilience: Dynamic Processes in Trauma and Transformation of Indigenous People. Article: Caspi, A., McClay, J., Moffitt, T., Mill, J., Martin, J., Craig, I., Taylor, A., et al. (2002). Role of genotype in the cycle of violence in maltreated children. *Science*, *297*, 851- 854.

February 6, 2006- Childhood development and developmental theory. Theoretical perspectives on resilience and coping. Assignment: Unger-Chapter 3 (45-56), Lessons Learned from Poor African American Youth: Resilient Strengths in Coping with Adverse Environments. Article: Flores, E., Cicchetti, D., and Rogosch, F. A., (2005). Predictors of resilience in maltreated and nonmaltreated Latino children. *Developmental Psychology*, *2005*, Vol. *41*, No. *2*, 338-351.

February 13, 2006- Cultural factors influencing clinical processes. Corporal Punishment as an issue in treatment. Ten myths that perpetuate corporal punishment. Case Presentation 1.

February 20, 2006- Video: "Failure to Protect: The Taking of Logan Marr" (60 min.). In-depth discussion of Logan Marr case.

February 27, 2006- Video: "Failure to Protect: A National Dialogue" (120 min.). Case presentation 2.

ANNOTATED BIBS DUE.

March 6, 2006- The impact of violence on children and youth. Special interventions for child/youth victims and theoretical models specific to victimization. Assignment: Ungar- Chapter 4 (pages 57-70), Gendered Adaptations, Resilience, and the Perpetration of Violence. Article: Peled, E., (1997). The battered women's movement response to children of battered women: A critical analysis. *Violence Against Women*, Vol. *3*, No. *4*, 424-446. Case presentations 3.

March 13, 2006- Natural systems perspectives on children and adolescent health and function. General systems vs. natural systems etiological explanations of coping styles and support. Assignment: Ungar-Chapter 8 (pages 121-132), Beetles, Bullfrogs, and Butterflies: Contributions of Natural Environment of Childhood Development and Resilience. Case presentations 4.

March 27, 2006- DSM diagnosis involving children and youth. Ethical considerations and guidelines for practice. Assignment: Ungar-Chapter 6 (pages 89-103), Beyond Resilience: Blending Wellness and Liberation in the Helping Professions. Article: Molin, R., & Plamer, S., (2005). Consent and participation: Ethical issues in the treatment of children in out-of-home care. *American Journal of Orthopsychiatry*, Vol. *75*, No. *1*, 152-157. Case presentations 5.

April 3, 2006- Suicidal children, risks, safety, and protective factors. Use of standardized instruments in assessing children's mental health. Assignment: Ungar-Chapter 11 (pages 165-188) Psychosocial Health in Youth: An International Perspective. Articles: 1.) Fleischmann, A.; Bertolote, J.M.; Belfer, M.; and Beautrais, A., (2005). Completed suicide and psychiatric diagnoses in young people: A critical examination of the evidence. *American Journal of Orthopsychiatry*, Vol. *75*, No. *4*, 676-683; 2.) Alvord, M.K., & Grados, J.J.,

(2005). Enhancing resilience in children: A proactive approach. *Professional Psychology: Research and Practice, Vol. 36, No. 3, 238-245*. Case presentations 6.

FINAL PAPER DUE

April 17, 2006- Social work interventions with homeless and poorly housed children. Survival mechanisms in children and adolescents developed under extreme stress and harsh environments. Assignment: Ungar-Chapter 5 (pages 71- 88), The Theory of Resilience and its Application to Street Children in the Minority and Majority World; Chapter 26 (pages 417-431) Resilience in the Palestinian Occupied Territories. Case presentations 7.

April 24, 2006- Social work with child/youth focusing on strengths and resilience in individuals and communities. Assignment: Ungar-Chapter 18 (pages 295-312), Chapter 21 (pages 343-356), and Chapter 24 (pages 387-404). Case presentations 8.

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