

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

**SW 534 - Social Work Interventions with Children and Adolescents**

Course Outline

Spring 2006

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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.

Discussion board assignments (4 @ 10 points each)	40 pts. (10%)
Mid-term exam	100 pts. (25%)
ABest Practices@Paper	140 pts. (35%)
Presentation of ABest Practices@Paper	20 pts. (5%)
Final exam	100 pts. (25%)

**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 course readings may be found @ on-line library reserve

**Course Content Outline :**

<b>Date</b>	<b>Topics/Readings</b>
1/12	<i>Course overview; "Kids Count: 2005"</i>
1/19	<i>Foundations for practice with children and adolescents; developmental considerations; confidentiality issues and other ethical dilemmas; new hope and enduring challenges;</i>

**Readings:**

- Chapters 2 & 24 (Allen-Meares & Fraser text)
- Risk and resilience in childhood (Fraser text- ch. 2)
- Necessary background for helping children (Webb text- ch. 2)
- Combating adultcentrism (Petr text- ch. 4)
- Recommendations for clinicians (Barrett & Ollendick text-pp. 32-39)

**Before next class:**

- respond to discussion board #1

1/26 *Effects of poverty on childhood; homeless children and youth- ANo place like home@video; assessment in social work practice with children and adolescents;*

**Readings:**

- Chapters 6 & 17 (Allen-Meares & Fraser text)
- Assessment and diagnosis in evidenced-based practice (Barrett & Ollendick text ch. 3)
- Biopsychosocial assessment (Webb text- ch. 4)
- Assessment to intervention system (Schroeder & Gordon text- ch. 2)
- Assessment instruments (Schroeder & Gordon text- appendix A & B)
- 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 #2

2/2 *Controversies surrounding the use of the DSM with children and youth; controversies surrounding the psychopharmacological treatment of child and adolescent mental disorders*

**Readings:**

- Bentley, K. & Collins, K.S. (2006). Psychopharmacological treatment for child and adolescent mental disorders (chapter 2). In C. Franklin, M.B. Harris & P. Allen-Meares (Eds.) *The School Services Sourcebook*. Oxford University Press.
- other readings TBA

2/9 *One-on-one work with children; behavior modification; creative interventions with children; play therapy video*

**Readings:**

- One-on-one work with the child (Webb text- ch. 7)

2/16 *Working with adolescents; strategies designed to “win teens over”; goals of adolescent misbehavior; Reality Therapy; in-class demonstration of RT*

**Readings:**

- Solution-focused therapy with child behavior problems (Case study 2-1)
- Homebuilders: Helping families stay together (Case study 2-3)
- other readings TBA

**Before next class:**

- respond to discussion board #3

2/23 *Cognitive/cognitive-behavioral therapy with adolescents; working with resistant*

adolescents (audiotape and video presentations); creative interventions with adolescents

**Readings:**

- Chapter 23 (Allen-Meares & Fraser text)
- Case study in childhood anxiety (Case study 1-1)

3/2 *Small group work with children and adolescents; ethical considerations in group work with minors; logistics of group formation; design and utility of life/social skills groups with children and adolescents*

**Readings:**

- Dupper, D.R. (2006). Design and utility of life skills groups in schools (chapter 58). In C. Franklin, M.B. Harris & P. Allen-Meares (Eds.) *The School Services Sourcebook*. Oxford University Press.
- LeCroy, C.W. (2006). Designing and facilitating groups with children (chapter 57). In C. Franklin, M.B. Harris & P. Allen-Meares (Eds.) *The School Services Sourcebook*. Oxford University Press.
- Social skills group for children (Case study 3-1)
- Empowering adolescent girls: The Go Grrrls Social Skills Training Program (Case study 3-3)

3/9 *Prevention strategies/programs; crisis intervention with children and adolescents*

**Readings:**

- Chapter 13 (Allen-Meares & Fraser text)
- Weissberg, R. P., Kumpfer, K.L.& Seligman, M.E.(2003). Prevention that works for children and youth. *American Psychologist*, 58, 425-432.
- Nation, M., Crusto, C., Wandersman, A., Kumpfer, K.L., Seybolt, D., et al. (2003). Principles of effective prevention programs. *American Psychologist*, 58, 449-456.
- Crisis intervention with a depressed African American adolescent (Case study 1-3)

3/16 MID-TERM EXAM

3/23 NO CLASS- SPRING BREAK!

3/30 *Practice with children of color; practice with gay and lesbian youth- AGrowing up gay@video; assessment and treatment of ethnically diverse children and youth*

**Readings:**

- Chapters 3 & 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)
- Crisis intervention with a depressed African-American adolescent (Case study 1-3)
- A culturally grounded empowerment group for Mexican-American girls (Case study 3-4)

**Before next class:**

- respond to discussion board #4

4/6 **ABest Practices@ papers are due**

*Practice with children and adolescents diagnosed with ADHD*

**Readings:**

- Dupper, D.R. & Musick, J. (Forthcoming). Attention Deficit Hyperactivity Disorder. In B.A. Thyer & J.S. Wodarski (Eds.) *Handbook of Evidence-based Practice in Mental Health* (2<sup>nd</sup> ed.)
- A child with ADHD (Case study 1-2)

- 4/13 Class presentations of **ABest Practices@** papers
- 4/20 Class presentations of **ABest Practices@** papers
- 4/27 Class presentations of **ABest Practices@** papers

FINAL EXAM (TBA)

**ABest 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) **AB** 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 must include the following three sections and include subheadings for each section:**

- 1) Each student will explore a specific problem/disorder involving social work practice with children and adolescents. This step involves a thorough description of the problem/disorder and its prevalence as well as specific treatment issues/needs of children/adolescents in relation to this problem/disorder. It should include a description of the relevant social/emotional, economic, educational, medical, family, community, societal issues/needs that 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 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 other ***reputable*** web sites and the Allen-Meares text used in this course.
- 3) Each student will ***critically analyze the practice effectiveness research literature*** in terms of validity, reliability, and usefulness. What is the empirical 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 sufficient empirical evidence to support the application of particular intervention(s)/program(s) in addressing the problem/disorder you have selected for this paper? What gaps currently exist in the effectiveness research literature in addressing the problem/disorder you have selected for this paper?

***Your paper must include a minimum of five recent (2000-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 6, 2006.***

**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.
- Kazdin, A.E. & Weisz, J.R. (2003). *Evidence-based psychotherapies for children and adolescents* New York : Guilford 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 (2<sup>nd</sup> 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 (2<sup>nd</sup> ed.)*. New York: The Guilford Press.
- Webb, N.B. (1996). *Social work practice with children*. New York: The Guilford Press.