GRACE ABBOTT SCHOOL OF SOCIAL WORK

SOCIAL WORK PRACTICE WITH CHILDREN AND ADOLESCENTS

SOWK 8240 | 3 credit hours
Class Meetings: TBD

Instructor: TBD

Office: TBD

Office Phone: TBD

Email: TBD

Office Hours: TBD

Department: Grace Abbott School of Social Work
Main Office: 206 CPACS
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COURSE INFORMATION

Description

This advanced practice course provides an overview of several social work interventions used with children and adolescents. A brief review of normal child development and the family life cycle is the context for presenting a range of children's problems and special needs. The course will cover several intervention models and address their application in various service settings and in individual, family, group, and social action formats. Children in diverse family settings, institutions, and in minority families and cultures are considered to understand unique therapeutic issues present for them.

Rationale/Overview

This advanced practice course covers the major problems of children and youth, especially those at risk, including cognitive, communication, behavioral and emotional problems, attachment disorders, trauma, substance abuse, and developmental disabilities noted in the current Diagnostic and Statistical Manual of Mental Disorders (DSM). Students learn about normal child and adolescent development in the context of the family life cycle, culture, and society. The class then examines generalist principles of social work intervention with children and adolescents, such as appraising the uniqueness

of children as clients, planning with parents and/or caregivers, and the centrality of the family.

Utilizing bio-psycho-social assessments, students learn several primary treatment models and how to develop and implement a treatment plan. Students also learn about evidence-informed models, examine social policy issues and helping systems serving children and adolescents, and discuss the social worker's role on treatment teams and advocacy. Diversity and social work values and ethics are also discussed.

Course Objectives/Student Learning Outcomes
1. Consider the social context, legal and policy issues, and helping systems serving children and adolescents including the important role of social work values and ethics in providing services to children, familiarity with legal regulations surrounding the protection of children and youth's rights, and social work roles within juvenile and legal systems.
2. Apply the generalist principles of social work intervention with children and adolescents, such as appraising the uniqueness of children and adolescents as clients, planning with parents and/or caregivers, the centrality of the family, and the social worker's role on treatment teams and advocacy.
3. Analyze normal child and adolescent development as well as the major problems of children and adolescents, especially those at risk, including cognitive, communication, behavioral and emotional problems, attachment disorders, trauma, substance abuse, and developmental disabilities noted in the in current Diagnostic and Statistical Manual of Mental Disorders (DSM).
4. Utilize the bio-psycho-social assessment as a basis for developing a treatment plan and selecting appropriate treatment modalities and strategies including modalities of play therapy, cognitive behavioral and family therapy and group treatment.
5. Assess evidence-informed primary treatment models, including their assumptions, strategies, and the application to child and adolescent's problems and service settings.
6. Analyze the effects of anti-racism, diversity, equity, and inclusion (ADEI) on diagnosis, assessment, and intervention with children and adolescents.

Prerequisites of the Course:

SOWK 8220

REQUIRED TEXT(S)/SUPPLEMENTAL MATERIALS
Required text(s)

TBD

COURSE STRUCTURE/FORMAT
Video lectures, discussions, weekly assignments, audio-visual aids, and guest speakers will be used to present course materials.

TENTATIVE COURSE SCHEDULE

Session/Date	Topic	Assignment
Session 1 [date]	Development	Timeline Assessment and Treatment of Childhood Problems pp 5-9 Ages and Stages pp 169-187 https://www.zerotothree.org/resources/series/frequently-asked-questions-about-brain-development
Session 2 [date]	Legal and Political Context	Nebraska Foster Care Review Board Materials (See Canvas) Super Powers Cape
Session 3 [date]	Ethics and Values	I am an Animal Social Work with Children and Families pp.1-13 Ethical Challenges in Mental Health pp 64, 601-612 NASW Standards: https://www.socialworkers.org/LinkClick.aspx?fileticket=_FIu_UDcEac%3D&portalid=0
Session 4 [date]	Child Parent Psychotherapy	Mirrors Quiz #1 Don't Hit my Mommy pp 7-48
Session 5 [date]	Theraplay	Measuring and Breakout Theraplay pp 29-63
Session 6 [date]	Trust Based Relational Intervention	Gingerbread man – stress/worry Reflection #2 The Connected Child pp 47-42
Session 7 [date]	Zones of Regulation	Zones Bingo The Zones of Regulation pp 1-21
Session 8	Children and DSM-V/DC:0-5	Safety Zone

Session/Date	Topic	Assignment
[date]		Reflection #3 DC:05 pp 50-76
Session 9 [date]	Assessment and Treatment Plan	Quiz #2 Understanding Mental Health pp 45-100
Session 10 [date]	Child Centered Therapy	Reflection #4 Play Therapy pp 53-92
Session 11 [date]	Adlerian Child Therapy	4 Cs Doing Play Therapy
Session 12 [date]	Cognitive Behavioral Therapy	TF-CTG TF-CBT web course: www.tfcbt2.musc.edu
Session 13 [date]	Sand Tray and Expressive Therapies	The Magic Key Reflection #5 Sand Tray Therapy pp 1-12
Session 14 [date]	Presentations	Assess/Tx Plan Due
Session 15 [date]	Presentations	Quiz #3 TF/CBT certificate due

IMPORTANT DATES

Last day to drop a course (via MavLink) and receive a 100% refund   TBD
Last day to withdraw from a course (via MavLink) with a grade of "W"   TBD

NOTE: This syllabus is written as an expectation of class topics, learning activities, and expected learning outcomes. However, the instructor reserves the right to make changes in this schedule that may result in enhanced or more effective learning for students. These modifications will not substantially change the intent or objectives of this course.

ASSESSMENTS (ACTIVITIES, ASSIGNMENTS, AND EXAMS)

Final Grades will be determined based upon the following:

Reflections (10 points each x 5)	50 pts
Quizzes (25 points each x 3)	75 pts
Paper and Presentation (75 points x 1)	75 pts
Online Training for Trauma Focused CBT (50 points x 1)	50 pts
Total	250 pts

Reflections (5)   *10 points each/50 points (total)*

    Reflective practice is often encouraged for clinicians working with children. I would like you to begin some basic elements of reflection in this course. After material has been read and discussed, you will need to write a reflective paper on what you learned and how the material could be used when you work with children in the future. If you agree or disagree with premises of the material be sure to include that as well.

Quizzes (3)   *25 points each/75 points (total)*

    There will be three quizzes during the semester. They allow you to demonstrate the knowledge you are gaining. Format for the quizzes will be discussed in class.

Paper and Presentation (1)   *75 points (total)*

    For this assignment, I want you to choose one of the disorders commonly seen in childhood. You will become the class expert on this disorder and present characteristics of the disorder, prevalence, and co-morbidity. Then use an explanatory theory to discuss the cause of the disorder. What should be included in assessing and treating the disorder? Lastly, create a case where you describe a child with the disorder/ Give enough information that others could provide an assessment, treatment plan, and interventions for the client; which is what they will do in after your presentation. Be ready to lead a discussion related to the treatment focus for the child. More information on this is provided on Canvas.

Online Training for Trauma Focused CBT (1)   *50 points (total)*

Students will purchase the on-line course at www.tfcbt2.musc.edu. Working at our own pace, complete the 11 modules and print your certificate of completion. GRADING SCALE

Percent	Final Grade	Quality Points
98–100%	A+	4.00
94–97.9%	A	4.00
91–93.9%	A-	3.67
88–90.9%	B+	3.33
84–87.9%	B	3.00
81–83.9%	B-	2.67
78–80.9%	C+	2.33
77–77.9%	C	2.00
71–73.9%	C-	1.67
68–70.9%	D+	1.33
64–67.9%	D	1.00
61–63.9%	D-	0.67
Below 60.9%	F	0.00

WRITING GUIDELINES

Students should make sure that writing assignments are free of grammar, punctuation, and spelling errors. Papers should adhere to the most recent citation style outlined by the American Psychological Association (APA).

PLAGIARISM STATEMENT

In this course, students will submit written work by making use of information and ideas found in print or online sources. Whenever material from another writer is used, it is important that students quote or paraphrase appropriately and cite the source.

The UNO Academic Integrity policy defines plagiarism as "presenting the work of another as one's own (i.e., without proper acknowledgment of the source) and submitting academic work in whole or in part as one's own when such work has been prepared by another person or copied from another person."

Failure to cite sources appropriately is plagiarism, a serious academic offense. Plagiarized work will not be accepted. Consequences for plagiarism are up to the discretion of the instructor; they may range, for example, from rewriting all or part of a paper to a grade of F for the course. Students who plagiarize more than once are subject to disciplinary action, which may include expulsion from the university.

Students SHOULD NOT GUESS when it comes to using or citing another writer's work. Students should contact the instructor or a consultant at the UNO Writing Center with questions. Students should take a printout of the original source as well as the paper that is being written to the consultation.

ACADEMIC INTEGRITY POLICY

The maintenance of academic honesty and integrity is a vital concern of the University community. Any student found responsible for violating the policy on Academic Integrity shall be subject to both academic and disciplinary sanctions. Violations of the policy on Academic Integrity include, but are not limited to, the following: cheating, fabrication and falsification, plagiarism, abuse of academic materials and/or equipment, complicity in academic dishonesty, falsifying grade reports, and/or misrepresentation to avoid academic work. More information about these areas and the procedures addressing academic integrity is available from the Office of Academic and Student Affairs (EAB 202 | 402.554.2262).

CLASSROOM EXPECTATIONS

Students are expected to arrive on time to class meetings. Students should come to class well prepared, meaning readings and other assignments have been completed. Students are expected to be respectful of their classmates and the instructor. Distracting and/or disrespectful behaviors will not be tolerated.

CELL PHONES, MOBILE DEVICES, AND LAPTOPS

Students are welcome to use cell phones, mobile devices, and/or laptops in class provided they are used for academic purposes such as note taking, accessing course materials, or researching course concepts and their use does not disrupt fellow classmates. Please silence devices if at all possible. A student who receives a phone call or text, should step outside the classroom to respond. DO NOT take pictures or video during class.

TECHNOLOGY REQUIREMENTS

Students will be expected to have access to a computer frequently, as all writing assignments used will be typed out and not handwritten. The software students use to write assignments is irrelevant, as long as the writing guidelines outlined in this syllabus are followed. It is recommended that students have access to a computer weekly. Public computers are available on the UNO campus. Consult Information Technology Services and the Criss Library, for more information on equipment locations and availability.

TECHNICAL SUPPORT

Technical support for common university systems, including Canvas and email, is available from Information Technology Services technical support located in Eppley Administration Building (EAB) 104.

ACCESSIBILITY ACCOMMODATIONS

Reasonable accommodations are provided for students who are registered with Accessibility Services Center (ASC) and make their requests sufficiently in advance. For more information, contact ASC (Location: H&K 104, Phone: 402.554.2872, Email: unoaccessibility@unomaha.edu)

CRISS LIBRARY

UNO's Criss Library offers a wide variety of resources that support student learning. Subject specialist librarians have in-depth knowledge of researching within specific disciplines and can provide guidance for a specific area of study. Students are encouraged to explore customized resources featured on the Criss Library website.

EMERGENCY PREPAREDNESS

The University of Nebraska at Omaha is prepared for a wide range of emergencies. Students should familiarize themselves with procedures and assistance available on UNO's emergency information page. If travel to campus is not feasible due to a declared emergency, a combination of Canvas, teleconferencing, and other technologies will be used to facilitate academic continuity. Students will be notified of procedures through Canvas course site announcements and email as appropriate.

INCLEMENT WEATHER

In the event of inclement or threatening weather, students should use his/her best judgment regarding travel to and from campus. Students who are not able to attend class due to adverse weather conditions, should contact the instructor as soon as possible. Similarly, if the instructor is unable to reach the class location, students will be notified of any cancellation or change as soon as possible (by approximately 1 hour before class starts and by posting an announcement in Canvas). Students who cannot get to class because of weather conditions, will be provided allowances relative to attendance policies as well as any scheduled tests, quizzes, or other assessments.

PREFERRED NAME AND PREFERRED GENDER PRONOUNS

Professional courtesy and sensitivity are especially important with respect to individuals and topics dealing with differences of race, culture, religion, politics, sexual orientation, gender, gender variance, and nationalities. Class rosters are provided to the instructor with the student's legal name. The instructor will gladly honor a student's request to be addressed by an alternate name or gender pronoun. Please advise the instructor of this preference early in the semester so that instructor records may be changed appropriately.

WRITING CENTER

The UNO Writing Center offers free one-on-one consultations with trained consultants to all students, faculty, and staff. Their goal is to help writers improve their writing skills and confidence in all types of writing, in all subject areas, and at all stages of the writing process. For more information about their hours and locations or to schedule an appointment, go to unomaha.edu/writingcenter or visit their main location in Arts and Sciences Hall (ASH) 150.

SPEECH CENTER

The UNO Speech Center provides free consulting and coaching services to all UNO students, faculty, and staff in preparing oral presentations. The Speech Center Consulting Room can help students with presentation preparation, outlining, effective delivery techniques, along with any other presentational needs. Speech consulting will help at any stage in the speech-making process. For more information, visit the UNO Speech Center in Arts and Sciences Hall (ASH) 183 and 185.

STUDENT SAFETY

A variety of resources are available to support student safety and security. Students have experienced or are experiencing a difficult personal situation, should consult the resources available through the Division of Student Success.

OUTCOMES MAP AND STUDENT LEARNING OUTCOMES (SLOs)
Council on Social Work Education (CSWE) Competencies
The student learning outcomes for this course are built upon the following nine social work core competencies set forth by the CSWE's 2022 Educational Polices and Accreditation Standards (EPAS) which is required for all accredited social work programs.

1. Demonstrate ethical and professional behavior.
2. Advance human rights and social, racial, economic, and environmental justice.

3. Engage anti-racism, diversity, equity, and inclusion (ADEI) in practice.
4. Engage in practice-informed research and research-informed practice.
5. Engage in policy practice.
6. Engage with individuals, families, groups, organizations, and communities.
7. Assess individuals, families, groups, organizations, and communities.
8. Intervene with individuals, families, groups, organizations, and communities.
9. Evaluate practice with individuals, families, groups, organizations, and communities.

This map is intended to show how course topics, content, and activities align to the student learning outcomes outlined above. The CSWE 2022 EPAS core competencies are identified in the first column and mapped to the Student Learning Outcomes (SLOs), the field practicum learning contract assignments and the CSWE 2022 EPAS Dimensions.

EPAS Competency*	Course Objective/Student Learning Outcome	Assignment	Dimension *
2 = Advance Human Rights and Social, racial, Economic, and Environmental Justice	1.Consider the social context, legal and policy issues, and helping systems serving children and adolescents including the important role of social work values and ethics in providing services to children, familiarity with legal regulations surrounding the protection of children and youth's rights, and social work roles within juvenile and legal systems.		
3 = Engage Anti-Racism, Diversity, Equity, and Inclusion (ADEI) in Practice	6.Analyze the effects of anti-racism, diversity, equity, and inclusion (ADEI) on diagnosis, assessment, and intervention with children and adolescents.		
4 = Engage in Practice-Informed Research and	5.Assess evidence-informed primary treatment models, including their assumptions,		

EPAS Competency*	Course Objective/Student Learning Outcome	Assignment	Dimension*
Research-Informed Practice	strategies, and the application to child and adolescent's problems and service settings.		
5 = Engage in Policy Practice	1.Consider the social context, legal and policy issues, and helping systems serving children and adolescents including the important role of social work values and ethics in providing services to children, familiarity with legal regulations surrounding the protection of children and youth's rights, and social work roles within juvenile and legal systems.		
7 = Assess Individuals, Families, Groups, Organizations, and Communities	3.Analyze normal child and adolescent development as well as the major problems of children and adolescents, especially those at risk, including cognitive, communication, behavioral and emotional problems, attachment disorders, trauma, substance abuse, and developmental disabilities noted in the in current Diagnostic and Statistical Manual of Mental Disorders (DSM). 4.Utilize the bio-psycho-social assessment as a basis for developing a treatment		

EPAS Competency*	Course Objective/Student Learning Outcome	Assignment	Dimension *
	plan and selecting appropriate treatment modalities and strategies including modalities of play therapy, cognitive behavioral and family therapy and group treatment.		
8 = Intervene with Individuals, Families, Groups, Organizations, and Communities	2.Apply the generalist principles of social work intervention with children and adolescents, such as appraising the uniqueness of children and adolescents as clients, planning with parents and/or caregivers, the centrality of the family, and the social worker's role on treatment teams and advocacy.		

*Dimensions Key:
    K = Knowledge
    S = Skills
    V = Value
    CAP = Cognitive and Affective Processing

REFERENCES AND SUPPLEMENTAL MATERIALS

References

Bierman, K. L., Greenberg, M. T., Coie, J. D., Dodge, K. A., Lochman, J. E., & McMahon, R. J. (2017). *Social and emotional skills training for children: A fast track friendship group manual.* New York: Guilford Press.

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Kottman, T. & Meaney-Walen, K. K. (2020). *Doing play therapy: From building the relationship to facilitating change.* New York: Guilford Press.

Landy, S. & Bradley, S. (2014). *Children with multiple mental health challenges: An integrated approach to intervention.* New York: Springer Pub. Co.

Lieberman, A. F., Ghosh Ippen, C., & Van Horn, P. (2015). *Don't hit my mommy.* Washington D. C.: Zero to Three, pp. 7-48.

Mullen, J. A. & Rickli, J. M. (2014). *Child-centered play therapy workbook.* Champaign, IL, Researchers Press.

Music, G. (2017). *Nurturing natures: Attachment and children's emotional, sociocultural, and brain development* (2nd ed.). New York: Routledge

NASW Standards for Social Work Practice in Child Welfare. (2013). https://www.socialworkers.org/LinkClick.aspx?fileticket=_FIu_UDcEac%3D&portalid=0

Norris, V. & Lender, D. (2020). *Theraplay: The practitioner's guide.* Philadelphia: Jessica Kingsley Pub., pp 29-63.

O'Loughlin, M. & O'Loughlin, S. (2016). *Social work with children and families.* Thousand Oaks, CA: Sage Publications, pp.1-13.

Painter K. & Scannapieco, M. (2015). *Understanding the mental health problems of children and adolescents.* Chicago: Lyceum Book, pp. 45-100.

Prinstein, M. J., Youngstrom, E. A., Mash, E. J., & Barkley, R. A. (2019). *Treatment of disorders in childhood and adolescence* (4th ed.). New York: Guilford Press.

Schroeder. C. S., & Smith-Boydston, J. M. (2017). *Assessment and treatment of childhood problems: A clinician guide* (3rd ed.). New York: Guillford, pp 5-9.

Siegel, D. J. & Payne Bryson, T. (2015). *The whole-brained child workbook: Practical exercises, worksheets and activities to nurture developing minds.* Eau Claire, WI: Pesi Publishing.

Webb, N. B. (2017). *Play therapy with children and adolescents in crisis* (4th ed.). New York: Guilford Press.

Classic References

Axline, V. (1969). *Dibs: In search of self: Personality development in play therapy. Boston*:
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    Pub.

Homeyer, L. E. & Sweeney, D. S. (2011). *Sand tray therapy: A practical manual* (2nd ed.) New
    York: Routledge, pp. 1-12.

Koocher, G. P. (2008). Ethical challenges in mental health services to children and families.
    Journal of Clinical Psychology, 64, 601-612.

Kuypers, L. M. (2011). *The zones of regulation: A curriculum to foster self-regulation and
    emotional control.* Santa Clara, CA: Think Social Pub, pp 1-21.

Landreth, G. L. (2012). *Play therapy: The art of the relationship* (3rd ed.). New York:
    Routledge, pp. 53-92.

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    Hill, pp. 47-72.

Schaefer, C. E. & DiGeronimo, T. F. (2000). *Ages and stages: A parent's guide to normal
    childhood development.* New York: Wiley, pp 169-187.

Webb, N. B. (2011). *Social work practice with* children (3rd ed.). New York: Guilford Press.

Journals
Child and Adolescent Social Work Journal.
Child & Family Social Work.
Child & Youth Care Forum.
Child Maltreatment.
Children and Families.
Children & Schools.
Children and Youth Services Review.
Family Process.
Journal of Children's Services.
Journal of Clinical Psychology.
Journal of Family Social Work.