

SWK-S 619 Social Work Practice with Children & Adolescents (3 cr).

Course Information

Semester Year: XXXXX
Section Number: XXXXX
Location: XXXXX
Day: XXXXX
Time: XXXXX

Instructor: XXXXX XXXXXXXXXXXX
Office: XXXX
Email: XXXX
Phone: XXXXX
Office Hours: XXXXXXXXXXXX

Course Description

This course is designed to develop and broaden student knowledge and skill in direct practice with children and adolescents. Social work practice will be examined within the context of meta-frameworks that include developmental stages/tasks, sexual development and orientation, gender issues, family context, culture, larger environmental systems, discrimination/oppression, and legal rights and responsibilities. Emphasis will be placed on practice methods including assessment, interviewing, comparative treatment models, and practice with special populations.

Course Objectives

- S619-01** Explain the contextual frameworks that inform practice with children and adolescents.
- S619-02** Conduct multi-system level assessments sensitive to developmental status, family context, culture-ethnicity, and larger system factors.
- S619-03** Determine nature and degree of risk in assessing vulnerable populations.
- S619-04** Apply effective interviewing techniques for children and adolescents.
- S619-05** Apply essential communication and relationship building skills in interactions with children and adolescents.
- S619-06** Differentiate practice models relative to theoretical base and methodology.
- S619-07** Evaluate the applicability and suitability of different treatment models and methods to given client populations
- S619-08** Recognize the unique needs of special at-risk populations and use interventions accordingly.
- S619-09** Utilize interventions that are gender as well as culturally and ethnically sensitive.
- S619-10** Evaluate one's own competence in practice with children and adolescents and use supervision appropriately.

Required Texts

- Reinecke, M. A., Dattilio, F. M., & Freeman, A. (Eds.). (2006). *Cognitive therapy with children and adolescents: A casebook for clinical practice* (2nd ed.). New York/London: The Guilford Press.
- Taffel, R. (2004). *Getting through to difficult kids and parents: Uncommon sense for child professionals*. New York/London: The Guilford Press.

Taffel, R. (2005). *Breaking through to teens: A new psychotherapy for the new adolescence*. New York/London: The Guilford Press.

Course Content

Be mindful that academic and experiential content in social work courses may trigger an emotional response, especially in individuals who have prior trauma history. As social workers, it is our responsibility to be present for clients who have experienced trauma; therefore, it is necessary to cultivate compassionate self-awareness and address our personal histories in a timely manner for competent social work practice. If you are triggered in the classroom, your priority is self-care as well as continuing to gain knowledge for practice. You may need to seek consultation from faculty as to your readiness for practice and/or how to better prepare for social work practice.

Course Outline

Module 1: Introductions and course overview

Dates: (Module Date)

Overview

Areas for understanding (development, culture, communities, families)

Assignments

Readings

1. Reinecke, Dattilio, Freeman – Chapter 1
2. Taffel (teens) – Chapter 1

Module 2: The Process of Helping; Assessment; Case Discussion

Dates: (Module Date)

Assignments

Readings

1. Taffel (kids) – Chapters 1 & 2
2. Taffel (teens) – Chapters 2 & 3

Module 3: Attention Deficit Disorder; Difficult Kids

Dates: (Module date)

Assignments

Readings

1. Reinecke, Dattilio, Freeman – Chapter 2
2. Taffel (kids) – Chapters 3 & 4

Module 4: Oppositional Defiant Disorder; Conduct Disorder

Dates: (Module Date)

Assignments

Readings

1. Reinecke, Dattilio, Freeman – Chapter 3
2. Taffel (teens) – Chapter 8
3. Kearney chapter - handout

Module 5: Depression

Dates: (Module Date)

Assignments

Readings

1. Reinecke, Dattilio, Freeman – Chapter 5
2. Taffel (teens) – Chapter 9

Module 6: Substance Abuse

Dates: (Module Date)

Assignments

Readings

1. Reinecke, Dattilio, Freeman – Chapter 4

Module 7: Child Sex Abuse

Dates: (Module Date)

Assignments

Readings

1. Reinecke, Dattilio, Freeman – Chapter 9

Module 8: Eating Disorders; Obsessive-Compulsive Disorder

Dates: (Module Date)

Assignments

Readings

1. Reinecke, Dattilio, Freeman – Chapters 7 & 10

Module 9: Therapeutic Contexts and Interactions

Dates: (Module Date)

Assignments

Readings

1. Taffel (kids) – Chapters 5, 6
2. Taffel (teens) – Chapters 4, 5, 6

Module 10: Social Anxiety Disorder

Dates: (Module Date)

Assignments

Readings

1. Reinecke, Dattilio, Freeman – Chapter 6
2. Taffel (teens) – Chapter 10

Module 11: LGBT Youth

Dates: (Module Date)

Assignments

Readings

1. TBD

Module 12: Therapeutic Interactions

Dates: (Module Date)

Assignments

Readings

1. Reinecke, Dattilio, Freeman – Chapter 13
2. Taffel (kids) – Chapters 8, 9, 10

Module 13: Self-esteem

Dates: (Module Date)

Assignments

Readings

1. Strategies to Modify Low Self-Esteem in Adolescents
2. Reinecke, Dattilio, Freeman – Chapter 8

Due

- Term paper

Module 14: Promoting Positive Mental Health in Children and Adolescents

Dates: (Module Date)

Assignments

Readings

1. Reinecke, Dattilio, Freeman – Chapter 15

Due

- Student presentations

Module 15: Personality Disorders – Is it unlikely?

Dates: (Module Date)

Assignments

Readings

1. Reinecke, Dattilio, Freeman – Chapter 16

Due

- Student presentations

Assignments and Grading

More specific instructions for each assignment will be posted on Canvas. Instructor also will discuss details or answer any questions related to assignment during the class and office hours. (Normal)

All assignments should be produced on a word processor (or typed), double spaced, with one-inch margins on all sides, carefully edited and proofed, using no smaller than a 12 point font, and conforming to APA style (6th ed.) (Normal)

Class participation (5 points)

The seminar nature of the course places a different emphasis on discussion compared to more traditional lecture-oriented class formats. It is expected that class members take on and share a high level of responsibility for the nature and quality of discussion related to the topic under study. Accordingly, students should come to class well prepared, having completed the recommended readings. Evaluation of participation will take into account the extent to which the student: attends regularly and on time, meets assignment deadlines, completes in/out of class written assignments and exercises, and actively contributes to discussion (i.e., sharing viewpoints/perspectives, raising pertinent question, etc.). Relative to participation, the three overall criteria that bear on one's grade include: 1) participation in discussion, 2) attendance, and 3) over-all level of professionalism shown.

Quizzes/Reading Responses (35 points)

Weekly quizzes/reading responses will be turned in to enable students to demonstrate their comprehension of the required course readings. These quizzes will typically be multiple choice or short answer. Collectively, the responses are valued at 35% (35 points) of the course grade. Each response has an equal potential value. If, for example, 10 responses are assigned, each one would be valued up to 3.5 points.

Major Paper (45 points)

This journal length paper (about 20 - 25 pages), in APA format, provides each student an opportunity to study in depth problem issue affecting children or adolescents, and an effective practice model, approach, or protocol (prevention or intervention). A review of the research literature enables students to identify an evidence-based practice model that will help them provide effective service to clients struggling with identified problems.

Presentations (15 points)

Each student prepares and makes a presentation during a class session. Students should approach the presentation as if they were presenting their paper at a professional social work conference. The presentation should reflect key findings from the major paper. Each student has approximately 15 minutes of individual time to present. Students are encouraged to utilize PowerPoint in their presentation. The presentation is valued at 15 points of the course grade.

***NOTE: Changes in the course schedule (most particularly topics and assignments) may be made during the semester to accommodate specific developments in the class process.**

Any changes made in this regard will not result in an increase in assignments or altering of course expectations.

Grading Standards

Papers are graded on the quality of the final product not on the effort you extended completing them. The grade of A is reserved for truly outstanding work that goes beyond basic requirements.

In the Indiana University School of Social Work MSW program, grades of B are the expected norm. Reflecting competency and proficiency, grades of B reflect good or high quality work typical of graduate students in professional schools. Indeed, professors typically evaluate students' work in such a way that B is the average grade. Grades in both the A and the C range are relatively uncommon and reflect work that is significantly superior to or significantly inferior, respectively, to the average, high quality, professional work conducted by most IU MSW students. Because of this approach to grading, students who routinely earned A grades in their undergraduate studies may conclude that a B grade reflects a decrease in their academic performance. Such is not the case. Grades of B in the IU MSW program reflect the average, highly competent, proficient quality of our students. In a sense, a B grade in graduate school is analogous to an A grade in undergraduate studies. MSW students must work extremely hard to achieve a B grade. If you are fortunate enough receive a B, prize it as evidence of the professional quality of your work. (Normal .25 indent)

Grades of A reflect Excellence. Excellent scholarly products and academic or professional performances are substantially superior to the "good," "the high quality," "the competent," or the "satisfactory." They are unusual, exceptional, and extraordinary. Criteria for assignments are not only met, they are exceeded by a significant margin. Excellence is a rare phenomenon. As a result, relatively few MSW students earn A grades. (Normal .25 indent)

Grades of B signify good or high quality scholarly products and academic or professional performance. Grades in the B range reflect work expected of a conscientious graduate student in a professional program. Criteria for assignments are met in a competent, thoughtful, and professional manner. However, the criteria are not exceeded and the quality is not substantially superior to other good quality products or performances. There is a clear distinction between the good and the excellent. We expect that most MSW students will earn grades in the B range—reflecting the good or high quality work expected of competent future helping professionals. (Normal .25 indent)

Grades of C and C+ signify work that is marginal in nature. The scholarly products or professional performances meet many but not all of the expected criteria. The work approaches but does not quite meet the standards of quality expected of a graduate student in a professional school. Satisfactory in many respects, its quality is not consistently so and cannot be considered of good or high quality. We anticipate that a minority of MSW students will earn C and C+ grades. (Normal .25 indent)

Grades of C- and lower reflect work that is unsatisfactory. The products or performances do not meet several, many, or most of the criteria. The work fails to approach the standards of quality expected of a graduate student and a future MSW-level professional. We anticipate that a small percentage of MSW students will earn unsatisfactory grades of C-, D, and F. (Normal .25 indent)

Grading scale

Grade minimums are as follows [Note: grades below C are Unsatisfactory in the MSW Program]

A	93%	Excellent, Exceptional Quality
A-	90%	Superior Quality
B+	87%	Very Good, Slightly Higher Quality
B	83%	Good, High Quality (expected of most MSW students)
B-	80%	Satisfactory Quality
C+	77%	Marginal, Modestly Acceptable Quality
C	73%	Marginal, Minimally Acceptable Quality
C-	70%	Unsatisfactory Quality

Course Policies

Assignment

Students are expected to submit all assignments on time. If you need to extend a deadline you MUST speak to me in advance of the due date to get an approval and an agreement will be reached. Late submission (except by prior agreement) will be marked down 5% per day late. IU has a subscription with the Turnitin plagiarism detection service, and faculty members have the right to submit student papers to the service to check for originality. Turnitin.com service will be used for all student papers in this course. (Normal)

Attendance and participation

Students are expected to attend and participate in all class sessions. Students should complete readings and homework as assigned and come to class prepared for discussion and questions. Because of the nature of this course and group assignments, regular attendance is required and extremely important. Class attendance and active participation in class activities are considered essential for the satisfactory completion of the course objectives. If you are absent, it is your responsibility to get notes from other students regarding materials covered during your absence. If you are absent on the day when an assignment is due, you need to submit your assignment before the beginning of the class. Missing more than 2 of the scheduled classes will result in a letter-grade deduction for the course. Late arrivals and early departures will also lead to course point deductions. It's up to instructor's discretion to decide the deduction points. If you miss five or more classes you will fail the course. (Normal)