Course Description: Social work practice and treatment of children and adolescents.

The overall objective of this course is to enable students to deepen and extend their assessment, diagnostic and social work intervention skills in clinical practice with children and adolescents. Throughout the course students will have opportunities to understand that community based clinical practice addresses the person-in-his/her environment and includes a reciprocal relationship between the child or adolescent client and his/her community (family, community and society) systems. Students will learn to assess and treat problems presented by children and adolescents, combining micro, and macro factors and a strengths perspective that recognizes the importance of social and environmental systems (family, school and community) and how these impact children and adolescents. Students will appreciate that child/adolescent clients cannot be treated in a vacuum and that individual, family and group interventions that include family and community resources should be used concurrently to effectively enhance the child/adolescent's psychosocial functioning.

The course is designed to provide students with both a diagnostic understanding of child and adolescent disorders as well as with an understanding of practice interventions that can effectively enhance the psychosocial functioning of children and adolescents faced with physical, psychological, social and environmental stresses. The course will highlight considerations throughout the assessment, treatment and termination phases of the helping relationship. Students will learn how to assess children and adolescents and will be expected to integrate their knowledge from the foundation year classes on personality and human development. Special emphasis will be given to the development and implementation of measurable objectives in treatment plans with children and adolescents.

The course will reinforce critical thinking skills as students critically evaluate existing theories, models and interventions in clinical social work practice. Students will identify basic techniques to be used in clinical practice with this population and class discussions will address the impact of racial, ethnic, gender/sexual identity, social, religious and cultural diversity on children and adolescents.

Students will also be presented with an opportunity to advance their professional identity as clinicians to an advanced level. Towards that end students will critically analyze their roles as professional social workers, appreciate the importance of promoting social and economic justice for children and learn to empower children and their parents throughout all phases of treatment. The application of social work values, confidentiality and the integration of ethics in the treatment of children and adolescents will be addressed.

Course Objectives: By the end of the term, students should be able to:
1. Understand the concept of community based clinical practice with children and adolescents
2. Describe the relationship between macro factors/influences and micro issues in clinical social work with children and adolescents.
3. Demonstrate skills in the assessment of children and adolescents who present with a variety of psychological, physical, social and environmental stresses.
4. Critically evaluate practice models and interventions in clinical social work with children and adolescents.
5. Demonstrate skills in integrating and applying social work values and ethics with clinical practice with children and adolescents.
6. Demonstrate skills in integrating knowledge of the impact of diversity (ethnic, racial, economic class, religious, gender, age, sexual orientation and life style) into clinical practice with children and adolescents.
7. Identify preventative strategies to prevent problems that can create difficulties in the psychosocial functioning of children and adolescents.
8. Learn to develop and monitor child and adolescent treatment plans.
9. Demonstrate a basic ability to interview children and adolescents in clinical practice.
10. Integrate content from human behavior and human development foundation courses with practice issues.
11. Demonstrate awareness and ability to integrate use of self when working with children and adolescents who present a wide range of psychosocial problems.
12. Identify how social and economic justice issues impact the treatment process of children and adolescents.

Evaluation of Learning and Grading

1. **Treatment Plans:** This assignment is designed to help students integrate essential micro and macro (community) issues that should be considered when developing a treatment plan for a child or adolescent client. There will be two (2) treatment plan assignments-each due on a separate date. The assignment will require that each student develop a treatment plan that includes accurate documentation, goals, objectives, and action steps and clear methods for measuring the progress of each client in the case study provided. Students will also be asked to identify additional issues/questions related to the case study. Specific guidelines will be provided during the beginning of the semester. Each treatment plan is worth 25 points for 50 points.

2. **Two Short Papers:** This assignment is designed to help students integrate practice and research in clinical practice with children. There will be two separate short papers, each researching 2 measurement scales used to assess clinical outcomes in children and adolescents. In a 3-5 page paper students will answer questions related to identifying and using standardized scales (STUDENTS MUST ADHERE TO LENGTH REQUIREMENT AND NOT SUBMIT PAPERS LONGER IN LENGTH). Students are to support their paper with appropriate references and to follow APA style guidelines. More information will be provided during the first week of class. Each of the two papers is worth 25 points for 50 points.

3. Points from all the assignments will be totaled for the student’s final grade.

Class Participation: Students are expected to participate in class discussions and to integrate examples of cases from their field placement. Three or more absences (REGARDLESS OF THE REASON) from class will affect the final grade by one letter grade.

Grading:

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<tr>
<th>Grade</th>
<th>Percentage</th>
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<tr>
<td>A</td>
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<td>A-</td>
<td>90-94</td>
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<td>B</td>
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Assignments | Due Date | Points |
-------------|----------|--------|
Short Paper #1 | February 8, 2005 | 25 points |
Short Paper #2 | March 8, 2005 | 25 points |
Treatment Plan #1 | March 29, 2005 | 25 points |
Treatment Plan #2 | April 12, 2005 | 25 points |

COURSE EXPECTATIONS

Getting your work in on time:

1. All papers and assignments are due on the scheduled date at the beginning of the class unless the student has EXTENUATING CIRCUMSTANCES that prevent the student from meeting the deadline. In those cases the student MUST speak directly with the instructor and MUST make prior arrangements. Please note that documentation of the special circumstances must be presented to the instructor. Approval for late work must be obtained directly from the instructor.

2. **Papers or assignments submitted after the due date time will incur point loss.** If prior approval for submitting a paper or an assignment has not been obtained, one letter grade will be subtracted for each week that an assignment is late.

Responsibility for readings:

1. Inherent in advanced graduate study is the expectation that the student is responsible for required readings. In addition, it is expected that students will also search out additional readings in efforts to expand their knowledge in specific areas. The instructor may include additional reserve readings throughout the semester.
STUDENTS ARE RESPONSIBLE FOR READING ALL OF THE REQUIRED ASSIGNED MATERIALS REGARDLESS OF WHETHER THE MATERIAL IS COVERED IN CLASS.

Expected graduate behaviors:
1. Students should arrive for class on time and avoid disrupting the class with late arrivals.
2. While it is not expected that graduate students will resort to academic dishonesty, students must be aware that any evidence of dishonesty/cheating (including plagiarism) will result in a Failing grade for the course and will be subject to other consequences inherent in the School of Social Work.
3. Students are expected to demonstrate courtesy and respect for the instructor and for peers. Differences in points of view expressed constructively, as the basis of academic freedom are encouraged. **Side conversations during class will not be tolerated.**
4. Physical or verbal abuse among students or directed at the instructor will not be tolerated and is in violation of UCF’s GOLDEN RULE.

Audiotaping of lectures: Students are prohibited from audiotaping any part of the course lectures.

Attendance policy: Since this course emphasizes practice skills and techniques it is imperative that students attend all classes. Students who miss three (3) or more absences REGARDLESS OF THE REASON, will have their final grade lowered by one letter grade.

Instructor’s office hours: Students should make appointments with the instructor.

For additional information on classroom policies, students are referred to the Social Work Handbook and the University Golden Rule Book.

Instructional Strategies: The objectives of this course will be achieved through a variety of methods:
1. The instructor will provide didactic content through lectures.
2. Students will present materials from their field placements informal class discussions.
3. Students will role-play throughout the semester.
4. Videotapes and guest lecturers may be used where appropriate.
   Please note that throughout the semester the instructor may be at conferences or will be presenting a paper. During those times, a guest lecturer will cover the subject matter. Students are expected to attend those classes.

Required Texts:
2. Recommended readings will be placed on reserve in the library. In order to enhance the learning process students are encouraged to read as many of those as possible.

COURSE SCHEDULE: Unit Learning Objectives, Readings, and Schedule:

Session 1—January 11, 2005
Unit Learning Objectives: Upon completion of this unit, the student should be able to:
1. Understand the concept of community based clinical practice with children and adolescents
2. Identify how macro and micro issues are interrelated in clinical work with children and adolescents.
3. Recognize the importance of developmental phases during childhood and adolescence

Content:
1. Overview of Course:
   a. Introductions/expectations
   b. Review of syllabus/readings/assignments
   c. Teaching methods
2. Overview of Clinical Practice with Children and Adolescents:
   a. Defining community based clinical practice as it relates to children and adolescents
   b. Understanding the relationship between macro and micro issues in clinical work with children.
   c. Understanding psychosocial stresses that require the use of child and adolescent therapy.
   d. Integrating developmental stages and tasks in clinical practice with children and adolescents.
Session 2 –January 18, 2005
Unit Learning Objectives: Upon completion of this unit, the student should be able to:
1. Learn to assess the individual child in crisis
2. Integrate developmental theory and tasks when assessing children
3. Understand the basic components of play therapy as a clinical intervention

Content:
1. Assessment of the Child in Crisis
2. Types of crises experienced by children and adolescents
3. Play therapy crisis intervention with children

Required Readings:
1. In Boyd-Webb Text-/Chapters 1&2

Optional Readings: (On Reserve)

Session 3—January 25, 2005
Unit Learning Objectives: Upon completion of this unit the student should be able to:
1. Identify specific types of violence and abuse crises that affect children and adolescents.
2. Identify interventions to address violence and abuse related crises.

Content:
1. Parental violence
2. Facilitating children’s anger management groups
3. Assessing child abuse and neglect

Required Readings:
1. In Boyd-Webb Text, chapters 3, 4, 5 & 6

Optional Readings on Reserve:

Session 4—February 1, 2005
Unit Learning Objectives: Upon completion of this unit the student should be able to:
1. Identify specific types of violence and abuse crises that affect children and adolescents
2. Identify and understand the signs and symptoms of anxiety disorders in children and adolescents
3. Identify reasons why engaging parents and other collaborative systems is important in clinical practice

Content:
1. Continuation of crises of violence and abuse
2. Multiple traumas of refugees
3. Group therapy with children abused by a trusted adult
4. Recognizing anxiety disorders in children and adolescents
5. Working with systems that impact the child/adolescent client: agencies, families and parents

Required Reading:
1. In Boyd-Webb Text, Chapters 6, 7 & 8.

Optional Readings on Reserve:
Session 5—February 8, 2005

PLEASE NOTE: SHORT PAPER #1 DUE TODAY

Unit Learning Objectives: Upon completion of this unit, the student should be able to:
1. Identify how family and parental problems affect children and adolescents
2. Identify and understand the signs and symptoms of depression in children and adolescents

Content: Family Related Crises
1. Parents who can't parent
2. Mourning the death of a parent
3. Depression and suicide in children and adolescents

Required Readings:
1. In Boyd-Webb Text, Chapters 9, 10 & 11.

Optional Reserve Readings:

Session 6—February 15, 2005

Unit Learning Objectives: Upon completion of this unit the student should be able to:
1. Identify how family conflicts and family pathology affect children and adolescents
2. Identify the signs and symptoms of substance abuse in children and adolescents

Content: Continuation of Family Related Crises
1. Conflicts related to divorce
2. Families with substance disorder problems
3. Adolescent substance use and abuse

Required Readings:
1. In Boyd-Webb Text, Chapters 12 & 13.

Session 7—February 22, 2005

Unit Learning Objectives: Upon completion of this unit the student should be able to:
1. Identify and understand diversity issues that children and adolescents present.
2. Understand the DSM IV criteria for Gender Identity Disorder
3. Identify the steps in treatment planning

Content:
1. Developmental issues in Non-traditional families: children raised by gay and lesbian parents
2. Helping the adolescent with sexual identity issues
3. Review of the DSM IV criteria for Gender Identity Disorder
4. Understanding the conflicts between traditional immigrant families and Americanized children.
5. Developing the treatment plan

Required Readings:
1. In Boyd-Webb Text, Chapter 14

Optional Readings on Reserve:

Session 8—March 1, 2005

Unit Learning Objectives: Upon completion of this unit the student should be able to:
1. Identify psychosocial considerations in medical illnesses experienced by children and adolescents
2. Identify and understand the signs and symptoms of eating disorders in children and adolescents.
3. Treatment Planning

Content:
1. Medical/health Crises Affecting the Child or Adolescent
2. Eating Disorders

Required Readings:
1. In Boyd-Webb Text, Chapter 17
Session 9—March 8, 2005

- **PLEASE NOTE: SHORT PAPER #2 DUE TODAY**

**Unit Learning Objectives:** Upon completion of this unit, the student should be able to:
1. Identify and understand how family related illnesses affect children and adolescents.
2. Identify interventions that address the impact of family related illnesses on children and adolescents.
3. Identify the components to a treatment plan

**Content:**
1. Family Health Crises
2. HIV/AIDS in the Family
3. Serious Illness of a Parent

**Required Readings:** In Boyd-Webb Text, Chapters 15 & 16

**SPRING BREAK—March 14-19, 2005**

Session 10—March 22, 2005

**Unit Learning Objectives:** Upon completion of this unit, the student should be able to:
1. Identify the importance of clinical documentation in child practice
2. Define appropriate outcomes for children and adolescents
3. Write a basic treatment plan
4. Identify reasons why empirically based research is important in clinical practice

**Content:**
1. Integrating empirically based practice research
2. Outcomes in clinical practice
3. Treatment planning with children and adolescents


Session 11—March 29, 2005

- **PLEASE NOTE: TREATMENT PLAN #1 DUE TODAY**

**Unit Learning Objectives:** Upon completion of this unit, the student should be able to:
1. Identify and understand how catastrophic events affect children and adolescents
2. Identify interventions that address the impact of catastrophic events on children and adolescents.

**Content:**
1. Understanding catastrophic events that affect children and their families: plane crashes, urban bombings, war, and terrorism.
2. School violence and its effect on children
3. Understanding DSM IV: Adjustment Disorders

**Required Readings:**
1. In Boyd-Webb Text, Chapters 18, 19 & 20

Session 12—April 5, 2005

**Unit Learning Objectives:** Upon completion of this unit, the student should be able to:
1. Identify the diagnostic criteria for ADHD
2. Identify community-based resources, programs or services to help ADHD children and their families.
3. Identify medications used to treat ADHD

**Content:**
1. Treatment of Attention Deficit/Hyperactivity Disorder
2. Interventions
3. Use of medication with children & adolescents

**Recommended Readings on Reserve:**

Session 13—April 12, 2005
PLEASE NOTE: TREATMENT PLAN #2 DUE TODAY
Unit Learning Objectives: Upon completion of this unit, the student should be able to:
1. Identify diagnostic criteria for Oppositional Defiant Disorder
2. Identify interventions to help ODD children and their families.
3. Identify medications that may be used to treat ODD

Content:
1. Diagnostic and treatment considerations
2. Use of medication

Recommended Readings on Reserve:

Session 14—April 19, 2005
Preventing Compassion Fatigue in the Clinical Social Work Process
1. Termination process
2. Aftercare as a prevention strategy

Session 15 - Final Exam Week
During class time, instructor will be available for consultative meetings regarding student's papers and treatment plan assignments.
BIBLIOGRAPHY


