I. COURSE DESCRIPTION

Social Work Practice with Children, an elective course builds upon beginning level knowledge of practice principles and skills developed by students in Human Behavior and the Social Environment and Foundations of Practice. Students develop conceptual, practical and ethical frameworks that inform their practice with children, infancy through adolescence and their families. Specific theories of development and practice are explored for their applicability to a refined assessment of client needs. Students formulate therapeutic interventions with the children and their families based on assessments that include an appreciation of the impact of agency context, minority/majority power issues, trauma, ethnicity, gender, race, social class, cultural issues, biological developmental issues, as well as relevant practice research findings on clients. Ways of working with other team members such as psychologists, psychiatrists, educational professionals in schools, health care professionals in hospitals, members of the judicial system and communities will be explored. The core knowledge, practice principles and skills developed in the foundation courses will be specifically applied as they relate to the complex work with children and families.

II. COURSE COMPETENCY OUTCOMES

At the conclusion of this course, students will be able to:
1. Identify and apply the developmental and ecological perspectives in practice with children and their families. (CSWE E.P. 2.1.10a, b, c)

2. Demonstrate acquisition of knowledge about and analysis of the social work relationship with individual children while preserving the integrity of the family through written work and class exercises. (CSWE E.P.2.1.10d)

3. Demonstrate acquisition of knowledge about relationship building and an ability to establish, sustain and end social work relationships with involuntary families in vulnerable populations where children are at risk. (CSWE E.P. 2.17, 2.1.10c)

4. Demonstrate a comprehension of key elements of diversity and an ability to work with a wide range of children and families with an understanding of the impact of class, ethnicity, religion, culture, language, economics, race and loss in the family, has for the development of the child. (CSWE E.P. 2.1.4, 2.1.5, 2.1.10c)
5. Demonstrate an ability to critically use a person-in-situation bio-psychosocial assessment of a child to explore the etiologies of defined problems and to examine the skills of engagement, assessment, contracting and treatment planning. (CSWE E.P. 2.1.7)

6. Demonstrate acquisition of knowledge of the major social work approaches with children, theories about issues that impact the development of behavior problems of children, key concepts, practice principles, values, ethics and interventions. (CSWE E.P. 2.1.10b, c, 2.1.3)

7. Demonstrate an understanding of the ethical concerns in working with children and the main collaborators, (parents, other caretakers, school and communities). (CSWE E.P. 2.1.2)

8. Demonstrate skill in applying knowledge of normal and abnormal (traumatic) models of child development through class exercises and role play.(CSWE E.P. 2.1.7, 2.1.10c)

9. Demonstrate an understanding of the need for, and ability to work as part of an interdisciplinary team and how to make appropriate referrals, (i.e. psychiatrists and psychologists) for consultation.(CSWE E.P. 2.1.9)

III. HIPAA

In accordance with HIPAA regulations, all case information must be de-identified. This means that any information that would allow another to specifically identify the client needs to be changed for purposes of confidentiality. The client in this course refers to the child and family members. The changes would include obvious things like names and birthdates but may also contain other information that is so unique to the client that it will allow for identification, including race/ethnicity, diagnosis or gender. If race/ethnicity, diagnosis or gender is directly related to the case presentation it can be included if it will not allow for identification.

IV. STUDENTS WITH DISABILITIES

Students with documented disabilities who are enrolled in this course and who will be requesting documented disability-related accommodations are asked to make an appointment with the Office of Disability Services, Abby Kelsen, Wilf Campus, 646-685-0118, akelsen@yu.edu, during the FIRST week of class. After approval for accommodations, submit the accommodations letter to the professor. This letter and a discussion with the professor should occur by the THIRD class. Please note that accommodations are not automatic, they must be negotiated with the professor.

V. PLAGIARISM

Students should remember that the school will not condone plagiarism in any form and will not condone acts of plagiarism. A student who presents someone else’s work as his or her own is stealing from the authors or persons who did the original thinking and writing. Plagiarism occurs when a student directly copies another’s work without citation; when a student paraphrases major aspects of another’s work without citation; and when a student combines the work of different authors into a new statement without reference to those authors. It is also plagiarism to use the ideas and/or work of another student and present them as their own. It is not plagiarism to formulate your presentation of an idea or concept as a reaction to someone else’s work; however, the work to which you are reacting should be discussed and appropriately cited. Any student who can be shown to have plagiarized any part of any
assignment in this course will automatically FAIL the course and will be referred to the Associate Dean for disciplinary action which may include expulsion.

VI. E-RES (Electronic Reserve)

1. Go to the library’s online resources page:

http://www.yu.edu/libraries/online_resources.asp

2. Click on E_RES. If you are off campus, at this point you will be prompted for your OFF CAMPUS ACCESS SERVICE login and password.

3. Click on “Search E_RES” or on “Course Index”, and search by instructor’s name, department, (number- for this course it is SWK6704).

4. Click on the link to your course.

5. Enter the password- SWK6704

6. Locate and click on the item you wish to review. Titles beginning with “A”, “An” or “The” are alphabetized under “A” and “T” respectively.

7. When the article, text or book record appears on the screen, you can print, email or save it to disk.

8. To view documents that are in the pdf format, the computer you are using must have Adobe Acrobat Reader software. You can download it FREE at www.adobe.com/products/acrobat/readstep2.html.

VII. INSTRUCTIONAL METHODS

This course is taught with didactic lectures, class discussion, class presentations, role-play and media teaching tools. Required readings are marked with an asterisk next to them. Articles are available online from electronic reserve of the Pollack Library. Students are expected to punctually attend all classes, read required assignments and be prepared for class discussion and submit all written work on time.

VIII. REQUIRED TEXTS


VIII. COURSE ASSIGNMENTS

Mid-term
(Competencies: 2.1.10a; 2.1.10b; 2.1.3; 2.1.4; 2.1.62.1.9)
1. Choose a client from your fieldwork experience with whom you are currently working or one with whom you have worked within the past year or client from a film chosen by the professor. The client must be between the ages of infancy-18 years.

2. Write a comprehensive Bio-psychosocial evaluation on the client including a DSM V diagnosis.

3. Include in the evaluation
   - Presenting problem/issue(s)
   - History of presenting problem/issues(s)
   - Stage of development client of initial contact using Erikson’s model of psychosocial development and where the client is at vis s vis fulfilling conditions associated with that stage
   - Environmental risks and protective factors
   - For this section of the assignment cite relevant referenced to the literature

This assignment should be 6-8 pages in length. APA citation.

**Final: Due Date-December 12, 2018**
(Competencies: 2.1.3;2.1.4;2.1.2;2.1.7; 2.1.9; 2.1.10)

The purpose of this assignment is for you to read deeply and think about a topic that interests you and thoughtfully choose journal articles that provide new knowledge that might inform the development of your practice. Choose a topic from the following list and write a comprehensive paper using only journal articles from professional journals. You can use the bibliography in this syllabus as a resource. Do not include magazine or newspaper articles. Appropriate internet material is acceptable.

**TOPICS**
1. Identification, assessment and treatment of traumatic play with children/adolescents.
2. Trauma focused cognitive behavior therapy as a model for work with children who have been sexually abused.
3. Early attachment and bonding
4. ADHD-assessment and treatment: A collaborative process between the school and family.
5. Individual play therapy as a model for work with children.
7. Body image concerns? Socio-cultural and environmental factors that inform the development of eating disorders in the Western World.
8. Bullying as interpersonal violence for the child/adolescent; what is the impact on growth and development?
9. Group work as a practice model for work with children or adolescents.
10. Child centered treatment vs family therapy.
11. Adverse Childhood Experiences (ACE’s)

I. Give a general overview of your topic and provide a definition of your topic (for example how is group therapy defined in the literature)

II. Are there any research findings or consensus in the articles about best practices and/or recommendations?
III. Having read the articles what are your informed impressions about this topic? What questions were raised for you in the process of this research? How have what you learned enhance your practice? Did you notice any gaps or areas of more information/research?

What are your concluding statements about the topic and practice with children/adolescents and their family?

VIII. GRADING CRITERIA
Mastery of the content and skill development will be assessed in written papers, online discussion, participation, and exercises. Class participation includes taking part in all class exercises as well as discussion of content of readings and completing reflective journals.

- Quality of written assignments and mid-term. 30%
- Class attendance, participation as evidenced by discussions and use of canvas 30%
- Final examination. 40%

MAJOR LEARNING THEMES

LEARNING THEME I: Historical concept of Childhood & Social Work With Children
(Session 1) Content Covered: Overview of the course including requirements and focus. Overview of the history of childhood including the definition of childhood over time, the beginning of the study of children and the impact of this on the development of theories about work with children and their families.
Readings


LEARNING THEME II: Ecology of Childhood
(Sessions 2 & 3) Content Covered: The importance of the ecological perspective and relationship to risk and resilience. Exploration of environmental risk factors, family, school and community factors, biological and psychosocial factors will be discussed.
Required Reading
Suggested Reading


**LEARNING THEME III: Stages of Development**
(Sessions 4,5&6) Content Covered: Focus on the assumption that a basic knowledge of normal development is essential to working with children. The concept of development and the relative normalcy/deviance of process will be discussed. Biological, psychological, cognitive, social and moral development will be explored.

**Required Reading**

Davies, D. *Child Development:A Practitioner’s Guide (3rd ed)*

Chs, 1,2,5,7,9,11,12

**LEARNING THEME IV: Assessment, Clinical Diagnosis and Clinical Practice**
(Sessions 7, 8, 9 & 10) Content Covered: Focus on use of and possible interpretation of the developmental data; discussion of developmental ‘red flags’ important in the assessment, working with parents and writing a mental status evaluation. In addition, there will be exploration of pathological development, special circumstances and use of the DSM IV-TR in developing diagnoses.

**Required Reading**


Part II-p.41-117

Part IV- p. 227-367


**Suggested Reading**


Chs, 6,8,10,12

(Sessions 11, 12 &13) Content Covered: Focus on developmental play, work with parents, school and other disciplines, advocacy, different modalities of work with children and termination.

**Required Reading**


Part III p. 121-224.
Session 14: Review and Discussion

Bibliography


\Lynch, E.W. & Hanson, M.J. (Eds.) *Developing Cross-Cultural Competence: A Guide for Working with*


