



Social Work Practice with Children

SOWK 8240 | 3 credit hours

Fall Semester 2022

Class Meetings: Mondays | 4 P.M. – 6 P.M. | 206 CPACS

Instructor: Professor C.J. Washington (Dr. Washington, *She | Her*)

Office: 206 CPACS

Office Phone: 402.554.2792

Email: washingtoncj@unomaha.edu

NOTE: Students should contact the instructor via email rather than by phone. Email messages will be responded to within 24 hours, excluding weekends, holidays, and breaks.

Office Hours: *In-Person:* Tuesdays | 1 P.M. – 3 P.M. or by appointment.

Online: Wednesdays | 6:30 P.M. – 8 P.M. or by appointment

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 DSM-V. 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.

*Rationale/Overview (cont.)*

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.

Student Learning Outcomes (SLOs)

As a result of this course, students will be able to...

1. Examine social policy issues and helping systems serving children and adolescents.
2. Examine 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.
3. Analyze normal child and adolescent development in the context of the family life cycle, culture, and society.
4. Discuss 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 DSM-V.
5. 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.
6. Describe several primary treatment models, including their assumptions, strategies, and the application to children's problems and service settings.
7. Evaluate the usefulness and application of each of the evidence-informed primary treatment models.
8. Analyze effects of race, ethnicity, national origin, age, gender, sexual orientation, ability, socioeconomic, class, and religion/spirituality on diagnosis and intervention with children and adolescents.
9. Examine the role of social work values and ethics in providing services to children, including familiarity with legal regulations and the protection of children and youth's rights and social work roles within juvenile and legal systems.
10. Discuss the social worker's role on treatment teams and advocacy.

Prerequisites of the Course

SOWK 8220

Required Text / Supplemental Materials*Required Text:*

There is not a textbook for the course, however numerous resources will be provided on Canvas or will be recommended for purchase. The Trauma-Focused Cognitive-Behavioral Therapy online course will cost \$35/student. You are able to get CEUs for completing this course if you need CEUs. We will be doing



activities during the class session. You will need paper, markers, crayons, colored paper, stickers, etc. for the activities. I will let you know a week in advance specifically what you will need. For the first week, you will only need some paper (lined or copy paper is fine).

Course Structure / Format

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

Tentative Course Schedule

NOTE: This syllabus is written as an expectation of class topics, learning activities, and expected learning outcomes. However, I reserve 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.

Session/Date	Topic	Assignment
1	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
2	Legal and Political Context	Nebraska Foster Care Review Board Materials (See Canvas) Super Powers Cape
3	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=FluUDcEac%3D&portalid=0
4	Child Parent Psychotherapy	Mirrors Quiz #1 Don't Hit my Mommy pp 7-48
5	Theraplay	Measuring and Breakout Theraplay pp 29-63
6	Trust Based Relational Intervention	Gingerbread man – stress/worry Reflection #2 The Connected Child pp 47-42
7	Zones of Regulation	Zones Bingo The Zones of Regulation pp 1-21
8	Children and DSM-V/DC:0-5	Safety Zone Reflection #3 DC:05 pp 50-76
9	Assessment and Treatment Plan	Quiz #2 Understanding Mental Health pp 45-100
10	Child Centered Therapy	Reflection #4 Play Therapy pp 53-92
11	Adlerian Child Therapy	4 Cs Doing Play Therapy
12	Cognitive Behavioral Therapy	TF-CTG TF-CBT web course: www.tfcbt2.musc.edu
13	Sand Tray and Expressive Therapies	The Magic Key Reflection #5 Sand Tray Therapy pp 1-12



Session/Date	Topic	Assignment
14	Presentations	Assess/Tx Plan Due
15	Presentations	Quiz #3 TF/CBT certificate due

Assessments (Activities, Assignments, and Exams)

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 Procedures

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

Late Assignment Policy

Turning your work in on time requires good time management skills. These skills are especially important when working with clients whose well-being are dependent on you completing your job tasks. Therefore, turning in assignments on time is important as it helps you to develop skills of prioritizing what needs to be done. For this class, I will accept late work until the last day of class, but your assignment grade will be docked by 20%. Scores and feedback for all assessments can be accessed at any time using the Grades section of the Canvas.



Grading Scale

Percentage	Letter 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
74 - 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

Always make sure your writing is free of grammar, punctuation, or spelling errors. Papers should adhere to the most recent citation style outlined by the American Psychological Association (APA).

Plagiarism Statement

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

Never let it appear that ideas and information gleaned from other sources are your own. 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.

Student Handbook

GASSW students are invited to read the [student handbook](#) which includes information on helpful people and resources at the GASSW and UNO, professional behavior for social workers, competency-based education, academic standards, academic behaviors and grades, review of student performance, and reinstatement and reapplication procedures.

Student Handbook Netiquette

Netiquette is a set of rules for acceptable online behavior. The following bullet points cover some basics to communicating online in this course:

- Be respectful of others' views and opinions when responding to the introductory blog during Session 1. Be sensitive to cultural and linguistic backgrounds, as well as different political and religious beliefs.
- Don't use all capital letters when composing your journal responses as this is considered "shouting".
- Use academic tone when composing your responses in your journals unless instructed otherwise. This style of writing requires the use of correct grammar and spelling.
- Be careful when using acronyms in your assignments. If you use an acronym spell out its meaning first, then put the acronym in parentheses afterward.

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 you use to write your assignments is irrelevant, as long as you follow my writing guidelines outlined later in my syllabus. I recommend to have access to a computer weekly. If you do not own a computer, there are computers accessible to you on the UNO campus. Consult the Web pages of Information Technology Services (<https://www.unomaha.edu/information-technology-services/labs-and-classrooms/labs-and-kiosks.php>) and the Criss Library (<https://www.unomaha.edu/criss-library/library-services/computers-and-equipment.php>) for more information on equipment availability.



Technical Support

Technical support for common university systems, including Canvas and email, is available from Information Services Technical Support located in 104 Eppley Administration Building. The help desk may also be contacted via email to unohelpdesk@unomaha.edu or via phone at 402-554-4357.

Accessibility Accommodations

It is my goal that this class be an accessible and welcoming experience for all students. 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: 104 H&K, Phone: 402.554.2872, Email: unoaccessibility@unomaha.edu)

Classroom Expectations

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

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 give you guidance specifically for your area of study. Students are encouraged to explore customized resources featured on their Web site: <https://www.unomaha.edu/criss-library/research-and-instruction/subject-librarians.php>

Cell Phones, Mobile Devices, 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. If you should receive a phone call or text, please step outside to respond. DO NOT take pictures or video during class.

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 at <https://www.unomaha.edu/emergency/index.php>.

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. I will notify students 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. If you cannot get to class because of adverse weather conditions, contact me as soon as possible. Similarly, if I am unable to reach our class location, I will notify you of any cancellation or change as soon as possible (by approximately 1 hour before class starts and by posting an announcement to our course site in Canvas). If you cannot get to class because of weather conditions, I will make 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. I will gladly honor your request to address you by an alternate name or gender pronoun. Please advise me of this preference early in the semester so that I may make appropriate changes to my records.

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 them at their main location in Arts and Sciences Hall, Room 150.

Reporting Sexual Misconduct and Related Resources at UNO

Title IX of the Education Amendments Act of 1972 states that “No person in the United States, shall, on the basis of sex, be excluded from participation in, be denied benefits of, or be subject to discrimination under any educational program or activity receiving federal financial assistance.” The University of Nebraska at Omaha (UNO) seeks to provide an environment that is free of bias, discrimination, and harassment. If you have been the victim of harassment, misconduct, or assault, we encourage you to report this. If you report sexual assault, sexual misconduct or sexual harassment to a UNO faculty or staff member, by law they must notify UNO's Title IX Coordinator about the basic facts of the incident. Students wishing to have a confidential conversation with a designated campus representative may contact UNO Counseling Services (402-554-2409) or UNO Ombuds Services. For more information about campus resources at UNO, please go to the UNO Student Safety Website at: <http://www.unomaha.edu/student-life/student-safety/index.php>

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 you 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, whether you are just starting to develop topic ideas or nearly finished with preparing a presentation.



For more information about their services or to schedule an appointment, go to www.unomaha.edu/speechcenter or visit them in Arts and Sciences Hall, Room 185.

Student Safety

A variety of resources are available to support student safety and security. If you have experienced or are experiencing a difficult personal situation, consult the resources available from the Division of Student Affairs at <http://www.unomaha.edu/student-life/student-safety/index.php>.

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 2015 Educational Policies and Accreditation Standards (EPAS) which is required for all accredited social work programs.

1. Demonstrate ethical and professional behavior.
2. Engage diversity and difference in practice.
3. Advance human rights and social, economic, and environmental justice.
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.



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=FluUDcEac%3D&portalid=0>
- Norris, V. & Lender, D. (2020). *Theraplay: The practitioner's guide*. Philadelphia: Jessica Kingsley Pub., pp 29-63.
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- 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: Guilford, 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: Houghton Mifflin.
- Callahan, C. (2008). *Dialectical Behavior Therapy: Children and adolescents*. Eau Claire, WI: Pesi Pub.
- Callahan, C. (2009). *Treatment of depression in children and adolescents*. Eau Claire, WI: Pesi Pub.
- Homeyer, L. E. & Sweeney, D. S. (2011). *Sand tray therapy: A practical manual* (2nd ed.) New York: Routledge, pp. 1-12.
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- 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.