

SW 625: Interpersonal Practice with Children and Youth

Fall 2018, sec 1, Wednesday, 9:00 to 12:00

DIVISION: CHLDY

COURSE NUMBER: 625 Class room: 3752 SSWB

PREREQUISITES: SW521

INSTRUCTOR: Laura Sanders, LMSW, ACSW, 734-662-3509,
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createcoun333@gmail.com, office 2760 SSWB

LOCATION: Advanced Interpersonal Practice Methods Course

Office Hours: By appointment

1. Course Description:

This course will examine practice theories and techniques for working directly with children, adolescents, and their caretakers. This course will emphasize evidence-based interventions that address diverse groups of children or adolescents within their social contexts (e.g., peer group, school, family, neighborhood). Special attention will be given to issues of diversity as it relates to building therapeutic relationships and intervening with children, adolescents and their families. The interaction between environmental risk factors, protective factors, promotive and developmental factors as they contribute to coping, resiliency, and disorder, as well as how these might vary by child or adolescent diversity factors, such as race, ethnicity, disadvantage, gender, sexual orientation, sexual identity and culture will also be covered.

2. Course Content:

This course will present prevention, treatment, and rehabilitation models appropriate to interpersonal practice with children, youth and their families in a variety of contexts. Content will focus on the early phases of intervention, including barriers to engagement that may result from client-worker differences, involuntary participation on the part of the child, youth, or family, and factors external to the client-worker relationship, such as policy or institutional decisions that may influence or shape the therapeutic relationship. Since the intervention strategies taught in this course rely significantly on the social worker as a critical component of the change process, attention will be paid to the understanding of self as an instrument in the change process. A variety of evidence-based interventions for engaging children, youth, and their families (or other caretaking adults such as foster parents) will be presented. Assessment content will emphasize client and caretaker strengths and resources as well as risks to child or youth well-being that may result from internal or external vulnerabilities caused by trauma, deprivation, discrimination, separation and loss, developmental disability, and physical and mental illness. Particular attention will be paid to cultural, social, and economic factors that

influence client functioning or the worker's ability to accurately assess the child, youth, or family. These assessments include attention to life-threatening problems such as addictions, suicidal ideation, and interpersonal violence.

Content on intervention planning will assist students in selecting interventions which are matched with client problems across diverse populations, cultural backgrounds, socio-political contexts, and available resources. These interventions will be based on a thorough assessment, appropriate to the child's or adolescent's situation, and sensitive to and compatible with the child/adolescent's and family's expressed needs, goals, circumstances, values, and beliefs. Summary descriptions of developmental stages (i.e. infancy, toddlerhood, preschool age, school age, and adolescence) will be presented in terms of developmental characteristics and milestones, salient developmental challenges, and themes such as self-esteem and the development of peer relationships. Helping parents or other caretaking adults to understand the child's or youth's issues or behavior in developmental terms will also be discussed.

A range of evidence-based intervention approaches will be presented such as cognitive behavioral therapy, behavioral therapy, and parent management training. Promising practices for children and adolescents across child serving settings will also be reviewed. The use of play therapy in working with young children and children who have been traumatized will be explored. Since work with children and youth almost always requires multiple intervention modalities, attention will be given to creating effective intervention plans through the integration of different modalities. Those intervention methods that have been empirically demonstrated to be effective will be given particular emphasis. Methods for monitoring and evaluating interventions will also be discussed and demonstrated in this course.

3. Course Objective:

Upon completion of the course, students will be able to:

1. Understand and address the impact of diversity (including ability, age, class, color, culture, ethnicity, family structure, gender (including gender identity and gender expression), marital status, national origin, race, religion or spirituality, sex, and sexual orientation) of children, adolescents and their families and the social worker on practice process and outcomes.
2. Describe and apply a number of assessment procedures (e.g. direct observation of or interviews with the client, parent or caretaker, and collateral contacts with teachers, caseworkers, or other professionals) that identify internal and external risk protective and promotive factors that may affect children and adolescents.
3. Describe the primary developmental tasks and characteristics of childhood and adolescence as they relate to the selection and implementation of developmentally and culturally appropriate techniques for engaging and treating children and adolescents.
4. Identify the ways in which continuity or disruption in primary care relationships may impact children, adolescents, and the therapeutic relationship.
5. Engage in an assessment process that includes gathering information on the risk, protective and promotive factors at the intrapersonal, family, peer group, school and neighborhood levels in order to formulate and understanding of the child/adolescent's presenting problems and circumstances.

6. Implement evidence-based prevention and intervention strategies (e.g. cognitive behavioral interventions, parent management training) that are compatible with child/adolescent and family or caretaker goals, needs, circumstances, culture, and values.
7. Develop advanced intervention skills in working with children, adolescents and their families.
8. Monitor and evaluate interventions with regard to: effectiveness, sensitivity to diversity factors; impact of child/adolescent' and families' social identities on their experience of power and privilege; and appropriateness of the intervention to specific child/adolescent needs resulting from conditions such as maltreatment, deprivation, disability, and substance

4. Course Design:

The instructor will select required and recommended readings. Class format will include lecture, discussion, case analysis, skills development sessions and viewing of videotapes. Written assignments will integrate theory, evidence-based research, and case analysis, and when possible, the student's practicum work.

5. Relationship of the Course to Four Curricular Themes:

- *Multiculturalism and Diversity* will be addressed through discussion of child/adolescent/family-worker differences and power/privilege differentials based on ability, age, class, color, culture, ethnicity, family structure, gender (including gender identity and gender expression), marital status, national origin, race, religion or spirituality, sex, and sexual orientation. Case examples of intervention and readings will reflect this theme.
- *Social Justice and Social Change* will be addressed through discussion of differences between problems responsive to interpersonal practice interventions and those which result from poverty, discrimination, and disenfranchisement, requiring systemic as well as individual interventions. Case advocacy for disadvantaged, deprived, victimized and underserved or inappropriately served children and adolescents and their families will also be emphasized.
- *Promotion, Prevention, Treatment, and Rehabilitation* will be addressed through discussion of risk, protective and promotive factors across the child/adolescent's multiple contexts. Discussions will also emphasize intervention theories and techniques that support the child's or adolescents' developmental potentials.
- *Behavioral and Social Science Research* will be addressed in relationship to the selection, monitoring, and evaluation of assessment and intervention methods with specific emphasis on evidence-based interventions in the areas of developmental psychopathology, attachment, risk, resiliency and coping, trauma, and maltreatment. Students will develop advanced skills necessary to implement evidence-based interventions and critically evaluate intervention theories and approaches used with child and adolescent populations.

6. Relationship of the Course to Social Work Ethics and Values:

Social work ethics and values in regard to confidentiality, self-determination, and respect for cultural and religious differences are particularly important when working with children and youth. Social workers working with children and adolescents often need to make critical intervention decisions which may have to balance risks to the child's or adolescent's safety or emotional well-being with their need for ongoing connection to their families and communities. This course will cover the complexities of ethical dilemmas as they relate to work with child and adolescent populations and the ways that the professional Code of Ethics may be used to guide and resolve value and ethical issues.

7. Intensive Focus on Privilege, Oppression, Diversity and Social Justice (PODS):

This course integrates PODS content and skills with a special emphasis on the identification of theories, practice and/or policies that promote social justice, illuminate injustices and are consistent with scientific and professional knowledge. Through the use of a variety of instructional methods, this course will support students developing a vision of social justice, learn to recognize and reduce mechanisms that support oppression and injustice, work toward social justice processes, apply intersectionality and intercultural frameworks and strengthen critical consciousness, self-knowledge and self-awareness to facilitate PODS learning. (Course Statement Approved By Governing Faculty 11/8/06).

ASSIGNMENTS: See due dates in the course outline

Clinical Case Presentation and Summary in Peer Consultation Groups:

This assignment is an in-class clinical case presentation and written case summary reflection. You will be split into groups of four or five students who will provide peer consultation. I will pass around a schedule, and students will sign up to present a case to their group – one each time the group meets. Presentations will be approximately 20 minutes long in full including the clinical case discussion. The purpose of the clinical case presentation is to address, in a concise way, any area where you would like feedback from your peers to gain a greater understanding or new perspective on a case situation. Often times the case presentations will be addressing areas where you as a worker have felt stuck or need additional feedback on a particular process or issue. It is not intended to be a total case review.

The clinical case presentation should follow this format:

Prepare case consultation notes for the day of your presentation. They should include the following and your notes should be no longer than two pages so these are notes – not a paper:

- Your clinical question or the learning outcome you would like to address in this case presentation. Be specific as this is not a general case consultation. You will begin your presentation with this specific question.
- Provide a brief case review: a description of the client(s), presenting problem/concern, any critical issues, and relevant histories including psychosocial, genetic, familial, social systems, cultural issues. Please remember to protect confidentiality of any case material and alter case information to ensure that clients are not able to be identified. The purpose of this background information is to help us to engage in the clinical formulation and intervention planning. Keep this case description information to a minimum.
- Summarize your clinical formulation or impressions. Include your clinical hypothesis and a brief rationale for it. Also discuss any worker/client system diversity factors that may have impacted on your clinical impressions and engagement process.
- Summarize the interventions you have utilized and their efficacy along with the treatment plan. You will only have about 10 minutes to share this information, so prepare to be concise. Your group will then have about 10 minutes to ask you clarifying questions and provide consultation and suggestions.

The week after your presentation: Turn in your notes and a 2-page summary reflection. You will staple your notes from the previous week to the consultation reflection that you write. This

case reflection should integrate what you learned about your clinical question or learning outcomes based on the feedback that you received from the class discussion. It should include:

- A brief overview of the clinical question or learning outcome
- What issues did this clinical question or learning outcome evoke in you? (Reflect on your emotional/cognitive response to what you are finding challenging with this situation.)
- What skills did you identify as critical to resolving this clinical question or meeting the learning outcome?
- What clinical resources, including readings from the course and additional resources did you identify as helpful to you to better understand the clinical question or learning outcome?

Integrate at least two course readings into your reflection and include a reference page

- What did you learn about yourself and your development as a reflective practitioner from this presentation and review?

This assignment is worth 15% of your grade, and dates for presentations will be selected during the first few classes.

TF-CBT Assignment:

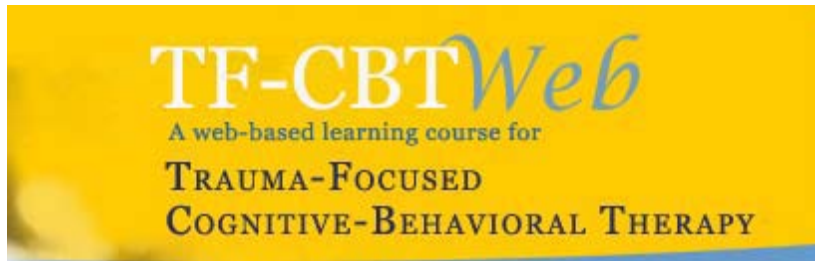
There is a \$30 charge for this on-line course.

Complete the internet course on the use of Trauma-Focused Cognitive Behavioral Therapy, by Cohen, Mannarina and Debringer, and turn in your certificate of completion with a short 2-page reflection paper. The course takes about 10 hours and will be completed at your own pace outside of class. You will earn 10 continuing education credits for taking this course and a certificate of completion that can be reflected in your resume. The certificate that proves you completed the course is worth 90% of the grade for this assignment

In your reflection paper (which is only two pages to be concise)

- 1) Describe briefly the overall process of TF-CBT (like if you had to describe it on an elevator ride to someone).
- 2) What specific interventions are you most attracted to and why?
- 3) If you have had the opportunity to use any of them, reflect on this.
- 4) What personal reactions did you notice as you work through the certification program? Do you have any critiques of the method?
- 5) What counter-transferences to the material do you notice? How might these come up in your work with clients?
- 6) How will you prevent vicarious stress (taking on symptoms and stress from working with people who are traumatized) as you work with clients with this model? How will you practice self-care? Be specific. (No, "Oh ya, and self-care is important." . . .)

This on-line course is sponsored by the National Child Traumatic Stress Network. The website for this curriculum is www.musc.edu/tfcbt. It takes some time, so get started as soon as you can. Be sure to attach a copy of the certificate to the reflection paper which is worth 10% of the grade.



The completion of this certificate is worth 15% of your grade

Two Papers:

The aim of the papers is to give you a chance to reflect on your clinical work or casework in a concentrated and organized manner, to apply course concepts to your actual work in field *and to show me you have read for the course*. Grading will be based on clarity of expression, following the terms of the assignment; quality of understanding of clinical issues, a clear grasp and integration of the course content and thorough including the readings. The flow and quality of your writing will also matter. Please see the section on writing and grading before you write your papers.

All students will do Paper # 1 because I need to know that you have learned to prepare for assessment. Paper # 2 offers several choices, depending on your experience and your access to clients.

Although the assignments are quite detailed in their expectations, I recognize that not all cases will "fit" the assignment. I am willing to modify the assignments to match the realities of your practice to some degree. If you need to alter or reformulate the assignments to reflect the particular work you are doing, please discuss with me before writing the papers.

To preserve client confidentiality, please disguise your case material, by using pseudonyms for all clients and family members, omitting or changing specific geographical information and avoiding mention of details that identify clients. Do give your subjects names. Please do not refer to the humans you are working with as "client" or "consumer" throughout the paper. It makes me crazy.

Paper # 1: Assessment and Treatment Planning: The subject of the first paper will be the use of observation and information gathering in the development of clinical hypotheses and treatment planning in intervention with children and adolescents and their parents or caregivers. (For students who do not have child or adolescent clients, but who are working with adults, see note below*). In the assessment and treatment process, "critical incidents" occur which crystallize the practitioner's understanding of a case. A critical incident may take various forms. Examples: a repeated play sequence you observe in your office, the reporting of an important memory, fantasy or dream, an observed interaction between child and parent(s), impressions of the worker-client relationship such as a particular transference (or counter- transference) response, a style that presents difficulty in the therapeutic process, information about traumatic or stressful events in the client's or family's history, classroom observations, or results of

psychological/educational testing in a client's school file. What makes such an incident "critical" is that it enables the social worker to reach a clearer understanding of the client's experience, circumstances and internal psychological processes. From this understanding, hypotheses can be generated and interventions can be planned. We will practice doing this in the first weeks of class which is why your attendance at class is critical.

For this paper, write up an evaluation of a child or adolescent according to the following outline:

- 1) **Context:** Provide the context in which you know this client and your role with them.
- 2) **Background Statement:** Give a brief background statement which includes the age and demographic information of the child and family, presenting problem, family circumstances, psychosocial history and relevant developmental and cultural information including age, ethnicity, race, gender/gender identity, language, religion, sexual orientation, and/or any other relevant material. Include critical risk and protective factors across systems that are relevant.
- 3) **Critical Incidences:** Describe at least two critical incidents which enabled you to come to a clearer understanding of the case. Be concrete, specific and detailed in your presentation of the clinical material. (selecting material from process notes of interviews and therapeutic sessions is a very appropriate way to present critical incidents.) It is important to include at least one critical incident that could be observed in the therapy session and even better if there are more.
- 4) **Clinical Hypothesis:** State your hypothesis concisely in a few (usually 3) sentences. Review our classwork with the client Jonathan to understand how to develop a concise hypothetical statement. Discuss the rationale for the hypothesis or formulation derived from thinking about this material. The clinical hypothesis should make an explicit connection between current symptoms and contextual factors, including family situation, psychosocial history, developmental factors, and other significant factors which help explain the development of the client's symptoms or difficulties. Provide a brief rationale for your hypothesis backing it up with reading from the course.
- 5) **Intervention Plan and Therapeutic Goals:** Discuss the intervention plan that emerged from this process, including goals for both the child or adolescent and the parent or other caregiver. Goals can also be formulated for systems interactions beyond the family if relevant, for example for staff in schools. In addition to treatment goals or objectives, be sure to include a list of recommendations, which we will discuss more in class but generally indicates how other intersecting social systems (i.e. school, psychiatry, etc.) might get involved to positively impact your client. Then briefly review the treatment methods you are considering using to achieve goals, integrating key concepts from the course so far. Goals should be stated concisely in "(name of the client) will. . .", language. For example, "*Jonathan will show a reduction in aggressive behavior,*" and "*Jonathan's parents will learn relational parenting skills*". Separate Child goals from parent or caretaker goals, and they should be listed and numbered. (see the handout on Jonathan).
- 6) **Cultural considerations:** Consider your similarities and differences based on your social identities, your positions of privilege or oppression and standpoints in relation to the client. How do you see these affecting the work? Include a brief analysis of these considerations and include readings that enrich your awareness.
- 6) **Reflection:** End with a brief but thoughtful discussion of what you have learned personally from this assignment.
- 7) **Resources:** Throughout the paper, integrate *at least four references to different class readings (different authors) using quotes from readings* to back-up your assessment,

hypothesis, exploration of critical incidences, reflection on your positions and standpoints, and choice of interventions and treatment methods for the case and a list of your resources at the end of the paper. Do a thorough job of integrating readings because this is how I know you have read for the course and can integrate it. Prepare a list of references you have cited at the end of our paper. My power points and handouts do not count as readings. The books and required reading on canvas do.

Length: 8-10 pages. Counts 30% of course grade

*Students working with adults can follow the terms of the assignments while writing about their adult clients. I would like you to include one additional element: discuss how the adult's childhood/adolescent history (to the extent you know it) influences the adult's current functioning, presenting issues, attachment style and ways of relating. However, I want the papers to reflect the work you're actually doing, and do not want you to change your evaluation/treatment approach to fit the assignment (i.e., taking an extensive history of the client's childhood experience when you would not otherwise do that). If you are concerned, talk to me.

Paper #2:

Treatment Implementation and Process:

Choose a child or adolescent (and parents or caretakers) with whom you have begun to work. I would prefer you write about a different client from the first paper. If you need to write about the same client, please discuss this with me. Write a detailed summary of an assessment and the early treatment work you have done to date that includes:

1) **Context:** Provide the context in which you know this client and your role with them.

2) **Background information and critical incidences:** Precipitant for referral, brief description of the client, presenting problem and psychosocial/family history and cultural issues. Include also a discussion of protective factors, risk factors and environmental issues. Describe any critical incidents that come up during the evaluation process but more briefly than in the first paper.

3) **Observations of child and child-parent interactions:** Include what you have notice and observed, or if you have not had that opportunity, what you have learned from other sources about this critical relationship.

4) **Clinical Hypothesis:** Formulate a clinical hypothesis (or hypotheses) which considers developmental, psychodynamic, family/interactional issues and systems impacts if relevant as you did for the first paper. State the hypothesis concisely in about two or three sentences as we have practiced in class.

5) **Treatment goals and plan:** Discuss your treatment plan beginning with specific individual goals for treatment stated in "(name of client) will. . .", language, listed and numbered. Also include goals for parents. Even if you do not have the opportunity to work with parents or caretakers, I would like to know what you would do if you had that option. Also include goals for systems if appropriate. Describe the approaches you are, or plan to integrate in therapy, in detail. What is the method or integration of methods you are or will be using? Indicate your rationale for choosing these approaches and include the evidence for these approaches through specific references (quotes) to the course to readings. The relationship between the clinical hypotheses and treatment plan should be clearly stated. What are the specific therapeutic

activities you will try or already have tried? Where relevant, describe components of the treatment plan which involve case management or advocacy as an adjunct or alternative to clinical work, such as referral for other services, coordination with other professionals, advocacy etc. If multiple systems (such as foster care, juvenile court, medical personnel, school personnel, day care, etc.) are involved with the client, discuss your plans for interacting with these other parties, any recommendations you will make, and indicate any need you see and way you will advocate on behalf of your client with these systems and individuals.

6) **Treatment relationship and process:** Describe your relationship with the client(s) from the beginning to date --both child or adolescent and parents/caregivers. Describe some critical incidents that illustrate the initial relationship, and discuss any transference and countertransference issues that have emerged between you. Describe any racial/ethnic/class/religious/gender/sexual orientation/age/ability or other cultural issues that may influence your client's life experiences and your relationship with your client(s) based on your own intersections of identity and your social positions of sameness and difference. Include course reading to highlight your awareness of these issues. Assess the family's motivation for treatment by discussing strengths and weaknesses in the client(s) and their circumstances that may promote or impede successful intervention. Back up your ideas with readings from the course.

If you are in a second term of your placement and further along in the treatment, give a descriptive account of the treatment process, including critical incidents in treatment that have promoted change, and an assessment of the client's progress in terms of the goals of the treatment plan. Though the focus of this part should be on the treatment process with the child or adolescent, also include an account of work with parent(s).

7) **Prognosis and evaluation:** Describe your assessment regarding the prognosis for successful intervention and analyze the reasons for your point of view. How will you evaluate change? Are there tools you might use for evaluation? Do describe them briefly.

8) **Reflection:** End with a brief, but thoughtful discussion of what you have learned personally from this assignment.

9) **Resources:** Throughout the paper, *include at least four references, including quotes, from at least four different course readings* (different authors) to back-up your assessment, hypothesis choice of treatment methods, cultural sensitivity issues for the case and a list of your resources at the end of the paper. Again, do a thorough job of integrating readings and my power points and handouts don't count as readings. This is how I know you have read for the course and can integrate what you are learning.

*NOTE: It is possible to adapt this assignment to direct work with adults if you provide a thorough analysis of childhood history, critical incidences, etc., that are affecting the client now.

Length: 8-10 pages. Counts 30% of course grade.

Alternative Paper Options: Alternative options are only open to students who are not currently working with clients because if you are working with a client(s), I want the paper to be very practical and for you to use it as an opportunity to thoroughly focus on and examine your actual clinical social work. That being clear, the alternatives are as follows:

Observation Alternative: Students who do not work directly with clients can discuss alternative topics with me. One possibility includes observing a child, a group of children, and/or interviewing a parent (examples of this assignment are the Observation Exercises at the ends of the practice chapters in *Child Development: A Practitioner's Guide* by Doug Davies) If you choose one of Davies exercises, state the instructions at the beginning of your paper, so I know what you have chosen to do. Let me know if you are adding to or changing those instructions. ***If you choose this option, apply what you have learned in class, including core course concepts and thoroughly integrated at least four different course readings (different authors), using quotes, to your observations and discuss the implication of cultural and diversity issues that you might notice as well.*** This paper should also be 8 to 10 pages plus a complete reference list of readings you cited at the end.

Research Alternative: You may also write a research paper on intervention approaches specific or recommended for a particular problem of childhood or adolescence, or a particular therapy method of interest to you that applies to therapeutic work with children. If you plan to do a research paper about a particular population or method, please write me a brief proposal (not more than a page) a few weeks in advance indicating what population or method you are interested in, why, and a few of the sources you will use in your study. The research paper should include:

- 1) A detailed description of the issues and needs of the population (including general risk and protective factors), or a detailed description of the method of focus,
- 2) The founders and theoretical background of the method or theoretical information relevant to the population you have chosen,
- 3) Evidence presented in research articles (as recent as possible) for the method and/or best-practices relevant to the treatment population you have chosen,
- 4) At least one thorough case study example of how the method is implemented, or an effective intervention with a person from the focus population you have gleaned from your research,
- 5) Any controversies, limitations or implications of the method or other critical analysis of the interventions recommended to address the needs of the focus population,
- 6) An analysis of the method's cultural sensitivity and inclusiveness regarding race, ethnicity, ability, gender, gender identity sexual orientation, age, religion, etc.
- 7) At least five sources specific to the population or method, three of which should be peer-reviewed articles to support your findings. ***Also include at least four references to different class readings (different authors), using quotes, that indicate you can integrate what you have learned in the class and from the readings in work with this population or method.*** So at least 9 readings in all should be integrated and listed in reference page at the end of the paper. Be thorough with this piece because this is how I know you read for the course and can integrate the readings. My power points and handouts don't count as course readings.
- 8) End with a thoughtful statement of what you learned from studying and writing about this method or population.

Jonathan Alternative: Now that you are an expert in child and family treatment from participating in this course (smile), write a paper about how you would approach clinical treatment with Jonathan and his family. This should begin with your re-viewing the video again that is posted on Canvas, and carefully reading the instructions for this paper #2. You can use the notes on risk and protective factors, critical incidences, hypothesis, goal-setting and treatment

planning relating to Jonathan from the beginning of the course to address instructions one to five but these notes will not be accepted as integrated readings.

- 1) **Background Information and Critical Incidences:** Brief description of the client, presenting problem and psychosocial/family history and cultural issues. Include also a discussion of the most important risk factors, protective factors and environmental issues. Describe critical incidents briefly.
- 3) **Observations of Child and Child-parent Interactions:** Include what you have noticed and observed between Jonathan and his parents, pointing out strength and clearly stating factors that contribute to Jonathans difficulties.
- 4) **Clinical Hypothesis:** State your clinical hypothesis for Jonathan which considers developmental, psychodynamic, family/interactional issues and systems impacts where relevant. State the hypothesis concisely in about two or three sentences as we have practiced in class. You can use you the hypothesis we designed in class for Jonathan.
- 5) **Therapeutic Goals and Recommendations:** List the goals for Jonathan as an individual, his parents in “_____ will. . .” language. Include any recommendations of what systems can do for Jonathan.
- 6) **Therapeutic Intervention Plan:** The focus and bulk of the narrative in this paper addresses what you would do with Jonathan, his family and other systems affecting him to address his, and his family’s therapeutic goals. What key course concepts and therapeutic methods would you integrate or combine to meet the needs of Jonathan and his family? Integrate at least five types of methods in this discussion. What modalities (individual, family, outreach) would you use? Back up all your plans with thorough integration of readings from the course including Davies, Gil, Hughes, Greene, Forbes and Post and any other authors that help you address Jonathan’s issues.

A key dilemma here is that you will have to jump ahead in our readings for the course in some ways to be complete in your description and implementation of methods. For example, Heather Forbes and Brian Post’s work on addressing difficult behaviors, as well as Ross Greene’s work on helping explosive children is certainly relevant for Jonathan, but my lectures on behavioral issues like explosiveness, lying and stealing are more toward the end of the course. So, as I said at the beginning of the course, by the end of the course, you will know how to work with Jonathan, his parents and his community, but we are not totally at the end of the course by the time this paper is due.

- 7) **Cultural and Transference Issues:** What cross-cultural, transference or counter transference issues do you anticipate in working with Jonathan and his family? You will need to use what you know about your own intersections of identity to surmise some of the culturally sensitive issues you might run into, even if some of your social identities match Jonathan’s.
- 8) **Advocacy Issues:** How will you work with systems to try to fulfill your recommendations?
- 9) **Evaluation:** How will you evaluate change outcomes in Jonathan and his parents. Be sure your evaluation is directly related to your therapeutic goals.
- 10) **Resources:** Throughout the paper, *include at least six references, including quotes, from at least six different course readings* (different authors) to back-up your assessment, hypothesis choice of treatment methods, cultural sensitivity issues for the case and a list of your resources at the end of the paper. Again, do a thorough job of integrating readings and my power points and

handouts don't count as readings. This is how I know you have read for the course and can integrate what you are learning.

WRITING AND GRADING:

All written assignments are expected to be typed, *double-spaced*, using 12-point font, with 1" margins on each side, using APA style. It is your responsibility to avoid plagiarism, which can result in severe penalties according to the School of Social Work policies. If writing or editing is difficult for you, please seek help at the Gayle Morris Sweetland Writing Center (764-0429).

The grading scale is:

A = 100% - 95%

B+ = 89% - 86%

C+ = 79% -76%

A- = 94% - 90%

B = 85% - 83%

C = 75% -73%

B- = 82% - 80%

C- = 72% - 70%

I reserve the option to give an A+ for students who meet a 100%, have excellent attendance and participate in class.

ATTENDANCE and PARTICIPATION

All these are expected. Class attendance is important because lecture, activities and discussion will focus on the details of how to practice. You are allowed one excused absence. More than one absence will result in a reduction of points (at least 3 points per missed class off your final points) and could lower your final grade for the course. If you are unable to attend class, please call or e-mail me in advance. Although participation is not factored in as a percentage of the course grade, active participation will make a difference if a student's assignment work is at the border between two grades.

Computers and Electronics:

In the era of iPhones, iPads, laptops and wireless networks, some students may wish to spend class time reading email, texting, surfing the web, or doing work for other classes. Please don't do this. If you need a computer as a resource for note-taking please let me know, but I would prefer that they not be open at all and that cell phones are put away completely. I find that they interfere with discussion and active listening to me and other students. Thanks.

Accommodations:

If you need or desire an accommodation for a disability, please let me know soon. The earlier that you make me aware of your needs the more effectively we will be able to use the resources available to us, such as the services for Students with Disabilities, the Adaptive Technology Computing Site and the like. If you do decide to disclose your disability, I will treat that information as private and confidential. Also, please notify me if religious observances conflict with class attendance or due dates for assignments so we can make appropriate arrangements. Also, all preferred name and gender pronoun uses will be honored.

Trigger Warning:

This course is heavily trauma-informed and focused. For any student who has experienced difficulty in childhood or trauma it will likely bring up painful material. Students may experience a range of emotions throughout the course and may feel vulnerable. All feelings are

acceptable, but students will be expected to be able to manage them. There will not be sufficient follow up for processing painful memories or severe anxiety that might get triggered by the course content. In general, it is important that students who expect to struggle seek support or therapeutic assistance to work through their own recovery during their graduate education in order to be present and effective in working with wounded clients. Wounded healers who have worked toward resilience make some of the best therapists. See resources for this below.

Health and Wellness:

Health and wellness situations or circumstances may impede student success within the program. Students should feel free to contact the School's Health and Wellness Advocates, Lauren Davis or Nyshourn Price, at ssw.wellness@umich.edu. Students may also visit/call the University's Counseling and Psychological Services (CAPS). CAPS offers a variety of clinical services, referrals, and workshops. CAPS, Hours: 8am-5pm, 530 S State St., Ann Arbor, MI 48109 caps.umich.edu

Safety and Emergency Preparedness:

In the event of an emergency, dial 9-1-1 from any cell phone or campus phone.

All University of Michigan students, faculty and staff are required to familiarize themselves with emergency procedures and protocols for both inside and outside of the classroom. In the event of possible building closure (i.e. severe weather conditions, public health notices, etc.) you may contact (734)764-SSWB (7793) for up-to-date School closure information.

Be Prepared. Familiarize yourself with the emergency card posted next to the phone in every classroom/meeting room. Review the information on the emergency evacuation sign (located nearest the door) and locate at least (2) emergency exits nearest the classroom.

If you are concerned about your ability to exit the building in the case of an emergency, contact the Office of Student Services and/or email ssw-ADAcpliance@umich.edu, Office of Student Services

School of Social Work | Room 1748, [734-936-0961](tel:734-936-0961)

For more information, view the annual Campus Safety Statement at <http://www.dpss.umich.edu/>.

Register for UM Emergency Alerts at <http://www.dpss.umich.edu/emergency-management/alert/>.

TEXTS and HANDOUTS

There are numerous ways to get these books. Students are very creative about getting them from Amazon, renting them, kindle, etc. My own view (maybe because I am old-fashioned this way) is that I like to have a hard copy in my library, but you can access them any way that works for you. I will try to make sure there are copies on reserve at the Library. The trickiest one to access is the Forbes and Post book, as they produce it themselves, but most popular, large bookstores like Barnes and Nobel, Nicholas, etc. have it because it is a sort of parent-self-help book. You can also go to their website to get it. Even though it is not a requirement and I have

put a few chapters on your Canvas, I recommend you buy Ross Green's book on working with explosive children.

Douglas Davies (2011). *Child Development: A Practitioner's Guide, (3rd Edition)*. New York: Guilford Press.

Heather Forbes and Bryan Post (2007): *Beyond Consequences, Logic and Control: A Love-based Approach to Helping Attachment Challenged Children with Severe Behaviors*, PPC Books, FL

Eliana Gil (2006). *Helping Abused and Traumatized Children*. New York: Guilford Press.

I will be passing out and/or posting on Canvas number of articles and handouts on developmental and clinical topics that are also required readings.

Recommended Optional Books:

Booth, Phyllis, and Jernberg, Ann (1998): *Theraplay*, Jossey-Bass Publishers, San Francisco.

Brill, S, and Pepper, R (2008), Chapters 1 and 2, *The Transgender Child*, Cleis Press, CA.

Cohen, Judith, et.al., (2006) *Treating Trauma and Traumatic Grief in Children and Adolescents*, Guilford Press, NY, 2006

Friedberg, Robert, D., and McClure, Jessica, M.& Garcia, Jolene Hillwig (2009). *Cognitive Therapy Techniques for Children and Adolescents*. New York: Guilford Press

Gil, Eliana (2006). *Cultural Issues in Play Therapy*, New York: Guilford Press

Gil, Eliana (1996) *Treating Abused Adolescents*, New York: Guilford Press

Green, Ross, *The Explosive Child: A New Approach for Understanding and Parenting Easily Frustrated, Chronically Inflexible Children* (2001) Harper Collins, NY.

Greene, Ross, and Ablon, Stuart (2006) *Treating Explosive Kids: The Collaborative Problem-Solving Approach* (2006) Guilford Press.

Herman, Judith, *Trauma and Recovery* (1992), Basic Books, NY.

Hewitt, Sandra (1999) *Assessing Allegations of Sexual Abuse in Preschool Children and Play Therapy with Abused Preschool Children: Understanding Small Voices*, SAGE Publications

Hughes, Daniel A: *Building the Bonds of Attachment: Awakening Love in the Deeply Troubled Child*, (1998) Jason Aronson, Northvale, NJ.

Pat Ogden (2006) *Trauma and the Body*, W.W. Norton and Company, NY.

Ozonoff, S., Dawson, G. & McPartland, J. (2002). *A Parent's Guide to Asperger Syndrome and High Functioning Autism*. New York: Guilford.

Swenson, Heggeler, Taylor and Addison (2005) *Multisystemic Therapy and Neighborhood Partnerships: Reducing Adolescent Violence and Substance Abuse*, The Guilford Press, NY.

Taffel, Ron (2005). *Breaking Through to Teens*, Guilford Press, NY (Paperback edition, 2010).

Terr, Lenore (1994), *Unchained Memories*, Basic Books.

COURSE OUTLINE AND READINGS

This is a projected outline of the course but is subject to change at the instructor's discretion

Class 1: Sept 5: Introduction to the course and each other

Experiential: Class introductions

Introduction power point

Frames of Reference for Work with Children and Adolescents: Developmental and Transactional Theories.

Various methods highlighted in the course

Student Background forms

Required Readings:

-Get started on reading for week 2

Class 2: Sept 12: Assessment

Assessment of Risk and Protective Factors

Cultural Factors:

Experiential: Assessing the case of Johnathan- class exercise

Required Readings:

-Davies: Preface, pp.ix-xi; Introduction (Part 1); Chapters 1, 2, 3 and (Part II) Chapter, 4, Pgs. 3-109

-Maiter, S. (2009). Using an anti-racist framework for assessment and intervention in clinical practice with families from diverse ethno-racial backgrounds. *Clinical Social Work Journal*, 37(4), 267.

Class 3: Sept 19: Assessment and Attachment Theory

Experiential: Peer Consultation Group introduction and discussion

Experiential: Constructing a Clinical Hypothesis in the case of Jonathan
Understanding Attachment Theory

Modeling secure Attachment in the Therapeutic Relationship

Experiential: Peer Consultation Group introduction

Required Readings:

- Davies, Part II, Introduction, Chapters 5 and 6, pgs. 139-193
- Gil: Chapters 1 and 2, pgs. 3-52
- Yan, M.C. & Wong, Y.R. (2005). **“Rethinking Self Awareness in Cultural Competence: Toward a Dialogic Self in Cross Cultural Social Work”**. *Families in Society*, 86(2), 181-188.

Class 4: Sept 26: Attachment-oriented Treatment

Working with Parents through the lens of Attachment-Oriented and Relational Therapies
(Hughes-PLACE, Theraplay, Post)

Experiential paper wad or balloon game

Experiential: Hypothesizing the case of Jordan in groups

Required Readings:

- Davies, Chap. 7: 193-234
- Hughes, Daniel, Introduction: “When Attachment Fails to Develop: Introducing Katie” and Chapter 1: “The Spiral Begins: The Abuse and Neglect of Katie”, *Building the Bonds of Attachment: Awakening Love in Deeply Troubled Children*, Jason and Aronson Inc., NJ, 1998.
- Hughes, Daniel, Dyadic Developmental Psychotherapy, dhuges1060@adelphia.net

Optional Reading:

John McGee: A Gentle Teaching Primer

- McGee: Attachment Self –Assessment for Parents, Teachers and Other Helping Professionals-Edgette, Janet Sasson, From Tough Love to Empathetic Love, Psychotherapy Networker, Sep/Oct. 2017

Class 5: Oct. 3: Learning Disability and Severe Developmental Disorders

FAT City video

The Spectrum of Interventions from behavioral to relational methods

Treating Autism with Applied Behavioral Analysis,

Relational approached to Autism and marginalization with severely impaired adolescents and young adults - John McGee – A Gentle Teaching

Experiential: Student Group Presentation

Required Reading:

- Davies, chapter. 8, pgs. 234-259
- Gil, chapters. 3 and 4, pgs. 52-98
- McCabe, K., & Yeh, M. (2012). Parent-child interaction therapy for Mexican Americans: Results of a pilot randomized clinical trial at follow-up. *Behavior Therapy* 43, 606-618.
- Gil, Chapters 3 and 4
- Hardy, Kenneth, (2015) *The View from Black America, Listening to Untold Stories*, The Psychotherapy Networker, Nov/Dec 2015.

Optional Reading:

- Leaf, Justin B., et.al., Applied Behavior Analysis is a Science and, Therefore, Progressive, *Journal of Autism and Developmental Disorder* (2016) 46:720
- Spreckly, Et. al., Efficacy of Applied Behavioral Intervention in Preschool Children with Autism for Improving Cognitive, Language, and Adaptive Behavior: A Systematic Review and Meta-analysis, *The Journal of Pediatrics* • March 2009

Class 6, Oct 10: Trauma *Paper #1 is due*

The Conditions that Contribute to Trauma and PTSD

Modeling Mutuality and Equality in the Therapeutic Relationship

Experiential: Create Pain and Strength Beads

Experiential: Student Group Presentation

Required Readings:

-Gil, Chapters 5, 6, and 7, pgs. 98-174

-Sori and Schnur Integrating a Neurosequential Approach in the Treatment of Traumatized Children: An Interview With Eliana Gil, Part II, *The Family Journal: Counseling and Therapy for Couples and Families*, 2014, Vol. 22(2) 251-257

Optional Readings:

Herman, Judith; Chapter 1: Forgotten History, Chapter 2: Terror, from *Trauma and Recovery*, Basic Books, 1992, pp7-32. (An excellent read)

Class 7, Oct 17: Play Therapy

Traumatic Play

Memory in Young Children; The Use of Representational Play

Rescripting with Very Young Children

Play Therapy Spectrum Focused Play in Work with Young Children

Case Presentation: Little Ginny (involving parents in play therapy), Little Tess (Rescripting)

Experiential: Student Group Presentation

Required Readings:

-Davies: Chapters 9 and 10, pgs. 259-335

Gil, Chapters 10 and 11, pgs. 207-233

-Farley et.al., Expanding Infant Mental Health Treatment Services to At-risk Preschoolers and their Families through the Integration of Relational Play Therapy, *Infant Mental Health Journal*, vol. 38(5), 669–679 (2017)

Optional Reading:

-Hewitt, “Therapeutic Management of Preschool Cases of Alleged but Unsubstantiated Sexual Abuse”, *Small Voices: Assessment and Play Therapy with Abused Preschool Children*.

Class 8, Oct 24: CBT and Trauma Narrative

Trauma Treatment with School Age Children

Phases of Trauma Treatment

Approaches to Trauma Narrative

Experiential: CBT person

Experiential: Student Group Presentations

Case Presentations: Katie

Required Readings:

-Davies: Chapters 11 & 12, pgs. .335-418

Gil, Chapters 8 and 9, pgs. 175-207

Class 9, Oct. 31 *Trauma-Focused CBT Certification is due*

Trauma Treatment with Adolescents Normal Adolescent Development

Identifying and Honoring Survival Skills

Disclosure with Adolescents; Creating Narrative, Trauma Resolution; Use of Art, Writing, Symbol and Ritual

Experiential: Discuss Strength and Pain Beads in Pairs

The case of Miss Prissy

Required Readings:

-Davies: Chapter 13, pgs. 419-425

-Gil, Eliana (1996), A Structured Processing of Trauma, from Treating Abused Adolescents, Guilford Press, NY

- Walker, D., Reese, J., Hughes, J., & Troskie, M. (2010). Addressing religious and spiritual issues in trauma-focused cognitive behavior therapy for children and adolescents. *Professional Psychology, Research and Practice*, 41(2), 174-180.

-Armstrong, Courtney, Hiding in Plain Sight: Client's Symptoms Offer Clues to Their Strengths, *Psychotherapy Networker*, Sep/Oct, 2016.

Optional Reading:

-Brayman, Ruby, The Effectiveness of Theraplay as Treatment for

Older Children with Attachment Difficulties MSW Clinical Research Paper

Presented to the Faculty of the School of Social Work, St. Catherine University and University of St. Thomas St. Paul, Minnesota.

Class 10, Nov. 7: Treating Explosive Behavior

Working with Parents and Families; Intervening on Explosive Behavior and Aggression; Multi-systemic Therapy

Experiential: Card game

Experiential: Student Group Presentation

Required Readings:

-Greene, Ross, Chapter.1: "The Waffle Episode", Chapter. 2: "Children Do Well if They Can", Chapter 5: "The Truth About Consequences" and Chapter 6: "Plan B", from *The Explosive Child*, Harper Collins Publisher, NY, 2005 pp. 1-23.

Class 11, Nov 14: Treating Lying and Stealing

Working with Parents and Families; Intervening on Lying and Stealing Using Integrated Methods

Experiential: Lying discussion in pairs

Experiential: Student Case Presentations

Required Readings:

-Forbes, Heather and Post, Bryan (2006), Part 1 and Part II, Chapters 1-11, pp.1-90 in *Beyond Consequences, Logic and Control: A Love-based Approach to Helping Children with Severe Behaviors*, Beyond Consequences Institute.

Class 12, Nov 21, Paper #2 is due

Guest Speaker: A Young Survivor Speaks

Class 13, Nov 28: Working with LGBTQ Youth and Self-care

Work with LGBTQ Youth; Advocacy and Empowerment Methods

Self-Care: Avoiding Compassion Fatigue, Burn-out and Secondary Trauma Effects.

Required Readings:

-Professional Quality of Life Scale

-Hong, J., Espelage, D. & Kral, M. (2011). Understanding suicide among sexual minority youth in America: an ecological systems analysis. *Journal of Adolescence* 34, 885-894.

-Malpas, Jean, *The Transgender Journey: What Role Should Therapists Play?* Psychotherapy Networker, March/April 2016 (7 pgs)

-Ryan, Caitlin, et.al., *Family Acceptance in Adolescence and the Health of LGBT Young Adults*, JCAPN Volume 23, Number 4, November, 2010

-Sandmaier, Marian, *It Takes a Tribe: What It's Like to Raise (or Be) a Transgender Child*, Psychotherapy Networker, March/April, 2016

Optional Readings:

-Brill, S, and Pepper, R (2008), Chapters 1 and 2, *The Transgender Child*, Cleis Press, CA.

Class 14, Dec 5: Group Work with Adolescents; Integrative Creative Interventions

The Use of Myth and Story

Experiential: The Psyche and Cupid Myth with Adolescent Girls

Required Readings:

-Henggeler, S., Letourneau, E., Chapman, J., Borduin, C., Schewe, P., & McCart, M. (2009). Mediators of change for multisystemic therapy with juvenile sexual offenders. *Journal of Consulting and Clinical Psychology*, 77(3), 451-62.

-Jennings, et.al, *Toward a Critical Social Theory of Youth Empowerment*, *Journal of Community Practice*, DOI: 10300/J125v14n01_03

-McKenzie-Mohr, et.,al. article. Responding to the needs of youth who are homeless: Calling for politicized trauma-informed intervention, [Volume 34, Issue 1](#), January 2012,