

Graduate Training Course on Social Work II: Social Work for Children and Youth with Special Needs

University of Social Sciences and Humanities Viet Nam National University, Hanoi

27 July, 2009 – 05 August, 2009
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Course Description:

This course will provide students with a general overview of the various categories of special needs of children and adolescents. The course will cover the theoretical foundations of social work as they apply to working with children youth and families; children and youth who are abused or neglected, children with developmental or genetic disabilities, health problems, emotional/behavioral problems, and problems arising from victimization and trauma. Each class will focus on a particular type of special need, relevant assessment procedures, treatment objectives, current practices, and the roles of social workers in various settings for these children, youth and families. Methods of teaching will include class notes, lectures, class discussion, and small group exercises designed to promote critical thinking and understanding of the relevance of the topics to students' own work in the field. *Those class participants who work with children or youth and their families are invited to discuss examples from their work throughout the classes.*

Learning Objectives:

- By the end of the course students will be expected to
- Articulate the theoretical foundations of social work practice for children, youth and families
 - Discuss the major characteristics of each of the special needs covered in the class
 - Critically evaluate current practices and be able to differentiate practices for various types of need
 - Identify assessment procedures and treatment objectives pertinent to each of the special needs
 - Apply the social work perspective to working with children, youth and families in various settings
 - Apply or adapt the concepts of the course to the needs of children, youth and families in Vietnam

Text:

Webb, Nancy Boyd. (2003). *Social work practice with children* (2nd ed.). New York: Guilford.

While it is difficult to find one text book that covers all the possible special needs of children that social workers encounter in the field, this book is a very popular and highly recommended source of information about emotional and behavioral problems with children and young adolescents. The concepts, principles and techniques here can be applied to social work interventions for many special needs.

Class Topics and Readings:

1. 27.07.09 Introduction and course overview. Social work foundations for children, youth and families.

Terminology of the course. What do we mean by “special needs”? Social work and child development. Theoretical foundations of social work as they apply to work with children, youth and families.

Primary reading:

Webb, N. B. (2003). *Social work practice with children* (2nd ed.). Chapter 1: Children’s Problems and Needs, pp. 3-16. New York: Guilford.

Supplemental reading:

National Research Council and Institute of Medicine (2000). *From neurons to neighborhoods: The science of early childhood development* (Chapter 13: “Promoting healthy development through intervention”, pp. 337-380). Washington, D.C.: National Academy Press. (Also available to view and print at http://books.nap.edu/openbook.php?record_id=9824&page=337)

Webb, N. B. (2003). *Social work practice with children* (2nd ed.). Chapter 2: Necessary Background for Helping Children, pp. 17-36. New York: Guilford.

2. 28.07.09: Overview of service systems for special needs. Children who are abused, neglected, or homeless.

The major service systems for children with special needs (Child Protection/Welfare, Healthcare/hospitals, Schools, Developmental Disabilities, Mental Health, Criminal Justice). Children who are abused, neglected, or homeless: assessment; treatment objectives; evidence-based or typical practices; social work professional roles in the child welfare system.

Primary reading:

Pecora, P. J., Whittaker, J. K., Maluccio, A. N., Barth, R. P., & Plotnick, R. D. (2000). *The child welfare challenge: Policy, practice and research*. Chapter 3: Child and Family-Centered Services, pp. 65-95. New York: Aldine de Gruyter.

Hicks-Coolick, A., Burnside-Eaton, P., & Peters, A. (2003). Homeless children: Needs and services. *Child & Youth Care Forum*, 32, 197-210.

Supplemental reading:

Kluger, M. P., Alexander, G., & Curtis, P. A. (2000). What works in child welfare. Washington, DC: CWLA Press.

Webb, N. B. (2003). *Social work practice with children* (2nd ed.). Chapter 10: Children Living in Kinship and Foster Home Placements, pp. 215-234. New York: Guilford.

Relevant web sites:

- North American Resource Center for Child Welfare <http://www.ihstrinet.com/index.htm>
- Child Welfare League of America <http://www.cwla.org/>

3. 29.07.09: Genetic and developmental disabilities

Assessment; treatment objectives; evidence-based or typical interventions; social work professional roles for children with genetic and developmental disabilities and their families.

Primary reading:

Trachtenberg, S. W., Batshaw, K., Batshaw, M., Batshaw, M. L., Pellegrino, L., & Roizen, N. J. (2007). Caring and coping: Helping the family of a child with a disability. In *Children with disabilities* (6th ed.). (pp. 601-612). Baltimore, MD: Paul H Brookes.

Supplemental reading:

Matson, J.L., Applegate, H., Smiroldo, B., & Stallings, S. (1998). Mentally retarded children. In Morris, R.J. & Kratochwill, T.R. (Eds.), *The practice of child therapy* (3rd ed.) (pp. 303-324). Needham Heights, MA: Allyn & Bacon. (Chapter 10).

Autism Speaks. (2008). First 100 Days Kit: A tool kit to assist families in getting the critical information they need in the first 100 days after an autism diagnosis [Electronic Version]. Retrieved June 25, 2009, from http://www.autismspeaks.org/community/family_services/100_day_kit.php

4. 30.07.09: Physical illness, disability and physical trauma

Special needs resulting from physical trauma, chronic illness and physical disability. Assessment; treatment objectives; evidence-based or typical practices; social work professional roles in hospitals and health clinics.

Primary reading:

Brashler, R., Gehlert, S., & Browne, T. A. (2006). Social work practice and disability issues. In *Handbook of health social work*. (pp. 448-470). New York: John Wiley.

Wiener, L., Moss, H., Davidson, R., & Fair, C. (1992). Pediatrics: The emerging psychosocial challenges of the AIDS epidemic. *Child & Adolescent Social Work Journal*, 9(5), 381-407.

Supplemental reading:

Browne, T. A., & Gehlert, S. (2006). Social work roles and health-care settings. In *Handbook of health social work*. (pp. 23-42). New York: John Wiley.

Michaud, L. J., Duhaime, A.-C., Wade, S. L., Rabin, J. P., Jones, D. O., & Lazar, M. F. (2007). Traumatic brain injury. In *Children with disabilities (6th ed.)*. (pp. 461-476). Baltimore, MD: Paul H Brookes.

Relevant web site:

- Society for Social Work Leadership in Healthcare: <http://www.sswlh.org/>

5. 31.07.09: Children and exposure to violence in the home; school violence, community upheaval

Normative and non-normative reactions to trauma. Evidence-based or typical practices; social work professional roles in the critical response to trauma and development of community prevention and education activities.

Primary readings:

Lynch, M. (2006). Children exposed to community violence. In M. M. Feerick & G. B. Silverman (Eds.), *Children exposed to violence*. (pp. 29-52). Baltimore, MD: Paul H Brookes.

Webb, N. B. (2003). *Social work practice with children* (2nd ed.). Chapter 14: Child victims and witnesses of family and community violence, pp. 315-340. New York: Guilford.

Supplemental reading:

Berkowitz, S. J., & Marans, S. (2006). Crisis intervention: secondary prevention for children exposed to violence. In M. M. Feerick & G. B. Silverman (Eds.), *Children exposed to violence* (pp. 137-158). Baltimore, MD: Paul H Brookes.

Groves, B. M., & Gewirtz, A. (2006). Interventions and promising approaches for children exposed to domestic violence. In M. M. Feerick & G. B. Silverman (Eds.), *Children exposed to violence*. (pp. 107-135). Baltimore, MD: Paul H Brookes.

Relevant web sites:

- U.S. Department of Health and Human Services, Substance Abuse and Mental Health Services Administration (SAMHSA) -- Safe and Drug Free Schools Information Center: <http://mentalhealth.samhsa.gov/schoolviolence/safeschools.asp>
- National Youth Violence Prevention Resource Center: <http://www.safeyouth.org/scripts/index.asp>

6. 01.08.09: Emotional/behavioral problems—Overview

Biopsychosocial and cultural contexts of emotional disorders; theories of etiology; diagnosis; prevalence of mental disorders in children and adolescents; what we know about continuity of disorders from childhood into adulthood.

Primary reading:

Costello, E. J., Mustillo, S., Erkanli, A., Keeler, G., & Angold, A. (2003). Prevalence and development of psychiatric disorders in childhood and adolescence. *Archives of General Psychiatry*, 60, 837-844.

Supplemental reading:

Rapoport, J. L., & Ismond, D. R. (1996). *DSM-IV training guide for diagnosis of childhood disorders*. New York: Brunner/Mazel

Relevant web sites:

- Duke University's Center for Developmental Epidemiology – various studies of the wellbeing of children and the prevalence of emotional disorders in children and adolescents <http://devepi.mc.duke.edu/index.html>
- U.S Surgeon General “Report of the Surgeon General's Conference on Children's Mental Health: A National Action Agenda” <http://www.surgeongeneral.gov/topics/cmh/childreport.html>

7. 02.08.09: Depression, Anxiety and Psychoses

“Internalizing” disorders: depression, anxiety and psychoses in childhood and adolescence. Grief reactions. Evidence-based or typical practices; social work professional roles in mental health clinics and hospitals

Primary reading:

Webb, N. B. (2003). *Social work practice with children* (2nd ed.). Chapter 12: Children in

Families Affected by Illness and Death, pp. 315-340. New York: Guilford.

O'Hare, T. (2005). *Evidence-based practices for social workers: An interdisciplinary approach*. Chapter 12: Anxiety and Depression in Children and Adolescents, pp. 351-393. Chicago, IL: Lyceum.

Supplemental reading:

Volkmar, F. R., & Tsatsanis, K. (2002). Psychosis and psychotic conditions in childhood and adolescence. In D. T. Marsh & M. A. Fristad (Eds.), *Handbook of serious emotional disturbance in children and adolescents*. (pp. 266-283). Hoboken, NJ: Wiley.

Preston, J. D., O'Neal, J., & Talaga, M. C. (2006). *Child and adolescent clinical psychopharmacology made simple*. Oakland, CA: New Harbinger.

Relevant web site:

- The Federation of Families for Children's Mental Health—a national organization in the U.S. of parents and family advocates, <http://ffcmh.org/>
- Practice parameters of the American Association of Child and Adolescent Psychiatry http://www.aacap.org/cs/root/member_information/practice_information/practice_parameters/practice_parameters

8. 03.08.09: Behavioral Syndromes

“Externalizing” disorders: behavioral control problems, attention problems, substance abuse. The unique behavioral reactions of adolescents to their special needs. Evidence-based or typical practices; social work professional roles providing mental health services in non-mental health settings such as schools, healthcare, and criminal justice settings.

Primary reading:

O'Hare, T. (2005). *Evidence-based practices for social workers: An interdisciplinary approach*. Chapter 13: Conduct disorder and ADHD in children and adolescents. Chicago, IL: Lyceum.

Webb, N. B. (2003). *Social work practice with children* (2nd ed.). Chapter 9: School-Based Interventions, pp. 190-214. New York: Guilford.

Supplemental reading:

Glanzman, M. M., & Blum, N. J. (2007). Attention deficits and hyperactivity. In M. L. Batshaw, L. Pellegrino & N. J. Roizen (Eds.), *Children with disabilities* (6th ed.). (pp. 345-365). Baltimore, MD: Paul H Brookes.

O'Hare, T. (2005). *Evidence-based practices for social workers: An interdisciplinary approach*. Chapter 16: Substance abuse and risky sex in adolescents and young adults. Chicago,

IL: Lyceum.

Relevant web site:

- School Social Work Association of America: <http://www.sswaa.org/>

9. 04.08.09: Integrative approaches to special needs

“Systems of care”, interagency coordination among governmental agencies and NGOs. Examples of successful integrative approaches involving child welfare, education, healthcare, mental health services, criminal justice, and developmental disability agencies. The public health approach to prevention of mental disorders for children and adolescents. Implications for policy. Preparation for final exam.

Primary reading:

Webb, N. B. (2003). *Social work practice with children* (2nd ed.). Chapter 15: The Impact of a Changing World on Practice with and for Children, pp. 341-357. New York: Guilford.

Huang, L., Stroul, B. A., Friedman, R., Mrazek, P., Friesen, B., Pires, S., et al. (2005). Transforming mental health care for children and their families. *American Psychologist*, 60, 615-627.

Supplementary reading:

Pfefferle, S. G., Gittell, J. H., Hodgkin, D., & Ritter, G. (2006). Pediatrician coordination of care for children with mental illnesses. *Medical Care*, 44, 1085-1091.

10. 05.08.09: Course summary

Summary of course concepts. General class discussion about the needs of children and youth in Vietnam. Final exam. Course evaluation.

Primary reading:

McKelvey, R. S., Davies, L. C., Sang, D. L., Pickering, K. R., & Tu, H. C. (1999). Problems and competencies reported by parents of Vietnamese children in Hanoi. *Journal of the American Academy of Child & Adolescent Psychiatry*, 38(6), 731-737.

Addendum: Resources for Evidence-Based Practices with Children, Youth and Families

The California Evidence-Based Clearinghouse: <http://www.cachildwelfareclearinghouse.org/>

An excellent searchable database about child welfare-related resources, interventions, assessment instruments, research, implementation tools, and more.

U.S. Department of Health and Human Services, Substance Abuse and Mental Health Services Administration: “A Guide to Evidence Based Practices on the Web”,

<http://www.samhsa.gov/ebpWebGuide/index.asp>

SAMHSA collects research information on mental health and substance abuse practices, searchable by age group.

The Campbell Collaboration: <http://www.campbellcollaboration.org/> . This is an international research network aimed at helping people make well-informed decisions by preparing, maintaining and disseminating systematic reviews in education, crime and justice, and social welfare.

The Cochrane Collaboration is dedicated to improving healthcare decision-making globally, through systematic reviews of the effects of healthcare interventions, published in The Cochrane Library <http://www.cochrane.org/>.