

**SAN JOSÉ STATE UNIVERSITY  
SCHOOL OF SOCIAL WORK**

**ScWk 261: SOCIAL WORK PRACTICE WITH CHILDREN**

Course Code 261-01; Section 48527

**Semester:** Fall 2009

**Instructor:** Jesse Work LCSW

**Class Meeting Time:** Tue., 9am-11:45am

**Classroom Location:** Sweeney Hall 312

**Office Location:** WSQ217

**Office Hours:** after class

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**Catalog Description**

Skills and knowledge in working with high-risk children and families from a transcultural multi-systems perspective. Focus on understanding of child and family development as well as assessment and intervention at various levels in a transcultural context. (3 units. An elective)

**Course Description**

Social Work 261 is an advanced level practice course that offers second year MSW candidates the opportunity to gain skills and knowledge in transcultural multi-systems practice with a specific population at risk. This course builds on the skills and competencies gained in foundation practice (ScWk 220 and 221) and advanced practice courses (ScWk 222 and 223), and in HBSE courses (ScWk 212, 214). Utilizing ecological/systems, strength and psychosocial perspectives, SW 261 examines micro and mezzo level professional practice, embedded in macro systems with high risk, poor, oppressed, marginalized and/or disenfranchised children.

The course develops a deeper understanding of the complexities of the interactions between the child and his or her environment and focuses on gaining and refining transcultural multi-systems knowledge and skills in the areas of culturally competent assessment and intervention strategies with children and their families in the communities. Intervention methodologies include strength-based models, traditional individuals and family intervention methods, as well as preventive interventions with parents' involvement in the school and community.

**Learning Objectives**

Upon completion of ScWk 261 the social work student will be able to:

1. Discuss tools and techniques for social work assessment of children, with emphasis on those who are at-risk and vulnerable. (M2.7) (Assess & Intervene)
2. Articulate an understanding of developmental theory with emphasis on the application of these theories to social work practice with children. (M2.5) (Critically Evaluate Theory)
3. Demonstrate skill in evaluating the empirical support for social work interventions with children and their family and caregivers. (M4.3) (Research)
4. Articulate knowledge about the design and implementation of social work interventions with children, including, but not limited to interdisciplinary collaboration and

consultation, interventions with families and caregivers, and community-based interventions. (M2.7) (Assess & Intervene)

5. Demonstrate the capacity for critical thinking, self-awareness and self-reflection in social work practice with children. (M4.4) (Advance Quality of Practice)
6. Apply with integrity social work values, ethics, and legal mandates in all phases of contacts in social work with children (M1.4) (Resolve Ethical Dilemmas)
7. Demonstrate understanding of a multi-systems transcultural perspective to social work interventions with children that reflects an understanding of the importance of diversity including populations-at-risk, Latinos and Latinas, African and Asian Americans, women, GLBTs (gay, lesbian, bisexual and transgender persons), and other marginalized and disenfranchised populations. (M1.5, M3.6) (Apply Transcultural Multi-Systems)

### **Title IV-E Competencies**

This Course meets the following Title IVE competencies:

1.1-1.5, 2.1, 2.2,2.5, 2.17, 2.19, 2.20, 2.22, 3.1-3.5, 4.2, 4.3 4.5 4.6 4.9 4.10, 5.2, 6.3, 6.4, 7.5, 7.6, 8.9

## **COURSE REQUIREMENTS**

### **Learning Experiences**

This class is a seminar consisting of lectures, presentations and active discussions. At times films, guest speakers, and other teaching methods will be used to augment the seminar experience. Students will be encouraged to discuss their field experiences in class, in relation to course content.

### **Grading And Evaluation**

The grading and evaluation distribution for the class is outlined below.

<b><u>Assignments</u></b>		<b><u>Grading</u></b>	
Psychosocial Assessment	20%	98-100	A+ 77-79 C+
Sessions Log	20%	93-97	A 73-76 C
Treatment Summary	25%	90-92	A- 70-72 C-
Group Systems Project	25%	87-89	B+ 67-69 D+
Class Participation	10%	83-86	B 63-66 D
Total	<u>100%</u>	80-82	B- 60-62 D- 59 or less F

### **Late Assignments**

Late assignments will have 10% deducted for the first week that they are late. Assignments will not be accepted more than 1 week past their due date unless you have made special arrangements with the instructor. Please communicate any possibility of any problems or circumstances that will affect your prompt submission of any work. Note that late assignments will only be accepted and need to be submitted to your instructor at the School of Social Work office with a stamped time and date submission and placed in your instructor's mailbox. It is your responsibility to contact your instructor to notify them that your material has been submitted and check and see that they receive your submission.

### **Class Participation**

Professional development includes participation in consultation with colleagues, attendance at meetings, and via other communications colleagues, client systems, and peers. Refining professionalism occurs with practice. Active class participation demonstrates this continued professional development. The grade for classroom participation is based on quality cooperative participation to the classroom environment, critical thinking, attention to skill-building in practice simulations and brief presentations as requested in class.

No computer, cell phone, or other electronic device usage in class is allowed.

### **Course Assignments**

#### - Biopsychosocial Assessment Oct-5

This paper should be written in reference to a child client from the student's field placement. The paper is to utilize theories of child development theory to detail a developmental history of the child; a description of the extent and type of problems the child is experiencing; explanations of the known or presumed causes of the problems; discussion of cultural, ethnic and religious factors; discussion of the physiological, family, neighborhood, school and community factors contributing to the problem. The paper should also incorporate a formulation of a diagnosis and treatment plan appropriate for the child and family, utilizing a transcultural perspective. Approximately 5 pages.

#### - Sessions Log Nov-9

In this paper, the student is to describe and analyze three sessions with the child client and/or family, utilizing the treatment plan identified in the biopsychosocial assessment. The student should keep a detailed log of sessions, describing the treatment focus of each session, the method of treatment, and the outcome. Students should demonstrate critical thinking and self-reflection to analyze their own participation in the session and its effect. Approximately 5 pages. A more detailed outline will be passed out in class.

#### - Treatment Summary Dec-7

This paper is a complete treatment summary of the student's work with the child. The paper should discuss the importance of diagnosing and treating children in the context of their families and communities. Principal theoretical formulation(s) should be described. Students should again use critical thinking and self-reflection to analyze their own participation in the session and its effect, as well as reflecting upon how their training affected their practice with the case. Approximately 8 pages. A more detailed outline will be passed out in class.

- Group Project/Presentation

All students will participate in a 15-20 minute group presentation. These presentations will be held through-out the semester during class sessions. The instructor will pass out a sign-up sheet in the second or third week of class. A more detailed outline will be passed out in class.

There are two options for the focus of this presentation:

- A. *Systems Analysis*: Children with whom social workers are involved operate within social systems. Understanding of these systems is critical for effective social work practice. The group is to identify a social service system (Public assistance [TANF], mental health, health, schools, child welfare, etc.) and present a description and analysis of the system. This analysis should include a discussion on the functions of the system, its affect on children, the role of social workers within the system, and information social workers should know to operate effectively within the system.
- B. *Social Problem Analysis*: Children may experience social problems that cause, influence, or otherwise affect their well-being. These include child maltreatment, poverty, racism, oppression, migration, domestic violence, neighborhood & media violence, substance abuse, mental health issues in the family, death and illness in the family, catastrophic events, etc. The group should pick a social problem, and create a presentation that describes and analyzes that problem and its affect on children, and outlines the role social workers can play to help ameliorate the effects of the problem on children's well-being.

**APA Format and Writing Requirements:**

All papers must be typed double space using either Arial or Times New Roman font in pica 11 or 12. Papers must conform to the APA standards, for writing, citation and documentation unless otherwise requested by your instructor. Writing should be succinct, use appropriate headings and be free of grammar and spelling errors. If you need editorial assistance, please contact your instructor.

**UNIVERSITY POLICIES**

**Reasonable Accommodation of Disabilities**

If you need course adaptations or accommodations because of a disability, or if you need special arrangements in case the building must be evacuated, please make an appointment with me as soon as possible, or see me during office hours. Presidential Directive 97-03 requires that students with disabilities register with the DRC to establish a record of their disability.

Additional information on the Disability Resource Center can be found at:

<http://www.drc.sjsu.edu/>.

### **Academic Integrity**

Academic integrity is essential to the mission of San José State University. As such, students are expected to perform their own work (except when collaboration is expressly permitted by the course instructor) without the use of any outside resources. Students are not permitted to use old tests, quizzes when preparing for exams, nor may they consult with students who have already taken the exam. When practiced, academic integrity ensures that all students are fairly graded. Violations to the Academic Integrity Policy undermine the educational process and will not be tolerated. It also demonstrates a lack of respect for oneself, fellow students and the course instructor and can ruin the university's reputation and the value of the degrees it offers. We all share the obligation to maintain an environment which practices academic integrity. Violators of the Academic Integrity Policy will be subject to failing this course and being reported to the Office of Student Conduct & Ethical Development for disciplinary action which could result in suspension or expulsion from San José State University. Additional information on academic integrity can be found at:

[http://sa.sjsu.edu/judicial\\_affairs/faculty\\_and\\_staff/academic\\_integrity/index.html](http://sa.sjsu.edu/judicial_affairs/faculty_and_staff/academic_integrity/index.html)

### **REQUIRED TEXTBOOKS**

Boyd Webb, N. (2003). *Social work practice with children* (2<sup>nd</sup> ed.). New York, NY: The Guilford Press.

Morris, R.J. & Kratochwill, T.R. (Eds.) (2008). *The practice of child therapy* (4th ed.). New York, NY: Lawrence Erlbaum Associates.

Reader. Available at Maple Press.

## COURSE OUTLINE

(Subject to change with fair notice)

<u>Date</u>	<u>Class Topics, Readings, And Assignments</u>
<b>Week 1</b> Aug-24	<b>Introduction and Overview of the Course</b> Introductions; Course outline; Discussion of assignments; Class expectations.  <b>Readings</b> None due first week.
<b>Week 2</b> Aug-31	<b>The Multi-systems Transcultural Perspective in Social Work Practice with Children and Families</b> Conceptual frameworks for intervening in families with children; Risk and resilience; Implications of the transcultural, multi-systems perspectives in social work practice with children.  <b>Readings</b> Huang, L.N. & Arganza, G.F. (2003). Child of color in systems of care: An imperative for cultural competence. In J.T. Gibbs & L.N. Huang (Eds.), <i>Children of color: Psychological interventions with culturally diverse youth</i> (2nd ed.) (pp. 413-443). San Francisco, CA: Jossey-Bass. (In reader). Johnson, J.L. & Grant, G. Jr. (2005). A multi-systemic approach to practice. In J.L. Johnson & G. Grant Jr. (Series Eds.) <i>Allyn and Bacon casebook series: Adoption</i> (pp. 1-28). Boston, MA: Allyn and Bacon. (In reader). Morris, R.J. & Kratochwill, T.R. (2008). Historical context of child therapy. In R.J.Morris & T.R. Kratochwill (Eds.), <i>The practice of child therapy</i> (4th ed.) (pp.1-5). New York, NY: Lawrence Erlbaum Associates. (Chapter 1). Webb, N.B. (2003). Building relationships with all relevant systems. <i>In Social work practice with children</i> (2nd ed.) (pp.41-58). New York, NY: The Guilford Press. (Chapter 3).

**Week 3**  
Sept-14

### **The Socio-Economic Context for Child Well-being**

Overview of child development milestones; Theories of child development; Discussion of socio-economic and cultural factors that affect children, such as homelessness, parental substance abuse, poverty, immigration, oppression and discrimination, domestic violence, child maltreatment, and school and neighborhood violence; Effects of these experiences on children; Implications for social work assessment and intervention.

#### **Readings**

- Murphy, K.C. (2004). Child development. In C.R. Brittain & D.E. Hunt (Eds.), *Helping in child protective services: A competency-based casework handbook* (pp. 249-306). New York, NY: Oxford University Press. (In reader).
- Ramirez Barranti, C.C. (2005). Family health social work practice with Mexican migrant and seasonal farmworking families. In F.K.O Yuen (Ed.), *Social work practice with children and families: A family health approach* (pp. 117-144). Binghamton, NY: The Haworth Press. (In reader).
- Webb, N.B. (2003). Children's problems and needs. In *Social work practice with children* (2nd ed.) (pp.3-16). New York, NY: The Guilford Press. (Chapter 1).
- Webb, N.B. (2003). Necessary background for helping children. In *Social work practice with children* (2nd ed.) (pp.17-40). New York, NY: The Guilford Press. (Chapter 2).

**Week 4**  
Sept-21

### **Assessment of Children**

The role of the DSM IV-TR; considering the socio-economic context; family systems; conducting a psycho-social assessment. Definitional and developmental considerations in conducting a formal mental status examination with children.

#### **Readings**

- Gibbs, J.T. & Huang, L.N. (2003). Introduction and overview: A conceptual framework for the psychological assessment and treatment of minority youth. In J.T. Gibbs & L.N. Huang (Eds.), *Children of color: Psychological interventions with culturally diverse youth* (2nd ed.) (pp. 1-40). San Francisco, CA: Jossey-Bass. (In reader).
- Johnson-Powell, G. (1997). The culturologic interview: Cultural, social, and linguistic issues in the assessment and treatment of children. In G. Johnson-Powell & J. Yamamoto (Eds.), *Transcultural child development: Psychological assessment and treatment* (pp.349-364). New York, NY: John Wiley & Sons. (In reader).
- Wahlgren, C.A., Metsger, L., & Brittain, C. (2004). Assessment. In C.R. Brittain & D.E. Hunt (Eds.), *Helping in child protective services: A competency-based casework handbook* (pp. 205-248). New York, NY: Oxford University Press. (In reader).
- Webb, N.B. (2003). The biopsychosocial assessment of the child. In *Social work practice with children* (2nd ed.) (pp.59-99). New York, NY: The Guilford Press. (Chapter 4).

**Week 5**  
Sept-28

**Social Work Interventions: Working One-on-one with Children**

Definitions and descriptions of various therapies, and their historical development; Theoretical basis of therapeutic approaches; Research evidence related to therapies; Cultural considerations; Current controversies/debates.

**Readings**

- Drewes, A.A. Cross-cultural issues in play therapy. In E.Gil & A.A.Drewes (Eds.), *Cultural issues in play therapy* (pp. xx-xx). City, state: Publisher. (In reader).
- Gosch, E.A. (2006). Principles of cognitive behavioral therapy for anxiety disorders in children. *Journal of Cognitive Psychotherapy*, 20, 247-262. (In reader).
- Russo, M.F., Vernam, J., & Wolbert, A. (2006). Sandplay and storytelling: Social constructive and cognitive development in child counseling. *The Arts in Psychotherapy*, 33, 229-237. (In reader).
- Webb, N.B. (2003). One-to-one work with the child. In *Social work practice with children* (2nd ed.) (pp.143-166). New York, NY: The Guilford Press. (Chapter 7).

**Week 6**  
Oct-5

**Social Work Interventions: Working with Families I**

Definitions and descriptions of family therapy, and its historical development; Theoretical basis of family therapy; Research evidence related to family therapy; Cultural considerations; Current controversies/debates;

**Readings**

- Minuchin, S. (1974). The family in therapy. In *Families and family therapy* (pp. 110-122). Cambridge, MA: Harvard University Press. (In reader).
- Minuchin, S. & Fishman, H.C. (1981). *Family therapy techniques*. Cambridge, MA: Harvard University Press. "Joining" (Chapter pp.28-49 ) (In reader).
- Titelman, P. (1987). The therapist's own family. In *The therapist's own family: Toward differentiation of self* (pp. 3-42). Northvale, NJ: Jason Aronson Inc. (In reader).
- Webb, N.B. (2003). Working with the family. In *Social work practice with children* (2<sup>nd</sup> ed.) (pp.119-142). New York, NY: The Guilford Press. (Chapter 6).

**Assignments**

Psychosocial Assessment due.

**Week 7**      **Social Work Interventions: Working with Families II**  
Oct-12      The diversity of family forms and structures, and implications for social work practitioners.

**Readings**

- Brown-Stanridge, M.D. & Floyd, C.W. (2000). Healing bittersweet legacies: Revisiting contextual family therapy for grandparents raising grandchildren in crisis. *Journal of Marital and Family Therapy*, 26(2), 185-197. (In reader).
- Knudson-Martin, C. & Laughlin, M.J. (2005). Gender and sexual orientation in family therapy: Toward a post-gender approach. *Family Relations*, 54(1), 101-115
- Leslie, L.A. & Morton, G. (2001). Family therapy's response to family diversity: Looking back, looking forward. *Journal of Family Issues*, 22(7), 903-921. (In reader).
- Webb, N.B. (2003). Children in divorcing and reconstituted families. In *Social work practice with children* (2nd ed.) (pp.235-258). New York, NY: The Guilford Press. (Chapter 11).

**Week 8**      **Social Work Interventions: Working with Children in Groups**  
Oct-19      Definitions and descriptions of group therapy, and its historical development; Theoretical basis of group therapy; Research evidence related to group therapy; Cultural considerations; Current controversies/debates.

**\*\*\*Class will not meet on October 19, 2009 due to coinciding with a mandatory furlough day for all faculty that has been ordered by the president of the university.**

Students are still expected to complete the readings listed for work with children in groups. For those seminar students who have not yet given their in-class presentations this would be an ideal time to meet together to map out that group process/project. For others, the morning might provide an opportunity to observe a working group in your practice site or community. This unavoidable schedule change—a point where our macro-level social & political process hits the classroom—will be discussed further during the first class meeting.

**Readings**

- Nisivoccia D. & Lynn, M. (1999). Helping forgotten victims: Using activity groups with children who witness violence. In N. Boyd Webb (Ed.), *Play therapy with children in crisis* (pp. 74-103). New York, NY: The Guilford Press. (In reader).
- Schechtman, Z. (2007). The theory of group counseling with children. In *Group counseling and psychotherapy with children and adolescents* (pp. 16-29). Mahweh, NJ: Lawrence Erlbaum Associates. (In reader).
- Webb, N.B. (2003). Group work with children. In *Social work practice with children* (2nd ed.) (pp.167-189). New York, NY: The Guilford Press. (Chapter 8).

**Week 9**  
Oct-26

**Social Work Interventions: Prevention-Oriented and Community-based**

Definitions and descriptions of prevention-oriented and community-based interventions, and their historical development; Theoretical basis of prevention-oriented and community-based interventions; Research related to prevention-oriented and community-based interventions; Cultural considerations; Current controversies/debates.

**Readings**

- Braden, J.P. & Martin, P.P. (2008). Prevention. In R.J. Morris & T.R. Kratochwill (Eds.), *The practice of child therapy* (4th ed.) (pp.495-518). New York, NY: Lawrence Erlbaum Associates (Chapter 15).
- Erlich, J.L. (2005). Family health: Community practice to benefit families and children. In F.K.O Yuen (Ed.), *Social work practice with children and families: A family health approach* (pp. 252-266). Binghamton, NY: The Haworth Press. (In reader.)
- Morrison, J.D., Howard, J., Johnson, C., Navarro, F.J., Plachetka, B. & Bell, T. (1997). Strengthening neighborhoods by developing community networks. *Social Work*, 42(5), 527-534. (In reader).
- Webb, N.B. (2003). School-based interventions. In *Social work practice with children* (2nd ed.) (pp.190-214). New York, NY: The Guilford Press. (Chapter 9).

**Week 10**  
Nov-2

**Practice Applications: Working with Children with Biological Disorders**

Definitions and descriptions of various biological disorders such as autism and autism-spectrum disorders, and developmental delay; Risk and protective factors; Applying social work interventions with children with biological disorders.

**Readings**

- Charlop-Christy, M.H., Malmberg, D.B., Rocha, & M.L., Schreibman, L. (2008). Treating Autistic Spectrum Disorder. In Morris, R.J. & Kratochwill, T.R. (Eds.), *The practice of child therapy* (4th ed.) (pp.299-335). New York, NY: Lawrence Erlbaum Associates. (Chapter 9).
- Lloyd, H., & Dallos, R. (2006). Solution-focused brief therapy with families with a child who has intellectual disabilities: A description of the content of initial sessions and the processes. *Clinical Child Psychology and Psychiatry*, 11, 367-386 (In reader).
- Matson, J.L., Terlonge, C., & Minshawi, N.F. (2008). Children with Intellectual Disabilities. Morris, R.J. & Kratochwill, T.R. (Eds.), *The practice of child therapy* (4<sup>th</sup> ed.) (pp. 337-361). New York:NY: Lawrence Erlbaum Associates. (Chapter 10).

**Week 11**    **Practice Applications: Working with Children with Attachment Problems and PTSD**  
Nov-9

Definitions and descriptions of attachment disorders and PTSD; Risk and protective factors; Applying social work interventions with children with attachment disorders and PTSD. TF-CBT, a gold standard evidence based practice for childhood PTSD & traumatic grief.

**Readings**

Becker, J.V. & Kirsch, L.. (2008). Sexual and Other Abuse of Children. In Morris, R.J. & Kratochwill, T.R. (Eds.), *The practice of child therapy* (4th ed.) (pp.411-432). New York, NY: Lawrence Erlbaum Associates. (Chapter 12).

Marvin, R. & Whelen, W. (2003). Disordered attachments: Toward evidence-based clinical practice. *Attachment and Human Development*, 5(3), 283-288. (In reader).

Saigh, P.A., Lee, K.S., Ward, A., Westphal, E.L., Wilson, K., & Fairbank, J.A. (2008). Post-traumatic Stress Disorder in Children & Adolescents: History, Risk, & Cognitive Behavioral Treatment. In Morris, R.J. & Kratochwill, T.R. (Eds.), *The practice of child therapy* (4<sup>th</sup> ed.) (pp. 433-454). New York: NY: Lawrence Erlbaum Associates. (Chapter 13).

Webb, N.B. (2003). Children living in kinship and foster home placements. In *Social work practice with children* (2nd ed.) (pp.215-234). New York, NY: The Guilford Press. (Chapter 10).

**Assignments**

Session Log Due

**Week 12**    **Practice Applications: Working with Children with Oppositional Behaviors, Defiance, ADHD, and Other Challenges in Learning**  
Nov-16

Definitions and descriptions of oppositional behaviors and learning problems; Risk and protective factors; Applying social work interventions with children with these difficulties.

**Readings**

DuPaul, G.J., & Barkley, R.A. (2008). Attention-Deficit Hyperactivity Disorder. In Morris, R.J. & Kratochwill, T.R. (Eds.), *The practice of child therapy* (4th ed.) (pp.143-186). New York, NY: Lawrence Erlbaum Associates. (Chapter 5).

Pullen, P.C., Lloyd, P.A., & Lloyd, J.W.. (2008). Academic problems. In Morris, R.J. & Kratochwill, T.R. (Eds.), *The practice of child therapy* (4th edition) (pp. 187-205). New York, NY: Lawrence Erlbaum Associates. (Chapter 6).

Kazdin, A.E., & De Los Reyes, A. (2008). Conduct disorder. In Morris, R.J. & Kratochwill, T.R. (Eds.), *The practice of child therapy* (4th ed.) (pp.207-247). New York, NY: Lawrence Erlbaum Associates. (Chapter 7).

Webb, N.B. (2003). Children in substance abusing families. In *Social work practice with children* (2nd ed.) (pp.287-314). New York, NY: The Guilford Press. (Chapter 11).

**Week 13**    **Practice Applications: Working with Children with Anxiety, PTSD and Depression**  
Nov-23

Definitions and descriptions of Anxiety and Depression and related disorders; Risk and protective factors; Applying social work interventions with children with anxiety and depression.

**Readings (choose four)**

- Harmon, H. (2006). The role of gender and culture in treating youth with anxiety disorders. *Journal of Cognitive Psychotherapy: An International Quarterly*, 20, 301-310. (In reader).
- Kaslow, N.J., Clark, A.G., & Sirian, L.M. (2008) Childhood depression. In Morris, R.J. & Kratochwill, T.R. (Eds.), *The practice of child therapy* (4<sup>th</sup> edition) (pp. 29-92). New York, NY: Lawrence Erlbaum Associates. (Chapter 3).
- Franklin, M.E., Yadin, E., & Khalid-Khan, S. (2008). Pediatric obsessive compulsive disorders. In Morris, R.J. & Kratochwill, T.R. (Eds.), *The practice of child therapy* (4th edition) (pp. 7-27). New York, NY: Lawrence Erlbaum Associates (Chapter 2).
- Morris, R.J., Kratochwill, T.R., Schoenfield, G., & Auster, E.R. (2008). Childhood fears, phobias, and related anxieties. In Morris, R.J. & Kratochwill, T.R. (Eds.), *The practice of child therapy* (4th edition) (pp.93-141). New York, NY: Lawrence Erlbaum Associates. (Chapter 4).
- Webb, N.B. (2003). Child victims and witnesses of family and community violence. In *Social work practice with children* (2nd ed.) (pp.315-340). New York, NY: The Guilford Press. (Chapter 14).
- Webb, N.B. (2003). Children in families affected by illness and death. In *Social work practice with children* (2nd ed.) (pp.259-286). New York, NY: The Guilford Press. (Chapter 12).

**Week 14**    **Ethical Issues in Social Work Practice with Children**  
Nov-30

Review of the Social Work Code of Ethics; Working within institutional constraints; Utilizing cross-system collaboration; Evaluating practice; Resolving ethical dilemmas.

**Readings**

- Sales, B., DeKraai, M.B., Hall, S.R., & Duvall, J.C. (2008). Child therapy and the law. In Morris, R.J. & Kratochwill, T.R. (Eds.), *The practice of child therapy* (4th ed.) (pp.519-542). New York, NY: Lawrence Erlbaum Associates. (Chapter 16).
- Thompson, C.L. & Henderson, D.A. (2007). Legal and ethical considerations for counselors. In *Counseling children* (7th Ed.), (pp. 609-628). Belmont, CA: Thompson Brooks/Cole. (In reader).
- Webb, N.B. (2003). Contracting, planning interventions, and tracking progress. In *Social work practice with children* (2nd ed.) (pp.100-118). New York, NY: The Guilford Press. (Chapter 5).

**Week 15 Course Review and Summing Up**

Dec-7 Wrapping up; Course summary; Course evaluations.

**Readings**

Ryan, K. (1999) Self-help for the helpers: Preventing vicarious traumatization. In N. Boyd Webb (Ed.), *Play therapy with children in crisis* (pp. 471-492). New York, NY: The Guilford Press. (In reader).

Webb, N.B. (2003). A changing world's impact on practice with and for children. In *Social work practice with children* (2nd ed.) (pp.341-357). New York, NY: The Guilford Press. (Chapter 15).

**Assignments**

Treatment Summaries due

## **BIBLIOGRAPHY**

- Brittain, C.R. & Hunt, D.E. (Eds.) (2004). *Helping in child protective services: A competency based casework handbook*. New York, NY: Oxford University Press.
- Flynn, R.J., Dudding, P.M. & Barbar, J.G. (2006). *Promoting resilience in child welfare*. Ontario, Canada: University of Ottawa Press.
- Fraser, M. (1997). *Risk and resilience in childhood*. Washington, D.C.: NASW.
- Gibbs, J.T & Huang, L.N. (Eds.) (2003). *Child of color: Psychological interventions with culturally diverse youth* (2nd edition). San Francisco, CA: Jossey-Bass.
- Gil, E. & Drewes, A.A. (Eds.) (2005). *Cultural issues in play therapy*. New York, NY: Guilford Press.
- Johnson, J.L. & Grant, G. Jr. (Series Eds.) (2005). *Allyn and Bacon casebook series: Adoption/Foster care/Sexual Abuse*. Boston, MA: Allyn and Bacon.
- Johnson-Powell, G. & Yamamoto, J. (Eds.) (1997). *Transcultural child development: Psychological assessment and treatment*. New York, NY: John Wiley & Sons.
- Minuchin, S. (1974). *Families and family therapy*. Cambridge, MA: Harvard University Press.
- Minuchin, S. & Fishman, H.C. (1981). *Family therapy techniques*. Cambridge, MA: Harvard University Press.
- Schechtman, Z. (2007). *Group counseling and psychotherapy with children and adolescents: Theory, research and practice*. Mahweh, NJ: L. Erlbaum Associates.
- Thompson, C.L. & Henderson, D.A. (2007). *Counseling children* (7<sup>th</sup> ed.). Belmont, CA: Thompson Brooks/Cole.
- Timberlake, E.M. & Cutler, M.M (2001). *Developmental play therapy in clinical social work*. Needham Heights, MA: Allyn & Bacon.
- Titelman, P. (1987). *The therapist's own family: Toward differentiation of self*. Northvale, NJ: Josaon Aronson Inc.
- Weissbourd, R. (1996). *The vulnerable child: What really hurts America's children and what we can do about it*. Menlo Park, CA: Addison-Wesley Publishing Company.
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## San José State University Social Work Programs Evaluation and Grading Criteria

Instructors in the Social Work program promote and evaluate critical thinking<sup>1</sup> and communication<sup>2</sup> skills to help students achieve academic and professional excellence. These skills encompass one's ability to organize ideas, reason concretely and abstractly, and apply objective and subjective reasoning to ideas, situations, and theories.

One method to evaluate students' critical thinking and communication skills is via written assignments. The Publication Manual of the American Psychological Association (APA; 5<sup>th</sup> ed.) is a format guide widely used in many social work assignments. However, alternate formats may be expected for writing assignments such as, but not limited to, process recordings, case or progress notes, court reports, and biopsychosocial and family assessments. Please refer to your course syllabus for guidance on APA assignment requirements. If you need writing or editing assistance, please consult with your instructor. Grades are calculated based upon the scale below:

98-100	A+	87-89	B+	77-79	C+	67-69	D+	59 or less	F
93-97	A	83-86	B	73-76	C	63-66	D		
90-92	A-	80-82	B-	70-72	C-	60-62	D-		

Plagiarism<sup>3</sup> is unacceptable. It may be monitored by your instructor with commercial plagiarism detection services.<sup>4</sup> Cheating is also unacceptable.<sup>5</sup> Any student who plagiarizes or cheats will be dealt with according to San José State University policies and procedures, which may include expulsion from the university.

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<sup>1</sup> Critical thinking is the use of intellectual skills that address relevance, accuracy, clarity, depth, and breadth of ideas, situations, and theories. It enables one to self-assess mindfully her or his understanding and thought processes; it includes analyzing an issue or situation, its context, and its elements from multiple perspectives; and, it generates self-improvement as one becomes sophisticated in theorizing, conceptualizing, and communicating.

<sup>2</sup> Communication is fundamental to social work and occurs in written, oral, and nonverbal forms. All communications, including case notes, reports, and proposals, should be clear and cohesive. Effective communication is essential to effective and efficient social work practice on micro, mezzo, and macro levels.

<sup>3</sup> According to SJSU Academic Senate policy F88-10, “. . . plagiarism is the act of representing the work of another as one's own (without giving appropriate credit) regardless of how that work was obtained, and submitting it to fulfill academic requirements. Plagiarism at SJSU includes, but is not limited to, 1.2.1. The act of incorporating the ideas, words, sentences, paragraphs, or parts thereof, or the specific substance of another's work, without giving appropriate credit, and representing the product as one's own work” ([http://www.cob.sjsu.edu/FACSTAFF/KWAN\\_S/conduct.htm](http://www.cob.sjsu.edu/FACSTAFF/KWAN_S/conduct.htm)).

<sup>4</sup> See Academic Senate policy on plagiarism detection (<http://www.sjsu.edu/senate/S02-4.htm>)

<sup>5</sup> At SJSU, cheating is the act of obtaining or attempting to obtain credit for academic work through the use of any dishonest, deceptive, or fraudulent means. Cheating at SJSU includes but is not limited to: Copying in part or in whole, from another's test or other evaluation instrument; submitting work previously graded in another course unless this has been approved by the course instructor or by departmental policy; submitting work simultaneously presented in two courses, unless this has been approved by both course instructors or by departmental policy; altering or interfering with grading or grading instructions; sitting for an examination by a surrogate, or as a surrogate; any other act committed by a student in the course of his or her academic work which defrauds or misrepresents, including aiding or abetting in any of the actions defined above.

## **SJSU Campus Emergency Procedures**

### **FIRES EARTHQUAKES AND OTHER DISASTERS**

- Call 911 or use a blue light telephone to summon University Police assistance for all campus police, fire or medical emergencies. Give your name, the nature of the emergency and your specific location. Stay on the line until the University Police Dispatcher tells you to hang up.
- Use extinguishers for minor fires. If a fire appears uncontrollable, close all room doors to confine the fire and evacuate the area or building.
- Remain calm during an earthquake. “Duck and cover” under a desk or table or stand in a doorway or against an interior wall. Move away from exterior wall windows, overhead lights, etc. Wait at least two minutes after shaking stops before leaving a building. Move to a clear area well away from structures or overhead hazards such as trees or power lines.
- Help disabled persons evacuate the building. Follow instructions of Building Emergency Team members and University Police.
- Tune to radio station KSJS 90.7 FM for campus information.

### **MEDICAL EMERGENCIES**

- Call 911. Give your name, the nature of the emergency and your specific location. Tell the University Police Dispatcher what assistance you need (ambulance, paramedics, etc.)
- Assist the victim until help arrives. If you or someone in the area is trained in CPR perform CPR or Rescue Breathing if necessary. Stop the bleeding with direct pressure to the wound. Do not move a victim unless his or her life is in immediate danger. Do not leave victims unattended.
- For first aid, report in person to the Student Health Center weekdays from 8:00 am - 5:00 pm or call University Police at 924-2222.

### **EVACUATION PROCEDURES**

- Leave by the nearest safe exit when you hear the building emergency alarm (fire alarm) or if you are told to do so by University Police or a Building Emergency Team member.
- Take keys, books, wallets or billfolds, prescription medicines and important personal belongings with you in case this building cannot be reentered immediately. Move at least 150 feet away from all structures.
- Use the stairs. Do not use elevators — in case of fire or earthquake many elevators stop in place and you may be trapped.
- Reenter a building only when University Police or Building Emergency Team members tell you that it is safe to do so.

**POLICE - FIRE - MEDICAL EMERGENCY  
DIAL 9 – 1 – 1**

For further information visit the University Police Web site at: <http://www.sjsu.edu/police>