

Request for Graduate Course Addition

1. Prepare one paper copy with all signatures and supporting material and forward to the Graduate Council Chair.
2. E-mail one identical PDF copy to the Graduate Council Chair. If attachments included, please merge into a single file.
3. **The Graduate Council cannot process this application until it has received both the PDF copy and the signed hard copy.**

College: COHP

Dept/Division: SOCIAL WORK

Alpha Designator/Number: 670

☒ Graded ☐ CR/NC

Contact Person: PEGGY PROUDFOOT HARMAN

Phone: 304-696-3146

NEW COURSE DATA:

New Course Title: ADVANCED THEORIES AND PRACTICE WITH CHILDREN

Alpha Designator/Number:

SWK

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Title Abbreviation:

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(Limit of 25 characters and spaces)

Course Catalog Description:
(Limit of 30 words)

THE COURSE BUILDS A FRAMEWORK FOR SOCIAL WORK INTERVENTIONS USING NORMATIVE DEVELOPMENTAL SUPPORTS AND MENTAL HEALTH CASE PLANNING. STUDENTS WILL DEVELOP ADVANCED CLINICAL SOCIAL WORK PRACTICE KNOWLEDGE AND SKILLS FOR WORKING WITH CHILDREN AND ADOLESCENTS WITH MENTAL HEALTH RISKS.

Co-requisite(s): NONE

First Term to be Offered: FALL 2016

Prerequisite(s): *SWK 634*
~~500 LEVEL COURSES 613 & 614~~

Credit Hours: 3

Course(s) being deleted in place of this addition (must submit course deletion form): NONE

Signatures: if disapproved at any level, do not sign. Return to previous signer with recommendation attached.

Dept. Chair/Division Head

Date

3/25/15

Registrar

440701

Date

3/26/15

College Curriculum Chair

Date

4/13/15

Graduate Council Chair

Date

Request for Graduate Course Addition - Page 2

College: COHP

Department/Division:

Social Work

Alpha Designator/Number:670

Provide complete information regarding the new course addition for each topic listed below. Before routing this form, a complete syllabus also must be attached addressing the items listed on the first page of this form.

1.FACULTY: Identify by name the faculty in your department/division who may teach this course.
Future faculty and such as the Dean and Program Director shall designate

2.DUPLICATION: If a question of possible duplication occurs, attach a copy of the correspondence sent to the appropriate department(s) describing the proposal. Enter "**Not Applicable**" if not applicable.
Not Applicable

3.REQUIRED COURSE: If this course will be required by another department(s), identify it/them by name. Enter "**Not Applicable**" if not applicable.
Not Applicable

4.AGREEMENTS: If there are any agreements required to provide clinical experiences, attach the details and the signed agreement.
Enter "**Not Applicable**" if not applicable.

Not Applicable

5. ADDITIONAL RESOURCE REQUIREMENTS: If your department requires additional faculty, equipment, or specialized materials to teach this course, attach an estimate of the time and money required to secure these items. (Note: Approval of this form does not imply approval for additional resources.) Enter "**Not Applicable**" if not applicable.

Not Applicable

6. COURSE OBJECTIVES: (May be submitted as a separate document)

Students will apply theories and knowledge of child/adolescent development to addressing mental health issues in this age group.
Students will understand effects of trauma on child development and apply to trauma focused practice.
Students will identify mental health issues of children and DSM diagnosis.
Students will apply assessment and engagement skills with children and adolescents and with their families..
Students will apply relevant evidence-informed therapeutic approaches (including cognitive behavioral, family systems, parent education curricula) to work children, adolescents and their families
Students will be able to facilitate groups with children and adolescents.
Students will identify social, economic, and environmental issues for this population and identify implications for social and organization policy and community action.
Students will be able to articulate and apply to practice how diversity issues such as race/ethnicity, culture, poverty, education, sexual orientation

and geography affect children and their families, and their relevance for assessment, and intervention at micro and macro levels.

7. COURSE OUTLINE (May be submitted as a separate document)

Unit 1 (2 weeks)

Overview of course and child mental health

- Review of DSM V diagnostic categories for children and adolescents
- Review of ecosystems application with children and families
- Review of syllabus, course assignments and expectations

Unit 2 (1-2 week)

Trauma informed practice

- Identification of impact of trauma on children and adolescents
- Effects of abuse and neglect on children and adolescents
- Trauma-informed practice –strategies

Unit 3 (2-3 weeks)

Diagnosis and Treatment

- Intervention strategies based on DSM diagnosis
- Assessment tools and approaches
- Psychotropic medications used with children and youth

Unit 4 (4 weeks)

Therapeutic approaches

- Cognitive Behavioral
- Play therapy
- Group therapy
- Other evidence informed approaches

Unit 5 (2 week)

Family Therapy

- Family dynamics
- Evidence-informed Intervention with families
- Evidence-informed parent education programs

Unit 6: (1 week)

Special Populations and Issues

- Substance abuse
- Sexual identity and orientation
- Suicide
- Ethnic/cultural diversity

Unit 7 (1 -2 week))

Policy and Macro considerations

- Prevention programs
- Social, economic, environmental justice issues with children and youth
- Policy implications

8. SAMPLE TEXT(S) WITH AUTHOR(S) AND PUBLICATION DATES (May be submitted as a separate document)

Javies, Douglas (2011), Child Development, 3rd edition. NY: Guilford Press.

McKenzie, Fred (2008), Theory and Practice with Adolescents. Chicago, Lyceum Books.

9. EXAMPLE OF INSTRUCTIONAL METHODS (Lecture, lab, internship)

In this course, each class will include lecture, discussion of readings and case examples. While children's ages/stages are not discrete times as much as descriptive periods of learning, it is useful to organize this course using this typical developmental lens. The focus will start with what happens for most children and how are core developmental capacities supported within the parent(s)-child and family context; then we will consider how developmental compromises and mental health needs emerge; and finally, what do children need from adults to recover and repair these capacities so that they can move forward and adapt as best as they can. Students are expected to complete assigned readings before each class. Additional readings will be included that address particular interests and learning needs of enrolled students. Because this is an advanced practice course, it is imperative that students be prepared with both understanding of the reading content and with case examples from their own work and placement experiences. Social work students are reminded that while this is an academic class, it is also professional training, and confidentiality about case material will be expected. If any student is not actively working with children then accommodations will be made to connect this student with community resources.

10. EXAMPLE EVALUATION METHODS (CHAPTER, MIDTERM, FINAL, PROJECTS, ETC.)

At course completion, students should be able to: 1. use developmental knowledge and principles to assess child clients, identify needs, and develop a case plan that is consistent with this assessment; 2. utilize assessment information to form a clear case formulation and intervention plans and strategies that fit the case and the child's needs; 3. identify intervention possibilities in diverse settings and with resources at hand, with awareness that relationship engagement provides potential for new learning; 4. provide guidance and direction to parents and other caregivers regarding the developmental needs of child clients; 5. evaluate case process and progress; 6. read and use research about normative child development, as well as impact of disruptions on developmental growth, and apply this knowledge to practice; 7. integrate learning from other social work classes, to assure respect for and appreciation of the impact of cultural, racial and economic differences that are an integral part of any client system; 8. review agency policies and contribute to the effective organization of services, so that these best address needs of children.

11. ADDITIONAL GRADUATE REQUIREMENTS IF LISTED AS AN UNDERGRADUATE/GRADUATE COURSE

Not Applicable

12. PROVIDE COMPLETE BIBLIOGRAPHY (May be submitted as a separate document)

- Allen-Meares, P., Colarossi, L., Oyserman, D. & Deroos, Y. (2003). "Assessing depression in childhood and adolescence: A guide for social work practice" Child and Adolescent Social Work Journal, 20(1): 5-20.
- Allen-Meares, Paula. (1987). "Depression in Childhood and Adolescence." Social Work (Nov./Dec.). *In Stacks*.
- Allen-Meares, Paula. (1991). "Educating Adolescents on the Dangers of Premature Child bearing and Drug Use: A Focus on Prevention." Child and Adolescent Social Work Journal, 8(4):327-338.
- Benard, Bonnie, Fatoglia, Barbara and McDonald, Mary. (1991). "Effective Substance Abuse Prevention: School Social Workers as Catalysts for Change," Social Work in Education, 13(2):90-104.
- Bilides, David G. (1990). "Race, Color, Ethnicity, and Class: Issues of Biculturalism in School Based Adolescent Counseling Groups." Social Work With Groups, 13(4):43-58.
- Brier, Norman. (1989). "The Relationship between Learning Disability and Delinquency: A Review and Reappraisal." Journal of Learning Disabilities, 22(9): 546-553, (Nov.)
- Dao, Mai. (1991). "Designing Assessment Procedures for Educational at Risk Southeast Asian-American Students." Journal of Learning Disabilities, 24(10): 594-601. *In Stacks*.
- Davies, D. (1991). Intervention with Male Toddlers who have Witnessed Parental Violence. Families in Society, 72(9): 515-524.
- Dore, Martha M. and Dumois, Anna O. (1990)... "Cultural Differences in the Meaning of Adolescent Pregnancy." Families in Society 71(2): 93-101, (February). *In Stacks*.
- Early, Barbara. (1993). "The Healing Magic of Myth: Allegorical Tales and ...Children of Divorce 1" Child and Adolescent Social Work Journal, 10:2, (April). *In Stacks*.
- Everett, Joyce, Chipungu, Sandra, and Leashore, Bogart. (1991). Child Welfare: An Afrocentric Perspective. New Brunswick: Rutgers University Press. *HV 3181 .C48 1991*
- Fair, C.D., et al. (1995). "Healthy Children in Families Affected by AIDS," Child and Adolescent Social Work Journal, 12(3): 165-181. *In Stacks*.

The Family Therapy Networker, 20(3) (1996) "Reaching Out to Teenagers in a Troubled Time." (The entire issue). *In Stacks*.

Focht, Lynn and Beardslee, William R. (1996). "Speech after Long Silence," The Uses of Narrative Therapy in Preventive Intervention for Children of Parents with Affective Disorder," Family Process, 35(4): 407-422, (December).

Freeman, Jennifer, Epstein, David and Lobovits, Dean. (1997). Playful Approaches to Serious Problems: Narrative Therapy with Children and Their Families. New York: Norton.

Gallagher, Mary M., et al. (1995). "Mental Health Treatment of Cumulatively/Repetitively Traumatized Children," Smith College Studies in Social Work, 65(3):205-237. *In Stacks*.

Gibbs, Jewell Taylor and Moskowitz-Sweet, Gloria. (1991). "Clinical and Cultural Issues in the Treatment of Biracial and Bicultural Adolescents." Families in Society, 72: 10 (Dec.). *In Stacks*.

Hardy, Kenneth. (1996). "Breathing Room," The Family Therapy Networker, 20:3 (May/June).

Hetrick, Emery and Martin, A. Damien. (1987). "Developmental Issues and Their Resolution for Gay and Lesbian Adolescents." Journal of Homosexuality, 14. *In Stacks*.

Hibbs, E. and Jensen, P. (Eds.) (1996). Psychosocial Treatment for Child and Adolescent Disorders. American Psychosocial Association.

Hussey, D., et al. (1992). "Male Victims of Sexual Abuse: An Analysis of Adolescent Psychiatric Inpatients," Child and Adolescent Social Work Journal, 9:6-tDecember). *In Stacks*.

Kaplan, Alexandria; Klein, Rona and Gleason, Nancy. (1991). "Women's Development in Late Adolescence," in Women's Growth in Connection. HQ 1206 .W879 1991

Larner, Glenn. (1996). "Narrative Child Family Therapy," Family Process, 35(4): 423-440, (Dec.).

Tumey, D. & Tanner, K. (2001). "Working with neglected children and their families." Journal of Social Work Practice, 15(2): 193-204.

Wallerstein, J. (1989). Second Chances: Men, Women and Children A Decade after Divorce. New York: Ticknor and Fields. HQ 834 .W358 1989

Wodarski, John S., Kurtz, David P., Gandin, James M. and Hawing, Phyllis T. (1990). "Maltreatment and the School-Age Child: Major Academic, Socioemotional and Adaptive Outcomes." Social Work, 35(6): 506-513, (November).

Wodarski, John and Harris, Pamela. (1987). "Adolescent Suicide: A Review of Influences and the Means For Prevention." Social Work 32:6 (November/December). *In Stacks*.

Zayas, L. and Katch, M. (1989). "Contracting with Adolescents: An Ego-Psychological Approach." Social Casework 70: 1 (January).

Please insert in the text box below your course summary information for the Graduate Council agenda. Please enter the information exactly in this way (including headings):

Department:

Course Number and Title: Catalog Description: Prerequisites:

First Term Offered: Credit Hours:

Department Social Work

Course Number and Title: SWK 670 Advanced Theories and Practice with Children

Catalog Description: This course builds a framework for social work interventions using normative developmental supports and mental health case planning. Develop advanced clinical social work practice knowledge and skills for working with children and adolescents with mental health risks and provide knowledge for community social workers serving children who are exposed to stress.

Prerequisites: SWK 634

First Term Offered: Spring 2017

Credit Hours 3