

**MISSISSIPPI VALLEY STATE UNIVERSITY  
DEPARTMENT OF SOCIAL WORK  
SW 600 Advanced Social Work Practice with Children and Families: Direct Practice**

*This document does not constitute a contract with the University. It contains guidelines only.*

**Academic Term and Year:** Fall 2018-2019

**Course Prefix and Number:** SW 600 – HE1

**Course Title:** Advanced Social Work Practice with Children and Families: Direct Practice

**Credit Hours:** 3

**Days, Time and Location of class:** Daily- Online/Hybrid  
Saturday 9:00 – 11:50  
2<sup>nd</sup> Floor William Sutton Administration Room 202

**Professor:** Vincent J. Venturini, Ph.D., LCSW

**Office Location:** Department of Social Work  
William Sutton Administration Building,  
Room 210

**Office Hours:** Monday: 9:00AM - 12:00 Noon  
Tuesday: 9:00AM – 11:00AM  
Other times by appointment only.

**Office Phone Number:** (662) 254-3376

**Main Office Number** (662) 254-3365

**Email Address:** Bb Email

**Prerequisite:** All Social Work Foundation Courses including Foundation Field Internship and Field Seminar I

**Required Technology Skills:**

Students in the class are expected to be efficient in the use of computers, Basic computer skills, the internet, and PowerPoint.

## **CATALOG COURSE DESCRIPTION:**

Preparation for specialized social work practice with children and families.

## **COURSE DESCRIPTION**

This course is designed to prepare students to become specialized social workers in practice with children and families. Students will integrate a variety of direct practice roles into their practice. Using an ecosystems perspective, students will incorporate the knowledge and skills essential to conduct multi-dimensional assessments on complex issues that include biological and psychological aspects of clients. Students will also interpret the influences of social, cultural and spiritual factors both on the presenting problems of clients and possible solutions. They will also learn to evaluate, integrate, synthesize and apply theories that incorporate strengths-based and empowerment approaches to practice with children and families. Students will incorporate an understanding of rural culture and environmental dynamics into work with children and families.

## **DEPARTMENT OF SOCIAL WORK/MSW PROGRAM MISSION**

The mission of the Department of Social Work at Mississippi Valley State University is to prepare graduates to practice with individuals in need and populations-at-risk in rural areas. The Master of Social Work (MSW) Program prepares students for professional social work practice at the micro, mezzo, and macro levels. Through the curriculum, the program instills in students advanced social work knowledge, values and skills in a manner which enables students to work with diverse populations in a wide range of settings. Concurrently, special emphasis is placed on social work practice with impoverished minorities living in rural regions, such as the Mississippi Delta where the University is located and committed to serve, as well as rural areas globally. Within the framework of rural social work, the area of concentration is Child and Family Welfare.

## **PROGRAM GOALS**

The goals of the Master of Social Work Program are:

1. Educate students for social work positions for advanced levels of practice with individuals, families, groups, organizations and communities.
2. Provide students with the necessary knowledge and skills for working with diverse populations, including oppressed, minority and rural populations.
3. Instill in students a professional social work identity and the values and ethics of the profession.

## **COMPETENCIES**

1. **EPAS Competency: 2.1.1** Identify as a professional social worker and conduct oneself accordingly.
2. **EPAS Competency: 2.1.2** Apply social work ethical principles to guide professional practice.
3. **EPAS Competency: 2.1.3** Apply critical thinking to inform and communicate professional judgments.
4. **EPAS Competency: 2.1.4** Engage diversity and difference in practice.

5. **EPAS Competency: 2.1.5** Advance human rights and social and economic justice.
6. **EPAS Competency: 2.1.6** Engage in research-informed practice and practice-informed research.
7. **EPAS Competency: 2.1.7** Apply knowledge of human behavior and the social environment.
8. **EPAS Competency: 2.1.8** Engage in policy practice to advance social and economic well-being and to deliver effective social work practice
9. **EPAS Competency: 2.1.9** Respond to contexts that shape practice
10. **EPAS Competency: 2.1.10(a)–(d)** Engage, assess, intervene, and evaluate with individuals, families, groups, organizations, and communities
11. **Rural Competency: 2.1.11** – Demonstrate knowledge and skills to apply a bio- psychosocial-cultural-spiritual perspective in advanced social work practice with children and families.
12. **Rural Competency: 2.1.12** – Integrate knowledge of rural values and customs into autonomous social work practice with children and families.

**EXPECTED CORE COMPETENCIES & PRACTICE BEHAVIORS**

<b>Course Competencies</b>	<b>Practice Behaviors</b>	<b>Assessment of Practice Behaviors</b>
<p><b>EPAS Competency: 2.1.1</b> Identify as a professional social worker and conduct oneself accordingly.</p>	<p>Function within clearly-defined professional roles and boundaries based on the needs of the client, the agency context, the type of services provided, and differential use of self. <b>(2.1.1b)</b></p> <p>Demonstrate professional demeanor in behavior, appearance, and communication appropriate for the clinical relationship and setting. <b>(2.1.1d)</b></p>	<p>Individual Assessment &amp; Treatment Plan</p> <p>Group Therapy Intervention</p> <p>Bio-psychosocial Assessment</p> <p>Bibliotherapy Intervention</p>
<p><b>EPAS Competency: 2.1.2</b> Apply social work ethical principles to guide professional practice.</p>	<p>Integrate the use of complex social work practice knowledge and skills in the application of social work values and ethics with children and families. <b>(2.1.2a)</b></p> <p>Apply ethical decision-making skills in working with rural children and families. <b>(2.1.2b)</b></p>	<p>Individual Assessment &amp; Treatment Plan</p> <p>Group Therapy Intervention</p> <p>Bio-psychosocial Assessment</p> <p>Case Assessment</p>

		& Documentation
<p><b>EPAS Competency: 2.1.3</b> Apply critical thinking to inform and communicate professional judgments.</p>	<p>Evaluate, integrate, synthesize, and apply theories, incorporating strengths-based approaches to practice with children and families. <b>(2.1.3a)</b></p>	<p>Bio-psychosocial Assessment</p>
	<p>Critically evaluate, select, and implement evidence-informed assessment, intervention, and evaluation tools and techniques with rural children and families. <b>(2.1.3b)</b></p>	<p>Bio-psychosocial Assessment</p> <p>Individual Assessment &amp; Treatment Plan</p> <p>Group Therapy Intervention</p>
	<p>Communicate effectively, in oral and written form, with diverse clients and with other professionals. <b>(2.1.3c)</b></p>	<p>Bibliotherapy Intervention</p> <p>Case Assessment &amp; Documentation</p>
<p><b>EPAS Competency: 2.1.4</b> Engage diversity and difference in practice.</p>	<p>Accurately identify and assess issues among diverse client populations in a rural environment <b>(2.1.4b)</b></p>	<p>Individual Assessment &amp; Treatment Plan</p> <p>Bio-psychosocial Assessment</p>
	<p>Recognize how factors related to diversity may influence client functioning and help-seeking behaviors. <b>(2.1.4c)</b></p>	<p>Individual Assessment &amp; Treatment Plan</p> <p>Bio-psychosocial Assessment</p>
	<p>Implement assessment, develop and implement intervention, and use evaluation tools that are</p>	<p>Individual Assessment &amp; Treatment Plan</p> <p>Bio-psychosocial Assessment</p>

	culturally sensitive and appropriate to diverse clients. <b>(2.1.4d)</b>	
<b>EPAS Competency: 2.1.6</b> Engage in research-informed practice and practice-informed research.	Generate and apply research knowledge to critical discussions on best practices for children and families. <b>(2.1.6b)</b>	Bibliotherapy Intervention  Individual Assessment & Treatment Plan  Group Therapy Intervention  Individual Play Therapy Intervention
<b>EPAS Competency: 2.1.7</b> Apply knowledge of human behavior and the social environment.	Integrate knowledge of rural values and customs into autonomous social work practice with children and families. <b>(2.1.7a)</b>  Apply appropriate theories, models, and research to diverse client systems and circumstances. <b>(2.1.7b)</b>  Demonstrate the ability to critically evaluate and select from multiple theories when working with children and families. <b>(2.1.7d)</b>	Individual Assessment & Treatment Plan  Bibliotherapy Intervention  Group Therapy Intervention  Individual Assessment & Treatment Plan  Bio-psychosocial Assessment
<b>EPAS Competency: 2.1.10(a)–(d)</b> Engage, assess, intervene, and evaluate with individuals, families, groups, organizations, and communities	Conduct multidimensional assessments on complex issues that include client system and environmental strengths and stressors such as cultural, economic and social/relationship factors. <b>(2.1.10a)</b>	Individual Assessment & Treatment Plan  Bio-psychosocial Assessment

	Apply bio-psycho-social-cultural-spiritual perspective in advanced social work practice with children and their families. <b>(2.1.10b)</b>	Individual Assessment & Treatment Plan  Bio-psychosocial Assessment
<b>Rural Competency: 2.1.11</b> – Demonstrate knowledge and skills to apply a bio-psychosocial-cultural-spiritual perspective in advanced social work practice with children and families.	Utilize advanced social work knowledge, value and skills in order to appropriately assess and intervene in the lives of children and families in a rural setting. <b>(2.1.11a)</b>	Individual Assessment & Treatment Plan  Bio-psychosocial Assessment
<b>Rural Competency: 2.1.12</b> – Integrate knowledge of rural values and customs into autonomous social work practice with children and families.	Demonstrate knowledge of local resources in rural settings in order to effectively empower children and families to enhance their capacities. <b>(2.1.12a)</b>	Individual Assessment & Treatment Plan Bio-psychosocial Assessment  Case Assessment & Documentation

## COURSE REQUIREMENTS

### Required Textbooks:

American Psychiatric Association: *Diagnostic and Statistical Manual of Mental Disorders, Fifth Edition*. Arlington, VA, American Psychiatric Association, 2013.

Kearney, C.A. (2017) *Casebook in child behavior disorders* (6<sup>th</sup> ed.) Boston: Cengage Learning.

Webb, N.B. (2011). *Social work practice with children*. (3<sup>rd</sup> ed.) New York: The Guilford Press.

### Supplemental Text/Materials:

Barnes, V. (2018) *Child-centered social work: theory and practice*. Palgrave.

Coady, N. & Lehmann, P. (2008). *Theoretical perspectives for Direct Social Work Practice*. New York: Springer Publishing Company, LLC.

Drewes, A. A. (2009). *Blending play therapy with cognitive behavioral therapy: Evidence-Based and other effective treatments and techniques*. Hoboken, New Jersey: John Wiley & Sons, Inc.

Ferguson, H. (2011) *Child protection practice*. Palgrave MacMillan

Landreth, G.L. (2012) *Play therapy: The art of the relationship*. (3<sup>rd</sup> ed.) Routledge

Pomeroy, E. & Wambach, K. (2003). *The clinical assessment workbook: Balancing strengths and differential diagnosis*. California: Brooks/Cole.

National Association of Social Workers (2008). Code of ethics of the National Association of Social Workers. National Association of Social Workers.

Toys and other counseling materials used in play therapy will be provided. Student may wish to use some of their personal materials when learning about play therapy. Reading will also be assigned from other sources which will be on reserve in the J. H. White Library.

### **Class Attendance Policy:**

Each student is required to participate in using Blackboard Communication Tools, taking online exams, and other aspects of Blackboard. You are expected to log in regularly (**daily**, perhaps several times per day) to submit assignments, check grades, personal messages, and view course materials. Student(s) who fail to participate in the online course during a course week will be deemed absent for that week. The absence will be annotated as absent unexcused (AU), unless the instructor has been informed beforehand and deemed the absence as absent excused (AE). The instructor shall report all absences to the main campus as required. A student who has not participated for 7 consecutive days regardless if the absences were deemed AU or AE shall be recommended for administrative withdrawal to the main campus. In a traditional classroom just because a student contacts the instructor and is excused from a scheduled class meeting does not mean the student is given credit for participation or attendance. The student is still annotated as AU or AE. **The online classroom shall be no different in this respect.** It is the instructor's sole discretion as to what he/she shall consider AU or AE.

### **Policy and Procedure on Cheating and Plagiarism:**

#### **Philosophy**

Honesty and integrity are essential values of Mississippi Valley State University's mission to pursue truth and knowledge. All persons – administrators, faculty, staff, and students – share the responsibility for achieving high standards of excellence. Academic dishonesty of any kind negates this mission and is unethical to the development of morally and ethically sound human beings. Therefore, Mississippi Valley State University will not tolerate cheating or plagiarism in any form. Cheating and plagiarism compromise the process of fair and equitable evaluation conferred by the University. Students who engage in such activities deny themselves the opportunity to benefit from accurate assessment and feedback and prevent full academic and personal development.

#### **Responsibility**

Although the faculty of Mississippi Valley State University is responsible for establishing the standards for moral and academic excellence in teaching and learning, these standards can be reached only with the cooperation and support of students. Each student is expected, therefore, to accept responsibility for maintaining honesty and integrity in all endeavors inside and outside the

classroom, studio, or laboratory. Faculty encourages ethical behaviors by: establishing an atmosphere of respect in the classroom; stating clearly on the syllabus their standards and expectations for academic performance, structuring learning situations that encourage honesty and deter cheating and plagiarism; and for presenting and enforcing the University's policy on academic dishonesty.

### **Definitions**

**Cheating** is the actual or attempted practice of fraudulent or deceptive acts for the purpose of improving one's grade or obtaining course credit. Such behavior also includes assisting another student in such practice. Although cheating is often associated with examinations, it is the intent of this definition that the term "cheating" not be limited to examination situations only, but also that it includes any and all actions by a student that are intended to gain an unearned academic advantage by fraudulent or deceptive means.

**Plagiarism** is a specific type of cheating which consist of the misuse of the published and/or unpublished works of others by misrepresenting the intellectual property of others as one's own ideas or works.

### **Academic Sanctions for Cheating or Plagiarism**

When a faculty member responsible for a course has reason to believe that an action of a student falls within one or both of the aforementioned definitions, the faculty member should initiate a conference with the student to present the student with the charge and the evidence. If the student admits to the wrong doing, the instructor shall impose an academic sanction. The instructor has the prerogative of lowering the grade, assigning a grade of "0" or "F" for the work submitted, assigning an "F" for the entire course, or recommending another penalty, including dismissal from the University. In the event that the student does not admit wrong doing or that no mutually agreeable settlement is reached as a result of the faculty-student conference, the faculty member will consult the department chair. (See page 33 for examples).

### **Make-Up Examination Policy:**

It is the responsibility of the student to request a makeup examination within one week following the missed examination. The decision rests with the class instructor as to whether a student will be allowed to make up the test. The decision will be based on whether the instructor considers the reason for missing the examination to be justifiable.

### **Teaching/Learning Strategies:**

Various teaching methods will be used to meet the core competencies and to stimulate discussions in the classroom. Students are expected to participate in discussion and share their thoughts regarding issues being discussed. This class will be formatted to accommodate the use of videos, assigned readings, presentations, and lectures. Guest speakers will also be invited to share knowledge and experiences in policy development and advocacy to help students to understand better about macro practice.

### **Submission of Work:**



Scheduled assignments **MUST** be completed and successfully submitted through the MVSU Blackboard Upload Assignment Page by due date and time. Assignments automatically become unavailable after the due date/time expires. Every assignment should have a cover page, and the cover page and the assignment should be in the same electronic file in the right order. All assignments **MUST** be keyed using MS Word (saved as a .doc file); and no multiple submissions will be allowed.

**Course Drops/Incompletes:**

Students not completing the course for any reason are required to submit official drop notices to the Registrar’s Office prior to the deadline date. **This is your responsibility.** Failure to comply with the procedure WILL result in your receiving a letter grade of “F”.  
[Not officially withdrawing from the university may impact your financial aid and result in you owing the university.](#)

**Online Communication Observation of “Netiquette”**

Students **MUST** use Blackboard mail for contact with the instructor and other members of the class. All your online communications should be composed with fairness, honesty and tact. What you put into an online course reflects on your level of professionalism.

**Technology Infusion:**

<b>Hardware: Operating System:</b>	Windows 98, 2000, NT, XP or a Macintosh System 8.1 or higher
<b>Processor:</b>	200 MHz or higher
<b>Memory:</b>	32 MB of RAM
<b>H Drive Space:</b>	100 MB free disk space
<b>Modem:</b>	28.8 kbps or higher
<b>Monitor:</b>	800x600 resolution
<b>Software: Internet Access:</b>	Any Internet Service Provider
<b>Browser:</b>	Internet Explorer, Netscape r 4.7 or higher*, AOL 5.0 or higher**
<b>Application</b>	Recommend Microsoft Word or application file name <b>.doc</b>
<b>Audio &amp; Video:</b>	RealPlayer, Quick Time

**Technical Problems:**

If you experience technical/computer difficulties (need help downloading browsers or plug-in, logging into your course, using your course web site tools, or experience errors or problems while in your online course), contact **MR. MACK PENDLETON** at 662.254.3114 as well as your instructor.

**Services for Students with Disabilities (SSD)**

Mississippi Valley State University is committed to providing reasonable accommodations for students with a documented disability. If you feel you are eligible to receive accommodations for a covered disability (medical, physical, psychiatric, learning, vision, hearing, etc.) and would like to request it for this course, you must be registered with the Services for Students with

Disabilities (SSD) program administered by University College. It is recommended that you visit the Disabilities Office located inside the EMAP Computer Lab in the Technical Education (IT) Building to register for the program at the beginning of each semester. If you are determined to be eligible after your confidential consultation, you will be provided with a Memo of Accommodations that must be submitted to each of your instructors.

For more information or to schedule an appointment, please contact Mr. Billy Benson, Jr. via phone or email at 662-254-3005 or [billy.benson@mvsu.edu](mailto:billy.benson@mvsu.edu).

### **Required Tasks/Activities:**

1. **Bio-psychosocial Assessment:** Students will interview the parent(s) of a child or adolescent (ages 6-17) to conduct a bio-psychosocial interview; this can be a family member, family friend, etc. Please do not use the child's real name and address; however, other information can be documented. When interviewing children you must collaborate and receive information from the historian (parent or guardian). After gathering the data about the child, each student will write up the bio-psychosocial assessment and submit via Blackboard under assignments by the due date. It is highly suggested that students refer to chapter 6 of Timberlake and Cutler to help them understand the entire assessment process.

Students must use the bio-psychosocial assessment format that is provided in the attachment in Bb9 under the assignment.

2. **Clinical Assessment & Treatment Plan:** Students will use the assigned case study to complete an individual assessment and treatment plan. Student will use the format provided as an attachment for Case Summary Report. After completing the individual assessment, students will complete a treatment plan. Students must use evidence-based treatment intervention. This evidence must be documented in the rationale for treatment. Make sure you rule out any diagnosis that are appropriate to be ruled out. Make sure you have a cover page and a reference page.
3. **Group Therapy Intervention:** a) Students will research an assigned diagnosis which will include the appropriate treatment modality; b) students will conduct a therapeutic group to address this diagnosis; c) one student will serve as the social worker (leader of group) and the remainder of the group; members will play the role of children or adolescents participating in group. d) you are to select a characteristic or behavior of the diagnosis to address in group; e) each group will use a therapeutic group technique appropriate for children and or adolescents to address the assigned diagnosis; f) please see the chart below with the assigned diagnosis and age group of the group participants; f) make sure your group activity is appropriate for the age group and the diagnosis; g) parents are not a part of this group activity; h) to start the group you must have an introduction which will include group goal(s) and objective(s) no more than two of each; i) the introduction will allow group member to tell their name (role play), diagnosis and age and; j) each group member will prepare an annotated bibliography with a minimum of six scholarly sources; three of which should address the treatment modality (i.e. cognitive behavior, behavior, etc.) and three which should discuss using group intervention for the disorder. **NOTE: Your**

annotated bib must be different from group members. Submit work under Group Therapy Intervention by due date. Be creative and play this out as if you are truly conducting a group.

4. **Bibliotherapy Intervention:** Students will use bibliotherapy in an individual therapy session with a child or adolescent to address the assigned diagnosis. Please see the chart in Bb9 under assignment as an attachment with the assigned diagnosis and age group of participants. Make sure your book or literature is appropriate for the age group and the diagnosis. Parents are not a part of this activity. You will take on the role of the therapist and you can select one of your classmates to play the child's role. You are to select a characteristic or behavior that is prevalent for the diagnosis to address through the use of bibliotherapy. Make sure you bring to class a two page summary of the diagnosis being addressed in bibliotherapy and why you choose this particular material/book. Include your goal(s) and objective(s) for therapy. There should only be two group goals and objectives. Information on the diagnosis should be based on scholarly literature within the last five years. You must also discuss the use of bibliotherapy as an intervention (based on literature) for this diagnosis. Make sure you have a cover page and a reference page. You will upload this information into Bb9 under assignment.
5. **Individual Play Therapy Intervention:** Students will demonstrate assigned play therapy technique to the class. Student will research assigned play therapy technique using scholarly literature to support the use of the technique. Student will submit a one to two page paper discussing the technique. The paper must include: a) an introduction/overview of the play therapy technique; b) the appropriate population including age group, diagnosis, etc. for the technique; c) appropriateness of the intervention for group or individual activity; d) what treatment modality supports the use of the activity; e) it is highly suggested that you read chapter 7 in Webb & chapter 1 pages 22-26 in Timberlake and Cutler to help strengthen your understanding about play therapy.
6. **Clinical Documentation:** Students are required to write four clinical SOAP notes: the first will document the interview of a child or adolescent including the parents' interview as part of the bio-psychosocial assessment; the second note will document a follow-up with a child or adolescent who express suicidal thoughts; the third note will document a follow-up office visit after the child or adolescent no longer has suicidal thoughts; the fourth note will document the termination of services for a child or adolescent client.
7. **Mid-Term Examination location TBA**
8. **Final Examination location TBA**

**Evaluation Procedures:**

**Performance Standards/Grading Policy**

**Assessments**

	<b>Value</b>	<b>Points</b>	<b>Assignment Due</b>
<b>Bio-psychosocial Assessment</b>	<b>1@100</b>	<b>100</b>	<b>September 8, 2018</b>
<b>Clinical Documentation I</b>	<b>1@ 25</b>	<b>25</b>	<b>September 8, 2018</b>
<b>Clinical Assessment &amp; Treatment Plan</b>	<b>1@100</b>	<b>100</b>	<b>September 22, 2018</b>
<b>Clinical Documentation II</b>	<b>1@ 25</b>	<b>25</b>	<b>September 29, 2018</b>
<b>Mid-Term Examination</b>	<b>1@ 100</b>	<b>100</b>	<b>October 6, 2018</b>
<b>Clinical Documentation III</b>	<b>1@25</b>	<b>25</b>	<b>October 13, 2018</b>
<b>Simulation Bibliotherapy Intervention</b>	<b>1@ 100</b>	<b>100</b>	<b>October 20, 2018</b>
<b>Discussion on Bibliotherapy Intervention</b>	<b>1@100</b>	<b>100</b>	<b>October 27, 2018</b>
<b>Simulation on Bibliotherapy Intervention</b>	<b>1 @ 100</b>	<b>100</b>	<b>November 3, 2018</b>
<b>Simulation of Group Therapy Intervention</b>	<b>1@100</b>	<b>100</b>	<b>November 10, 2018</b>
<b>Clinical Documentation V</b>	<b>1@25</b>	<b>25</b>	<b>November 17, 2018</b>
<b>Simulation of Individual Play Therapy Intervention</b>	<b>1@100</b>	<b>100</b>	<b>December 1, 2018</b>
<b>Final Clinical Case Paper/Presentation</b>	<b>1@100</b>	<b>100</b>	<b>December 8, 2018</b>
<b>Class Participation</b>	<b>8@2=16</b>		
<b>Total</b>		<b>1000</b>	

**Grading Scale:**

<b>A</b>	<b>≥ 900</b>	<b>90% and above</b>
<b>B</b>	<b>800-899</b>	<b>80% to 89%</b>
<b>C</b>	<b>700-799</b>	<b>70% to 79%</b>
<b>D</b>	<b>600-699</b>	<b>60% to 69%</b>
<b>F</b>	<b>Less than 600</b>	<b>59% and below</b>

\*While a grade of “C” is passing, a student may not make more than two C’s in the Program.

\* A grade of “D” is failing

**Distance Education Policy:**

In compliance with IHL policy and SACSCOC guidelines, MVSU Department of Social Work requires a minimum of 2250 minutes per three semester hour course, regardless of course delivery method, and may include final examination time. The number of weeks must meet federal financial aid requirements.

Syllabi for courses taught on-line or hybrid (partially on-line) must include outlines, calendars, and/or schedules of activities that demonstrate compliance with the 2250 minute requirement.

**Department of Social Work Hour Conversion Standards:**

<b>Activity</b>	<b>Undergraduate</b>	<b>Graduate</b>
Reading	15 pages per hour	20 pages per hour
Research paper writing	3 hours per page	3 hours per page
Essay writing	1.5 hours per page	1.5 hours per page
Quiz/exam	1 minute per multiple choice 2 minutes per short answer	1 minute per multiple choice 2 minutes per short answer
Exam study time	4 hours	4 hours
Threaded discussion	120 minutes per thread	120 minutes per thread
Group work	Number of minutes of interaction among group members	Number of minutes of interaction among group members

*These conversion standards are adopted and set by the Department of Social Work and approved by the Chair. Use of any other standards must be presented to the department and approved by the Chair.*

**COURSE ACTIVITIES**

<p><b>Week 1</b> <b>August 25, 2018</b></p> <p><b>Meet in class</b></p> <p><b>NOTE:</b> <b>Students must read chapters prior to attending class.</b></p> <p><b>Check Bb email &amp; message &amp; discussion board daily.</b></p>	<p>Scholarly Dialogue &amp; Interactive Clinical Activity</p> <p>Webb Chapter 3: Building Relationships with All Relevant Systems</p> <p>Webb Chapter 4: Bio-psychosocial Assessment of the Child. Discussion of assigned cases from a developmental perspective.</p> <p>Discussion of Chapter one of Kearney Text</p> <p><b>Students must choose one chapter/disorder from Kearney text and prepare to complete paper/presentation on a case assigned related to that disorder. The DSM-V will be used in this case as well.</b></p>
<p><b>Week 2</b> <b>September 1, 2018</b> <b>Bb</b></p>	<p>Research and review Ecosystems Perspective and Strengths Perspectives</p> <p>Webb-An Ecological-Developmental Framework for Helping Children: Chapter 1: The Challenge of Meeting Children Needs Chapter 2: Necessary Background for Helping Children</p> <p>Bb Discussion Question I: What are some of the challenges to</p>

	<p>meeting children needs? What are some solutions to this problem? Support information with your textbook reading with scholarly journals.</p> <p>Bb Discussion Question 2: How can the challenges of meeting children needs be addressed using Ecosystems Perspective and Strengths Perspective. Make sure you cite your work.  <b>Research, textbook reading and discussion 6 Hrs.</b></p>
<p><b>Week 3</b></p> <p><b>September 8, 2018</b></p> <p><b>NOTE:</b>  <b>Students must read chapters prior to attending class</b></p> <p><b>Meet in class</b></p> <p><b>Video:</b></p> <p><b>Child Centered Play Therapy: A Clinical Session.</b></p>	<p>(Use of Play Therapy)</p> <p>Chapter 7 of Webb: Play Therapy</p> <ul style="list-style-type: none"> <li>• <b>Bio-psychosocial Assessment Due – Upload under assignment</b>  <b>DONOT EMAIL ASSIGNMENT</b></li> <li>• <b>Clinical (SOAP) Documentation I on bio-psychosocial assessment Due</b></li> </ul>
<p><b>Week 4</b></p> <p><b>September 15, 2018</b></p> <p><b>Bb (online)</b></p>	<p>Assessing for Suicidality</p> <p><b>Bb Discussion 1:</b> A case study will be presented for discussion.</p> <ul style="list-style-type: none"> <li>• Discuss the process of assessing for suicide and the intervention used to address the clients suicidal ideations or attempted suicide. What may some predictors of suicide in children and youth be?</li> </ul> <p><b>Bb Discussion 2:</b> Discuss why is it important to utilize strengths and empowerment approaches and risk and resilience perspective in working with children? You must support your response using a minimum of four scholarly articles on the subject. A reference list is required.</p> <p><b>Required Article:</b>  Barrio, C. A. (2007). Assessing suicide risk in children: Guidelines for developmentally appropriate interviewing. <i>Journal of Mental Health Counseling</i>, 29(1), 50-66.</p> <p>Look for additional scholarly materials related to suicide</p>

	<p>ideations and be prepared to discuss how to work with clients when presented with such problems.</p> <p>Chapter 2 of Kearney: Social Anxiety and Withdrawal Be prepared to discuss how play therapy can be effective in working with children who suffer from social anxiety and withdrawal. Familiarize self with the DSM diagnostic criterion for anxiety and withdrawal</p> <p><b>Researching and reading articles and answering discussion questions 4 hours.</b></p>
<p><b>Week 5</b> <b>September 22, 2018</b></p> <p><b>Meet in Class</b></p> <p><b>Video 1—Systems of Psychotherapy: Cognitive Therapy (Judith S. Beck, Ph.D.)</b></p> <p><b>Video 2—Cognitive-Behavioral Therapy (John Krumboltz, Ph.D.)</b></p>	<p>Scholarly Dialogue &amp; Interactive Clinical Activity</p> <p>Chapter 5 of Webb: Contracting, Planning Interventions, and Tracking Progress</p> <p>Chapter 6 of Webb: Working with the Family</p> <p><b>Clinical Assessment &amp; Diagnosis/Treatment Plan Due</b></p>
<p><b>Week 6</b> <b>September 29, 2018</b> <b>Bb</b></p>	<p>Scholarly Dialogue &amp; Interactive Clinical Activity</p> <p>Attachment Theory</p> <p>Coady and Lehmann Chapter 9: Cognitive-Behavioral Theory and Treatment</p> <p><b>Clinical (SOAP) Documentation II- Abuse &amp; Neglect Case Due</b></p> <p><b>Discussion Question 1: Discuss the efficacy of play therapy in working with abused children and adolescents (use text and at least three articles to support your work)</b></p>

	<p><b>attach reference list.</b></p> <p><b>Discussion 2: Briefly discuss the tenets of attachment theory.</b></p> <p><b>Researching and reading articles and answering discussion questions 4 hours.</b></p>
<p><b>Week 7</b> <b>October 6, 2018</b></p> <p><b>Meet in Classroom</b></p>	<p><b>COMPREHENSIVE MID-TERM EXAMINATION</b></p>
<p><b>Week 8</b> <b>October 13, 2018</b></p> <p><b>Bb</b></p>	<p>A discussion on the following chapters:</p> <p>Webb Chapter 10: Children Living in Kinship and Foster Home Placements  Webb Chapter 11: Single-Parent Divorcing and Blended Families  Webb Chapter 12: Children in Families Affected by Illness and Death</p> <p><b>Clinical (SOAP) Documentation III Due</b></p> <p><b>Discussion I:</b> Discuss the benefits of living with relatives' verses living in a foster home. Support your work with textbook and scholarly articles. Make sure you reference information</p> <p><b>Researching and reading articles and answering discussion questions 4 hours.</b></p>
<p><b>Week 9</b> <b>October 20, 2018</b></p> <p><b>Meet in Classroom</b></p>	<p>Scholarly Dialogue &amp; Interactive Clinical Activity</p> <p>Chapter 8 of Webb Group Work with Children</p> <p>Webb Chapter 9: School-Based Interventions  Drewes Chapter 3: An Illustration of Science and Practice: Strengthening the Whole Through Its Part</p> <p>Chapter 13 of Timberlake and Cutler: Evaluating Therapeutic Change</p> <p><b>Discussion on Bibliotherapy Intervention</b></p>
<p><b>Week 10</b> <b>October 27, 2018</b></p>	<p>Scholarly Dialogue &amp; Interactive Clinical Activity</p>



<p><b>Meet in Classroom</b></p>	<p>Chapter 8 of Webb Group Work with Children</p> <p>Webb Chapter 9: School-Based Interventions</p> <p>Drewes Chapter 3: An Illustration of Science and Practice: Strengthening the Whole Through Its Part</p> <p>Chapter 13 of Timberlake and Cutler: Evaluating Therapeutic Change</p> <p><b>Discussion on Bibliotherapy Intervention</b></p>
<p><b>Week 11</b> <b>November 3, 2018</b></p> <p><b>Bb</b></p>	<p>Scholarly Dialogue &amp; Interactive Clinical Activity</p> <p>Webb Chapter 13: Children in Substance-Abusing Families</p> <p>Webb Chapter 14: Child Victims and Witnesses of Family and Community Violence</p> <p>Read Webb Chapter 15: The Interpersonal Violence of Bullying: Impact on Victims, Perpetrators, and Bystanders/Witnesses</p> <p><b>Discussion 1:</b> Discuss the impact of violence on children and families. Make sure you support your response with scholarly articles and the textbook.</p> <p><b>Researching and reading articles and answering discussion questions 4 hours.</b></p> <ul style="list-style-type: none"> <li>• <b>Simulation Bibliotherapy Intervention</b></li> </ul>
<p><b>Week 12</b> <b>November 10, 2018</b></p> <p><b>Classroom</b></p>	<p>Scholarly Dialogue &amp; Interactive Clinical Activity</p> <ul style="list-style-type: none"> <li>• <b>Simulation of Group Therapy Intervention</b></li> </ul>
<p><b>Week 13</b> <b>November 17, 2018</b></p> <p><b>Meet in Classroom</b></p>	<p>Scholarly Dialogue &amp; Interactive Clinical Activity</p> <p>Read Drewes Chapter 17: Play Therapy Techniques for Affect Regulation</p> <p>Read Drewes Chapter 18: Building Self-Esteem, Coping, Skills, and Changing Cognitive Distortions</p> <ul style="list-style-type: none"> <li>○ <b>Clinical (SOAP) Documentation IV</b></li> </ul>
<p><b>November 19 - 25</b></p>	<p>Fall Break/Thanksgiving Holidays</p>
<p><b>Week 14</b> <b>December 1, 2018</b></p>	<p>Scholarly Dialogue &amp; Interactive Clinical Activity</p>

<p><b>Classroom</b></p>	<p>Timberlake and Cutler Chapter 10: Learning Disabilities and Attention-Deficit Disorder</p> <p>Timberlake and Cutler Chapter 11: Anxiety Disorders</p> <p>Timberlake and Cutler Chapter 12: Post-Traumatic</p> <ul style="list-style-type: none"> <li>• <b>Simulation Individual Play Therapy Intervention</b></li> </ul>
<p><b>Week 15 December 8 2018</b></p>	<p><b>Case Paper/Presentation This will be the Final Examination</b></p>

600 ADVANCED PRACTICE WITH CHILDREN & FAMILIES: DIRECT PRACTICE  
RUBRIC BIO-PSYCHOSOCIAL ASSESSMENT

STUDENT:

Completeness	12-14	9-11	6-8	3-5	0-2
	<p>The majority of the components are present with no more than one to two components missing. Areas not applicable to the client are indicated as such</p> <p><b>Identifying Information</b> Name, date of birth, age, school, religion, parents, address, telephone number, parent employment &amp; salary, household membership, referral date &amp; source of referral, date of assessment, &amp; clinician's name.</p>	<p>Bio- psychosocial is missing three to four of the required components. Areas not applicable to the client are indicated.</p>	<p>Bio- psychosocial is missing three to four of the required components or the area of specialty is not comprehensive and/ or sections that are not applicable to the client are not indicated as such.</p>	<p>Bio- psychosocial is missing five to six of the required components and /or information is not comprehensive and/ or sections that are not applicable to the client are not indicated as such.</p>	<p>Bio- psychosocial is missing more than six of the required components and /or information is not comprehensive and/ or sections that are not applicable to the client are not indicated as such.</p>
Points Received					
Completeness	12-14	9-11	6-8	3-5	0-2
	<p>The majority of the components are present with no more than one to two components missing. Areas not applicable</p>	<p>Bio- psychosocial is missing three to four of the required components.</p>	<p>Bio- psychosocial is missing three to four of the required components or</p>	<p>Bio- psychosocial is missing five to six of the required components</p>	<p>Bio- psychosocial is missing more than six of the required components</p>

	to the client are indicated as such. <b>Presenting Problem (in client's own words) and History Reason for referral, chief complaint, &amp; history of present illness.</b>	Areas not applicable to the client are indicated as such.	the area of specialty is not comprehensive and/ or sections that are not applicable to the client are not indicated as such.	and /or information is not comprehensive and/ or sections that are not applicable to the client are not indicated as such.	and /or information is not comprehensive and/ or sections that are not applicable to the client are not indicated as such.
<b>Points Received</b>					
<b>Completeness</b>	<b>12-14</b>	<b>9-11</b>	<b>6-8</b>	<b>3-5</b>	<b>0-2</b>
	The majority of the components are present with no more than one to two components missing. Areas not applicable to the client are indicated as such. <b>Current Family Situation Family history &amp; current situation</b>	Bio-psychosocial is missing three to four of the required components. Areas not applicable to the client are indicated as such.	Bio-psychosocial is missing three to four of the required components or the area of specialty is not comprehensive and/ or sections that are not applicable to the client are not indicated as such.	Bio-psychosocial is missing five to six of the required components and /or information is not comprehensive and/ or sections that are not applicable to the client are not indicated as such.	Bio-psychosocial is missing more than six of the required components and /or information is not comprehensive and/ or sections that are not applicable to the client are not indicated as such.
<b>Points Received</b>					
<b>Completeness</b>	<b>13-15</b>	<b>10-12</b>	<b>7-9</b>	<b>4-6</b>	<b>0-3</b>
	The majority of the components are present with no more than one to two components missing.	Bio-psychosocial is missing three to four of the required	Bio-psychosocial is missing three to four of the required	Bio-psychosocial is missing five to six of the required	Bio-psychosocial is missing more than six of the required

	Areas not applicable to the client are indicated as such. Development History of Child Education, medical, legal, & psychiatric.	components. Areas not applicable to the client are indicated as such	components or the area of specialty is not comprehensive and/ or sections that are not applicable to the client are not indicated as such.	components and /or information is not comprehensive and/ or sections that are not applicable to the client are not indicated as such.	components and /or information is not comprehensive and/ or sections that are not applicable to the client are not indicated as such.
Points Received					
Completeness	13-15	10-12	7-9	4-6	0-3
	The majority of the components are present with no more than one to two components missing. Areas not applicable to the client are indicated as such. Psychosocial Assessment Summary Name, age, overall description of the child, appearance, behavior, interpersonal observation, client's environment, mental state, strengths, social, suicidal/homicidal, assessment supported by information from case & other sources,	Bio- psychosocial is missing three to four of the required components. Areas not applicable to the client are indicated as such	Bio- psychosocial is missing three to four of the required components or the area of specialty is not comprehensive and/ or sections that are not applicable to the client are not indicated as such.	Bio- psychosocial is missing five to six of the required components and /or information is not comprehensive and/ or sections that are not applicable to the client are not indicated as such.	Bio- psychosocial is missing more than six of the required components and /or information is not comprehensive and/ or sections that are not applicable to the client are not indicated as such.

	<b>etc.</b>				
<b>Points Received</b>					
<b>Completeness</b>	<b>13-15</b>	<b>10-12</b>	<b>7-9</b>	<b>4-6</b>	<b>0-3</b>
	<b>The majority of the components are present with no more than one to two components missing. Areas not applicable to the client are indicated as such. Clinical Impression/Diagnosis Summary of your impression of the client, motivation for treatment, barriers to treatment, barriers to treatment, mental status (mood &amp; affect) and cognitive aspects, scales used, rule outs, rationale for clinical diagnosis, etc. Axis I-IV.</b>	<b>Bio-psychosocial is missing three to four of the required components. Areas not applicable to the client are indicated as such</b>	<b>Bio-psychosocial is missing three to four of the required components or the area of specialty is not comprehensive and/or sections that are not applicable to the client are not indicated as such.</b>	<b>Bio-psychosocial is missing five to six of the required components and /or information is not comprehensive and/ or sections that are not applicable to the client are not indicated as such.</b>	<b>Bio-psychosocial is missing more than six of the required components and /or information is not comprehensive and/ or sections that are not applicable to the client are not indicated as such.</b>
<b>Points Received</b>					
<b>Organization &amp; Written Expression</b>	<b>11-13</b>	<b>7-9</b>	<b>4-6</b>	<b>2-3</b>	<b>0-1</b>
	<b>Bio-psychosocial is organized into logical sections, formatted so that information is easily found, professional in appearance, free of spelling and</b>	<b>Bio-psychosocial is organized but in a format different from the one suggested. The narrative</b>	<b>Bio-psychosocial is not well organized and data is difficult to locate or the narrative summary is</b>	<b>Bio-psychosocial and narrative summary are disorganized. Document is unprofessional in appearance.</b>	<b>Bio-psychosocial assessment is incomplete and or fragmented. Five or more spelling or grammatical</b>

	<b>grammatical errors and summary is professionally stated using clinical language.</b>	<b>summary is well organized, missing sectional headings but pages are still professional in appearance. One to two grammatical errors are present and summary is professionally stated.</b>	<b>disorganized. Document is missing the sectional headings and pages appear unprofessional in design. Three to four spelling or grammatical errors are present and summary is professional stated.</b>	<b>Five or more spelling or grammatical errors present and or summary is not professional stated.</b>	<b>errors present.</b>
<b>Points Received</b>					
<b>TOTAL POINTS</b>					

Comments:

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