I. COURSE PURPOSE

Building on the foundation year, this course deepens students’ understanding and application of concepts, processes, and techniques of clinical social work in preparation for practice with the child as the primary unit of attention for therapeutic intervention. Against the backdrop of psychosocial, cognitive, and relational development, childhood strengths, resiliencies, and environmental and individual problems in living are examined. Psychodynamic, cognitive, and behavioral theories are applied to the assessment and treatment of various biopsychosocial challenges for the child client. The understanding of play as purposeful, meaningful communication for and with children is integrated into the clinical methodology. A continuum of directive and non-directive play and talk therapies serve as a basis for the process of therapeutic alliance, assessment, goal setting, planning, intervention, and practice evaluation with pre-school and grade school children.

II. EDUCATIONAL OBJECTIVES

Upon completion of this course, students will be able:

1. To understand the history of therapeutic work with children, including play therapy from its early roots to its present application within a continuum of directive to non-directive techniques.
2. To understand the role of developmental tasks and relationships in the formation and termination of an appropriate therapeutic relationship with children.

3. To develop skill in interviewing child and parent clients.

4. Building on the foundation knowledge of human behavior in the social environment, to apply psychodynamic, cognitive, and behavioral theories to the process of assessment of a child’s problems within a family, school, and community context.

5. To recognize the impact of human diversity on the development of children in the application of social work treatment models.

6. To develop skills in treatment through a balance of theories that treat deficit conditions while utilizing the child’s strengths and resilience, using promising, evidence-based and outcome-based treatment methods.

7. To recognize the impact of one’s own values, biases, and experience on the understanding and treatment of child and parent clients.

8. To translate presenting problems into co-jointly developed goals and measurable objectives for treatment.

9. To understand the differential application of a variety of modalities, including both directive and non-directive interventions, that address the unique needs of individual child clients, with particular attention paid to children at risk for problems associated with poverty, violence, and mental illness.

10. To develop skills in the differential application of non-directive and directive play and talk techniques to attachment issues, developmental problems, behavioral problems, learning difficulties, reactive disorders, and affective disorders.

11. To produce a review of current peer-reviewed professional literature in APA style that draws upon theoretical and empirical social work and related literature to explain and treat learning, behavioral, developmental, or affective problems in children.

III. COURSE REQUIREMENTS

A. Required Texts


**B. Recommended Texts**


**C. Other Recommended Resources (Journals)**

*Child and Adolescent Social Work Journal*
*Child Welfare*
*International Journal of Play Therapy*
*Social Work in Schools* (was *Social Work in Education*)

**D. Course Assignments**

**Assignment 1: Due Class 6**

Write a brief biopsychosocial assessment of an adolescent or young adult client, including treatment goals and outcome measurement
Assignment 2: Due Class 12
Write an annotated bibliography summarizing scholarly social work and related literature of an issue within a particular child population that would be appropriate for clinical social work intervention.

Weekly:
You are required to participate in the blackboard discussion on the readings for the week, and this will be factored into your class participation grade. You are also expected to participate in class discussion as you would be expected to participate in a clinical team as a social worker. Ask questions — this is an opportunity to learn and exchange ideas. Please be prepared! Your thoughtful contributions and consistent attendance will contribute to a positive learning environment. We jointly share the responsibility for maintaining an appropriate environment for sharing and exploring our values and beliefs, free of judgment, during the semester. Class participation grade will be determined by my evaluation of your preparation for and participation in class discussion, demonstrations, and input on the weekly reading assignments as noted above.

B. Grading
Assignment 1 30%
Assignment 2 50%
Class Attendance and Participation 20%

C. Attendance and Participation
Students are required to attend classes having prepared in advance by reading the assigned materials. They are expected to participate meaningfully in class discussions, and other class activities. The class participation grade will be determined by the instructor’s perception of the student’s preparation for and contributions to class discussion/activities. Different students will make different kinds of contributions. Some will have an easy time with spontaneous interactions while others will be more comfortable making planned statements about key ideas from the readings or other sources. Both types of contributions are valued. Unexcused absences will lower the attendance and participation grade. More than three unexcused absences will result in a grade of F.

D. Course and Instructor Evaluation
NCSSS requires electronic evaluation of this course and the instructor. At the end of the semester, the evaluation form may be accessed at http://evaluations.cua.edu/evaluations using your CUA username and password. Additional, informal written or verbal feedback to the instructor during the semester is encouraged and attempts will be made to respond to requests.
IV. CLASS EXPECTATIONS

A. Scholastic Expectations

Please refer to NCSSS Announcements or appropriate Program Handbook for Academic Requirements, including scholastic and behavioral requirements. All written work should reflect the original thinking of the writer, cite references where material is quoted or adapted from existing sources, adhere to APA format, and should be carefully proofread by the student before submission to the instructor for grading.

B. Academic Honesty

Joining the community of scholars at CUA entails accepting the standards, living by those standards, and upholding them. Please refer to University Policy and appropriate Program Handbooks.

C. Accommodations

Students with physical, learning, psychological or other disabilities wishing to request accommodations must identify with the Disability Support Services (DSS) and submit documentation of a disability. If you have documented such a disability to DSS that requires accommodations or an academic adjustment, please arrange a meeting with the instructor as soon as possible to discuss these accommodations.

Class Schedule

<table>
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<tr>
<th>Class</th>
<th>Topics and Readings</th>
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| 1     | Historical Context of Clinical Social Work with Children  
Historical background of therapeutic work including early roots of play therapy and current applications of assessment and treatment along a continuum of talk vs. play and directive vs. non-directive techniques.  
Required Reading:  
Van Fleet, et al, Chap. 1, *The Importance of Play* (pp. 3-10); Chap. 2, *A Brief Overview of Play Therapy* (pp. 11-19); Chap. 3, *History, Theory, Principles, and Variations of Child-Centered Play Therapy* (pp. 20-42) |
| 2     | Conceptual Framework for S.W. with Children and Their Caregivers  
Present a range of normative expressions and the relatedness of various developmental tasks of childhood (psychosocial, object relations, cognitive, |
psychosexual). Discuss methodological approaches to working with parents including psychoeducation, relationship-focused dual interventions, and confidentiality issues.

**Required Reading**
Davies, Introduction to Part 1, *Perspectives on Development* (pp. 3-6); Chap. 1, *Attachment as a Context of Development* (pp. 7-38); Chap. 2, *Brain Development* (pp. 39-60).

### 3 Assessment and Planning
Assessment of child and family from a biopsychosocial perspective. View and discuss video of a first interview with a troubled child.

**Required Reading**
Timberlake & Cutler (on reserve), Chap. 6, *Parent Interviews in Biopsychosocial Assessment of Children* (pp. 137-166); Chap. 7, *Child Interviews in Biopsychosocial Assessment and Planning* (pp. 167-192).

### 4 Therapeutic Alliance and Developmental Change
Introduce play as a child’s first language, and as purposeful, meaningful method of communication. Discuss play therapy across treatment stages including alliance, narrative themes, therapeutic growth, and termination, and view video of play as symbolic expression of feeling. Goals of interventions include the restoration of appropriate developmental sequencing, self-understanding, and self-regulation.

**Required Reading**
Davies, Chap. 13, *Conclusion: Developmental Knowledge and Practice* (pp. 419-423).


### 5 Play Therapy Tools and Techniques
Discussion and practice of non-directive play therapy principles and skills including structuring, boundaries, levels of reflective interventions, and cultural competence. Video of non-directive interventions.

**Required Reading**
Van Fleet et al, Chap. 5, *The Four Skills of Child-Centered Play Therapy* (pp. 59-87); Chap. 6, *Recognition and Interpretation of Play Themes* (pp. 88-102).
6  **Assignment 1 Due**  
**Advanced Play Techniques and Parent Participation**
Discussion and practice around advanced non-directive techniques including setting limits, cultural competence, responding to questions, demands, and externalizing and internalizing play expression.

**Required Reading**
Van Fleet et al, Chap. 7, *Engaging Parents (and Teachers) in Child-Centered Play Therapy* (pp. 105-126), Chap. 8, *Filial Therapy* (pp. 127-135); Chap. 9, *Child-Centered Play Therapy with Different Presenting Problems* (pp. 139-166).

7  **Integration of Directive and Cognitive-Behavioral Theories and Techniques**
Presentation of directive play and talk interventions, focusing on cognitive and behavioral techniques and their applicability to internalizing and externalizing behaviors. Compare and contrast non-directive and directive methods.

**Required Reading:**

8  **Challenges with Learning**
Strengths and deficits with a range of learning issues including ADHD and learning disabilities. Assessment and treatment with a focus on supporting a positive self-concept, increased awareness of strengths, and improved coping skills and social functioning.

**Required Reading**
Kaduson & Schaefer, Chap. 5, *Short-term Play Therapy for Children with attention Deficit/Hyperactivity Disorder* (pp. 101-144).

9  **Clinical Application: Childhood Anxiety and Depression**
Discussion of normative childhood fears and anxieties at various ages. Determination of when anxiety results in stalling of developmental growth and how to intervene. Introduction of art therapy for use as an assessment and intervention with those who employ internalizing behaviors as a coping strategy. Identification of and intervention in childhood depression. Discussion of childhood losses and strategies to improve coping.

**Required Reading**
Kaduson & Schaefer, Chap. 2, *Cognitive-Behavioral Play Therapy for Children with Anxieties and Phobias* (pp. 22-50); chap. 4, Short-term play Therapy for Children with Mood Disorders (pp. 71 – 100)

**10 Clinical Application: Attachment**
Discussion of continuum of caregiver/child attachment, the biopsychosocial gifts of strong attachments, early assessment of Reactive Attachment Disorder and disordered attachments. Introduction of Theraplay™ and similar directive play interventions for children and parents who may struggle with attachment issues.

**Required Reading**
Kaduson & Schaefer, Chap. 6, *Short-term Play Therapy for Adoptive Families: Facilitating Adjustment and Attachment with Filial therapy* (pp. 145-168).

Davies, Chap. 7, *Toddler Development* (pp. 185-224); Chapt. 8, *Practice with Toddlers* (pp. 225=250)

**11 Clinical Application: Environmental Issues: Divorce and Trauma**
Supportive interventions for children and their parents regarding communication and renegotiation of roles during and after divorce. Directive interventions to support improved coping with violence, address issues of avoidance, increase mastery over positive coping skills, and reduce PTSD symptoms. Discussion of childhood trauma, physical abuse, sexual abuse, and community violence.

**Required Reading**

Kaduson & Schaefer, Chap. 12, *Short-term Group Play Therapy for Children Whose Parents Are Divorcing* (pp. 304-335).

**12 Clinical Application: Challenges with Oppositionality and Defiance**
Discussion of aggressive and antisocial behaviors as a broad risk factor for children. Non-directive and directive methods for intervention and inclusion of caregivers in supporting increased functioning.

**Required Reading**
Kaduson & Schaefer, Chap. 3, *Short-Term Play Therapy for Children with Disruptive Behavior Disorders* (pp. 51-70);
Greene, *The Explosive Child* (pp. 1-191). (This paperback is a quick read meant for parents – please skim for comprehension of his model.)

13 **Clinical Application: Children on the Autism Spectrum**

Required Reading: TBD

14 **Cultural Competence and Practice Accountability**

Required Reading

Gil & Drewes (on reserve), Chap. 1, *From Sensitivity to Competence in Working Across Cultures* (pp. 3-25) ; Chap. 3, *Suggestions and Research on Multicultural Play Therapy* (pp. 72-95).

Van Fleet et al, Chap. 12, *Cultural and Systemic Considerations in the Practice of Child-Centered Play Therapy* (pp. 192-206).

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**SSS804**

**Assignment 1: Outline for Psychosocial Assessment:**

I. PRESENTATION OF FACTS (the “what”) 2-3 pages. Write this section in a succinct narrative using the following headings

   A. Identifying information
      1. Identified client: name, sex, age, grade/occupation
      2. Immediate family and/or others in the household
      3. Ecomap and genogram (attached, not part of 2-3 pages)

   B. Presenting problem and other identified problems
      1. Referral source
      2. Precipitating event
      3. Presenting problem (state in terms of functioning – what is the impact?)
      4. Other problems subject to treatment

   C. Pertinent history
      1. Development
         a. Relevant early history
         b. Milestones, physical and emotional development
         c. Temperament
      2. Medical
3. School
4. Social
5. Family (history of caregivers, substance abuse, violence, mental illness)
6. History of presenting problem

D. Present functioning
   1. Mental status exam
   2. School functioning: behavioral, academic
      a. Attitudes about achievement
   3. Social functioning
   4. Family issues
      a. Attitudes about autonomy
   5. Strengths and coping mechanisms
   6. Connection to community

II. Assessment and analysis (the “why”) 1-2 pages
   A. Social worker’s assessment of the problem (1-3 sentences, summarize and explain problem development)
   B. Five axis DSM-IV diagnosis
   C. Assessment of the problem using a theory (explain the development of the problem using theoretical concepts, using ONE of the following individual change theories – psychodynamic, cognitive/behavioral or attachment.

III. Treatment goals and outcome measurement >1 page
   A. State clear and measurable goals; indicate who articulated the goals, and how you will know if the goals are being met.

Do not add anything subjective in section I. It should simply recount the relevant information and facts. Make sure you have included factual information in section I to support your diagnosis and assessment in section II.

The total paper should not exceed 5 pages, but does not need to be 5 pages. Your goal is to list the relevant information, wrap it up in an assessment, and document the goals. This is a tool for you formulate a case, and to document it for others and for medical records. Cut the fat! Make every word count.

APA format, double spaced
Assignment Objectives

- Enhance skill in writing a clear, cogent problem statement appropriate for a research proposal, scholarly paper, etc.
- Deepen understanding of the process of literature review.
- Deepen knowledge about a problem relevant to social work, this course, and of interest to you.
- Increase familiarity with social work scholarly literature.
- Increase ability to determine and understand evidence-based and clinically substantiated treatments for the child population.
- Enhance skill in tightly summarizing literature and articulating it in writing.

Assignment Instructions

- **Choose an issue or problem** for social workers that is of interest to you and relevant to the CLINICAL ASSESSMENT AND TREATMENT OF CHILDREN. Further, select one or more clinical theories (such as psychodynamic, cognitive, behavioral) that reflect the understanding, assessment or treatment of the issue at hand. Begin by generating a short list of possible issues or questions you have about social work practice with children, and the
theory bases that may best describe them. It is strongly recommended that you have your topic approved by your instructor.

- **Write a problem statement** reflecting your chosen issue. This should be a tightly crafted paragraph of 4 to 6 sentences that lays out the problem. Be sure to note what practice knowledge you are expecting to gain through the literature. All articles in scholarly journals begin with a problem statement. Look at several to familiarize yourself with the “formula.” Add one sentence explaining how and why you organized your bibliography to provide reader clarity (see below).

- **Conduct a search of the recent literature on your topic** (within 10 years), comprising scholarly articles (peer reviewed theoretical or empirical articles, not book chapters, newsletter summaries, mass media, or internet articles unless they are from peer reviewed on-line journals). A literature search means referring to printed and/or on-line indexes such as *Social Work Abstracts* or *PsychInfo*.

- **Identify at least 20 articles** that seem relevant to your topic using social work and related journals.

- **Locate the whole-text articles**. Copy them. Read them.

- **Choose the 12 articles that best address your problem statement**.

- **Organize your articles into related groups** (perhaps three or four). Create headings for them and describe in 1-2 sentences how these particular articles relate to each other, and to the previous/following groups. This part of the assignment demonstrates your understanding of the literature review as a whole. I want to know how the articles relate to one another. Some ways to organize your literature include: theory base, similar treatment techniques, comparing and contrasting different treatment approaches, etc. The articles should be organized in such a way that they show how you arrive at your conclusion. Your grade will be based in part on the way the articles are organized. They should progress in a logical order that leads the reader to the conclusion.

- **Write an annotated bibliography** of 12 of the articles using APA format. Beneath each reference, write a brief paragraph (3 to 4 sentences) summarizing the article and noting specifically how this article furthers knowledge about the problem or issue you chose. Address the importance of the chosen article as well as the strengths and/or limitations of the article. Do not repeat the article’s abstract. Rather, compose your own summary relating it to your problem. Address the size of the study, use of controls, specificity of the treatment description, or other comments that lets the reader understand the usefulness of this study to the larger understanding of the problem. The summary should be written in the third person in appropriate, formal language.

- **Write a brief conclusion** (4 to 6 sentences) that summarizes what you’ve learned from your literature review about the topic. You may consider competing or complimentary assessments of the problem, treatment concepts, and/or applications of theory. Specifically address the implications for social work practice with children.

- **List the 8 articles you chose not to use and write a one sentence summary describing why you did not choose to use each article**.

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**The Product**

Hand in:
• A title page, using APA format, that indicates the topic, the course, your name and the date (attach to the back of the assignment)
• The problem statement
• The annotated bibliography of 12 articles (number the articles)
• The conclusion
• The first page of each of the articles summarized