I. COURSE PURPOSE

Building on the knowledge of the “person-in-environment” problem-solving paradigm used for addressing human problems in the foundation year graduate social work curriculum, this course focuses on clinical social work practice with children and their families. The emphasis of this course is on understanding the problem-solving process that takes place in the development of the bio-psychosocial assessment utilized for treatment of problems that pertain to children’s various needs, from their prenatal development through early adolescence.

The course purpose is built on the philosophy that children require a strong developmental foundation to grow and mature to their fullest potential. Having sensitive adults for supporting, guiding, and promoting children’s development, is essential to this process. Contemporary theories, including bio-psychosocial, cognitive, behavioral, psychodynamic, and humanistic theories and the strengths- and competency-based perspectives are applied to the understanding of risk, resilience, and protective factors that may impinge on the developmental needs of children and their families.

The understanding of play as purposeful and meaningful communication for and with children is emphasized through the use of various case examples. A range of play and talk related therapies serve as a basis for understanding the process of therapeutic alliance with children and their families, data collection, assessment, goal setting, planning, intervention, practice evaluation, and termination, appropriate from birth to age 12. An overall holistic perspective incorporates the needs of children’s families within different environmental domains, while addressing various cultural issues as key components to successful problem-solving and interventions in clinical social work practice with children. The course knowledge is derived through assigned readings, class discussions and activities, quizzes, and an integrative paper that develops a bio-psychosocial assessment based on a case example.
## II. COMPETENCIES AND PRACTICE BEHAVIORS

The Council on Social Work Education (CSWE) requires that students meet 10 core competencies, which are operationalized as practice behaviors. Each course is designed to cover one or more of the ten core competencies and each course is also designed to cover some, but not all of the practice behaviors within a competency. Upon completion of this course, students will able to demonstrate the following practice behaviors within the noted competencies:

<table>
<thead>
<tr>
<th>Competency</th>
<th>Practice Behaviors</th>
</tr>
</thead>
</table>
| **#1 Professional Identity:** Identify as a clinical social worker & conduct self accordingly. | 1. Social workers demonstrate professional use of self across all practice settings.  
2. Develop, manage, and maintain therapeutic relationships with clients within the person-in-environment and strengths perspective. |
| **#2 Ethical Practice:** Apply social work ethical principles to guide clinical practice. | 1. Social workers recognize and manage personal biases in practice settings.  
2. Social workers recognize and negotiate the complexities that can arise when organizational policies/procedures interact with competing professional standards for ethical social work practice. |
| **#3 Critical Thinking:** Apply critical thinking to inform and communicate professional judgments. | 1. Social workers engage in reflective practice.  
2. Social workers evaluate the strengths and weaknesses of multiple theoretical perspectives and differentially apply them to client situations. |
| **#4 Diversity in Practice:** Engage diversity and demonstrate awareness of the complexities regarding identity differences and how they play out in clinical practice. | 1. Social workers use their self-awareness to understand the influence of their personal biases and values in working with others.  
2. Social workers practice within the context of difference in shaping the life experience of clients, themselves, and the working alliance. |
| **#5 Human Rights & Justice:** Advance human rights through understanding how social and economic justice factors impact clinical practice | 1. Social workers practice with the understanding that societal structures and values may oppress, marginalize, and alienate, or create, enhance, and privilege different cultural groups within a society. |
| #6 Research Based Practice:  
Engage in research-informed practice and practice-informed research | 1. Social workers critically evaluate and utilize theoretical and empirical research methods for the purpose of informing and evaluating social work practice and programs. |
|---|---|
| #7 Human Behavior:  
Apply knowledge of human behavior and the social environment. | 1. Social workers differentially apply theories of human behavior that address the bio-psycho-social-spiritual nature of clients and the social environment to guide social work practice. |
| #9 Practice Contexts:  
Respond to contexts that shape practice. | 1. Social workers assess the current political, economic, social, and cultural climate as it affects the most vulnerable members of society. |
| #10 Engage, Assess, Intervene, Evaluate:  
Engage, assess, and intervene with individuals, families, and groups. | **Engagement:**  
Social workers:  
1. Use empathy, active listening, and other clinical skills to establish rapport in order to set treatment goals with clients.  
2. Develop culturally responsive therapeutic relationships.  
3. Attend to the interpersonal dynamics and contextual factors that both strengthen and potentially threaten the therapeutic alliance.  
4. Use multi-dimensional assessment tools that include bio-psycho-social-spiritual data to assess clients’ strengths, capacities, and readiness for change.  
5. Use differential diagnostic processes.  

**Intervention:**  
Social workers:  
1. Develop with clients, an intervention plan that incorporates client strengths, capacities, and protective factors.  
2. Use culturally appropriate clinical techniques for a range of presenting concerns identified in the assessment.  
3. Adapt appropriate intervention strategies based on continuous clinical assessment.  

**Evaluation:**  
Social workers:  
#1. Critically analyze, monitor, and evaluate interventions and program implementation plans based on ongoing process and outcome |
III. EDUCATIONAL OBJECTIVES

Upon completion of this course, students will be able:

1. To understand the bio-ecological-developmental framework used for clinical social work practice with children.

2. To understand the maturational process in children’s development and the typical transactional processes that unfolds within their individual, familial, and community cultural contexts that include various risks and protective factors.

3. To apply developmental, psychosocial, cognitive, behavioral, psychodynamic, and humanistic theories to understanding the process of conducting a bio-psychosocial assessment and treatment of children’s various problems within different environmental and cultural contexts.

4. To incorporate a strengths- and competency-based perspective in the problem-solving, assessment, and treatment process in clinical social work practices with children.

5. To understand the process of building and maintaining a therapeutic relationship with children and their family.

6. To translate presenting problems pertaining to children’s needs into co-jointly developed goals and measurable objectives with children’s families.

7. To establish professional relationships and interagency collaboration on behalf of children and families with other-discipline professionals typically involved in addressing the developmental, educational, and health and well-being needs of children.

8. To demonstrate knowledge and skill about the unique aspects of data collection, assessment, goal setting, planning, intervention, practice evaluation, and termination in clinical social work with children.

9. To understand various directive and non-directive play intervention tools and techniques with children, including the use of toys, games, art, music, dance, fairy tales, and sandtray.

10. To recognize the impact of various aspects of human and cultural diversity on the development of children and the need for differential application of treatment modalities to address their unique needs, especially those related to poverty, violence, and family mental illness.

11. To recognize and reflect on the impact one’s own professional and personal values, biases, and level of professional experience may exert on the understanding and treatment of children and parents within various practice settings, or cultural domains.
IV. COURSE REQUIREMENTS

A. Required Course Texts

   ISBN: 978-1-60623-909-4

   ISBN: 978-1-305-08831-3

   ISBN: 0-205-29749-8

Other resource books that address child and adolescent needs


Other resources – recommended professional journals

*Child and Adolescent Social Work Journal*
*Child Development*
*Children & Schools*
*Child Welfare*
*International Journal of Play Therapy*
*Journal of Child and Family Studies*

B. **Course Assignments**

The course outline is presented in a table and is located at the end of the syllabus, and it gives snapshots for each class. The course contents are applied through lectures, discussion, class group exercises, ungraded homeworks, and graded quizzes and assignments.

To stimulate learning, each class includes small group activity and/or homework preparation for the activity. Some of these activities include instructor designed case vignettes with questions, and some include questions identified in the Marotz and Allen book for making chapter case study connections and review questions in specified chapters. The class group-based exercises often use case vignette with questions and often are assigned as ungraded homeworks in the previous class.

**5 Quizzes** (25% of the total grade)

To develop student competencies and meet course objectives, besides class participation in discussions and group activities, students will test the progression of their individual knowledge regarding principles pertaining to children’s development, functioning, assessment, and social work practice in 5 short quizzes. These quizzes will be presented on the CUA Blackboard (BB) platform for this course. The quizzes are structured within “true-false, or multiple choice” formats, involve 25 questions that primarily focus on the knowledge built through the Marotz and Allen textbook. Each quiz has 2 tries, and the higher grade becomes recorded.

**Assignment #1** (15% of the total grade)

Students may form pairs or small teams of their own choosing (based on class size during their first class), or work individually. Students are asked to identify 4 important resources that promote healthy pregnancy and prenatal child development, and explain (a) what the resources offer to benefit healthy pregnancy and prenatal child development, (b) how each resource is meant to be used and by whom, (c) how each resource can be accessed or obtained, and (d) whether this resource may be utilized by families with culturally diverse background and how.

This assignment represents a short written report (maximum of 4 pages). The report should have a cover page with authoring student names, title, and date. The format should include 1 inch margins, page numbers, Times Roman font size 12, and double spacing with professional appearance. Students share responsibilities for this assignment, and the awarded grade.

Updated: Farber 8.26.2015
Please note that in addition, students select one resource from the report to be presented briefly in “class 4” exercise discussions. The completed assignment report is due by upload to BB after class 4 by 11:30pm.

**Assignment # 2** (15% of the total grade)
Students may form pairs or small teams of their own choosing (based on class size during their first class), or work individually. Students are asked to select a child **neurodevelopmental disorder** that often results in children’s developmental disability. Such disorders often begin prenatally or shortly following birth or manifest in early childhood and they may include autism, ADHD, Down syndrome, Fragile X syndrome, intellectual disability, cerebral palsy or motor disorders, language and communication disorders, and so on.

Students are to develop a short report that includes the following information: (a) describes the common symptoms and diagnostic assessment criteria or processes and/or tools (instruments) that are used to identify the presence of this disorder in the child, (b) identify and briefly describe at least three relevant resources that professionals and/or parents can use in some way to improve their knowledge of this disorder in relation to better parenting the child with the disorder, (c) identify and briefly describe three kinds of play related activities that would help strengthen the preschool development of the child with this disorder, and (d) address cultural diversity that may influence the use of resources in (b) and activities in (c) by culturally diverse families.

This assignment represents a short written report (maximum of 4 - 6 pages). The report should have a cover page with authoring student names, title, and date. The format should include 1 inch margins, page numbers, Times Roman font size 12, and double spacing with professional appearance. Students share responsibilities for this assignment, and the awarded grade. The assignment report is due by upload to BB after class 10 by 11:30pm.

**Assignment # 3** (35% of the total grade)
Students may form pairs or small teams of their own choosing (based on class size during their first class), or work individually. This assignment represents an **integrative scholarly paper** that serves as student demonstration of individual competency pertaining to the integration of course contents.

Students are provided with a case-vignette that offers child and family information that is relevant to developing a biopsychosocial assessment of the child at a particular stage of development. Such a case example typically describes the child and his or her environment, and the manifested problem situation brought to the attention of a social work practitioner. A more specific guide is offered at the end of this syllabus. The assignment scholarly paper is due by upload to BB after class 14 by 11:30pm.

**Composition of Course Grade**

- 5 Quizzes (5% each) 25%
- Assignment 1 15%

Updated: Farber 8.26.2015
SSS 804 – Fall 2015

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Assignment 2</td>
<td>15%</td>
</tr>
<tr>
<td>Assignment 3</td>
<td>35%</td>
</tr>
<tr>
<td>Class Attendance and Participation</td>
<td>10%</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>100%</strong></td>
</tr>
</tbody>
</table>

C. Attendance and Participation
Attendance is defined as being present for all classes and arriving on-time. If a student expects to be absent for a particular session, the student is expected to notify the instructor in advance and in writing, or, in the case of illness, as soon as possible. Students are responsible for obtaining any materials they missed due to absence. Unexcused or multiple absences will result in a reduction of the final grade.

Participation is defined as furthering your own and your classmates’ knowledge, skill, and confidence through engagement in classroom activities and refraining from internet activities on mobile devices. While in the classroom, students are expected to conduct themselves in a professional manner. Students are also expected to read all designated assignments for each class session and to actively participate in class discussion and exercises.

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](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.

V. 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 proof read 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 prior to making any requests regarding accommodation. 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.

Updated: Farber 8.26.2015
### CLASS SCHEDULE FOR FALL 2015

<table>
<thead>
<tr>
<th>CLASS</th>
<th>TOPICS, READINGS, ACTIVITIES</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>CLASS 1</strong></td>
<td><strong>INTRODUCTION TO CLINICAL SOCIAL WORK WITH CHILDREN</strong></td>
</tr>
<tr>
<td>Mo: 8/31</td>
<td>Review of the syllabus, assignments, and course responsibilities</td>
</tr>
<tr>
<td>Fr: 9/4</td>
<td>Review of the generalist practice problems-solving process</td>
</tr>
<tr>
<td></td>
<td>Use of child developmental profiles in understanding children needs</td>
</tr>
<tr>
<td></td>
<td>The importance of environment to child development</td>
</tr>
<tr>
<td></td>
<td>Application of various theories to understanding child development</td>
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<tr>
<td></td>
<td>Children’s typical range of needs</td>
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<tr>
<td></td>
<td>Expected competencies for working with children and their families</td>
</tr>
</tbody>
</table>

**Required Reading:**


**Class Small Group Activity:** Use Bronfenbrenner’s ecological model to identify, diagram, and reflect upon factors that have influenced your (professional) development (Marotz & Allen, 2014, p. 9-10). Instructions posted on BB.

**Homework (HW) 1:** Prepare for next class - pre-read the Drake Case vignette (on BB in class 1 folder, located under “Course Documents”) and prepare answers for questions to be discussed in class 2. Bring copy of HW to class 2 for further discussion.

**Practice Quiz –On BB!**
Sec 1: Friday: (9/4 - 9/10)
Sec 2: Monday: (8/31 – 9/6)

**Labor Day – Monday, 9.7.2015 – No Class**

<table>
<thead>
<tr>
<th><strong>CLASS 2</strong></th>
<th><strong>UNDERSTANDING THE EFFECTS OF RISKS AND PROTECTIVE FACTORS ON CHILD DEVELOPMENT</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>Mo: 9/14</td>
<td>Principles of growth and development</td>
</tr>
<tr>
<td>Fr: 9/11</td>
<td>Developmental norms, milestones, sequencing, and inter-related domains</td>
</tr>
<tr>
<td></td>
<td>Brain development</td>
</tr>
</tbody>
</table>
Role of ecology and ecological factors
Typical and atypical patterns in main developmental domains
Role of different types of risks and protective factors

**Required Reading:**


**Class Group Activity:** Discuss questions of the Drake case in HW 1.

**HW 2:** Prepare for next class - pre-read the “expanded” Drake case vignette with questions for class 3; instructions on BB.

***Quiz 1 – On BB!***
Sec 1: Friday: (9/11 - 9/17)
Sec 2: Monday: (9/14 – 9/20)

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**CLASS 3  \ ASSESSING A CHILD-BASED PROBLEM IN CONTEXT**

**Mo: 9/21** Starting the process of developing the biopsychosocial assessment

**Fr: 9/18** Building relationships and collaboration with relevant systems

Identifying the presenting problem and developing goals and objectives

Gathering background information

Tools for gathering child or family environment information

Use of eco-maps for identifying environmental strengths and weaknesses

Engaging the family on behalf of the child and family interviews

Figuring out child observations or child interviews, and family meetings

**Required Reading**


**Class Small Group Activity:** Examine and discuss questions of the Expanded Drake case in HW 2.

**HW 3:** None specifically assigned (NA): Focus on completing Assig. #1.

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### CLASS 4 Prenatal Development and Working with Families

- **Mo: 9/28**
  - Characteristics of fetal development

- **Fr: 9/25**
  - Prenatal care of women and healthy fetal development
  - Threats to optimal fetal development and postpartum care
  - Maternal labor and delivery of the child
  - Newborn assessment of development

**Required Reading**


**Class Small Group Activity:** Present example of Assignment # 1: Bring a copy of your assignment 1 to class to share information from assignment 1 with class.

**Due Assignment 1:** Upload on BB after class 4 by 11:30pm.

**HW 4** – Prepare for next class – prepare answers to questions in Case Study Connections and Review Questions in the Marotz and Allen book: Ch. 4 page 103; instructions with the case are on BB.

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Updated: Farber 8.26.2015
CLASS 5  INFANCY

Mo: 10/5  Infant development from birth to age twelve months
Fr: 10/2  Developmental profile and tasks, and growth patterns
          Role of daily child and family routines, and infant caregiving
          Developmental alerts
          Parent-child attachment
          Scope and meaning of child play behaviors

Required Reading


*Class Small Group Activity:* Discuss HW 4 - questions in Marotz and Allen book: Case Connections and Review Questions, Ch. 4 page 103.

HW 5 – NA

**Quiz 2 - On BB!**
Sec 1: Friday: (10/2 – 10/8)
Sec 2: Monday: (10/5 – 10/11)

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**Columbus Day – Monday, 10.12.2015 – No Class**

CLASS 6  PRACTICE WITH INFANTS AND THEIR FAMILIES

Mo: 10/19  Assessment issues regarding infant mental health and parent caregiving
Fr: 10/9   Home visiting observations of the child and family environmental context
          Goals of observing, what to observe, and how to observe
          Assessment data for developing intervention goals and objectives
          Contracting with families to address children’s problems
          Example of Ages and Stages Questionnaire (ASQ) developmental screening process

Required Reading


Updated: Farber  8.26.2015

**Class Small Group Activity:** Watch ASQ home visit (on BB) and discuss ASQ developmental screenings

**HW 6 - NA**

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**CLASS 7**

**TODDLERHOOD**

**Mo: 10/26**

Developmental profile and growth patterns from twelve to twenty-four months

Daily child and family routines

Attachment and secure base behaviors in child mental health

Communication and the role of play in children’s development

Moral development of children

Developmental alerts

**Fr. 10/16**

Required Reading:


**Class Small Group Activity:** Watch a short video of 2 toddlers (on BB) and practice ASQ screening assessment of child development for one child.

**HW 7** – Prepare for next class - pre-read Delaney Case with questions for discussion in class 8; instructions on BB.

****Quiz 3 – On BB:**

Sec 1: Friday: (10/16 - 10/22)

Sec 2: Monday: (10/26 – 11/1)
## Class 8: Practice with Toddlers and Their Families

**Mo: 11/2**
- Various components essential to toddler assessment
- How to assess parent-child interactions and functional assessment
- Use of screening tools, and parent-toddler interview and observations
- When and how to facilitate a referral
- The role of play therapy

**Required Reading**

**Class Small Group Activity:** Discuss HW 7 on the Delaney case with questions

**HW 8 –** Prepare for next class - questions on Case Study Connections and Review Questions in Chapter 6 (M & A book) on pages 154 and 155; instructions on BB.

## Class 9: Preschool and Kindergarten

**Mo: 11/9**
- Developmental profiles, tasks, and growth patterns
- Daily routines and developmental alerts
- Positive behavioral choices, attachment, and social relationships
- Context of early education and the use of play in learning
- Developmental, individual, and cultural diversity

**Required Reading**

**Class Small Group Activity:** Discuss Case Study Connections and Review Questions in Chapter 6 (M & A book) on pages 154 and 155

**HW 9 - NA**

**Quiz 4 – On BB:**
CLASS 10  PRACTICE WITH PRESCHOOL CHILDREN AND THEIR FAMILIES

Mo: 10/16  Practice with preschool and kindergarten children
Fr: 11/6   The process of assessment and data gathering
           Observations of child behavior through home visit, childcare, or preschool
           Using play in the treatment of preschoolers
           Cognitive-behavioral play and application
           Challenges posed by children’s chronic health problems or developmental delays
           Challenges posed by temporary or chronic family and community issues
           Involving parents in therapy intervention designed for children

Required Reading


Class Small Group Activity: Discuss Case of Child PK and family with ASQ – assessment practice

**DUE Assignment 2 - Upload on BB after class 4 by 11:30pm.

HW 10 – Prepare for next class - Case Study Connections and Review Questions in Chapter 7 (M & A book) on page 184; instructions on BB.

CLASS 11  ENTERING SCHOOL AND LEARNING ENGAGEMENT

Mo: 11/23  Early childhood: Six-, seven-, and eight year olds
Fr: 11/13  Developmental profiles, tasks, and growth patterns
           Daily routines
           Developmental alerts
           Attachment and social development
           Moral development
           Motivation to achieve, self-esteem, and building competencies
           Sense of individual self, and socialization in groups

Required Reading

Updated: Farber  8.26.2015


*Class Small Group Activity:* Discuss HW 10 - Case Study Connections and Review Questions in Chapter 7 (M & A book) on page 184.

**Quiz 5 - On BB:**
Sec 1: Friday: (11/13 - 11/19)
Sec 2: Monday: (11/23 – 11/29)

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**CLASS 12**  
**PRACTICE WITH SCHOOL AGE CHILDREN AND THEIR FAMILIES**

**Mo: 11/30**
Child developmental assessments in schools and other settings

**Fr: 11/20**
History of developmental interferences
Learning disabilities, language disorders, ADHD, trauma events
Cognitive-behavioral interventions
Group treatments
Individual play therapy and use of sandtray approach

**Required Reading**


*Class Small Group Activity:* Discuss questions of case vignette – Ms. Phillips and 2 children and practice developing goals and objectives; instructions on BB.

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**CLASS 13**  
**TRANSITIONING TO EARLY ADOLESCENCE**

**Mo: 12/7**
Middle childhood: Nine, ten, eleven, and twelve year olds

**Fr: 11/3**
Developmental profiles, tasks, and growth patterns
Daily routines and developmental alerts
Required Reading


**Class Small Group Activity**: Discuss “Handout” question on middle childhood development and practices; instructions on BB.

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**CLASS 14**

**MONITORING TREATMENT AND TERMINATION (LAST CLASS)**

**Mo: 12/14**
Course review

**Fr: 12/10**
Types of endings and developing closure
Terminating with child clients, and their families

**Required Reading**

doi: 10.1007/s10615-007-0076-6. (on BB)

doi: 10.1002/imhj.20201. (On BB)

doi:10.1007/s10615-007-0079-3. (On BB)


**DUE: Assignment #3**: Scholarly paper on biopsychosocial assessment of a child and family (instructions attached at the end of the syllabus).

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**THE END. THANK YOU. HAPPY WINTER HOLIDAYS 2015 - 2016**

Updated: Farber 8.26.2015
GUIDE FOR - Child Biopsychosocial Assessment

Students receive a written case scenario that will include information on the child and his or her environmental context, and on relevant child’s characteristics, living situation, family, siblings, education or schooling, and the situation in which the child’s problems manifest.

The students’ assignment is to develop a comprehensive bio-psychosocial assessment for this child’s needs, and on the basis of this assessment, recommend a plausible intervention plan with one overarching goal, three reasonable objectives, and relevant task for each objective.

The paper is expected to have three sections, and be organized in the following sequence:

I. ASSESSMENT INFORMATION (the “what” or facts that exist or are missing; 2-3 pages)

Write this section in a succinct narrative using the following headings.

A. Identifying Information
   1. Description of the identified client: name, sex, age, grade/occupation
   2. Description of the immediate family and/or others in the household
   3. Description of parent-child interaction with attached ecomap and/or genogram
      (attached in Appendix A [not part of 2-3 pages]) to understand the child’s environmental context

B. Presenting Problem
   1. Referral source
   2. History of presenting problem
   3. Precipitating event for the child’s presenting problem
   4. Manifestation of the presenting problem and its developmental and/or behavioral impact on the child’s developmental functioning, and behavior toward others (siblings, peers, parents, teachers, etc.)
   5. Parents’ or caregivers’ understanding or perception of the child’s presenting problem
   6. Teachers’ or school environment’s perception of the child’s presenting problem
   7. Presence of other problems in the child’s environment subject to treatment

C. Pertinent History For Child Functioning
   1. Child developmental progress regarding
      a. Relevant early developmental growth history
      b. Achievement of milestones, and trajectory of physical, emotional, and communication development
      c. Temperament and emotion-behavioral self-regulation capacity during stressful situations
   2. Medical information regarding child health and wellness
   3. Social environment
   4. Family (history of caregivers, substance abuse, violence, mental illness)

D. Current Child Functioning
   1. Present developmental capacity in physical and mental and social functioning for age
2. Current school and education functioning: Academic achievement, behavioral interaction with peers and adults in school context.
3. Child’s own awareness and perception of the presenting problem
4. Child’s strengths and competencies to cope or manage the presenting problem
5. Presence of family resources, strengths, and capacity for addressing the problem
6. Presence of any environmental resources or connections
7. Presence of environmental barriers or challenges

II. THEORETICAL ANALYSIS (the explanation of “why” the problem exist, 2-3 pages)
   A. Theoretical Framework
      Use one or two relevant theories that can be used to understand the child’s presenting problems, and explain in-depth the problems situation from the theoretical perspective. In this context, present the main tenets of the theory, and use information from the case scenario to illustrate and give concrete examples regarding the child’s situation to interpret and thus assess the child’s presenting problem situation.

   B. Integrative Summary Assessment
      Based on the provided facts in section I., and the in-depth information provided in the section on theoretical framework, integrate and summarize your social work assessment regarding the child’s problem situation. Make sure that you provide clear rationale or logic for your summary assessment.

III. TREATMENT PLAN (2-3 pages)
   1. Identify one overarching treatment goal. Discuss the rationale or logic for selecting this goal, and support your choice based on the child’s presenting problem and agency services.
   2. Select three objectives that serve to achieve the overarching goal. Discuss the rationale or logic for selecting each objective and support your discussion based on the information presented in sections I and II of this paper.
   3. For each objective, present at least two tasks. Discuss who is responsible for carrying out each task, the timelines for task completion, how task completion would be measured (including tracking tools if relevant), and why the task is central to problem resolution.

Notes for developing this assignment:
- Section I is expected to focus on the “facts” in the case without any subjective interpretation.
- Section II focuses on your interpretation, analysis, or assessment of the situation using a theoretical perspective and offers an integrative summary.
- Section III develops the treatment plan based on the proposed or recommended data collection and theoretical assessment of the situation.
- The overall paper is to be 8-12 pages in length.
- The paper should be formatted using APA-6 scholarly style, be double spaced, and use font sized 12, Times new Roman.
• The paper should have a title page with relevant information (e.g., titled as Bio-Psychosocial Assessment of a Child Case, followed by the course number with a section, you full name, and date), all centered according to APA style.

• This paper does not need to have an abstract; however the header should have your name, course number, and section, and page numbers.

• At the end of this paper, please create a reference section and in it provide any references for any discussion offered in your section II and/or III.

• Also, please create an Appendix A, and in it include any relevant information regarding ecomap, or genogram, or any tools or other information that might be pertinent to any presented discussion in this paper.

**DUE: After Class 14, upload onto BB by 11:30pm**
### Outline of Course Layout and Structure

<table>
<thead>
<tr>
<th>Class</th>
<th>Homeworks From class</th>
<th>Class Group Activity</th>
<th>Type of Assignments</th>
<th>When</th>
<th>Due Dates</th>
<th>% Weight in Course Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Intro to Child Development and SW roles</td>
<td>HW1 - Pre-read Drake case &amp; with questions (on BB in class 1 folder)</td>
<td>Student self-reflection on professional development using bio-ecological model (on BB)</td>
<td>Practice Quiz</td>
<td>After Class 1</td>
<td>Ungraded quiz</td>
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</tbody>
</table>
|       |                      |                      |                     |      | Sec 1: Friday: (9/4 - 9/10)  
Sec 2: Monday: (8/31 – 9/6) | | |
| 2     | Risks & Protective factors in child development | HW2 - Pre-read expanded Drake case with questions (on BB in class 2 folder) | Discuss HW1 – Drake case (on BB) | Quiz 1  
Chapters 1 & 2 in Marotz & Allen book | After Class 2 | Quiz 1 = 5% |
|       |                      |                      |                     |      | Sec 1: Friday: (9/11 - 9/17)  
Sec 2: Monday: (9/14 – 9/20) | | |
| 3     | Starting child and family bio-psychosocial assessment | HW 3 – None Assigned (NA) | Discuss HW2 – Expanded Drake case (on BB) | | | |
| 4     | Prenatal development | HW 4 – Prepare Case Connections and Review Questions in M & A book, Ch. 4 page 103 (on BB) | Present one resources from Assig. 1 | Assignment 1 | After Class 4 | Assig. 1 = 15% |
|       |                      |                      |                     |      | Upload to BB by 11:30pm | |
| 5     | Infancy | HW 5 – NA | Discuss HW 4 - Case Connections | Quiz 2  
Chapter 3 &4 | After Class 5 | Quiz 2 = 5% |
<p>|       |                      |                      |                     |      | Sec 1: Friday: (10/2 – 10/8) | |</p>
<table>
<thead>
<tr>
<th>Week</th>
<th>Topic</th>
<th>HW/SQ</th>
<th>Assignment</th>
<th>Date(s)</th>
<th>Quiz Score</th>
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<tbody>
<tr>
<td>6</td>
<td>Practice with Infants</td>
<td>HW 6 - NA</td>
<td>Watch and discuss video on ASQ Screening on a home visit (on BB)</td>
<td>(10/5 – 10/11)</td>
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<td>7</td>
<td>Toddlerhood development</td>
<td>HW 7 – Pre-read Delaney case with questions (on BB)</td>
<td>Watch U-Tube video on 2 toddler boys and apply ASQ screening (on BB)</td>
<td>After Class 7</td>
<td>Quiz 3 = 5%</td>
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<td>8</td>
<td>Practice with toddlers and their families.</td>
<td>HW 8 - Prepare Case Study Connections and Review Questions in Chapter 6 (M &amp; A book) on pages 154 and 155 (on BB)</td>
<td>Discuss HW 7 – Delaney case qs. and assessment (on BB)</td>
<td>After Class 9</td>
<td>Quiz 4 = 5%</td>
</tr>
<tr>
<td>9</td>
<td>Preschool and Kindergarten Development</td>
<td>HW 9 - NA</td>
<td>Discuss HW 8 - Case Study Connections and Review Questions in Chapter 6 (M &amp; A book) on pages 154 (on BB)</td>
<td>After Class 9</td>
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<tr>
<td>Week</td>
<td>Topic</td>
<td>Assignment 1</td>
<td>Assignment 2</td>
<td>Assignment 3</td>
<td>Assignment 4</td>
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<td>10</td>
<td>Practice with preschool and kindergarten children and their families</td>
<td>HW 10 – Prepare Case Study Connections and Review Questions in Chapter 7 (M &amp; A book) on page 184 (on BB)</td>
<td>Assignments 2</td>
<td>After Class 10</td>
<td>Upload to BB by 11:30pm</td>
</tr>
<tr>
<td>11</td>
<td>Early childhood or School age child (6-8yrs) development</td>
<td>HW 11 - NA</td>
<td>Discuss HW 10 - Discuss Case Study Connections and Review Questions in Chapter 7 (on BB)</td>
<td>Quiz 5</td>
<td>After class 11</td>
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<tr>
<td>12</td>
<td>Practice with school age children and families</td>
<td>HW 12 - NA</td>
<td>Discuss questions of case vignette – Ms. Phillips and two children and practice developing goals and objectives (on BB)</td>
<td>Assignment 3</td>
<td>After Class 14</td>
</tr>
<tr>
<td>13</td>
<td>Transitioning to early adolescent development</td>
<td>HW 13 - NA</td>
<td>Discuss “Handout” question on middle childhood development and practices (on BB)</td>
<td>Assignment 3</td>
<td>After Class 14</td>
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Updated: Farber 8.26.2015