

**FAYETTEVILLE STATE UNIVERSITY  
COLLEGE OF ARTS AND SCIENCES  
DEPARTMENT OF SOCIAL WORK  
MASTER OF SOCIAL WORK PROGRAM**

**I. LOCATOR INFORMATION:**

**Semester:** Fall 2011

**Course Number and Name:** SWRK 620: Social Work Practice with Children  
& Adolescents

**Semester Hours of Credit:** 3

**Day/Time Class Meets:** Monday 6:00 PM -8:50 PM

**Room/Bldg.** Taylor Science 240

**Instructor's Name:** Aminifu R. Harvey, DSW, LICSW

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**Office Hours:** Mondays: 2:00 PM – 4:00 PM

Wednesdays: 2:00 PM – 2:00 PM

or by Appointment. You may contact me by internet, also.

**II. COURSE DESCRIPTION:**

This course focuses on multi-culturally competent social work practice with children and adolescents living in diverse family arrangements. The continuum of services and resources available to children and adolescents and the roles and functions of the social worker in these settings are examined. Economic, social, and psychological concerns of vulnerable children are identified, and intervention strategies that will effectively meet these needs will be addressed. Students are presented with specialized knowledge and skills essential for working with children and adolescents. Issues regarding children and adolescents will be examined.

**FSU Policy on Electronic Mail:** Fayetteville State University provides to each student, free of charge, an electronic mail account ([username@uncfsu.edu](mailto:username@uncfsu.edu)) that is easily accessible via the Internet. The university has established FSU email as the primary mode of correspondence between university officials and enrolled students. Inquiries and requests from students pertaining to academic records, grades, bills, financial aid, and other matters of a confidential nature must be submitted via FSU email. Inquiries or requests from personal email accounts are not assured a response. The university maintains open-use computer laboratories throughout the campus that can be used to access electronic mail. Rules and regulations governing the use of FSU email may be found: <http://www.uncfsu.edu/PDFs/EmailPolicyFinal.pdf>

**III. REQUIRED TEXT:**

**Texts:**

Allen-Meares, P., & Fraser, M. W. (2004). *Intervention with children and*

*adolescents: An interdisciplinary approach.* Boston: Pearson.  
Ungar, Michael (2005). *Handbook for working with children and youth: Pathways to resilience across cultures and contexts.* Thousands Oaks, California: Sage Publications.

**Suggested Text:**

Davies, Douglas (2001). *Child development: A practitioner's guide* (3<sup>rd</sup> Ed.).  
New York: The Guilford Press.  
Vernon, Ann (2009). *Counseling children & adolescents.* Denver: Love Publishing Company (4<sup>th</sup> Ed.).  
These texts will assist you in understanding the course and assist you in your assignments. I would expect you to cite this reference in your work.

There will be additional readings which will be placed on reserve in the library and available electronically. There will be reads assigned from Focal Point, Summer 2007. *Effective Interventions for Underserved Populations.*

There are readings and will be readings assigned to you. If these readings are not on reserve, it is still your responsibility to research/locate the readings.

We will also have readings from Georgetown University Training Institutes Special Forum 2006, which address services: in rural and frontier communities, for African American Children and Families, for Hispanic Children and families, and for Asian and Pacific Islander Children and families.

**Course Prerequisite:**

Graduate standing in Social Work:

**IV. COURSE OBJECTIVES:**

At the end of the course the student will:

**Knowledge:**

1. Understand the stages of development/rites of passage.
2. Understand how the social environment impacts on the psych/social/emotional/spiritual development of children and adolescents.
3. Have a knowledge of the diverse problems/issues of children and adolescents
4. Have a knowledge of treatment theories.
5. Have knowledge of the variation in the developmental process by culture of the child or adolescent.

**Skills:**

1. Be able to identify the common issues and problems of childhood and adolescence, understanding the stages of development/rites of passage.
2. Develop the ability to assess children and adolescents.

3. Have the ability to develop a treatment plan, understanding the dynamics, both positive and negative, of alternative placements.
4. Have the ability to develop an intervention strategy based upon the developmental stage, environmental factors and culture of the child and to implement this strategy.
5. Demonstrate skills in thinking critically, recognizing implications, identifying assumptions, analyzing, and evaluating questions fundamental to the assessment of problems experienced by children and adolescents.

**Attitude:**

1. Demonstrate an appreciation for the complexities of the developmental process of children and adolescents.
2. Demonstrate an understanding and acceptance of the diversity and variation of the developmental process by culture/race/ethnicity.
3. Assume a non-blaming attitude for the problems and issues that this population faces.
4. Demonstrate/accept that there are other world-views and that problems have more than a Euro-linear rationale.
5. Believe that people can change and really want the best for themselves and others.

**V. COURSE OUTLINE WITH ASSIGNMENT SCHEDULE**

*This schedule is subject to change as needed throughout the semester. The session numbers include any possible no class days. You still need to read/study the assignments and adhere to the class times.*

Sessions	Topic	Course Objectives	Readings	Outcome Measures
Sessions: 1, 2, 3, & 4	Review of Syllabus Presentation of Theories  <b>September 5, 2011- Labor Day the University is closed (Session 3)</b>	Knowledge: 1,2, &5  Attitude: 1 & 2	Theories of Development: 1. Erikson’s Psychosocial Stages 2. Marcia’s Categories of Identity 3. Kohlberg’s Moral Development 4. Gilligan’s Moral Development in Women 5. Wilson’s Psychosocial Development of Black Children 6. Cross’s Racial Identity 7. African Rites of Passage 8. Flower’s Faith Development 9. Ecological Approach- Healthy Families and Communities	Classroom discussion, class participation, experiential exercises, homework assignments,

Sessions: 5, 6 & 7	Orientation to Developing Cross Cultural Competence and Diversity  Problems and Issues <b>Mid-Term- October 3, 2011</b>	Knowledge: 3, & 5	Please read in Ungar:Part 1 - Theoretical Perspectives. Chapters: 1,2,3,4,5,6, and 8.	Classroom discussion, class participation, experiential exercises, homework assignments,
Sessions: 8, 9, & 10	<b>Mid-Term Paper due October 10, 2011 October 17, 2011 is mid semester break no class (Session 9)</b>	Knowledge: 3, & 5  Skills: 1 & 2  Attitude: 1 & 2	Please Ungar: Part 2- Methodological Challenges in Resilience Research. Chapters: 9,10,11 and 13.  Ungar: Part 3- Intervening Across Cultures and Contexts. Chapters 16, 24, and 26.	Mid-Term Paper
Session: 11, 12 & 13		Knowledge: 4  Skills: 1, 3 & 2	Theories: 1. Behavioral Modification 2. Cognitive Behavioral Emotional 3. Attachment theory 4. Africentric theory Interventions: 1. Foster care/Kinship care/Adoption Harvey, 2. PTSDHarvey, Coleman, Wilson&Finney (1999). 3. Humanistic Approach (Africentric Intervention) 4. Myers A. Rites of Passage	Classroom discussion, class participation, experiential exercises, homework assignments,
Session: 14, 15	<b>Final Assignment Due: Dec. , No Exceptions</b>	Skills: 2,3,4, & 5  Attitude: 1,2,3,4, & 5	Class Presentations	Presentation  Final paper

Session 16	<b>Last Day to hand in final assignment. No Exceptions</b>	Skills: 2,3,4, & 5  Attitude: 1,2,3,4, & 5	Class presentations	Presentation  Final Paper
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## VI. Course Requirements

Students are responsible for all material assigned and discussed in the course. Assignments are to be submitted to the instructor on time. Assignments submitted late will be subject to a grading penalty of 5 points reduction per day (day count includes weekends) the assignment is late. **Students are expected to do assigned readings prior to class in order to participate in classroom discussions.** It is expected that all students participate in classroom discussions, and group exercises. Cellular phones and beepers are not to be turned on during class. According to University policy, children and visitors are not allowed in class.

Students are expected to follow the **Honor Code** guidelines of the University. Students who cheat on exams and/or assignments, or commit plagiarism, **will receive a grade of zero (0)** for the work on which the offense was committed. The maximum penalty is failure of the course.

### A. Attendance Policy:

All social work courses are preparation for professional practice. This means that excessive absences, tardiness and early departures will not be tolerated any more than such behaviors would be tolerated in the work world.

Class attendance and participation are integral parts of this course. The professor feels learning cannot take place unless the student is present during class meetings. To aid students in making the transition from student to professional, absences will not be tolerated. One must recognize that commitment to a goal (in this case learning) is important. Attending all classes constitutes a commitment to learning.

Students are expected to attend class, arrive to class on time and to stay for the duration of the class. You are late if you arrive 15 minutes after the scheduled class start time. Three late arrivals can constitute one absence. Students are expected to notify the instructor of absences before or after the absence. **Three absences can result in a letter grade reduction.**

### B. Students with Disabilities:

According to the FayettevilleStateUniversity Graduate Catalogue for 2002-2004, “the University provides for the matriculation of all students without regard to sex, race, religion, or physical disability. The University continues to be sensitive to the identification of possible barriers to students with disabilities and attempts to make reasonable accommodations for these students. Students with disabilities who need assistance in utilizing university services should register with the Center for Personal Development as soon as they are admitted to the University.” (pp. 37-38).

### **C. Teaching Methods:**

Teaching methods used in this course will include lectures, discussion, role-plays, simulations, small group exercises, videos and the internet. Students are expected to engage in discussion regarding course content and practice issues.

### **VII. Evaluative Criteria and Assignments:**

**Class Assignments this may include a test (s) - 15%**

**Mid-Term Exam 20%**

**Papers-Mid-Term – 20 %**

**Final Paper – 20%**

**Child/Adolescent Issue/Intervention Related Presentation 15%**

**Attendance and Participation – 10%If you are absent, it is hard to participate**

### **A. Duplicating Assignments**

Work must be original to the assignment of this course and must not be replicated from or to another course assignment. **Under no circumstances will a student be allowed to turn in identical papers to different professors in the Social Work Department or to use any type of commercial service to prepare their assignments.** For example, a student cannot use a term paper or revise a term paper that he or she wrote for Social Work with Families for a term paper assigned for this class. A grade of “0” will be assigned the duplicated or revised term paper.

There are instances when a similar or identical topic, theme, issues, population, problem, or method is examined in the course assignments for two or more courses. If similar topics, etc. are used, the paper or assignment has to be distinctively different from assignments in other courses on the same topic or subject. The student has to obtain the written consent or approval of both or more instructors (in the case of more than two instructors) before the assignment is turned in. Instructors are under no obligation to provide their consent.

If you have questions about assignments, you need to consult with the instructor.

### **B. Course Assignments:**

**1. Class Assignments (15%):** Assignments/tests and content will be decided in class.

**2. Paper/Project (Mid-Term 20%)**

You should begin the research for this assignment **now**. You are to choose a specific ethnic group, such as: Native American, Chinese, Korean, African etc. and describe in detail the rearing practices of that particular group. You must include the philosophy about children of the culture, beliefs about the role (s) of children, disciplinary patterns, dating patterns, rites, child's relationship to elders and the culture's expectation about children as adults. Also, include the learning styles of the culture and the processes employed to inculcate the culture to the children.

What are the possible common problems the child might face during one particular or various stages of the developmental process, presenting the etiology. Discuss the possible effects of these problems on the child, (remember all the aspects of the child). You must support your paper using the appropriate theories. Remember you are a social worker, so the person in/and environment.

This assignment may be done as an individual or in a group of no more than three-four persons. You must see me to get final approval for the paper. A written proposal is necessary. If it is a group paper then the paper must include what each person contributed to the paper and each member must sign off on the other. The maximum paper length is 16 pages, not including references nor cover page. You might even think about interviewing someone or discussing the assignment for informational with a knowledgeable professional.

**3. Mid-Term Examination: (20%) This will include all the assigned readings and lecture material inclusive of the date of the exam.**

**4. Paper/Project:(Final 20%)**

This assignment requires you to create a scholarly presentation as a follow-up to your first paper, the mid-term; on an issue/concern which you discussed in your first paper. You are to choose a child/adolescent with diversity in mind that is you must be specific about race, geographical location, gender, etc as you covered in your first paper. The paper will include a brief assessment, a treatment plan, your treatment plan needs to be supported from a theoretical perspective, and a brief description of the concerns you will have in its implementation. I would suggest that you look at the treatment intervention from a **resiliency perspective**, you might want to refer to **Michael Ungar's edited publication (2005), *Handbook for working with children and youth: Pathways to resilience across cultures and contexts*, Sage Publications or *Focal Point*, 2005**, its in the library on the course reserve list. You may choose to do the paper individually or in a group of no more than three persons.

**5. Child/Adolescent Issue Presentation: (15%)**

This presentation will be 30 minutes in length, and is to include a PowerPoint presentation and a reference list provided to the instructor. The student may use one video but this video will count toward the 30 minutes required presentation time. Handouts for students and an evaluation are encouraged. Of course the presentation is on your final piece of work.

Be creative in your presentation (role-plays, experiential exercises involving your colleagues, etc.).

The mid-term, final paper and presentation allow you to have the option of doing as an individual or in small groups of 3-4. Individuals in groups will receive the grade the group receives. Each person in the group must sign off in agreement as to the participation of each group member. This must be handed in with the paper.

**6. All written paper assignments must have at least 10 refereed journal articles.**

**7. WRITTEN WORK:**

**Written work must show thoroughness, clarity, and professionalism.**

**This includes first writing, reviewing, editing and then rewriting. All work should be carefully proofread and corrected. Papers should be free of errors. All assignments must be typed, doubled-spaced, and include a titled page. Papers written from sources must include citations following the APA style of writing in the *Publication Manual of the American Psychological Association, 5<sup>th</sup> edition (2001)*. The following web sites provide helpful information:**

<http://www.apastyle.org/electref.html> (APA Style material in electronic formats).

<http://library.concordia.ca/faqs/apa.pdf> (APA Style for general citations)

### **Grading Scale:**

**Final Grades – Graduate Students – Graduate students are expected to demonstrate an ability to analyze material and be critical thinkers.**

A – Superior- 90-100 (content is exceptional (usually something different from the norm or unusual analysis or information), grammar and punctuations correct, appropriate use of APA Writing Style Manual)

B – 80-89 Good (graduate level work)

C -70-79 Marginal (acceptable for graduate credit; three C's and you are dropped from the program)

F –less than 70 Failure (any level of performance below “C”)

### **Interim Grades:**

I - Incomplete

IP - In Progress (dissertation/thesis *only*)

### **Other Grading Symbols**

W - Withdrawal  
WU - Withdrawal from University  
AU - Auditing (no credit)

Incomplete Grades:

A grade of “I” is assigned when students have maintained a passing average but for reasons beyond their control (illness or death in the family) have not completed some specific course requirement(s), such as a report, field experience, experiment, or final examination. The “I” grade must be removed within one year, or it is converted to a grade of “F.”

**CLASS BEHAVIOR: Cell phones are a major disruption to the learning process and must not be in use or turned on during class.**

**FSU Policy on Disruptive Behavior in the Classroom**

The *Code of the University of North Carolina* (of which FSU is a constituent institution) and the *FSU Code of Student Conduct* affirm that all students have the right to receive instruction without interference from other students who disrupt classes.

FSU Core Curriculum Learning Outcome under Ethics and Civic Engagement (6.03): All students will “prepare themselves for responsible citizenship by fulfilling roles and responsibilities associated with membership in various organizations.” Each classroom is a mini-community. Students learn and demonstrate responsible citizenship by abiding by the rules of classroom behavior and respecting the rights all members of the class.

The FSU Policy on Disruptive Behavior (see FSU website for complete policy) identifies the following behaviors as disruptive:

1. **Failure to respect the rights of other students to express their viewpoints by behaviors such as repeatedly interrupting others while they speak, using profanity and/or disrespectful names or labels for others, ridiculing others for their viewpoints, and other similar behaviors;**
2. **Excessive talking to other students while the faculty member or other students are presenting information or expressing their viewpoints.**
3. **Use of cell phones and other electronic devices**
4. **Overt inattentiveness (sleeping, reading newspapers)**
5. **Eating in class (except as permitted by the faculty member)**
6. **Threats or statements that jeopardize the safety of the student and others**
7. **Failure to follow reasonable requests of faculty members**
8. **Entering class late or leaving class early on regular basis**
9. **Others as specified by the instructor.**

The instructor may take the following actions in response to disruptive behavior. Students should recognize that refusing to comply with reasonable requests from the faculty member is another incidence of disruptive behavior.

1. **Direct student to cease disruptive behavior.**
2. **Direct student to change seating locations.**
3. **Require student to have individual conference with faculty member. At his meeting the faculty member will explain the consequences of continued disruptive behavior.**
4. **Dismiss class for the remainder of the period. (Must be reported to department chair.)**
5. **Lower the student's final exam by a maximum of one-letter grade.**
6. **File a complaint with the Dean of Students for more severe disciplinary action.**

Students who believe the faculty member has unfairly applied the policy to them may make an appeal with the faculty member's department chair.

### **Recommended Internet Sites:**

National Association of Social Workers:

[www.naswdc.org](http://www.naswdc.org)

National Association of Black Social Workers

[www.nabsw.org/mserver](http://www.nabsw.org/mserver)

Council on Social Work Education:

[www.cswe.org](http://www.cswe.org)

[nclive.org](http://nclive.org)-**Really Good For Articles!!!!!!!!!!!!**

Library of Congress:

[www.loc.gov/](http://www.loc.gov/)

National Association for the Advancement of Colored People (NAACP):

[www.naacp.org](http://www.naacp.org)

Welfare Information Network:

[www.welfareinfo.org](http://www.welfareinfo.org)

Child Welfare League:

[www.cwla.org](http://www.cwla.org)

Black Administrators in Child Welfare

[www.blackadministrators.org/](http://www.blackadministrators.org/)

The Children's Institute

[www.childinst.org](http://www.childinst.org)

Child Abuse Prevention:

[www.stopitnow.com](http://www.stopitnow.com)

Children's Defense Fund  
[www.childrensdefense.org/](http://www.childrensdefense.org/)

Munchausen by Proxy:  
[www.mindspring.com](http://www.mindspring.com)

Fathers Accused of Abuse:  
[www.accused.com](http://www.accused.com)

Prevention:  
[www.childabuse.com](http://www.childabuse.com)

APA Style Resources  
[www.psywww.com/resource/apacrib.htm](http://www.psywww.com/resource/apacrib.htm)

Publication Manual of American Psychological Association  
[www.apastyle.org/electresource.html](http://www.apastyle.org/electresource.html)

A comprehensive view of issues of trauma  
[www.ncptsd.org](http://www.ncptsd.org)

Research, Policy, Practice in Children's Mental Health – Services for Children and families  
[www rtc.pdx.edu](http://www rtc.pdx.edu)

Services to Children and Families:  
[www.gucchd.georgetown.edu](http://www.gucchd.georgetown.edu) – This site will be used for the first class assignment.

University of SouthFlorida – Cultural Competence  
<http://rtckids.fmhi.usf.edu>

The Center for Mental Health Services  
[www.mentalhealth.org/publications/allpubs/ADM90](http://www.mentalhealth.org/publications/allpubs/ADM90)

Please see page 533 of **Allen-Meares, P., &Fraser** text for further web sites of interest!

## **Bibliography**

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 Understanding and resolving practice dilemmas. *Advances in Social Work, 1* (1),  
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