I. COURSE DOMAIN AND BOUNDARIES

This course is designed to provide students with an overview of children’s services from a historical, theoretical, and practice perspective, focusing on families, and on middle childhood, from four through twelve years of age. Emphasis is on major intervention approaches utilized with families and children throughout children’s services practices with attention given to developmental perspectives concerning children; assessment and treatment of select psychosocial problems experienced by children, applying the evidence-based practice process to address specific issues relevant to middle childhood; and beginning practice skills utilized by social workers working with children in families. Students will explore empirically-supported interventions with individuals, families, and groups. The course will examine issues faced by families and children in the child welfare system with regard to race, ethnicity, culture, class, gender, sexual orientation, religion, physical or mental ability, age, and national origin. Factors such as socio-economic status, social and economic justice, family structure, and rural or urban environmental status will be addressed. Students will apply classroom learning in the context of fieldwork or field observation.

II. MSW COMPETENCIES TAUGHT IN THIS COURSE

| Demonstrate Ethical and Professional Behavior | C1 |
| Engage diversity and difference in practice. | C2 |
| Engage in practice-informed research and research-informed practice. | C4 |
| Engage with individuals, families, groups, organizations, and communities | C6 |
| Assess individuals, families, groups, organizations, and communities | C7 |
| Intervene with individuals, families, groups, organizations, and communities | C8 |
| Evaluate individuals, families, groups, organizations, and communities | C9 |
III. BROWN SCHOOL ACADEMIC POLICIES

Academic Integrity: If a faculty member or student suspects that academic or professional integrity has been violated, they are required to submit an Academic Integrity or Professional Integrity Violation form found on Inside Brown for review by the Assistant Dean of the program. The Assistant Dean or designated representative will aid in the investigation of the violation, which includes but is not limited to gathering relevant evidence; conversations with the instructor, student(s) involved, witnesses, and others as necessary. Depending on the seriousness of the case, the Assistant Dean may choose to refer the matter directly to the University Student Conduct Board. This referral procedure will generally be followed if it is believed that the penalty is likely to involve suspension or expulsion from the University. The Assistant Dean for the program or designated representative will offer to meet privately with the student(s) against whom the complaint has been made. It is the student’s responsibility to familiarize themselves with the behaviors that constitute an academic integrity violation requiring referral.

Student Handbook 2019

Accommodations: If you have a learning, sensory, or physical disability or any other diagnosis that requires accommodations and/or assistance in lectures, reading, written assignments, and/or exam taking, please work with the Disability Resource Center, a University-wide resource that provides academic accommodations support and referrals. After requesting academic accommodations by providing appropriate documentation, students approved for accommodations will provide an Accommodation Letter to the instructor and are encouraged to work directly with the instructor to discuss specific course needs. The student’s Academic Advisor and/or the Assistant Dean for Academic Affairs can support a student through this process.

Pronouns: The Brown School embraces and promotes gender expansiveness as reflective of the lived experiences of many students, staff, faculty and members of our expanded community. The correct use of an individual’s pronouns is a critical part of an individual's identity and of building an inclusive community. Students, faculty and staff are encouraged to use pronouns during introductions, are expected to use expressed pronouns of all Brown School community members, and are encouraged to apologize when mistakes are made. Educational resources are available at: [https://campuslife.wustl.edu/lgbtqia/lgbt-resources/gender-pronouns/](https://campuslife.wustl.edu/lgbtqia/lgbt-resources/gender-pronouns/)

English Language Proficiency: If your English language proficiency is such that you may need special assistance in lectures, reading, written assignments, and/or exam taking, please communicate these needs to your instructor who may refer you to the Brown Communications Lab. If you would like help seeking additional English language resources, please visit the Global Programs Suite in Brown 309. You may also find the Academic Assistance resources available through the Office for International Students and Scholars to be helpful.

Professional Use of Electronic Devices in the Classroom: Computers or other electronic devices, including “smart pens” (devices with an embedded computer and digital audio recorder that records the classroom lecture/discussion and links that recording to the notes taken by the student), may be used by students at the discretion of the faculty member to support the learning

activities in the classroom. These activities include taking notes and accessing course readings under discussion. If a student wishes to use a smart-pen or other electronic device to audio record lectures or class discussions, they must notify the instructor in advance of doing so. Permission to use recording devices is at the discretion of the instructor, unless this use is an accommodation approved by Disability Resources.

Nonacademic use of laptops and other devices and use of laptops or other devices for other coursework is distracting and seriously disrupts the learning process for other people in the classroom. Neither computers nor other electronic devices are to be used in the classroom during class for nonacademic reasons or for work on other coursework. Nonacademic use includes emailing, texting, social networking, playing games, instant messaging, and use of the Internet. Work on other coursework may include, but is not limited to, use of the Internet, writing papers, using statistical software, analyzing data, and working on quizzes or exams. The nonacademic use of cell phones during class time is prohibited, and they should be set on silent before class begins. In the case of an emergency, please step out of the room to take the call. The instructor has the right to hold students accountable for meeting these expectations, and failure to do so may result in a loss of participation or attendance points, a loss of the privilege of device use in the classroom, or being asked to leave the classroom.

Religious Holidays: The Brown School recognizes the individual student’s choice in observing religious holidays that occur during periods when classes are scheduled. Students are encouraged to arrange with their instructors to make up work missed as a result of religious observance, and instructors are asked to make every reasonable effort to accommodate such requests.

IV. Washington University Academic Support Policies

Accommodations based upon relationship or sexual violence, including sexual harassment and stalking: The University is committed to offering reasonable accommodations to students who are victims of relationship or sexual violence. Students are eligible for accommodations regardless of whether they seek criminal or disciplinary action. Depending on the specific nature of the allegation, such accommodations may include but are not limited to implementation of a no-contact order, emergency housing, course/classroom assignment changes, assignment extensions and other academic support services. If you need to request such accommodations, please direct your requests to rsvpcenter@wustl.edu or call directly to 314-935-3445. There are four licensed RSVP counselors who serve as confidential resources. However, to implement requests for accommodations, limited information will be shared with the appropriate university administrator and/or faculty. The University will maintain as confidential any accommodations or protective measures provided to an individual student so long as it does not impair the ability to provide such measures.

If a student comes to me to discuss or disclose an instance of sexual assault, sex discrimination, sexual harassment, dating violence, domestic violence or stalking, or if I otherwise observe or become aware of such an allegation, I will keep the information as private as I can, but as a faculty member of Washington University, I am required to immediately report it to my Department Chair or Dean or directly to Ms. Jessica Kennedy, the University’s Title IX Director. If you would like to speak with directly Ms. Kennedy directly, she can be reached
at (314) 935-3118, jw kennedy@wustl.edu, or by visiting the **Title IX office** in Umrah Hall. Additionally, you can report incidents or complaints to the Office of Student Conduct and Community Standards or by contacting WUPD at (314) 935-5555 or your local law enforcement agency. See: **Title IX**

You can also speak confidentially and learn more about available resources at the Relationship and Sexual Violence Prevention Center by calling (314) 935-3445 for an appointment or visiting the 4th floor of Seigle Hall. See: **RSVP Center**

**Bias Reporting:** The University has a process through which students, faculty, staff and community members who have experienced or witnessed incidents of bias, prejudice or discrimination against a student can report their experiences to the University’s Bias Report and Support System (BRSS) team. See: [brss.wustl.edu](http://brss.wustl.edu).

**Mental Health:** Mental Health Services’ professional staff members work with students to resolve personal and interpersonal difficulties, many of which can affect the academic experience. These include conflicts with or worry about friends or family, concerns about eating or drinking patterns, and feelings of anxiety and depression. See **Mental Health Resources**.

**Center for Diversity and Inclusion (CDI):** The Center of Diversity and Inclusion (CDI) supports and advocates for undergraduate, graduate, and professional school students from underrepresented and/or marginalized populations, creates collaborative partnerships with campus and community partners, and promotes dialogue and social change. One of the CDI’s strategic priorities is to cultivate and foster a supportive campus climate for students of all backgrounds, cultures and identities. See: [diversityinclusion.wustl.edu/](http://diversityinclusion.wustl.edu/)

**Additional Issues or Concerns:** If you feel that you need additional supports in order to be successful in your time at Brown, beyond the mentioned accommodations, please contact your Academic Advisor or Danielle Bristow, Assistant Dean for Academic Affairs. They can assist you in navigating a myriad of concerns.

**V. TEXT/REQUIRED READINGS**

**Required Text**

**Recommended Texts**
VI. ORGANIZATION OF THE COURSE

This course combines theoretical material with practical application of that material. This course incorporates lecture, structured exercises, and small/large group discussion. Student participation is critical to the weekly discussions, and students are expected to draw from the lecture, weekly readings, and assignments in order to contribute. There will be an occasional guest lecturer, and a periodic video to enhance the learning experience. The course encourages students' active exploration and professional critiquing of the content and of various practice models with regard to serving children in families.

VII. ROLE OF INSTRUCTOR AND STUDENTS

The instructor will encourage critical thinking and participation in class discussion and written assignments. She will be available to students by appointment for consultation. The instructor will also provide clear and timely feedback on student performance.

Students are expected to attend class on time and be prepared; complete all required readings and assignments in a timely manner; participate actively in class discussion and exercises; and provide the instructor with feedback on the effectiveness of the course.

VIII. ASSIGNMENTS AND GRADING CRITERIA

Course grades will be based on the following assignments:

<table>
<thead>
<tr>
<th>Activity</th>
<th>Date</th>
<th>Specifications</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Participation Points</td>
<td>Each class session</td>
<td>Attendance, Punctuality, Participation, Reading Reflection</td>
<td>30</td>
</tr>
<tr>
<td>Exam</td>
<td>September 25, 2019</td>
<td>Ten short essay questions worth 2 points each</td>
<td>20</td>
</tr>
<tr>
<td>Group Presentation</td>
<td>October 30, 2019</td>
<td>Demonstrate your understanding of how to complete an initial interview, engage the client(s) and complete an assessment</td>
<td>25</td>
</tr>
<tr>
<td>Case Intervention Paper</td>
<td>December 12, 2019 by noon</td>
<td>10-15 pages</td>
<td>25</td>
</tr>
</tbody>
</table>

1. Participation Points

Two points are available for each class attended given that the following criteria are met: Attend and arrive punctually (1 point), participate actively and submit a reading reflection electronically by 8:00 AM the Tuesday morning before each class session (1 point).

Reading reflections shall consist of thoughts about any one of the assigned readings for the day.
and may include your reactions, questions generated, and/or comments about the relevance to your learning. Please do not summarize the reading. If you are offering an opinion, be sure to substantiate your assertion.

Each reading reflection will 1) clearly identify the source and 2) the issue that is being addressed; is to be double spaced and 1-2 pages in length (normal margins, size 12 font, double spaced). It does not need to follow APA format. The file will be labeled with your last name, reflection, and the number (i.e. Spargo reflection 1) before being submitted via email.

If you are unable to attend class, you are still eligible to submit the reading reflection for a possible 1 point.

2. Exam
This assignment provides the opportunity to “put the pieces of the puzzle together.” It is an applied exam in that you will be presented with client material and asked to conceptualize the case and intervention by answering short essay questions. It will be completed in class on September 25th. Students need to bring a laptop to class that day or notify the professor if that is not possible. This exam is worth 20% of your grade.

3. Group Presentation
On October 30th, students will be required to demonstrate their knowledge of client engagement, initial interviews and the completion of an assessment in small groups which will be assigned. Creative approaches are encouraged; some past examples include role plays, power point presentations, and story-telling. Each presentation must include instructions for preparing for an interview, the mechanics of the interview such as structure and activities, the content and process for completing an assessment, as well as client engagement. Your assignment is worth 25% of your course grade.

4. Case Intervention Plan Paper
For this assignment, you will choose a case involving a child between the age of 4 and 12 that you are familiar with at a current or past practicum, paid employment or volunteer experience. Be sure to exclude any true identifying information. Your task will be to analyze the case in order to create a case intervention plan. The outcome for this assignment will be a paper (approximately 10-15 pages) describing your intervention plan along with a description of other relevant variables. This paper is worth 25% of your grade and is due on December 12th by noon.

5. Reading Application Papers for Extra Credit
Students are eligible to submit a 2-4-page paper one time per month about an assigned reading. The paper should identify the following:

- Reading Source (Title, Author) from the current month
- Identification of the concept to illustrate
- Application of the concept. Explain your experience with the concept, whether it be personal or professional. When have you observed this concept in action?

Papers should be 2-4 pages, double spaced, have normal margins, and use size 12 font. Papers should be submitted electronically and labeled accordingly: last
name reading application and the number of the assignment (Spargo reading application 2). They are due by the last day of September, October, November and December 11th (last day of class). Potential of 4 points total for each paper.

Grading Criteria

Except under extremely unusual circumstances, assignments must be turned in on the due date. Late assignments will result in a deduction of 5 points for each day late (including weekends) off the assignment score unless prior approval is obtained from the instructor or a compelling situation prevents prior approval. A death in the family is an example of a compelling or extreme situation.

Grade Scale:

<table>
<thead>
<tr>
<th>Score Range</th>
<th>Grade</th>
<th>Score Range</th>
<th>Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>100-94</td>
<td>A</td>
<td>79-78</td>
<td>C+</td>
</tr>
<tr>
<td>93-90</td>
<td>A-</td>
<td>77-74</td>
<td>C</td>
</tr>
<tr>
<td>89-88</td>
<td>B+</td>
<td>73-70</td>
<td>C-</td>
</tr>
<tr>
<td>87-84</td>
<td>B</td>
<td>69 and below</td>
<td>F</td>
</tr>
<tr>
<td>83-80</td>
<td>B-</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

IX. COMPETENCY ALIGNMENT TO ASSIGNMENTS AND COURSE ACTIVITIES

<table>
<thead>
<tr>
<th>GRADED ASSIGNMENTS</th>
<th>COMPETENCY/IES</th>
<th>DIMENSION/S</th>
</tr>
</thead>
<tbody>
<tr>
<td>Exam</td>
<td>C2, C4, C6, C7</td>
<td>Knowledge/ Skills</td>
</tr>
<tr>
<td>Group Presentation</td>
<td>C1, C2, C4, C6, C7, C8</td>
<td>Knowledge/ Skills/ Cognitive and Affective Processes</td>
</tr>
<tr>
<td>Case Intervention Plan Paper</td>
<td>C1, C2, C4, C6, C7, C8, C9</td>
<td>Knowledge/ Skills/ Ethics/ Values/ Cognitive and Affective Processes</td>
</tr>
<tr>
<td>Reflection Papers</td>
<td>C1, C2, C4, C6, C7, C8, C9</td>
<td>Knowledge/ Skills/ Ethics/ Values/ Cognitive and Affective Processes</td>
</tr>
</tbody>
</table>

X. COURSE OUTLINE

Class Meeting 1: Wednesday, August 28, 2019

- Introductions
- Overview of course and syllabus
- Historical developments
- Introduction to Important Approaches
  - Risk and Resilience framework
o Trauma-Informed approach
o Culturally Informed approach
o Family Centered approach
o Strengths-Based

Readings:

Text:


Class Meeting 2: Wednesday, September 4, 2019
- Children in family context
- Life Cycle
- Attachment issues as they relate to middle childhood
- Parenting styles

Readings:

Text:


On Reserve:

On Canvas:

**Class Meeting 3: Wednesday, September 11, 2019**

- Case Conceptualization
  - Interview Guidelines According to Diagnosis
- Assessment

**Readings:**

**Text:**


**Class Meeting 4: Wednesday, September 18, 2019**

- Group Assignments
- Treatment Planning
  - Choosing the Format for Intervention
    - Individual, Group, Family, or a Combination of Interventions
- Individual Work with Children
  - Play Therapy
- Group Work with Children

**Readings:**

**Text:**
Class Meeting 5: Wednesday, September 25, 2019

- In Class Exam

Class Meeting 6: Wednesday, October 2, 2019

- Family Influences
  - Single Parents
  - Teen Parents
  - LGBT (Children and/or Family Members)
  - Foreign Born
  - Foster Care and Adoption
  - Military

Readings:

Text:


Class Meeting 7: Wednesday, October 9, 2019

• Family Adversity
  o Mental Illness
  o Chronic Physical Illness (Including New Diagnosis)
  o Divorce
  o Homelessness
  o Poverty

Readings:
Text:


Media:

Canvas. Dir. Joseph Greco, Screen Media Films, 2006, Film RESERVE (You may also view these movies on demand at Amazon or a similar online service for a small charge.)

Additional Readings:

On Canvas:

Racial/Ethnic Differences in Mental Health Service Use among Adults, SAMHSA, 2015


Chang, Alvin. Living in a Poor Neighborhood Changes Everything about Your Life, June 6, 2016.

Class Meeting 8: Wednesday, October 16, 2019
• Family Trauma
  o Child Abuse and Neglect
  o Domestic Violence
  o Substance Abuse
  o Community Violence
  o Traumatic Grief
  o Historical Trauma


On Reserve:


Resources on Canvas:
Abuse Research, Stanford University, 2017.

Resource Guide to Trauma-Informed Human Services, The Administration for Children and Families, the Substance Abuse and Mental Health Services Administrations, the Administration for Community Living, the Offices of the Assistant Secretary for Health and the Assistant Secretary for Planning and Evaluation at HHS

Media:

Class Meeting 9: Wednesday, October 23, 2019
• Children with Atypical Development
- Developmental Disorders
  - Physical Disorders
  - Intellectual Disorders
  - Social / Emotional
- Fetal Alcohol Syndrome and Drug Exposed Children
- Autism
- Learning Disabilities

Readings:

Text:

On Reserve:

Media:

The Horse Boy, Dir. Michel O. Scott, Rupert Isaacson, 2009, Film

Class Meeting 10: Wednesday, October 30, 2019
Group Presentation

Class Meeting 11: Wednesday, November 6, 2019

- Potential Systems of Intervention
  - Educational
  - Medical
  - Child Welfare
  - Substance Abuse
  - Mental Health
  - Homeless Shelters
Readings:

Text:


Additional Readings:


Behavioral Health Barometer United States 2015, SAMHSA. [https://store.samhsa.gov/product/SMA17-BAROUS-16](https://store.samhsa.gov/product/SMA17-BAROUS-16)


On Canvas:

Class Meeting 12: Wednesday, November 13, 2019

- Specific Diagnostic Categories for Children
  - Attention Deficit Hyperactivity Disorder
  - Oppositional Defiant Disorder
  - Enuresis and Encopresis

Readings:

Text:
On Reserve:


**Class Meeting 13: November 20, 2019**

Review Case Intervention Plan Paper

- Specific Diagnostic Categories for Children
  - Trauma
  - Attachment Disorders
  - PTSD

**Readings:**

*Text:*


On Reserve:


On Blackboard:

10 Things About Childhood Trauma Every Teacher Needs to Know, Childhood Trauma Blog Series, sponsored by Starr TLC.

**Class Meeting 14: Wednesday, December 4, 2019**

Specific Diagnostic Categories in Children

- Depression
- Bipolar Disorders
- Anxiety Disorders

**Readings:**

*Text:*

Media:

*Ordinary People*, Dir. Robert Redford, Paramount Pictures, 1980, Film.

**Class Meeting 15: December 11, 2019**

Parent-Focused Interventions

*Readings: None!*