I. Catalog Course Description

This course focuses on children (ages birth to 18), and the ways their development and circumstance as a dependent population affect the well-being of individuals and communities. As children generally reside in families, various family forms and risk statuses will be examined with a focus on anti-oppressive social work practice.

II. Course Overview

This course provides assessment and intervention strategies for children affected by risk factors ranging from preterm birth and poverty to involvement with the juvenile justice system. Using a broad definition of child welfare services, children’s involvement with various community structures (medical care, daycare and schools, foster and kinship care) will be contextualized and intervention strategies for promoting children’s well-being will be learned.

Emphasis is on assessment of developmental aspects of child well-being and aspects of family well-being (with a broad and diverse definition of family), identification of risks, strengths and resiliency factors, and sociological and psychological knowledge of how family and community contexts affect children. Intervention modalities include direct work with children and their families, case management, promotion of resilience, crisis intervention work with community service systems and the use of the legal system. Preventative and supportive services to strengthen families (or substitute care) for children will be understood as a critical aspect of enhancing children’s well-being.

Focus is on advanced direct practice with children who are at risk because of external pressures and/or internal difficulties. This includes children affected by poverty and
other oppressed and marginalized identities, children affected by prematurity and/or other medical conditions, children in culturally diverse families, and children affected by mental health conditions. Culturally competent assessment of the nature and degree of risk is emphasized, particularly concerning out-of-home placement decisions and permanency planning. The importance of attachments and stability to children’s resilience and well-being are emphasized. Crisis intervention skills are addressed as well as case management, work with other community service systems, and utilization of policy practice through understanding of statutory provisions and effective use of the legal system.

This course explores conditions that affect children in their family contexts such as child abuse and neglect, caregiver substance abuse, HIV/AIDS and other health conditions in children and/or their caregivers, and poverty. Issues related to newly evolving groups such as children born after parents’ use of assisted reproductive technologies will be addressed. A continuum of intervention skills will be taught including prevention of child maltreatment, early intervention, Family Preservation and other types of crisis intervention, promoting attachments for children separated from their caregivers due to medical or protective services, reunification strategies and permanency planning. As an advanced practice course, students will be challenged to synthesize and apply interdisciplinary knowledge to assess, intervene and evaluate their practice with children and their families. Student’s ability to critically evaluate their own work and utilize (and provide) peer supervision will be a hallmark of the course instruction. In addition to examination of practice principles and methods, connections to policy, research and social work’s ethical framework will be highlighted.

III. **Place of Course in Program**

This course is particularly appropriate for the Families and Children Cluster, but is also relevant to other clusters. It is an Advanced Direct Practice elective. Prerequisite is the satisfactory completion of the Professional Foundation. Co- or prerequisite is Advanced Direct Practice I and Advanced Direct Practice Field Placement.

IV. **Course Objectives**

1. To understand a family-centered model of social work practice and family preservation as part of promoting children’s well-being under typical circumstances.

2. To identify children at risk, particularly those who experience societal oppression in various forms, and to learn strategies for promotion of resilience.

3. To develop cultural competence in assessing diverse family constellations in terms of their needs and their ability to protect and care for children.
4. To assess the impact of alcohol and other drug misuse, homelessness, and life threatening illness on children when their caregivers have these involvements.

5. To describe a continuum of services to promote children’s well-being including family support policies, family-based treatment, and child welfare services from prevention through treatment.

6. To appreciate the needs and qualities of the disproportionate numbers of minority children and families who come to the attention of the child welfare system, and to understand the implications for policy and ethical practice.

7. To acquire skills in assessment and intervention in cases involving children in the context of their families and societal structures; to use these skills in a manner consonant with social work values, goals, and ethics.

8. To demonstrate understanding of reporting requirements and other legal requirements related to child abuse and neglect that is physical, sexual, or psychological.

9. To identify relevant institutions and work as part of an interdisciplinary team on behalf of children and their families and to appreciate the diverse roles of the social worker as well as the other professionals, child care staff, foster parents and others.

10. To analyze the structure and functions of various types of programs and critically evaluate their strengths and limitations as they are applied to various client systems.

**Required Texts**


**Recommended Texts**


• Additional readings will be required as assigned by the professor and will be available on e-reserves.
VI. **Course Requirements**

_We are a learning community, therefore;_

Students must **read all assigned material** and be fully **prepared for discussion** of the material as well as its application to their own practice experiences. As an advanced course, this will be run in seminar style with full participation expected. Confidentiality as defined by the NASW Code of Ethics is expected of all class members, in regards to their clients as well as their class colleagues. Further, respect for colleagues must be exhibited; this includes refraining from use of cell phones, PDAs and other electronic devices that distract from the class discussion.

**Class attendance and participation is required.** Students are expected to arrive to class on time. Students are expected to notify the instructor PRIOR to any absence. Three (3) or more absences (even when the instructor has been notified- except under extreme conditions) will lead to a reduction of one letter grade; for example, with 3 absences the highest grade possible is a B; 4 a C. Lateness of more than 15 minutes will constitute half of an absence.

Papers are to be completed by scheduled due dates and handed in at the beginning of class. Late assignments will be accepted ONLY with prior approval under very compelling circumstances.

1. Sessions will be conducted primarily on a **discussion** basis, which incorporates readings.
2. Students will be expected to share incidents from their professional and/or fieldwork experience, which reflect application of conceptual course material to the incident.
3. Students will be expected to participate in class exercises and/or case analyses and presentations.

**Assignments**

All assignments are due at the beginning of the class for which they are assigned. Failure to turn the assignment in will result in a lowering of the letter grade for each day that it is late and will result in a failure for that assignment if a week has elapsed. Any exception to this will be made only under compelling circumstances and with the professor’s advance approval.

Professional social workers keep case records, write treatment reports for referral sources and managed care companies, correspond with judges and other professionals, develop policy, and advocate for their clients. **All of these tasks require excellent writing skills. Therefore, proper grammar, syntax, spelling, and appropriate referencing (APA style) are expected for all assignments.** Substantial credit will be deducted from a paper’s grade for gross and repeated writing, spelling, and referencing errors. Writing assistance is available. Contact the instructor for details.
Plagiarism in the age of electronic media is particularly problematic. Any ideas that come from other sources of any type MUST BE CITED APPROPRIATELY. It is expected that direct quotes will always be cited with a page number (per APA style) and that all work turned in will be the students and no one else will be part of the writing process (other than help from the Writing Center on campus). Your professor takes plagiarism quite seriously and expects that all intellectual property of others will be properly cited and acknowledged. Syntax matters! All papers must meet appropriate usage requirements, although the use of “I” is allowed where appropriate.

VII. Grading

Grades for the class will be calculated based on the following breakdown:

**ADP with Children Assignment Rubrics**

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Points</th>
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<tbody>
<tr>
<td>Reaction Paper</td>
<td>10</td>
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<tr>
<td>Family Paper:</td>
<td>20</td>
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<tr>
<td>Peer Supervision</td>
<td>30</td>
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<tr>
<td>Group intervention presentation:</td>
<td>20</td>
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<tr>
<td>Class Participation:</td>
<td>20</td>
</tr>
</tbody>
</table>

I. Brief Reading Reaction paper  
(10 points)

A two page reaction paper to at least two of the readings (identify which ones you are using) is due between the second class and the 4th class. This paper is to describe the student’s response to the readings (not a summary of the content). It should include some discussion of what implications the student sees for her or his practice and what challenges and benefits the reading indicates for the type of social work the student expects to practice. It should include one discussion question for the class on a reading (not just a factual question, but one designed to inspire true discussion).

Rubric:
4 points- reactions to readings
2 points- implications for practice
2 points- challenges and benefits of that practice
2 points- discussion question

II. Family Services Paper (3-5 pages)  
(20 points)

Think about your childhood from birth to eighteen. What child well-being needs did you or your immediate family have? For example, did you or any of your siblings have a disability? Were your parents divorced? Did you or a sibling have difficulty in school? Was there any point in your (or a sibling’s) development that caused problems for the family?
All of these issues may have necessitated family adjustment and/or services. Outline these issues and consider the following:
A) What were the issues?
B) Did you receive services for them?
C) If so, what type of services?
D) If not, why did your family choose not to do so? (Ex.: Were there no services available? Did your family feel they could handle it on their own?)
E) What was the outcome of receiving or not receiving services?
F) Were there any cultural biases involved?
Include at least one paragraph to address G
G) In retrospect, how would you approach your family (as a professional) to successfully have them make use of needed services?  (Important part)

The content of this paper will be kept confidential.
Rubric
5 points- Description of an issue affecting your family
5 points- Analysis of why services were or were not used by your family
5 points- Analysis of outcomes, biases involved with use of services
5 points- Approach as professional to your family

III. Peer Supervision Presentation– Scheduled throughout the semester (30 Points)
This presentation will be a synopsis and critical analysis of your work with a child or family that has been assigned in the field placement. A powerpoint or written synopsis is expected for provision to the class and the professor:
A) the context of the agency where you work and its mission
B) the presenting problems
C) assessment
D) treatment plan or contract (which must include appropriate goals and your theoretical understanding of the client’s case and the way that theory informs your intervention plan)
E) interventions that have been utilized and worked or did not work
F) *MOST IMPORTANT-
Identify your treatment dilemma (a place where you are “stuck” in the work)- address 1-2 specific questions or issues that you want feedback about from the class in a peer supervision kind of context. Excellent work is not to be presented- the discussion of a true practice difficulty, uncertainty or struggle is required.
Rubric
10 points- Powerpoint/ written case description including all aspects noted A-D
5 points- Interventions used and their theoretical underpinning; how they worked
15 points- Dilemma description and question/s are clearly identified, student leads discussion and non-defensively receives feedback.
(For those students who do not work with a child, please see instructor early in the semester: It is possible to do a term paper in lieu of the presentation if there is no appropriate case to present- but this must be decided with the professor)
IV. Group Intervention Presentation:  
(20 points)  
Work in groups of 4-6. Identify a form of intervention used with children. Work together to develop a creative presentation that will:

1. describe the theoretical foundation for the treatment intervention strategies;  
2. demonstrate the actual intervention skills and methods;  
3. critique the use of that particular form of intervention.

You can select from various forms of play therapy, family therapy or other modalities, but they must be appropriate for work with children (can be of a specific age). Everyone in the group need not actually present the material, but all will be assessing each group member’s contribution to the presentation.  
Rubric:  
7 points will reflect the group assessment of each member’s contribution,  
7 points will be a common grade that the professor gives for the full presentation  
6 points will be an average of the grade the class members give the presentation.

V. Attendance and Participation (20 points)  
Participation points will be based on attendance and class participation. Students are expected to attend all classes and arrive on time. Absences may occur due to unforeseen circumstances, however, excessive absences (more than two unexcused absences) and/or consistent lateness will result in the lowering of the final grade by one full grade point. Partial attendance of a session is considered an absence. The student must notify the instructor in advance or as soon as possible after the missed class. Missed classes will be excused by the instructor only for compelling reasons (e.g., illness, emergency, and other--to be determined by the instructor); notification does not automatically indicate an excused absence. Even in the event of illness/compelling reasons, 3 or more absences may result in course failure. Students are responsible for obtaining class notes and handouts of the missed session from a fellow student.  
Examples of class participation include, but are not limited to, asking relevant questions/making relevant comments, active participation in small/large group exercises, presentation of case material, and bringing to class relevant articles/newspaper clippings/current events information. Self-evaluation forms will be distributed and completed on the first and last day of class.  
Rubric:  
20 points- Timeliness/ attendance  
15 points- Attentiveness in class  
15 points- Engagement with class discussions, framing questions or bringing in outside relevant information.
VIII. **Course Evaluations**

Rutgers University issues a survey that evaluates both the course and the instructor. This survey is completed by students toward the end of the semester, and all answers are confidential and anonymous. This survey is now being sent to the student on-line and the student is expected to complete it when received. The professor does not have access to the results until after the grades are in, and all responses are de-identified before the professor sees the feedback. The instructor may also choose to conduct a mid-point evaluation.

IX. **Course Outline**

* indicates that these resources are available on the e-reserves. Many of the journal titles are also available through IRIS (Go to Find Articles> Electronic Journals> Type in Journal> Issue)

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**Class 1**

**September 2, 2009**

**Overview of Course**

**The Context of Care for Children**

Thompson and Henderson Text- Chapter 1

Sori Text- Feeling Faces (pg 3-8)

*Shapiro, Shapiro & Paret (2001) *Assisted Reproduction and Complex Adoption*

Chapter 2- Developmental Perspectives and Clinical Issues (24-49)

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**Class 2**

**September 9, 2009**

**Societal Forces and Systems that affect Children**


Chapter 1- Putting a Face on Poverty (1-24).


Chapter 1: Prologue: Angie, Her Family, and the Community of Helpers

Chapter 2: The Framework: A Systems Orientation and a Family-Centered Approach

Chapter 3: Working in the System: Family Supportive Skills

Class 3  
September 16, 2009

Children and Families: Structure, Attachment & Loss Issues

Minuchin, et al.-Chapter 4: Changing the System: Family Supportive Procedures

Thompson & Henderson Text- Ch 2, 3

Yuen- Chapter 6- Burris on Children’s Reactions to Loss


Ch 4 Early Affect Regulation (40-57)


Class 4  
September 23, 2009

Children and Foster Care

Thomson & Henderson- Ch 14, 18

Sori Text- Ch 7 ( 57-63); 17 (Pgs 125-131)

Minuchin, P., et al.

Chapter 5: Foster Care: An Ecological Model)

Chapter 7: Institutionalizing Children I: Residential Centers)


Class 5  
September 30, 2009

FAMILIES PAPER DUE

Strengths-Based Services to Empower At-Risk Families: Family Preservation and Foster Care Prevention

Thompson & Henderson Text- Ch 4, 9, 15

Class 6
Children whose families are affected by violence and/ or addictions

October 7, 2009

Minuchin, P, et al.-Chapter 6: Substance Abuse and Pregnancy

Thompson & Henderson- Ch 12, 20


Class 7
Children in Schools ; Group work with Children

October 14, 2009

Thomson & Henderson text- CH 17, 19


Sori Text- Ch 14 (103-111); 15 (112-115); 18 (132-142)


Class 8
Legal Systems and Children

October 21, 2009

Thompson & Henderson text- Ch 20


Class 9  
October 28, 2009  
Children and Medical Settings- Prematurity, Pediatric illness, and Psychiatric in-patient care  
Sori Text- Ch 19 (143-149); Ch 20 (150-156)  
Chapter 4- Caring for Parents of a Premature or Sick Infant.  
Minuchin, P- Chapter 8: Institutionalizing Children II: Psychiatric Wards  
Yuen- Chapter 5- Orgassa on Children with Disabilities  

Class 10  
November 4, 2009  
Work with Impulse Control  
Thomson & Henderson text- Ch 8, 9; Appendix B (660-687)  
Sori Text- Ch 3 (18- 24); 4 (25-39); 34 (242-246)  

Class 11  
November 11, 2009  
Strengths-Based Work...  
Thomson & Henderson text- Ch 5, 6  
Chapters 10-11- Changing your child’s pessimistic and explanatory styles.  
Sori Text- Ch 36 (252-257); Ch 37 (261-269); 42 (302-322)  

Class 12  
November 18, 2009  
Alternate Family Forms: Adoption: Gay and Lesbian Families: Divorce  
Sori text- Ch 2 (9-17); Ch 43 (323-329; 44 (330-335)  
Yuen- Chapter 9- Kennedy on Lesbian and Gay families

**Thanksgiving Break (No class Nov 25th, 2009)**

Class 13  
December 2, 2009

**Trauma and its Effect on Children**

Chapters 1- Understanding the faces of trauma  
Chapter 2 Developmental Considerations  
Chapter 3- How Children Respond to Traumatic Incidents  
Chapter 4 – Intervention

Class 14  
December 9, 2009

**Our Children’s Future**

**Special Issues regarding Individual Work with Children**

Thomson & Henderson- Appendix A (630-659)  
Yuen- Ch. 12- Nicotera on the Neighborhood as resource


Class 15  
December 16, 2009

**Wrap-up**

**X. Academic Integrity Policy**

All work submitted in a graduate course must be your own.

It is unethical and a violation of the University’s Academic Integrity Policy to present the ideas or words of another without clearly and fully identifying the source. Inadequate citations will be constructed as an attempt to misrepresent the cited materials as your own.

Use the citation style preferred by the discipline In the case of Social Work, we use APA (5th Ed.) style.

Effective September 2, 2008, a revised Policy on Academic Integrity will go into effect. The new policy is posted at
Please Note: Violations of academic integrity by graduate and professional students will normally be penalized more severely than violations by first-year undergraduate students. Since all violations of academic integrity by a graduate or professional student are potentially separable under the Academic Integrity Policy, faculty members should not adjudicate alleged academic integrity violations by graduate and professional students, but should refer such allegations to the appropriate Academic Integrity Facilitator (AIF) or to the Office of Student Conduct. The AIF that you should contact is Antoinette Y. Farmer, 732.932.2621. The student shall be notified in writing, by email or hand delivery, of the alleged violation and of the fact that the matter has been referred to the AIF for adjudication. This notification shall be done within 10 days of identifying the alleged violation. Once the student has been notified of the allegation, the student may not drop the course or withdraw from the school until the adjudication process is complete. A TZ or incomplete grade, shall be assigned until the case is resolved.

Definition of Plagiarism
Plagiarism is the representation of the words or ideas of another as one’s own in any academic exercise. To avoid plagiarism, every direct quotation must be identified by quotation marks or by appropriate indentation and must be properly cited in the text or in a footnote. Acknowledgment is required when material from another source is stored in print, electronic, or other medium and is paraphrased or summarized in whole or part in one’s own words. To acknowledge a paraphrase properly, one might state: to paraphrase Plato’s comment...and conclude with a footnote identifying the exact reference. A footnote acknowledging only a directly quoted statement does not suffice to notify the reader of any preceding or succeeding paraphrased material. Information which is common knowledge, such as names of leaders of prominent nations, basic scientific laws, etc., need not to be footnoted; however, all facts or information obtained in reading or research that are not common knowledge among students in the course must be acknowledged. In addition to materials specifically cited in the text, only materials that contribute to one’s general understanding of the subject may be acknowledged in the bibliography. Plagiarism can, in some case, be a subtle issue. Any question about what constitutes plagiarism should be discussed with the faculty member.

XI. Disability Accommodation
Please Note: Any student who believes that s/he may need an accommodation in this class due to a disability should contact the Office of Disability Services, Kreeger Learning Center, 151 College Avenue; dfoffice@rci.rutgers.edu; 732-932-2847.

Students must have a letter of accommodation from the Office of Disability Services in order to receive accommodations.

VII. Bibliography


Revised August 2009