

Social Work 601

**Advanced Theory and Clinical Interventions
with Children and Adolescents**

3 Units

Fall 2017

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**Office Hours: 8:15 -8:45
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CourseDay:Thursday
**Course Time: 7:00 or
8:45 AM PST**
Course
Location:VAC

I. COURSE PREREQUISITES

SOWK 505 and SOWK 545

II. CATALOGUE DESCRIPTION

Advances students' knowledge and clinical skills working with children and adolescents. Emphasis is placed on problems affecting children, including developmental derailments and disruptions.

III. COURSE DESCRIPTION

The course advances theoretical knowledge and clinical practice skills in working with children and adolescents and is a co-requisite for the course "Advanced Theory and Clinical Intervention with Families." Viewing the child in the context of his/her family, this second year course builds on first year knowledge and skills. Using biopsychosocial and family systems perspective, emphasis is placed on understanding problems affecting children, particularly developmental derailments or disruptions, their possible causes, assessment and diagnosis, and interventions. Explanatory theories of behavior are presented, including current advances in neurobiology, along with theories and models of intervention in working with children and adolescents.

IV. COURSE OBJECTIVES

The Advanced Theory and Clinical Interventions with Children and Adolescents course (SOWK 601) will:

Objective	Objectives
1	Teach students to integrate theories, empirical knowledge and evidence based practices when working with children and adolescents, while taking into consideration the impact of complex, interrelated systems such as school, neighborhood, community, culture and family on the child.
2	Provide students with opportunities to critically examine neurobiological research theories of child development and the etiology and developmental consequences of conditions such as child maltreatment, substance abuse, childhood neurodevelopmental depression and aggression, and family crisis
3	Instruct students on how to differentially activate the assessment and treatment processes with children and adolescents from engagement to termination, with consideration to influences of privilege, ethnicity, class, religious orientation, age, gender, developmental phase, and life tasks as well as according to the needs of individual children and their families.
4	Provide students with opportunities to develop skills in engaging assessing and diagnosing (DSM- 5) and intervention with children and families and provide opportunities to develop a heightened sense of one's own values, the way they may influence treatment, and know how to actively use one's self in treatment, being sensitive to "interface issues" which may exist when working
5	Provide students with opportunities to develop and demonstrate skills in analyzing multi- level policies and their impact on children and families and in analyzing value and ethical dilemmas relating to children and their families.

V. COURSE FORMAT / INSTRUCTIONAL METHODS

The format of the course will consist of didactic instruction and experiential exercises. Case vignettes, videos, and role plays will also be used to facilitate the students' learning. These exercises may include the use of videotapes, role-play, or structured small group exercises. Material from the field will be used to illustrate class content and to provide integration between class and field. Confidentiality of material shared in class will be maintained. As class discussion is an integral part of the learning process, students are expected to come to class ready to discuss required reading and its application to theory and practice.

VI. STUDENT LEARNING OUTCOMES

The following table lists the nine Social Work core competencies as defined by the Council on Social Work Education’s 2015 Educational Policy and Accreditation Standards:

Social Work Core Competencies	
1	Demonstrate Ethical and Professional Behavior *
2	Engage in Diversity and Difference in Practice *
3	Advance Human Rights and Social, Economic, and Environmental Justice
4	Engage in Practice-informed Research and Research-informed Practice *
5	Engage in Policy Practice
6	Engage with Individuals, Families, Groups, Organizations, and Communities *
7	Assess Individuals, Families, Groups, Organizations, and Communities *
8	Intervene with Individuals, Families, Groups, Organizations, and Communities *
9	Evaluate Practice with Individuals, Families, Groups, Organizations and Communities *

* Highlighted in this course

The following table shows the competencies highlighted in this course, the related course objectives, student learning outcomes, and dimensions of each competency measured. The final column provides the location of course content related to the competency.