CULTURALLY INFORMED BEHAVIORAL HEALTH SERVICES FOR AT-RISK CHILDREN, ADOLESCENTS, AND TRANSITIONAL-AGE YOUTH AND THEIR FAMILIES

LEHMAN COLLEGE/CUNY
GRADUATE SOCIAL WORK PROGRAM

CULTURALLY INFORMED BEHAVIORAL HEALTH SERVICES FOR AT-RISK CHILDREN, ADOLESCENTS, AND TRANSITIONAL-AGE YOUTH AND THEIR FAMILIES

SWK 680 Semester: Spring 2015

COURSE DESCRIPTION

This course focuses on effective prevention, clinical intervention and treatment for children adolescents, and transitional-age youth and their families, at risk for mental illness, substance abuse, suicide, and violent behavior in an urban environment. Course content will include evidence-based practices for child and adolescent treatment will be emphasized.

Work with families/caretakers and culturally competent practice from a strengths based systems perspective will be emphasized. Risk, resiliency and facilitating coping skills will be integrated into assessment and treatment interventions. Developmental considerations, traumatic events and socio-environmental factors encountered by children and youth in an urban environment that impacting their well-being will be addressed.

CORE COMPETENCIES AND EXPECTED LEARNING OUTCOMES (PRACTICE BEHAVIORS)

Graduates are expected to demonstrate the integration and application of the ten core competencies listed below (left column) as evidenced by their associated practice behaviors (right column).

Upon successful completion of this course, students should be able to demonstrate achievement of the expected knowledge, skills, and values-based learning outcomes identified below in bold type.

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<thead>
<tr>
<th>Competencies</th>
<th>Expected Learning Outcomes (Practice Behaviors)</th>
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<tr>
<td>1. Identify as a professional social worker and conduct oneself accordingly.</td>
<td>1. Identify need and advocate for client access to the services of social work.</td>
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<td>2. Practice personal reflection and demonstrate positive change that assures continual professional development.</td>
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<td>3. Recognize and attend to professional roles and boundaries.</td>
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<td>4. Demonstrate professional demeanor in behavior, appearance, and communication appropriate to agency context.</td>
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<td>5. Engage in career-long learning.</td>
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<td>6. Use supervision and consultation.</td>
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| Apply social work ethical principles to guide professional practice. | 7. Recognize and manage personal values in a way that allows professional values to guide practice.  
9. Tolerate ambiguity in resolving ethical conflicts.  
10. Apply strategies of ethical reasoning to arrive at principled decisions. |
| 3. |   |
| Apply critical thinking to inform and communicate professional judgments. | 11. Distinguish, appraise, and integrate multiple sources of knowledge, including research-based knowledge, and practice wisdom.  
13. Demonstrate effective oral and written communications in working with individuals, families, groups, organizations, communities, and colleagues. |
| 4. |   |
| Engage diversity and difference in practice in the urban environment. | 14. Analyze and deconstruct the extent to which societal (a culture’s) structures and values may present opportunities to maximize potential; oppress, marginalize, or alienate; and (or) create or enhance privilege and power.  
15. Be sufficiently self-aware to eliminate the influence of personal biases and values in working with diverse groups.  
16. Recognize and communicate an (their) understanding of the importance of differences (difference) in shaping life experiences.  
17. Utilize themselves as learners and engage those with whom they work (as informants). |
| 5. |   |
| Advance human rights and social and economic justice. | 18. Confront the forms and mechanisms of oppression and discrimination, as well as counter veiling systems of empowerment.  
19. Advocate for human rights and social and economic justice.  
20. Participate in practices that advance social and economic justice. |
| 6. |   |
| Engage in research-informed practice and practice-informed research. | 21. Use practice experience to inform scientific inquiry.  
22. Use research evidence to inform practice. |
| 7. |   |
| Apply knowledge of human behavior and the social environment. | 23. Utilize conceptual frameworks to guide the process of assessment, intervention, and evaluation.  
24. Critique and apply knowledge to understand person and environment, with emphasis on the urban context. |
| 8. |   |
| Engage in policy practice to advance social and economic well-being and to deliver effective social work services. | 25. Analyze, formulate and advocate for policies that advance social well-being.  
26. Collaborate with colleagues and clients for effective policy action. |
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<tr>
<th>9. Respond to contexts that shape practice.</th>
<th>27. Continuously discover, appraise, and attend to changing communities, locales, populations, scientific and technological developments, and emerging societal trends to provide relevant services.</th>
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<tr>
<td>28. Provide leadership in promoting sustainable changes in service delivery and practice to improve the quality of social services.</td>
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<td>10. Engage, assess, intervene, and evaluate with individuals, families, groups, organizations, and communities.</td>
<td>29. Substantively and affectively prepare for practice with individuals, families, groups, organizations, and communities.</td>
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<td>30. Use empathy and other interpersonal skills.</td>
<td>31. Develop a mutually agreed-on focus of work and desired outcomes.</td>
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<td>32. Collect, organize, and interpret client data.</td>
<td>33. Assess client strengths and limitations.</td>
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<td>34. Develop mutually agreed-on intervention goals and objectives.</td>
<td>35. Select appropriate intervention strategies.</td>
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<td>36. Initiate actions to achieve client and organizational goals.</td>
<td>37. Implement prevention strategies and enhance client capacities.</td>
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<td>40. Facilitate transitions and endings.</td>
<td>41. Social workers critically analyze, monitor, and evaluate interventions.</td>
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**EVALUATION OF STUDENT’S PERFORMANCE**

<table>
<thead>
<tr>
<th>Attendance and punctuality</th>
<th>10%</th>
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<tbody>
<tr>
<td>Constructive class participation</td>
<td>15%</td>
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<tr>
<td>Asynchronous Assignments*</td>
<td>15%</td>
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<tr>
<td>Midterm Paper- Case Intervention</td>
<td>30%</td>
</tr>
<tr>
<td>Final Paper- Annotated Bibliography</td>
<td>30%</td>
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*All 3-credit MSW courses are 3-hour hybrid courses; this course will require a combination of in-classroom and online sessions, and 1 hour of graded asynchronous learning each week.

**Assignments**

For the midterm paper, select a case from your field work. Present a biopsychosocial summary of your assessment, demonstrating your understanding of the presenting issues, familial and cultural considerations and your treatment formulation. Include your goals for the client. The emphasis of this assignment is how you intervene in this case. Describe your intervention and the theoretical perspective. Include a vignette of your work. The paper must include challenges and obstacles that you face (i.e. engagement, worker-client relationship) and your efforts to address the issues.

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Culturally Informed Behavioral Health Services for At-Risk Children, Adolescents, and Transitional-Age Youth and their Families/ HRSA2 ELECTIVE  
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The final paper is an annotated bibliography of five peer-reviewed journal articles based on a topic that is an area of interest relative to services, interventions and/or issues impacting children, adolescents and transition-aged youth.

**Required Text**


**Recommended Text**


**Unit I. Introduction and Overview of Course Objectives**

The Context of the Urban Environment (Week 1)

**Readings:**
or
Garbarino, et.al. (1992).*Children in Danger*. Chapter 1 & 3

**Unit II. Ethical Issues for Social Workers Working with Children & Adolescents (Week 2)**

Confidentiality & Safety in Urban settings
Transference, counter-transference and triangulation
Technology: Impact on contemporary problems & opportunities for children & adolescents in the urban environment

**Reading:**
Weisz, Chapter 2

Unit III. Developmental Perspectives (Weeks 3)

A. Developmental Theories for Children

- Stages of cognitive, psychosocial & moral development
- Stages of racial & identity development

B. Theories and Tasks of Adolescence: A Developmental Perspective

C. Protective, Risk factors & Resiliency for Children & Adolescents in Urban Environments

Readings:
Weisz and Kazdin, Chapter 3

Garbarino, et.al. (1992). *Children in Danger*. Chapter 3 & 5


Unit IV. A. Engaging and Assessment: of Children & Adolescents (Week 5)

Readings:


B. Engaging and Assessment with Parent(s), Family and/or Caregivers (Week 6)

Family systems and dynamics
The meaning of help seeking to the family
Culture, class and environment
Use of timelines, genograms and ecomaps
Work with Families

Readings:
Weisz & Kazdin, Chapter 24; Chapters 11-14, (select 2)

C. Interdisciplinary Collaborations to Support At-Risk Children, Adolescents and Transition-aged Youth- Guest Panel (Week 7)

Unit V. Treatment Issues and Therapeutic/ Evidence – Based Interventions (Weeks 8-13)

Week 8: Trauma:
Individual Work with Children: Play Therapy
Use of Therapeutic Games with Adolescents

Readings:
Weisz & Kazdin, Chapter 19

Week 9: Depression & Suicide

Readings:
Weisz & Kazdin, Chapters 7 or 9, and 10

Week 10: Substance Use

Readings:
Weisz & Kazdin, Chapters 26 & 27

Week 11: Group Interventions

Readings:
Weisz & Kazdin, Chapters 5 & 8
Week 12: Aggressive and violent behaviors

Readings:
Weisz & Kazdin, Chapters 15 & 17

Week 13: Select Clinical Issues and Interventions
PTSD: Assessment Issues, Safety Plans and Treatment
Working with Children and Adolescents that have been Sexually Abused

Readings: TBA

Unit VI: Breaks, Vacations, Terminations and Endings (Week 14)
Bibliography


