I. COURSE DESCRIPTION
This course explores theories and methods related to practice with children whose behavior is disruptive, oppositional, aggressive, or otherwise antisocial. Emphasis is placed on using protective and risk factors to design ecologically and developmentally appropriate interventions.

II. COURSE GOAL
The course is designed to strengthen understanding of the social (individual, peer, family, school, and community), economic (local, regional, and national marketplaces), and political (including the politics of hate and fear related to disability, gender, race, sexual orientation, and other issues of difference) forces that define and shape conduct problems in childhood and that, if viewed from an ecological-developmental perspective, inform practice with children and families.

III. EDUCATIONAL OUTCOMES
After taking this course, students should be able to:

1. Identify and characterize the individual, family, school, peer, and community determinants of conduct problems in childhood and early adolescence (Related to Program Objective 7).

2. Describe and assess competing theories related to different forms of antisocial, aggressive behavior (related to Program Objective 7).

3. Based on theories and research related to antisocial behavior, values in social work, and the NASW Code of Ethics, conceptualize individual, family, school, and community social interventions to prevent and control conduct problems in childhood (relates to Program Objectives 2, 6, and 12).

4. Explain and critique—in professional oral and written form—the design of social interventions for disadvantaged, vulnerable, and oppressed persons, including persons of color, women, and people affected by poverty. Special emphasis will be afforded females and adolescents from culturally and ethnically diverse backgrounds (relates to Program Objectives 3, 4, and 10).
IV. CURRICULUM THEMES

1. Practice Centeredness
The over-arching themes that guide the curriculum of the School of Social Welfare are incorporated throughout the practice-oriented BSW program. This course is oriented towards the identifying best practices when working with children and adolescents at risk of or exhibiting various types of aggressive or antisocial behaviors.

2. Strengths
The strengths perspective is a humanistic, empowerment approach to social work practice that operates on the assumption that all persons have untapped mental, physical, spiritual, and emotional resources. Students are encouraged to extend their understanding of assessment, conceptualization of barriers, selection of interventions, and client collaboration to assist in working with client systems.

3. Social Justice
Social justice is a key component in this course. Social justice influences student's definition of barriers, client systems and client strengths. Students will learn to integrate the experiences of vulnerable people to and evaluate interventions that expand opportunities for oppressed, stigmatized and marginalized populations.

4. Diversity
Diversity includes the skills that show respect, sensitivity and appreciation for the contributions of diverse populations. In this course students will cultivate and appreciation for clients and colleagues who are differentiated by race, ethnicity, culture, religion, spirituality, class, sexual orientation, age, gender, and ability.

5. Critical Perspective
The skills developed in this class are an addition to critical thinking skills developed in a liberal arts curriculum which allows students to question the simplistic presentations of the actions of individuals, families, communities, and systems.

V. SUGGESTED COURSE CONTENT
A variety of methods of instruction can be utilized to engage students. Students are expected to participate in class by reading the course material, engaging in class discussion, actively participating in exercises, and autonomously completing their own written assignments. Required topics to be covered include the following:

- Defining Delinquency and Other forms of Antisocial Behavior
- Risk and Protection
- Diversity in Child Development
- Gender and Behavior
- Culture and Intervention Design
- Gangs
- Peer Groups and Victimization
- Drug Use
• Drug Use and Race/Ethnicity

VI. LIBERAL ARTS PERSPECTIVE
This class assumes a rich background in liberal arts education. Skills such as critical thinking, presenting and evaluating an argument, and others will be built upon in this course. Such skills are fostered in philosophy, humanities, and other social science courses. This class will embellish this repertoire of critical thinking skills by introducing information on various types of adolescent problem behaviors and existing interventions.

VII. PROFESSIONAL PURPOSE AND VALUES
This course presents practice, research, and theory material in the context of a set of professional ethics and values that emphasize the dignity and self-determination of the individual. Possible value conflicts and ethical dilemmas that may emerge in the application of practice, research, and theory are discussed.

VIII. SOCIAL WORK GENERALIST AND HUMAN DIVERSITY
The information presented in this class will greatly assist the generalist social worker in understanding the issues related to antisocial, aggressive behaviors in childhood and adolescence. Children and adolescents exhibiting such behaviors may be encountered in a wide variety of social service settings. Factors at all levels will be discussed—individual, family, peer, and community—with the recognition that social work practice may occur at any or all of these levels.

Readings, lectures, class discussions and assignments include content on vulnerable and diverse populations. Vulnerable persons are those who are intentionally or unintentionally discriminated against because of one or more attributes or statuses that are not valued by dominant society. Vulnerable persons are at-risk for social isolation and economic disadvantage and its consequences because of the pervasive effects of structural inequality and lack of access to power. This class will also examine the strengths of diverse populations as the foundation for building appropriate intervention strategies.

IX. LINKAGES TO OTHER COURSES IN THE CURRICULUM
This course is builds on previous course work including studies of developmental and social systems theories introduced in Human Behavior in the Social Environment; critical thinking and analysis of research learned during the Research sequence; and issues of diversity introduced in Diversity. This course also links to social work practice courses taken in the current year.

X. EXPECTATIONS AND EVALUATIONS
Students are expected to complete assigned and independent readings, contribute to the development of a positive learning environment in the Class Leadership, and demonstrate their learning through written assignments and class participation.

XI. SUGGESTED ASSIGNMENTS
A variety of short written assignments can be used. These include PowerPoint presentations and Reaction Papers. Assignments must be submitted when due. Unless otherwise indicated, written
assignments must follow APA* guidelines regarding formatting of the paper, proper citations, and so forth.


Students are expected to use good academic English. Grades will be lowered for poor grammar, syntax, or spelling. Those who have difficulty writing are STRONGLY encouraged to contact the Writing Center (864-2399, http://www.writing.ku.edu, or writing@ku.edu). There are very helpful resources on the Writing Center’s website so don’t hesitate to access them! (The KU Writing Center website also has information about APA citation formats.)

XII. GRADING

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A. Incomplete grades. A temporary grade of Incomplete may be assigned to a student who, for a reason beyond the student’s control, has been unable to complete the required work in a course on time. It is the student’s responsibility to request an Incomplete from the instructor. A request signed by the student and the faculty member must be on file when grades are submitted. A student may not enroll in a course sequential to one in which he or she has an I or F letter grade. An incomplete not removed by the end of the next semester will be changed to an F.

The Master syllabi should specify:

B. Attendance policies for BSW courses. For example: Class attendance is very important. More than two absences could result in the loss of all your attendance points. More than four absences will result in failure in this class. If you have missed two classes, please arrange an appointment with me to discuss the reasons for the absence and to arrange for make-up work that will count toward your class participation points. Points are deducted for missing class and coming to class late (3 pts. for each absence/lateness).

Individual instructors’ syllabi should specify the following:

C. The weighting of each assignment in the course and the dates by which they are done.

D. For every assignment, explain the standards used for grading.

E. If class participation is part of the grade, indicate what this means. For example, if 10 points are awarded for class participation, one point will be deducted for every
class missed.

F. Indicate the policy on late assignments, e.g., they are not accepted and treated as an “F” grade or the grade is reduced by ____ for each day, week, etc.

G. Indicate how final grades will be determined.

The final course grade will be based on the following assignments:

- 30% Diversity and Child Development Group Presentation (Class 2)
- 10% Reaction Paper 1: Native American Culture and the Design of Interventions (Class 3)
- 10% Reaction Paper 2: ‘Rites of Passage’ Program (Class 4)
- 50% Leadership of Class Session (Class 6 or 7)

XIII. LATE ASSIGNMENTS
When assignments do not meet the due date, and no prior arrangements are made, they will not be accepted and no credit will be awarded.

XI. SPECIAL CONSIDERATIONS
Any student in this course who has a disability that may prevent him/her from fully demonstrating his/her abilities should contact the instructor personally as soon as possible so we can discuss accommodations necessary to ensure full participation and facilitate the educational opportunity.

Please notify the instructor a week in advance if your religious observances conflict with class or due dates so we can make appropriate arrangements.

X. POLICY ON RECORDING AND SHARING RECORDINGS OF LECTURES
Course materials prepared by the instructor, together with the content of all lectures and review sessions presented by the instructor are the property of the instructor. Video and audio recording of lectures and review sessions without the consent of the instructor is prohibited. On request, the instructor will usually grant permission for students to audio tape lectures, on the condition that these audio tapes are only used as a study aid by the individual making the recording. Unless explicit permission is obtained from the instructor, recordings of lectures and review sessions may not be modified and must not be transferred or transmitted to any other person, whether or not that individual is enrolled in the course.

XVI. SUGGESTED READINGS

Required Text

Suggested Reading List


**XVII. HIPAA REGULATIONS**

The Health Insurance Portability and Accountability Act (HIPAA) requires that any personal information that may identify a person must be removed to protect confidentiality. Confidentiality applies to both classroom discussions and to written work. Please follow these simple, yet essential guidelines:

- Always disguise the name and other personal identifying information when you speak and write about a person, following the guidelines established by HIPAA.
- If writing in great detail about a client, ask permission from the client.
- Share nothing about specific clients, agencies or other students outside of the classroom.

Any information shared with the class/instructor will be confidential, within the limits defined by the Code of Ethics and state guidelines.
Individual instructors’ syllabi should be exactly the same as in the master syllabus.

XVIII. INSTRUCTOR AVAILABILITY

Provide students with information on how to see and/or reach you.

XIX. INCLEMENT WEATHER POLICY

In the event of inclement weather students should call

- Lawrence: the University (785) 864-SNOW, or if hearing impaired and have TTY/TDD equipment, (800) 766-3777
- Edwards Campus: (913) 897-8499
- KCKCC Campus: (913) 334-1100

to determine if classes have been cancelled. Class will be held if classes have not been cancelled, and students should contact the instructor if weather or driving conditions make it impossible for them to get to class.
SUGGESTED COURSE SCHEDULE

**Class 1 - INTRODUCTION**

- Course Organization and Expectations
- Introduction to Course Website
- Defining Delinquency and Other Forms of Antisocial Behavior
- What Is a Theory? What Is a Model?
- Programs That Work: What Are They, and Why Do They Help?

**CLASS 2 THE RISK AND PROTECTIVE FACTOR PERSPECTIVE: ETHNICITY, CULTURE, GENDER, GLBT, AND POVERTY IN CHILD DEVELOPMENT**

*Readings:*
Contributions of Risk Research to the Design of Successful Interventions (Sameroff & Gutman, 2004, pp. 9-26)

- The Basic Risk and Protection Model for Childhood Problems
- Status of Children in the United States
- Status Offenses
- Defining Delinquency
- Conduct Disorder
- Antisocial Personality
- Gender Differences
- Culture and Risk Factors

*Diversity and Child Development (Group Presentation):* During Class 1 you will have divided into groups of roughly equal size. With others in your group, you will read one of the following chapters from your text and prepare four PowerPoint (.ppt) slides that summarize the authors’ points of view. For Class 2, your group will raise two issues and lead a brief class discussion (Hint: See questions at the end of each chapter). Submit your .ppt file electronically by 5:00 p.m. the evening before Class 2 and be sure that all group members are listed on the title slide.

- Ethnicity and culture (Barbarin, McCandies, Coleman, & Atkinson, 2004, pp. 27-53)
- Gender differences in childhood and adolescence (Potter, 2004, pp. 54-79)
- Social work practice with gay and lesbian children and adolescents (Longres & Etnyre, 2004, pp. 80-105)
CLASS 3 - GENDER AND ANTI-SOCIAL, AGGRESSIVE BEHAVIOR

Readings:

Female juvenile violence, Center for the Study and Prevention of Violence, University of Colorado. Retrieved February 17, 2006 from
http://www.colorado.edu/cspv/publications/factsheets.html

http://www.ncjrs.org/pdffiles1/fs000244.pdf

SKIM (Reading/discussion questions will be posted on BlackBoard)


http://ojjdp.ncjrs.org/publications/PubSearch.asp

- Antisocial behavior in females - Nature and prevalence
- Theories of female delinquency
- The social development of girls
- Relational aggression and gender roles

Reaction Paper 1: Native American Culture and the Design of Interventions


In a 1-2 page paper, answer the questions below. Submit your paper with only your ID on the title page. No citations (references to reading) are necessary for this paper.

1. What is culture? How is it transmitted?
2. What risk factors are identified in the article?
3. How are culture, religion, and language incorporated into prevention programs?
4. Why might fasting, sweatlodges, and smudging be important in developing an intervention?
CLASS 4 - FAMILY AND SCHOOL: A SOCIAL DEVELOPMENT PERSPECTIVE

Readings:
Rumberger (2004). What can be done to prevent and assist school dropouts? (pp. 311-334)

Young, Marchant, & Wilder (2004). School-based interventions for students with emotional and behavioral disorders (pp. 175-204)

- Parenting Skills, Parental Supervision, and Parent-Child Attachment
- School Violence
- School Influences on Antisocial Behavior: Do schools cause delinquency?
- The Social Development Perspective

Reaction Paper 2: ‘Rites of Passage’ Program
In a 1-2 page paper, answer the questions below. Submit your paper with only your ID on the title page. No citations (references to reading) are necessary for this paper.

  1. How are issues of diversity addressed in the program?
  2. How might you tailor other programs to be consistent with recent research, theory, and issues of difference? Give one example.

CLASS 5 - PEERS, GANGS, GUNS, AND DRUGS

Readings:

Choose one publication to read. (Reading/discussion questions will be posted on BlackBoard)
Note: Publications at this site include a 2004 report on Youth Gangs in Indian Country and a 2001 report on Female Gangs.

- Peer Groups and Peer Victimization
- Group Delinquency versus Gangs
- Types of Gangs
- Drug Use and Race/Ethnicity
- Causes of Drug Use
CLASS 5 - SUMMARY: WHAT DO WE KNOW? HOW SHOULD WE PROCEED IN DEVELOPING THEORY-BASED, CULTURE-SENSITIVE, GENDER-RELATED INTERVENTIONS?

**Reading:**


- What Do We Know about the Causes of Aggressive Behavior?
- Guidelines for Prevention and Intervention
- Skill Application: Designing Culturally Sensitive Programs

CLASS 6 – COURSE LEADERSHIP (FAMILY & PEER)

**THE FAMILY: HOW TO INTERVENE**

- Key Risk and Protective Factors
- Clinical Assessment
- Extended and NonKin Family Concepts
- In-Home Family Interventions
- Involving Parents in Schools
- Parenting Training
- Functional Family Therapy
- Multisystemic Family Treatment

**Suggested Resource:**

**Class Leadership:**

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THE PEER GROUP: HOW TO INTERVENE

- Key Risk and Protective Factors
- Assessment Strategies
- Peer Acceptance and Rejection
- Family-Peer Linkages
- Deviancy Training: Heterogeneous versus homogenous groups
- Social Skill Training
- Positive Peer Interaction in Residential Treatment Centers
- Dating Violence Prevention
- Mentoring

Suggested Resources:

Class Leadership:

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CLASS 7 - CLASS LEADERSHIP (SCHOOL & GANGS)

THE SCHOOL: HOW TO INTERVENE

- Key Risk and Protective Factors
- School Environment Assessment
- School Violence: What to Do?
- Bullying: Causes and Intervention
- Low Academic Achievement: Tutoring
- Alternative Schools and Beyond (e.g. Residential Schools) Tip: See the US Department of Education *What Works Clearinghouse* website at [http://www.w-w-c.org/](http://www.w-w-c.org/)

Class Leadership:

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Gangs, Drugs, Poverty, and Crime: How to Intervene in Urban Areas

- Gang Violence Reduction Techniques
- Community Practice and Community Policing
- Community Mobilization Techniques
- Gun Buy-Back Programs

Suggested Resources:

National Youth Violence Prevention Resource Center
http://www.safeyouth.org/scripts/faq/gangresearch.asp

National Youth Gang Center
http://www.iir.com/nygc/

Class Leadership:

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Websites: Antisocial Behavior, Aggression, Delinquency, and Youth Violence

Centers for Disease Control (CDC)
http://www.cdc.gov

Center for the Study and Prevention of Violence (CSPV)
http://www.colorado.edu/cspv/

National Institute of Mental Health (NIMH)
http://www.nimh.nih.gov/home.cfm

National Institute of Mental Health (NIMH) - Children and Violence Reports
http://www.nimh.nih.gov/publicat/violencemenu.cfm

National Youth Violence Prevention Resource Center
http://www.safeyouth.org/home.htm

Office of Juvenile Justice and Delinquency Prevention (OJJDP)
http://ojjdp.ncjrs.org/
OJJDP Juvenile Justice Journal
http://ojjdp.ncjrs.org/pubs/general.html#jjjournal

Oregon Social Learning Center (OSLC)
http://www.oslc.org

Project on Human Development in Chicago Neighborhoods
(good site for work on social disorganization theory)
http://phdcn.harvard.edu/

Sourcebook of Criminal Justice Statistics: Online
http://www.albany.edu/sourcebook/

Youth Risk Behavior Surveillance System (YRBSS)
http://www.cdc.gov/nccdphp/dash/yrbs/index.htm

Youth Violence: ERIC Clearinghouse on Urban Education
http://eric-web.tc.columbia.edu/pathways/youth_violence

To identify key social and health issues by states or nationally and to find prevalence estimates, use the Youth Risk Behavior Surveillance System from the Centers for Disease Control:
http://www.cdc.gov/nccdphp/dash/yrbs/2001/youth01online.htm

To identify best practices interventions, see the Child Trends data site:
http://www.childtrendsdb.org/WhatWorks.cfm