The University of Kansas  
School of Social Welfare  

Master Syllabus: SW 866  
Social Practice with Children and Adolescents

I. COURSE RATIONALE

A. How the Course Relates to the School’s Mission.

The mission of the University of Kansas School of Social Welfare is to educate students, conduct scholarly inquiry and perform community service in order to promote an approach to social work practice that advances the empowerment and well-being of individuals, families and communities. This mission includes special attention given to social and economic justice as it relates to diversity and to a strength-perspective as it relates to empowerment-based practice. Since children and adolescents historically as well as currently comprise a significant portion of the caseloads of social work practitioners, and also comprise one of the groups recognized by the profession as vulnerable, it is important for students to study this area of practice. Social work students need to understand the needs of children and adolescents, as well as have the requisite skills, knowledge and values related to competent practice with children, adolescents and their families in a variety of settings.

Consistent with the mission of the School, students who successfully complete in this course will be able to demonstrate comprehensive knowledge of social work practice with children, adolescents, their families, and also of the various service providers typically involved with children and adolescents. This knowledge base prepares students for advanced level practice by integrating foundation level knowledge, advanced clinical practice theory, HBSE, as well as policy and research methods. The expected result is for students to know how to actively and appropriately perform professional clinical social work roles in a variety of practice settings serving children, adolescents and their families. Additionally, students enrolled in this course will have an advanced field practicum where they can apply and practice theory, methods, and skills learned in this course.

B. How this Course Links with Other Courses in the Curriculum

The Social Work With Children and Adolescents course builds on generalist perspective, human behavior in the social environment, the integrative course Social Work in Child and Family Settings, policy and research courses mastered in the foundation year and in the first semester of the advanced year. Students will continue their examination of client problems within the context of person in environment perspective, emphasizing the micro, mezzo and macro systems introduced in generalist perspective. Students will strengthen collaborative and strength-based engagement, assessment, planning, intervention and evaluation skills as they apply these skills to direct and indirect practice with children and adolescents. Information from individual and community human behavior courses will provide a knowledge base for examining normal
developmental stages of children and adolescents with emphasis on strengths and challenges experienced within family, school, peer, and community contexts. Policy content will be infused throughout the course as we examine the implications of programming, policies, procedures, legislation, and funding to service delivery with children and adolescents. Knowledge of research will be integrated as students critique and apply empirically-based intervention strategies to their clinical practice with children and adolescents.

C. How this Course Prepares Participants to be Advanced Level Practitioners
This course is designed to prepare social work students for advanced level practice. While this course will be practice oriented and pragmatic in nature, students will be challenged to think critically about how to consistently utilize intervention efforts within the context of social, psychological, spiritual, economic, political, cultural, and biological variables. Current research in evidence-based practice will be reviewed and critiqued in order to develop practical skills in outcome-oriented clinical practice. Attention will also be given to practice with diverse groups, including those affected by poverty, disability, sexual orientation and / or racial or ethnic minority status in order to facilitate culturally-competent practice. The “political” implications of empowerment-based practice with diverse and/or marginalized populations will also be examined regarding the link between diversity and social and economic justice in all practice settings.

D. What This Course Covers
In general, this course is designed to help students integrate, deepen and broaden content on practice with children and adolescents covered in the foundation courses as well as other substantive courses in the curriculum. More specifically, this course will focus on the application of theories, concepts, and practice principles in direct and indirect practice with children and adolescents. Given that children and adolescents are so dependent on the families and the various social environments that support and/or inhibit their development, all content will be viewed through a person in environment perspective. In particular, substantial emphasis will be placed on the family, school, and peer environments, as well as social service systems, that impact children and adolescents. Additionally, emphasis will be placed on skills, methods, modes of direct and indirect communication, and use of the relationship in the helping process with children, adolescents, and their families.

The rationale in individual instructors’ syllabi should be exactly the same as in the master syllabus.

II. EDUCATIONAL OUTCOMES
By the end of the semester, students will be able to:

1. Identify developmental norms, tasks, and needs of childhood and adolescence, as well as family’s physical, emotional, social, cultural, and life-cycle needs as they relate to comprehensive assessment, diagnosis, intervention planning, and intervention implementation. (Reflects MSW Clinical Concentration Objectives 1,2, 6)
2. Integrate knowledge about special problems affecting children and adolescents within their social and physical environments (e.g., substance abuse, divorce, suicide, teenage pregnancy) along with strengths and resilience that develop in the face of adversity and apply this understanding in formulating assessments and planning interventions. (Reflects MSW Clinical Concentration Objectives 1,2,4,6)

3. Formulate DSM-IV diagnostic impressions for conditions of childhood and adolescence, including an understanding of commonly used medications for these conditions, and also critically evaluate risks such as marginalization and stigmatization related to diagnosis and medication use with children who have little or no input on their usage. (Reflects MSW Clinical Concentration Objectives 1,2,3,5,6)

4. Evaluate the impact of the practice setting, community, social and cultural conditions, and policies upon practice with children and adolescents, including evaluation related research support. (Reflects MSW Clinical Concentration Objectives 3,4,7,)

5. Examine the impact of diversity on all phases of practice with children and adolescents, including identifying and addressing social and economic justice issues. (Reflects MSW Clinical Concentration Objectives 1,3,5,6).

6. Incorporate social work values and ethics in planning for and implementing services to children, adolescents and their families. (Reflects MSW Clinical Concentration Objectives 5,6).

7. Identify a range of treatment methods and approaches that build on client strengths and enhance self-efficacy, with special attention to those with an evidence base. (Reflects MSW Clinical Concentration Objectives 1,2,3,4,5)

8. Formulate a comprehensive treatment plan to facilitate a better fit between the child’s needs and existing environmental resources, with special attention to building upon children’s strengths. (Reflects MSW Clinical Concentration Objectives 1,2,5,6)

9. Evaluate the extent to which helping efforts achieved either (or both) intended clinical outcomes or larger system (indirect practice) change. (Reflects MSW Clinical Concentration Objectives 3,4, 7)

Achievement of all outcome objective will be measured based on how much students incorporate these variables in class discussion, objective tests, and/or their papers.

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III. CURRICULUM THEMES
The School has a commitment to education that directly and explicitly enhances the connections of theory, concepts, research, and practice to the needs and everyday realities of clients’ lives, as well as to the demands of everyday social work practice. This commitment is evident in and enriched by the following overarching themes that guide the curriculum of the School of Social Welfare throughout its practice-oriented curriculum.

The **strengths perspective** is a humanistic, empowerment approach to social work practice based on the assumption that all persons have untapped mental, physical, spiritual, emotional, and environmental resources which can help in the resolution of their problems in living. Students are encouraged to expand their understanding of assessment, goal setting, planning, intervention selection, and evaluation in various practice settings in ways that recognize, incorporate and build upon these resources. Students will learn to work collaboratively with clients to achieve their self-determined goals as a way to help clients integrate their strengths.

This course focuses on honoring, supporting, and celebrating **diversity** in its many forms. This will include differences based on culture, ethnicity, race, geography, gender, social class, sexual orientation, age, and physical or mental abilities. The understanding and appreciation of difference is especially critical when diversity results in marginalization, discrimination, oppression, or unwarranted differential treatment.

**Social and economic justice** involves a commitment to greater equality based on the understanding of the effects of economic, political, and social structures on people’s life opportunities, particularly as they relate to economic inequality and the availability of necessary social resources. Based on an awareness of how oppression limits human and community development, students are expected to advocate for economic and social and economic justice so that all persons can experience well-being and pursue their goals.

Consistent with a **critical perspective**, students in this course will be expected to raise questions, reflect upon and systematically evaluate and apply the divergent theories, values, and knowledge base upon which social work practice is based. In particular, this will involve the examination of the assumptions underlying theories, methods, and approaches used by social workers in understanding and responding to human need where children and adolescents are involved.

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### IV. THE LIBERAL ARTS PERSPECTIVE

The study of social work in settings involving services to children and adolescents necessarily requires that students draw on the following from the liberal arts perspective:

- Their knowledge of biological, social and behavioral sciences which provides the framework to understand the physical, intellectual, social and emotional development of children and adolescents. Further, the study of persons from cultures different than one’s own will emphasize
variations in values, customs, traditions, and practices.

- Their knowledge of economics, history and political science to understand the development of policies, programs and services to children and families in our society.
- Their knowledge of ethics and philosophy which forms the foundation for an examination of their own values and enhances their understanding of social work values and the code of ethics, especially as these apply to work with children and families.

Throughout this course emphasis is placed on students’ capacities to think and write clearly as well as to present oral arguments to support their positions. The course calls for students to be able to collect, analyze and synthesize knowledge from the social sciences and from the humanities in order to formulate appropriate responses to the complex problems found in practice with children and families.

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V. PROFESSIONAL PURPOSES AND VALUES

This course builds on the basic purpose of social work, which is to enhance individual coping capacities and ameliorate environmental stressors, as social workers translate the profession’s general statement into specific practice applications with children and adolescents. As noted in the material on course content, specific attention is placed on the student’s ability to use both knowledge and values appropriate to social work practice to this end.

The person-environment focus is the basic framework for presenting the content of this course. Attention will be focused on shifting from the more typical person-oriented focus in children’s services to one that reflects an analysis of human functioning in terms of intrapersonal, interpersonal, and environmental influences. For example, students will be expected to focus on the key transactions between the family and its surrounding social systems as well as both intrafamily interactions and individual development. While appreciating and understanding common forms of dysfunction, this course will invite a shift from the more typical pathology or deficit based models to a competency or strength-based approach in order to build on both individual and environmental resources as part of operationalizing social work values related to dignity and worth of all individuals.

Finally, this course will consider the tensions and issues that arise in operationalizing core social work values such as self determination and confidentiality to children and families while also addressing the needs for interagency cooperation and communication in order to balance these values with other values such as safety and well-being for children.

Individual instructors’ syllabi should be exactly the same as in the master syllabus.

VI. PREPARATION FOR PRACTICE WITH DIVERSE POPULATIONS
Social work with children, adolescents and their families tends to involve an overrepresentation of clients who are poor and/or persons of color, consequently awareness of and sensitivity to these issues related to diversity are essential. In addition, information related to the broad range of diversities (culture, ethnicity, sexual orientation, women, elderly, and other vulnerable or diverse populations) will be infused throughout this course. Special attention will be given to how the unique strengths and resources found within any diversity can be capitalized upon to help people maintain a sense of dignity and worth, as well as to develop a sense of pride as individuals or groups by experiencing mastery with the challenges they face. These challenges will be viewed as developmental opportunities for learning, growth, and identity development.

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VII. TOPICS

Must be covered:

- Adultcentricism in professional interactions with children, adolescents and their families.
- Maintaining an ecological and a strength orientation with helping systems that typically utilize or hold neither perspective.
- Diversity’s impact on assessment, planning and helping with children and adolescents, including acculturation and assimilation
- Various methods of assessment of young children
- Various methods of helping young children (e.g. Behavioral, play and art therapy, etc.)
- Various methods of assessment with adolescents
- Various methods of helping adolescents (e.g. CBT, Task Centered, Group, etc.)
- Assessment of families regarding their strengths and needs related to their ability to meet the needs of children and adolescents
- Typical and atypical development of children and adolescents
- Identifying, assessing and helping with separation and loss issues
- Identifying, assessing and helping regarding child abuse and neglect
- Identifying, assessing and helping regarding child sexual abuse
- Identifying, assessing and helping suicidal children and adolescents
- Diagnosing common disorders of childhood and adolescence
- Use of self, and remaining differentiated in reactive, child-focused systems
- Collaborating with other child-related service delivery systems (e.g. courts, schools, child welfare, mental health, probation, child care, residential, etc.)
- Terminating with children, adolescents, and their families
- Evaluating outcomes

Recommended topic options:

- Working with gay, lesbian, and transgendered youth
- Working with children and adolescents in group modalities
• ADHD and Learning Disabilities and their impact on child development & functioning
• Fundamentals of social work in child welfare
• Fundamentals of social work in school settings
• Fundamentals of social work in mental health settings
• Fundamentals of social work in residential treatment settings
• Assessing and helping with drug and alcohol involvement in families
• Dealing with high risk sexual behavior, substance use, etc. by adolescents
• Addressing bullying and harassment by children and adolescents
• Addressing truancy and criminal behavior by children and adolescents
• Eating disorders and self harm by children and adolescents
• Severe challenges for children (e.g. PDD, Asperger’s Syndrome, Autism Spectrum Disorder, Schizophrenia, Bipolar Disorder, etc.)
• Typical medications used with children and adolescents
• Supporting parents and communities in raising children in a challenging time and environment

Individual instructors’ syllabi should provide a topical outline for the course and provide adequate information to determine where and when the required topics are being covered.

VIII. READINGS

Highly Recommended Text options:


Additional Teaching Resource Text options:


*Recommended Articles & Book Chapter options:*


Cox, A. (July/Aug. 2006). “Lost in Electronica: Today’s culture is leaving boys at a loss for words,” in *Psychotherapy Networker*, pp. 50-57, 73.


“Preventing and reducing alcohol and other drug use among high-risk youths by increasing family resilience”. Social Work, 43(4), 297-306.


For individual syllabus, remove the word “RECOMMENDED.” In addition individual syllabi need to specify which readings are required and which are recommended. The entire list of “additional resources” does not need to be included in individual syllabi.

IX. RECOMMENDED ASSIGNMENT OPTIONS
[Note: Instructors must include at least one assignment that specifically addresses each of the nine course objectives, as noted in “Educational Outcomes” following the title of the assignment]

Naturalistic Observation (Educational Outcomes 1,2, 5)

Write 4-6 pages outlining what you learned observing a child/adolescent (or group of similar age children) in a normal setting, not directed by adults, (video arcade, play ground, pizza place, skate park, etc.) Use class handouts and the 4 sections below to guide and organize your discuss. Make at least 3 citations (1 each from class lecture, handouts, and readings).

A. Identifying Information (the setting, age of children observed, time of day, etc.)
B. Observations (what they did and how they did it: e.g. what activities they engaged in, what they talked about, how they related to each other, etc.)
C. Discuss developmental mastery (tasks and skills) addressed through activity, including:

1. What developmental stage are they demonstrating as reflected through:
   a. language (range of words, sentence structure, impediments, etc.),
   b. cognition (reasoning, planning, concreteness, causality, fantasy, etc.),
   c. psychological/social (egoistic, aware of others, cooperative, etc.),
   d. emotional (moody, identifies emotions, self-doubt, etc.),
   e. physical mastery (gross and fine motor skills, size, etc.)?
   f. Other: Does what you observed suggest any delays in development?

Do they demonstrate different stages of development in different aspects of
Assessing While Engaging Children and Adolescents (Educational Outcomes 2, 3, 8, )
A. Find some type of assessment/engagement technique to use with a child, adolescent, or family. You can modify an existing technique, or (better yet) develop your own. (Please show initiative & creativity: no credit will be given for simply copying something from a book.)

B. Try out the technique with two or more children or adolescents to identify useful practices, special considerations or applications, etc. Write a 2-3 page paper discussing:
   1. What resources you used to develop your assessment technique and why you chose it.
   2. What you learned from trying the technique out and how you modified your assessment “tool” based on what you learned while using it.
   3. How the technique helps in generating diagnostic impressions (or not).
   4. How the technique “fits” with social work (practice principles, values, PIE, Strengths Perspective, etc.)

C. Develop a 2-3 page outline of your assessment technique and make copies for other class members and the instructor.

Connection Papers (Educational Outcomes 1, 2, 4, 5, 6, 7, 8, 9)
Purpose: This 4-6 page paper is intended to help students make cognitive and behavioral connections between class (readings, theories, discussions) and field practicum (direct practice). In order to do purposeful practice, we must operationalize the professional ideas that guide how we think and act while doing clinical social work. Cite at least 3 references.

Directions:
1. Describe and explain the theory or concept(s) that you found particularly useful with a client. (e.g. Erickson’s developmental theory: CBT with teens: House-Tree-Person drawing technique with a young child, etc.)
   2. Describe in specific detail how you attempted to operationalize the abstract concepts (theory) in your work with this client.
      a. What was the clinical situation/issue you were addressing?
      b. What was your goal (cognitive piece) that was influenced by the theory?
      c. What did you say and do (behavioral piece) that was influenced by the theory?
      d. How was your goal/behavior guided by the idea described in (1)?
   3. Analyze the outcome of your practice using this theory or concepts.
      a. How did the client respond to your helping efforts to help?
      b. How did (or will) you evaluate the effectiveness of your helping effort?
      c. What did you learn from this experience?
Changing To a Strength Lens in Assessment  

**Purpose:** Rather than being “objective”, “assessment” always involves a perspective or “lens” (e.g. based on assumptions about what is “functional” or “dysfunctional,” “pathological” or “healthy,” “sick” or “well,” “normal” or “abnormal”, etc.) from which the assessment is made. This assignment offers an opportunity to practice shifting to a strength perspective in assessment with children or adolescents. In addition, it will help you consider how to influence agencies toward congruity with social work values and principles.

**Directions:**

1. Take a child or adolescent assessment “tool” (intake form, play or art technique, ADHD questionnaire, drug/alcohol history) and rewrite it to become strength-oriented.
2. Write a 4-6 page paper with a minimum of 4 citations, discussing:
   a. Briefly describe (1/4 page) the setting where the form is used, with what population, and for what purpose.
   b. Discuss what assumptions were embedded in the original assessment method (including those related to diagnostic distinctions) and how they differ from strength-perspective assumptions (e.g. “one must know how far the disease of addiction has progressed in order to effectively treat it”).
   c. Discuss how diversity is addressed, acknowledged, and respected in the original assessment method, and any relevance this has to oppression.
   d. What you thought were potential risks and benefits of the original tool.
   e. Where you saw the original tool not fitting with the strength perspective
   f. How you changed the tool to be more strength-oriented and what you hoped to accomplish with your change.
   g. The fit of both the original and revised tool with social work values (*be specific: how would each address the value differently? What effect might this have on clients?*)

3. Make copies (at your expense) of your “assessment tool” for all members of the class.

Diversity and Social and Economic Justice with Children and Adolescents  

**Purpose:** Two related values that make social work unique are respect for human diversity and commitment to promoting social and economic justice when people are marginalized because of
their diversity. This assignment is an opportunity to examine these values in relationship to your practice with a child or adolescent.

**Directions:** Write a 4-6 page paper with 4 or more citations, discussing the following:

*Note:* If you think it would be more beneficial to you to discuss one value in greater detail rather than both, you may do so.

1. Describe, in your own words, what the Social Work value regarding diversity means, and in particular, how it relates to practice with children and adolescents.
   a. How might one address diversity in practice with children?
   b. Give an example from your practice of how you addressed a diversity issue.

2. Describe in your own words what the Social Work value regarding social and economic justice means, and in particular, how it relates to practice with children.
   a. How might one address social and economic justice issues in practice with children and adolescents?
   b. Give an example from your practice of how you addressed the social and economic justice value.

**Group Project**

**(Educational Outcomes: potentially 1 through 9)**

**Purpose:** Work with children and adolescents routinely involves collaboration with family members and other service providers. This assignment will offer an opportunity for students to practice collaborating with others on some topic or area of interest related to practice with children and adolescents.

**Directions:**

1. Form a group and develop a plan for a project that will enhance your learning about practice with children and adolescents. (e.g. video tape then analyze an interview: do a skit, simulation or presentation to demonstrate the approach: develop and facilitate an experiential exercise to help the class learn some aspect related to practice with children and adolescents: develop a strength-oriented DSM for common childhood “disorders”: etc.)

2. Submit a short typed proposal for your project by class #. Include in your proposal:
   a. List of group members.
   b. What you want to do (teach a class, do a demonstration, develop a learning exercise, make a handout/information sheet, apply the approach with a unique population, write a skit or song, etc.: be creative!).
   c. What outcomes (objectives) you hope to achieve with your project?
   d. When you’ll complete the project and if you need anything for the project (e.g. how much time you want to present, if you need VCR, etc.).
   e. Some concrete method of measuring the outcomes of what you did.
*Note: if quite involved, this can count as two assignments (to be negotiated with instructor).

**Independent Project (Educational Outcomes: potentially 1 through 9)**

*Purpose:* This assignment offers maximum flexibility for meeting your learning needs, in that you can design something that is relevant to you at this point in your learning process related to practice with children and adolescents. *This assignment’s intent is to introduce you to new information, so select a topic other than those you are already knowledgeable about or experienced with.*

*Directions:* Use your creativity in designing a project that will somehow enhance your learning relevant to practice with children and adolescents. Submit a written proposal to the instructor by class #5, including:

1. In general, what is the project you propose to do.
2. What you intend to learn (2-4 specific learning objectives).
3. How learning this will contribute to your social work education (e.g. relevance to operationalizing social work values or practice principles: increase competence in practice with children or adolescents. Enhance understanding of how to work with a particular diversity. etc.)
4. How you’ll go about learning what you want to learn. (e.g. research a practice approach, try it out with a client, then present a videotape of what you did to discuss what you learned with class, etc.)
5. How you’ll measure how much you learned (some concrete way of knowing how much you achieved regarding your learning objectives listed in #2).

**Class Presentation (Educational Outcomes: potentially 1 through 9)**

*Purpose:* This assignment provides an opportunity for you to research something of interest related to practice with children and adolescents, as well as to practice sharing what you’ve learned with fellow colleagues in a 20-30 minute presentation. *This assignment’s intent is to introduce you to new information, so select a topic other than those you are already knowledgeable about or experienced with.*

*Directions:* 1. Submit a written proposal for your presentation by class #_, including:
   - what topic you will address
   - how this will enhance both yours and the class’s learning
   - 2-4 learning objectives for the presentation
   - how you intend to present the material in a way that will engage and inform your colleagues
   - how you will measure the degree to which you achieved your learning objectives

2. Make a 20-30 minute presentation to the class on your topic including:
Current understanding of causes of the challenge
Research related to both causes and what helps
Summary of what to do to help with prevention and/or “treatment”
Special considerations (relationship issues, family dynamics to address, important collaborations, developmental diversity to address, etc.)
Questions and Answers
Evaluation of learning objectives for presentation

Micro Case Analysis (Educational Outcomes 1,2,3,4,5,6,7, 8,9)

Purpose: Even within a systemic “person in environment” perspective, children and adolescents have needs which are sometimes best met through individually focused services. In other situations, children’s needs are best met through family work, which is also considered “micro” practice by many social work educators. Use this assignment to guide your facilitating individual and/or family change (“direct practice”) at the “micro” level.

Directions: Write a 10-15 page paper, including at least 6 citations, describing and critically discussing your:

(Remember to maintain client confidentiality).

A: Assessment of an actual case with a child, adolescent or family.
   1. Who are all the members of the “client system” involved around the concern?
      a. How did each member of the “client system” define the “needs” they thought should be addressed? (Translate “problems” into “needs”).
      b. What did each member of the “client system” want to have happen (goals)?
      c. What strengths or resources did each member of the “client system” (including yourself) have that might be helpful in addressing needs and achieving their goals?
   2. What did you assess in terms of the child or adolescent’s developmental needs, diversity issues, diagnostic impressions?
   3. What agency or larger system issues did you identify that need addressing in order for the child and their family’s needs to be better met?
   4. What outcomes (specific, concrete changes) were you using as measures to evaluate how successful your helping efforts were?
   5. What did you negotiate with the “client system” in terms of who would do what in effort to help meet their “needs”?
   6. What personal challenges (beliefs, feelings, biases) did you note in yourself that you’d need to address in order to be as helpful as possible to this “client system?”

B: Efforts to help (“interventions”)
   1. What did you do to help meet “needs” and/or achieve goals, and with what results?
   2. How did you try to help the “client system” be more helpful to the child?
   3. What did you do to address your own personal challenges (biases and feelings)?

C: Evaluation (of the outcomes of the helping efforts).
1. How did you do at engaging all members of the “client system” in helping resolve the concern and/or achieve their goals?
2. How did you do at negotiating a plan that respected the perspectives of all in the “client system” while also enhancing self-determination of the child, adolescent, and/or family, and empowering the voices of those with less power? (e.g. counter adultcentricism, sexism, ageism, racism, homophobia, etc.)
3. How did you do at addressing agency or larger system issues in order to be responsive to the needs of children and their families?
4. What intended outcomes were achieved and what were not?
5. What did you learn from this assignment:

**Mezzo Case Analysis**

**Purpose:** Children and adolescents are extremely dependent on larger systems to meet their needs, yet changes at the mezzo level are often ignored in favor of simply focusing on the individual child. You can use this assignment to guide your experimentation in facilitating large system and organizational change (“indirect practice”) at the “mezzo” level (change in a team, organization, or community).

**Directions:** Write an 10-12 page paper describing and critically discussing your practice setting’s service delivery.

*Include at least 6 citations

**Note:** Critical thinking (as opposed to reporting) should be the majority (75%) of this paper.

A. Briefly describe your agency setting, population served, mission, and any unique attributes.

B. **Assess** your agencies’:
   1. strengths (resources that might help bring about positive change) & needs (including primary concerns, current “reactivity” or “hot buttons”)
   2. positive and negative impact on practice with children, adolescent, and/or families.

C. **Plan and implement “interventions”** to address the problems identified in assessment by utilizing strengths (agency’s & yours).
   1. What goals is the agency most likely to be willing to address at this point in time? (e.g. assess organizational motivation)
   2. What means are most likely to achieve commitment to change and efforts toward change? (e.g. coalition building: information gathering and research for persuasion: pilot project: etc.)
   3. Who might be engaged to help build support for change? (e.g. service recipients? Service providers?
      Community? Administrators? Politicians?)
   4. What was your plan of action related to numbers 1-3 above? (goals, means to achieve goals, collaborators in change)

D. **Evaluate** the outcome of your “interventions”, pro and con, including what you would
do differently in order to improve your effectiveness at impacting your work system on behalf of clients if you could start over again. Integrate readings, lecture, and discussion.

1. What was achieved in relationship to your goals? What was not achieved that remains to be done?
2. What helped, what didn’t help?
   a. What do you think would have been more helpful to have tried?
   b. What could you still try that might be more helpful?
3. What did you learn from this assignment:
   a. about yourself related to mezzo practice?
   b. that can be generalized into your future practice?

X. GRADING

A. What course assignment grades mean:

A — Exceptional Work: Work is outstanding in terms of conceptualization; always scholarly, deeply and insightfully self-reflective, exceedingly well-written, reflecting exceptional critical thinking; consistently and markedly exceeds expectations in terms of routinely seeking out and incorporating research and literature not presented in class or class readings.

B — Fully meets graduate standards: Work is in the consistently “good” category, satisfactorily meeting expectations with accurate use of theories, reasonable self-awareness and self-reflection, and addressing all points thoroughly and thoughtfully. Periodically seeking out and incorporating research and literature not presented in class or class readings.

C — Overall performance is unsatisfactory: Work has been completed, but not at a level that is expected of a graduate student. Reports information rather than thinks critically, turns in papers with grammatical errors or that are difficult to read, avoids self-reflection or self-disclosure. Does just the minimum required to “get by” without putting effort into learning, critical thought, or reflection.

F — Failure: Overall quality of work is unsatisfactory, or some significant aspect of the assignment was not completed. Confidentiality was violated, or some aspect of ethical practice was ignored. *Plagiarism is grounds for failure.

I — Incomplete: This is a temporary grade that is assigned to students who for compelling reasons beyond their control (such as personal/family crisis) have made prior arrangements with the instructor. A written plan for completing the work must be part of the request, which must then be approved.

To be accepted for graduate credit assignments must:
1. Follow directions, covering all aspects requested in sufficient detail to illustrate the points being made.

2. Be clear, readable, and understandable, using APA format. That is, written at the expected level for second year graduate study.

3. Involve critical thinking (e.g. discuss ideas from several points of view without bias: reflect use of professional literature: analyze vs. report: address subtle as well as overt themes and issues: etc.).

4. Involve self-reflection (e.g. openly and honestly examine one’s biases, beliefs, feelings and behaviors: discuss one’s successes, mistakes, and learnings from both: demonstrate awareness of one’s strengths and areas of potential growth, as well as the interface of one’s personal and professional “growing edges”).

5. Reflect an awareness of race, class, culture, sexual orientation, religion age, gender, economic status, and other diversity factors that may contribute to oppression by dominant society (or more subtly by dominant discourses) and use language and descriptions mindful of these issues.

*PLAGERISM* (using sources without crediting the author) is grounds for either failing the course or dismissal from KU School of Social Welfare. The issue of digital plagiarism has raised concerns about ethics, student writing experiences, and academic integrity. KU subscribes to a digital plagiarism detection program called “Turnitin.com” which may be used to check papers submitted in this course. You may be asked to submit your papers in a digital format so that your paper can be checked against web pages and databases of existing papers. Although you may never have engaged in intentional plagiarism, many students do incorporate sources without citations, which is still plagiarism; this program will help us maintain integrity with social work values.

**How grades will be determined?**

(This subsection should include the following components related to grading:)

- Will attendance be considered? (e.g. How many classes can be missed and still pass?)
- What are due dates for each assignment? Are these set or negotiable?
- Will late papers be accepted, and if so, will the grade be lowered on late papers?
- Will class participation be considered, and if so, how specifically?
- Are there aspects of the grade that are at the instructor’s discretion? With what eighting?
- What is the weighting for written assignments, oral assignments, presentations, etc.?
- Are you using a “contracting” system of grading, a point system of determining grades (e.g. 90-100=A, 80-89=B, 70-79=C), or etc.?
- Will you give plus and minus to grades, and if so, based on what criteria?

**ATTENDANCE**

It is assumption that graduate students will attend all classes unless dire circumstances prevent doing so, the same as one would expect regarding employment. Attendance is considered a basic requirement of all courses since interaction with colleagues and the instructor is essential to
integrating course content and concepts, as well as developing essential interpersonal skills. Being 30 minutes or more late to class is considered to be an absence. If a student must miss three classes, special arrangements will need to be made well in advance of the end of the semester to demonstrate mastery over the missed course material. This will require a written proposal for how the student plans to do so. This course cannot be passed with more than three absences, even with make-up work. As a matter of courtesy, please notify the instructor if you will miss class so that we won’t have to wonder what became of you.

**Individual instructors’ syllabi should be exactly the same as in the master syllabus.**

Individual instructors’ syllabi should specify the following:

**How grades will be determined?**
(This subsection should include the following components related to grading:)
- Will attendance be considered? (e.g. How many classes can be missed and still pass?)
- What are due dates for each assignment? Are these set or negotiable?
- Will late papers be accepted, and if so, will the grade be lowered on late papers?
- Will class participation be considered, and if so, how specifically?
- Are there aspects of the grade that are at the instructor’s discretion? With what weighting?
- What is the weighting for written assignments, oral assignments, presentations, etc.?
- Are you using a “contracting” system of grading, a point system of determining grades (e.g. 90-100=A, 80-89=B, 70-79=C), or etc.?
- Will you give plus and minus to grades, and if so, based on what criteria?

**XI. SPECIAL CONSIDERATIONS**

Students who have special educational needs of any kind, including those related to learning disabilities, other disabilities, English as a second language should discuss necessary accommodations with the instructor within the first two sessions of the course. The university and School of Social Welfare are committed to provide supportive programs and accommodations to assist students who have special learning needs to successfully meet course expectations. In particular, students who feel that they have a disability that may require accommodation should advise the instructor of such disability and desired accommodation as soon as one obtains written documentation of the disability. The instructor will work with the student and the office of Services for Students with Disabilities to provide reasonable accommodations.

Please notify the instructor if your religious observances conflict with class or due dates for class assignments so we can make appropriate arrangements.

**Individual instructors’ syllabi should be exactly the same as in the master syllabus.**

**XII. 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.

**Individual instructors’ syllabi should be exactly the same as in the master syllabus.**

**XIII. 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.**

**XIV. INSTRUCTOR AVAILABILITY**

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

**XVI. 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.