Course Number: SOWO 841 (Section 002)
Course Title: Health and Mental Health Practice with Children and Adolescents
Room: 300 Tate Turner Kuralt

Instructor: Mimi V. Chapman, MSW, Ph.D. LCSW
Associate Professor, UNC School of Social Work
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Home Phone: 942-8280 (use with discretion and before 6pm and after 8 pm.)

Office Hours: Mondays and Tuesdays from 12 - 2 or by appointment.

Course Description: This course is a seminar on health and mental health clinical social work practice with children and adolescents. It covers assessment, practice theories, and evidenced-based interventions.

Course Objectives: Upon completion of the course the student will be able to:
1. Use research knowledge on the etiology, developmental trajectory, and risk and protective mechanisms specific to selected health and mental health disorders;
2. Describe in detail selected theoretical models for working with children and adolescents and be able to match therapeutic strategies to appropriate health and mental health problem areas;
3. Demonstrate, through the use of class role playing, the ability to engage, assess progress with simulated child an adolescent clients;
4. Complete bio-psychosocial assessments that are sensitive to, and address, diversity issues including: ethnicity, age, gender, sexual orientation, class, and differences in spiritual beliefs;
5. Discuss, with the use of specific cases, the differences in the social worker’s roles and ethical responsibilities to promote prevention and social intervention in patient and outpatient health and mental health settings and be able to design services for persons in these cases;
6. Identify and assume an informed position regarding selected ethical dilemmas and legal issues that challenge clients and providers.

Skills to be acquired in this Class:
1. The ability to go beyond information gathering to create a nuanced assessment and treatment plan for a child and their family;
2. The ability to consider and identify cultural understandings of illness that may impact treatment;
3. The ability to identify evidence-based treatments for particular disorders;
4. The beginning ability to employ various evidenced-based treatments that will be helpful to the child or family system.

Required Texts -- The following texts are available at the Health Affairs Bookstore:


Suggested Texts:


Course Assignments: Grading criteria will be described during the first class session.

1. **Journaling on Readings (5 assignments x 10 pts each = 50 points)**

   You will be required to journal on five articles or topic areas. Specific questions are listed in this syllabus. **Unless otherwise specified, these journal entries should be turned in at the beginning of class on the day they are listed.** The journal writing is to be limited to no more than four double-spaced pages on each reading or topic. Remember to look carefully at the questions I’ve posed and allow yourself time to reflect fully on each.

2. **Mini-ethnography (15 points)**

   Please choose a child/adolescent or a parent of a child/adolescent with a chronic illness or condition. This person may be someone you know in your personal life, a client, or even a family member. Interview them about their illness from an ethnographic point of view.

   **Kleinman (1988)writes that by using the mini-ethnography the clinician is allowed to “place himself in the lived experience of the patient’s illness... By putting himself in the position of the family members and important people in the wider social circle, one can also empathically witness the illness as they do. This experiential phenomenology is the entrée into the world of the sick person.” In order to deepen our understanding and empathy for our clients experiencing a physical or mental illness, this paper will ask you to construct a mini-ethnography of a child or family member of a child with a physical or mental illness.**

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An ethnography differs from a “case formulation” in that your purpose is to understand your client through their own eyes: not to look with a clinical lens with the purpose of creating a treatment plan, looking for diagnostic clues etc. Your goal is simply to understand the world as they see it and their illnesses’ place in that world. Here are some areas to explore:

First, explore the story of the illness. What did the person notice first about their illness? How did they manage the symptoms before professionals became involved? What did they think their symptoms meant? What was the experience of involving others in understanding their symptoms? How did the different systems involved treat them? Who did they perceive to be helpful or not and why?

Next, explore how the illness has changed their relationships with others including family, friends, and strangers. What messages does the person receive from the larger society about their illness?

Then, what impact does the illness have on their daily life? What is their perceived quality of life? What are their hopes for the future? What role does the illness play in their expectations?

As a final piece, reflect on the process of doing this interview and compare it to how you usually interact with clients. Did this process teach you anything new? Was it harder or easier than clinical interviews that you have experienced? Why? Will you change your clinical interviewing in any way as a result of this experience?

Some Tips:

The goal of the mini-ethnography is to capture this child or family member’s perception of their world and the illnesses’ role in that world. Your goal is to engage the interviewee in a focused discussion of what it means to be a child or the parent of a child with a particular illness.

The interview process is open-ended and emphasizes asking questions that elicit rich detail. Toward this end,

Develop an interview guide to focus the discussion. Feedback will be given on your interview guide if you choose to turn it in for review one week prior to your interview. If you choose to have your guide reviewed, please provide a few sentences about the person you are interviewing and the condition or experience about which you will be interviewing them. The guide should contain a list of broad topic areas you want to cover. Some useful strategies for formulating questions and conducting an in-depth interview include:

1) Explain the purpose of the interview and assure confidentiality.
2) Use descriptive questions and encourage vivid detail – probe by asking follow-up questions about the sequence of events, the locations, who else was there and what were they doing.
3) Avoid evaluative questions: What kinds of things does your family do together versus how do you get along with your family.
4) Begin broad and focus more narrowly.
5) Check to make sure you understand the meaning behind what is being said. Ask them to explain language you don’t understand. Restate what they have said to make sure you are clear on what they mean.
6) Give permission to discuss difficult areas or NOT if preferred.

Due at the beginning of class on October 2nd
Length: 10-12 pages, double-spaced (Please attach your interview guide as an appendix)
3. **Class Participation (10 points):**

Attending and participating in class are important. A standard score of 10 points will be awarded for consistent attendance, contributions to large and small group activities, and your participation in class discussions. Points will be deducted if you are late or come unprepared to participate in class. **Also, please note five points will be deducted for each unapproved absence (except in the event of an unforeseen emergency).**

4. **Final Exam (25 points):**

This exam provides the opportunity to “put the pieces of the puzzle together.” It is an applied exam in that you will be presented with case material and asked what to do with that material. This may mean choosing an evidenced-based treatment that would apply to the situation in question, it may mean writing what you would say to a client at a particular juncture, or writing assessment/case formulations based on the information given.

The exam will be available via blackboard by 5 p.m. on the last day of class. Completed exams must be **returned by Tuesday, December 11th at noon** and may be submitted via email or hard copy. You may use your books and notes but YOU MAY NOT CONSULT WITH ANYONE ACCEPT ME ABOUT THIS EXAM.

In order to be as objective as possible in the grading of course assignments, students must use their PID number on the mini-ethnography and the exam. **PLEASE DO NOT USE YOUR NAME. Three points will be deducted if your name is included.** This does NOT apply to the journal entries. They are used to help me get to know you and your thinking better and often provide fodder for class discussion. If I wish to bring something up from a journal reflection, I like to be able to discuss that with the writer first.

**Grading Distribution:**

1. Journaling assignments (5 assignments x 10 pts each) 50
2. Mini-ethnography 15
3. Final exam 25
4. Class attendance and participation 10

**100 points**

**Grading System:**
The total points for each assignment will be added to determine the final grade:

- 94 and above H
- 80 – 93 P
- 70 – 79 L
- 69 and below F

**Policy on Incomplete Grades and Late Assignments:**
It is expected that assignments will be completed at times noted in the syllabus. If you have a situation arise that prohibits you from completing the assignment on time, your request for delay of an assignment/exam must be done **in advance** of the due date. Approved delays will not affect the grade. Any unapproved
delays, or assignments completed after an approved delay date, will begin to accrue a five (5) point reduction every 24 hours that the assignment is late. No make-up exams will be given unless the student has an emergency. If the student is allowed to take a make-up exam, the exam may be in a different format or have different questions than the regular exam. If the student faces unavoidable obstacles to meeting the time frame, he or she should discuss the circumstances with the instructor to determine if an initial grade of incomplete would be appropriate. Incomplete grades will be given only in compliance with University policy.

Policy on Academic Dishonesty: Please refer to the APA Style Guide and The SSW Manual for information on attribution of quotes, plagiarism and appropriate use of assistance in preparing assignments. A link to these sites is provided on Blackboard under Course Documents. In keeping with the UNC Honor Code, if reason exists to believe that academic dishonesty has occurred, a referral will be made to the Office of the Student Attorney General for investigation.

Policy on Accommodations for Students with Disabilities: Students with disabilities that affect their participation in the course should notify the instructor if they need particular accommodations in instructional format or examination format considered. Whenever possible, and in accordance with federal guidelines, the University will attempt to provide reasonable academic accommodations to students who request and require them. For more information and/or assistance, please contact the Department of Disability Services at 962-8300.

Classroom Environment: The level of comfort and cohesion in this class are dependent upon the development of a supportive learning environment, reflecting the values of the social work profession. In this class, we will have much discussion and interaction using case examples and role-plays. You are encouraged to “speak your truth” and clearly articulate your point of view. At the same time, please keep in mind that supportive learning conditions are created and fostered by listening to the ideas and beliefs of others and reflecting upon those which may be different from your own. Your contributions to making this a safe and respectful classroom environment will be appreciated and will provide each of us the opportunity to put into practice the core values of social work.

Cell phones, pagers, and PDAs: Students are asked to silence cellular phones and pagers during class time. Your PDA’s should remain in your purse, backpack, coat pocket, etc. It is not appropriate to update your calendar, surf the web, text other people, do Sudoku, or otherwise disengage during class. If you have an extenuating situation that means you will likely be receiving a phone call that you must take during class, please let me know in advance.

Course Outline

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<thead>
<tr>
<th>Foundations for Thinking about Children, Families, Illness, &amp; Disability</th>
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<tr>
<td><strong>Tuesday, August 21st</strong></td>
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<td><strong>No Readings</strong></td>
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<td><strong>Tuesday, August 28th</strong></td>
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<td><strong>Literary Perspective: The Autobiography of a Face by Lucy Grealy</strong></td>
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Tuesday, September 4th  
**Developing Empathy for Children and Parents Coping with Illness and Disability**  
*Literary Perspectives: The Elephant in the Playroom by Denise Brody*  
*Family Pictures by Sue Miller*

**Readings:**


**Guest Speaker:** Sherry Mergner: Parent of a child with Autism

**JOURNAL QUESTION 1:** Describe the range of feelings you experience as you approach the parents of your clients. How do other professionals in your current or past field/work experiences talk about parents? Having read the Riebschelger article, describe the impact you think negative attributions may have on your relationship with clients. How does this reading relate to your own professional development?

Tuesday, September 11th  
**Special Issues in Assessment / Preparing for Intervention**

**Readings:**


**Suggested Readings:**


**Guest Speaker:** Nancy Berson, MSW, Assistant Director Program on Childhood Trauma and Maltreatment, UNC Department of Psychiatry. Nancy will speak from 9:00 to 10:30.

**JOURNAL QUESTION 2:** Nancy Berson discussed a variety of additional assessment domains to consider. How do you feel about working with court-involved children or families? What have your experiences with these families been like thus far? How do Nancy’s recommendations compliment and/or challenge what you’ve learned thus far in your work or field settings? Due at the beginning of class next week, September 18th.
Student Feedback: I will distribute an open-ended student feedback form to gather your comments and suggestions about course content, structure, process, and teaching methods.

Tuesday, September 18th
**Assessment of Young Children’s Conduct Problems**

Readings:


Tuesday, September 25th
**Methods of Delivering Interventions – Play, Talk, Family –Using the Evidence Base**

Readings:


Tuesday, October 2nd
**Grief and Loss**

Literary and/or Cinematic Perspective: *Ordinary People* by Judith Guest

***MINI-ETHNOGRAPHY DUE***

Readings:


**JOURNAL QUESTION 3**: Bearing witness to grief challenges us to tolerate strong emotions. Describe your experiences with grief thus far in your professional work. How do you think your personal experiences impact the way you have or will handle grief with your clients? Do you think it will make a difference if your client is a child who is grieving versus an adult who is grieving the loss of a child?

Tuesday, October 9th
**Trauma Evaluation & Treatment**

Literary and/or Cinematic Perspective: *The Prince of Tides* by Pat Conroy

Readings:
Tuesday, October 16th  
**Ethnic Identity and Acculturation Stress**

*Literary Perspective: How the Garcia Girls Lost their Accents by Julia Alvarez*

**Readings:**


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Tuesday, October 23rd  
**Sexual Orientation**

*Literary Perspective: Becoming a Man by Paul Monnette*  
*Cinematic Perspective: Six Feet Under*

**Readings:**


**JOURNAL QUESTION 4:** Working with populations that are oppressed, ignored, or persecuted by the majority culture often brings up our own biases, values, and personal experiences. What associations did you make between the personal and the professional as you read the chapters on gay and lesbian youth? What about the readings on ethnic identity?

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Tuesday, October 30th  
**Pregnancy and Adolescent Child-Bearing**

*Literary/Cinematic Perspective: The Cider House Rules*

**Readings:**


**JOURNAL QUESTION 5**: Most of us believe, and the literature supports, child bearing threatens healthy development in adolescents. How would an adolescent pregnancy have been viewed in your family and the community in which you lived when you were fifteen years old? What do you think most people would have advised for a young girl who was pregnant in your community? Given your own knowledge, experience, and our readings, how would you respond to an adolescent pregnancy in a teen you were working with?

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**When Symptoms Become Disorders**

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<tr>
<th>Tuesday, November 6th</th>
<th>Internalizing Problems: Depression, Self-Injurious Behaviors, Eating Disorders</th>
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<td><strong>Readings:</strong></td>
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<td><strong>Guest Speaker:</strong> Katie Flanagan, MSW, from UNC Hospital's Psychiatry Dept., will be speaking on the assessment, diagnosis, and treatment of eating disorders in youth.</td>
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<th>Tuesday, November 13th</th>
<th>Substance Abuse Treatment</th>
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<td><strong>Readings:</strong></td>
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**Guest Speaker:** Worth Bolton, MSW
### Tuesday, November 20th
**DAY OFF! THANKSGIVING HOLIDAY**

### Tuesday, November 27th
Tentative Group Presentation Day

### Tuesday, December 3rd
**Course Wrap Up**

## Readings and Websites of Interest

### Children and Adolescents

Children's Services Practice Notes: A newsletter for child welfare social workers. From the N.C. Division of Social Services and Family and Children's Resource Program. Available online at: [http://ssw.unc.edu/fcrp/Cspn/cspn.htm](http://ssw.unc.edu/fcrp/Cspn/cspn.htm)

- **Tatum, B.D. (1997).** Why are all the Black kids sitting together in the cafeteria? New York: Basic Books. 52-74

### Health and Mental Health


### Substance Abuse

**Roles, Interdisciplinary Collaboration & Ethics**


**WEB SITES:**

American Heart Association: http://www.amhrt.org

Centers for Disease Control and Prevention: http://www.cdc.gov/

The Dougy Center for Grieving Children http://www.dougy.org

HHS and SAMHSA’s National Clearinghouse for Alcohol and Drug Information: http://ncadi.samhsa.gov/

HIV Insite: http://hivinsite.ucsf.edu

March of Dimes Birth Defects Foundation: http://www.modimes.org

Maternal and Child Health Bureau: http://mchb.hrsa.gov/


National Cancer Institute: http://www.cancer.gov/

National Center for Injury Prevention and Control: http://www.cdc.gov/ncipc/default.htm

National Dissemination Center for Children with Disabilities: www.nichcy.org/

National Center for Traumatic Stress: www.nctsn.org

North Carolina Child Advocacy Institute: http://www.ncchild.org

North Carolina State Center for Health Statistics: http://www.schs.state.nc.us/SCHS/data/

Children’s Environmental Health Network: http://www.cehn.org/cehn/ resourceguide/ncdehnr.html

Office of Minority Health Resource Center: http://www.omhrc.gov

National Institute for Trauma and Loss in Children: http://www.tlcinstitute.org/

Zero to Three: www.zerotothree.org