

Craig W. LeCroy and Elizabeth K. Anthony
EDITORS

Case Studies in Child, Adolescent, and Family Treatment

Second
Edition

WILEY

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EPAS Standards

The Council on Social Work Education's Educational Policy and Accreditation Standards for 2015 has set forth recommendations for students of social work to master nine competencies. Within each competency are practice behaviors that further define the core competencies. *Case Studies in Child, Adolescent, and Family Treatment, 2nd Edition* addresses the nine competencies within the various case studies presented in the book. The following table lists the EPAS competencies and the case studies that most directly reflect the competency. This may be helpful to both instructors and students as they relate the educational material in the book to the core competencies for effective social work practice.

Competency 1 Ethical and Professional Behavior

- | | |
|---------------|--|
| 1-4 | Providing brief treatment when indicated |
| 1-3; 1-5; 5-4 | Professional self-awareness |
| 1-5; 3-3 | Balancing various professional roles |
| 1-6 | Staying current on developments in a rapidly changing field |
| 4-4 | Staying objective in a complex intervention environment |
| 5-1 | Recognizing the need for more information to ethically treat a client system |

Competency 2 Diversity and Difference

- | | |
|-----|--|
| 1-3 | Engaging with the client's culture in treatment |
| 2-2 | Culturally grounded empowerment |
| 2-4 | Engaging peer support with sexual minority youth |

- 3-1 Treatment with single father and son
- 4-1 Infusing cultural intelligence into treatment
- 4-2 Recognizing and respecting different parenting
- 5-1 Addressing the cross-cultural nature of the therapeutic relationship
- 5-4 Understanding the culture of street-dependent youth homelessness

Competency 3 Social Justice and Human Rights

- 2-4 Advocating for equal rights for LGBT youth
- 4-1 Changing systems
- 5-2 Prevention of victimization by bullying and other forms of aggression
- 5-3 Youth advocacy for low-income neighborhood reform

Competency 4 Practice-Informed Research and Research-Informed Practice

- 2-3 Using research in practice
- 3-2 Consulting empirically tested models in the design of a parent program; using client feedback to inform treatment
- 3-3 Integrating infant mental health principles into an existing primary prevention program
- 5-1 Applying evidence-based, culturally sensitive treatment modalities

Competency 5 Policy Practice

- 2-4 Narrow and discriminatory policies
- 4-1 Working within system constraints
- 5-2 School-level bullying policy
- 5-3 Challenging negative beliefs about low-income youth
- 5-4 Limited services for homeless youth

Competency 6 Engagement

- 1-2 Parent and child together in session
- 1-5 Court-mandated treatment
- 1-7 Difficult to engage client
- 4-3 Engaging client systems
- 1-3; 5-1 Therapeutic alliance, evaluating suicidality

Competency 7 Assessment

- 1-1 Changing therapeutic strategy as the needs of the individual client system change
- 1-7 Prioritizing treatment strategies based on client process and professional judgment
- 2-3 Using knowledge of child development to design treatment
- 3-2 Stages of group process
- 4-2 Sequencing goals in family treatment

Competency 8 Intervention

- 2-1 Social skills group with children; treatment in the natural environment
- 2-4 Facilitating group work
- 3-1 Using theory-based treatments
- 3-3 Treatment focused on the caregiver–infant dyad
- 4-1 Developmentally appropriate treatment for adolescents
- 5-2 School-level intervention/prevention
- 5-3 Neighborhood-level intervention
- 1-1; 1-2; 1-4; 2-2; 3-3; 5-3 Strengths approach

Competency 9 Evaluation

- 1-5 Use of standardized assessment measures
- 2-3 Pre-test/post-test design in treatment
- 4-3 Self-reflection; understanding role within other systems of professionals

Matrix for Chapter Content

Topic Area: *Advanced Treatment Methods*

1-1; 3-3	Effective use of a treatment team
1-2; 5-1	Solution-focused therapy
1-3	Crisis intervention
1-4; 1-5; 1-6; 1-7; 5-1	Cognitive-behavioral therapy
1-5, 1-7	Motivational Interviewing
1-6	Multiple modalities; trauma-informed therapy; psychosexual assessment
1-7, 4-2	Counseling within residential programming
2-3	Theraplay
3-1	Intensive, home-based family preservation
3-1	Rational-emotive therapy
3-3	Attachment and Biobehavioral Catch-Up (ABC)
4-1	NTU Psychotherapy
5-1	Integrative psychotherapy

Topic Area: *Advocacy*

2-2	Cultural connection and support for marginalized populations
2-4	Environmental manipulation and support for gay youth
4-1	Advocating for child in legal guardianship transitions
5-2	Preventing victimization

- 5-3 Community organizing with low-income youth
- 5-4 Positive youth development with homeless youth

Topic Area: *Mental Health Disorders*

- 1-1 ADHD
- 1-3 Depression
- 1-5; 4-1 Substance abuse
- 1-6 Co-occurring PTSD and ADHD
- 1-7 Conduct disorder

Topic Area: *Child Welfare Involvement*

- 1-6 Group home
- 3-2 At risk for child maltreatment
- 4-1 Therapeutic foster care/specialized foster care
- 4-2 Reunification
- 4-3 Foster care
- 3-1; 3-3; 4-4 Preventing possible child welfare involvement

Topic Area: *Juvenile Justice Involvement*

- 1-5 Marijuana charges
- 1-6 Sexual offending, animal cruelty, destruction of property, stealing, fire-setting, aggression
- 4-1 Shoplifting
- 4-3 Dually adjudicated (dependent and delinquent)

Topic Area: *Families*

- 1-1 Family involvement in treatment
- 1-2 Parent involvement in youth treatment
- 1-5 Multigenerational substance use
- 3-1 Family preservation
- 3-2; 3-3 Parent training and education
- 3-3 Intimate partner violence and family processes
- 4-1 Working with sibling group as the family unit
- 4-2 Challenging family dynamics in family therapy

Topic Area: *Diversity*

- 2-2 Mexican American girls' empowerment group

2-4	Group work with gay youth
3-3	Immigrant Latino family
4-1	Afrocentric approach to treatment
5-1	Understanding the culture of a Hmong adolescent
5-3	Working with low-income youth living in public housing

Topic Area: *Ecological Model/Generalist Practice*

2-1;2-3	Promoting competence in children
2-3	Preventive group counseling in school setting
2-4	Treatment of systems
4-3	Systems of care; wraparound services
5-2	Prevention
5-3	Capacity building for prevention
5-3; 5-4	Positive youth development

Preface

This book relies on a successful formula for teaching students about clinical practice—the case study method. This method provides a different format to learn about social work practice than is currently available in traditional social work textbooks. Our intent was to provide an educational experience that emerges from reading and thinking about case studies. The case study method became well known because of its use as a primary teaching method in schools of business, in particular, its use in the Harvard Business School. In social work, case studies can be used as action-oriented educational tools that essentially help students “participate” in the process of doing social work. This book builds on an earlier effort, *Case Studies in Social Work Practice*, which focused on social work generally. We thought it would be equally valuable to create a case study book that was focused on child, adolescent, and family practice.

This book can be used as a primary or secondary textbook for direct practice courses in social work. Because the case study method builds on the theory of social work practice presented in most textbooks, this book can be used in foundation and advanced courses. In particular, the book would be a good fit for courses on social work practice with children, adolescents, and families. Also, many instructors have used this book to complement field seminars where there is more focus on the practical aspects of doing social work. Lastly, because the book includes a diverse range of case studies, this book can be used to present an overview of practice content with children, adolescents, and families. For example, this book has been used

as a supplement to a Human Behavior and Social Environment course to integrate the more theoretical content of that class with the practical application of social work principles across the first part of the life course. Because the case study method can be used in many creative ways, we hope this book finds broad application in the social work and human services curriculum.

TO THE INSTRUCTOR (AND STUDENT)

The purpose of this book is to help students learn clinical practice by studying how practitioners have applied clinical principles to particular real-world case situations. In order to facilitate learning, each case study begins with a set of questions. These questions are designed to help students engage with the material, to stimulate critical thinking, and to promote classroom discussion.

As students read these case studies, they can be encouraged to think about the cases as if they were practitioners. How would you feel if confronted with this case? What stands out as important in this case to you and why? Do you agree with the approach taken by the practitioner? What alternative methods would you consider with this case? Classroom discussions can investigate the judgments made by the clinicians and discuss what is considered good or bad about the approach taken in each case. Other suggestions about how the case studies can be used in a course include the following:

- ♦ Have students think about what they might have done differently and why.
- ♦ Have students write out a treatment plan based on the case.
- ♦ Have students describe and analyze policies, organizational factors, and ethical issues inherent in the case studies.
- ♦ Conduct role-plays in which students act out the roles of the practitioners and clients in each case.

Our hope is that students and instructors can use these case studies to stimulate critical, analytical, and objective thinking about clinical practice. As a case is discussed, several perspectives are likely to emerge. Within this context, underlying assumptions about human behavior and clinical practice can be brought out in a discussion. Most importantly, the interaction and exchange of ideas can promote an atmosphere of critical discussion. Clinical

case presentations are frequently accepted without critique and analysis, limiting the learning that can occur. We hope that as students and instructors move from case to case, they will begin to develop an accumulation of experience in thinking and reasoning as applied to the different case material presented, resulting in more effective clinical practice.

THE SECOND EDITION

It is very exciting to have a second edition of the *Case Studies in Child, Adolescent, and Family Treatment*! The overall organization of the text remains similar to the first edition. The major changes include updating the case material and adding new cases. In particular, new material has been added that reflects newer changes in the field. For example, case studies have been added in areas such as CBT for youth, adolescent substance abuse, treatment for conduct disorder in a residential setting, developmental play groups, facilitating a successful adoption, and prevention and intervention for bullying and peer victimization.

This edition includes case study material in five separate sections that include case studies in individual treatment and assessment group treatment, family treatment and parent training, child welfare and adoption, and school and community settings. Also included are an EPAS crosswalk, which shows how the material meets the Council on Social Work Education (CSWE) competency standards, and a matrix for chapter content that shows the different concepts covered by the cases. This information will be particularly useful for instructors who want to use only specific case studies to cover their course content. For example, an instructor teaching foundations of social work practice might want to use the case studies that present an ecological framework.

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This book would not exist without the many authors who graciously agreed to contribute a case study. We appreciate their efforts and their patience throughout the process. Although many individuals contribute to the successful publication of a book, we would like to particularly thank Rachel Livsey, senior editor, and Amanda Orenstein, editorial assistant—this team provided valuable support throughout the process.

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Professor LeCroy has published 10 books previously, including *Parenting Mentally Ill Children: Faith, Hope, Support, and Surviving the System*; *First Person Accounts of Mental Illness and Recovery*; *Handbook of Evidence-Based Treatment Manuals for Children and Adolescents*; *Handbook of Prevention and Intervention Program for Adolescent Girls*; *The Call to Social Work: Life Stories, Case Studies in Social Work Practice*; *Empowering Adolescent Girls: Examining the Present and Building Skills for the Future with the “Go Grrrls” Program*; *Go Grrrls Workbook*; *Human Behavior and the Social Environment*; and *Social Skills Training for Children and Adolescents*.

Professor LeCroy has published more than 100 articles and book chapters on a wide range of topics, including mental health, the social work profession, home visitation, and research methodology. He is the recipient of numerous grants, including (as principal investigator or co-principal investigator) interventions for risk reduction and avoidance in youth (NIH), Go Grrrls Teen Pregnancy Prevention Program, evaluation of Healthy Families

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