

## **SOCIAL WORK WITH CHILDHOOD AND ADOLESCENCE**

### **INTRODUCTION**

Social work with childhood and adolescence is one of the fundamental areas of social work, recognized across all continents. As such, addressing it in these undergraduate studies is necessary for those social work professionals dedicated to individual and family care or to managing programmes in this field of professional intervention. The incorporation of correct techniques and methods is a priority for undergraduate students whose interests guide the study of aspects relating to these social groups. The content studied in this subject and its applications involve approaches that have already been consolidated and contrasted, above all, by academic and professional communities in Europe and America. In short, the childhood and adolescence intervention models used since the last century, and other more recent and novel models, are those that define, delimit and design the guidelines of study. This subject contributes to the formation of social workers' academic-professional profile, providing knowledge of the different theories, models and programmes based on the various perspectives regarding analysis of social problems. Students are encouraged to develop skills and competencies permitting the understanding and critical study of social reality, in order to guarantee the effectiveness of the interventions students must engage in during their professional future. The subject offers students a knowledge base that permits the addressing, treatment and support of childhood and adolescence in complex processes involving conflict and in at-risk situations.

### **COMPETENCIES**

- Ability to understand and apply the principal theoretical concepts and models of social work with childhood and adolescence.
- Know how to analyse the childhood and adolescent contexts from the standpoint of each one of the theoretical models studied.
- Be able to show a holistic, ecological and systemic perspective with regard to minors.
- Ability to address, analyse and critically evaluate and reflect upon the social needs of minors.
- Know how to identify social problems facing minors in terms of sociocultural diversity.
- Know how to identify core childhood and adolescent needs in at-risk social situations, as well as designing professional intervention programmes and projects to improve quality of life and social wellbeing for minors.
- Ability to design programmes and carry out social, school and family guidance and mediation projects.
- Know the principal psychosocial resources to apply in social work interventions with childhood and adolescence.
- Know how to profile and set pertinent and valid indicators to understand the childhood and adolescent realities under study.
- Know how to deal with and explain the different levels of social networks to which minors belong.
- Ability to analyse and propose actions and changes in the techniques and methods used in social work with childhood and adolescence.

### **CONTENT**

1. Psychosocial and legal dimensions of childhood and adolescence. Permanence and change for minors and family in Spain. Adoption and fostering. Protection and social services. Psychosocial theories of childhood and adolescence.
2. Professional intervention in social work with childhood and adolescence. Theory and professional practice. Theoretical models and professional intervention.
3. The empathic listening model. Non-directive techniques. Philosophical principles of the non-directive intervention model. Fundamental attitudes for professional practice with minors. Active listening. Ideas

on learning and teaching. Contributions for professional intervention. Human communication in relations with minors.

4. The systemic model (I): application of the systemic theory to social work with childhood and adolescence. Concept of change. Difference between “change-1” and “change-2”. The “more of the same” phenomenon. Theory of logical types: paradoxes. “Double-bind theory”. Diagnosis and professional intervention. Differentiation of self in the family system. Importance as an applied model in professional practice.

5. The systemic model (II): treatment. First interview. Stages in the first interview: social, identification of the problem, interaction, identification of desired changes and conclusion of interview. Hypothesising, circularity and neutrality. Importance of the interview in its application to professional practice with minors.

6. The social network model. Definitions of social network. Primary, secondary and institutional social networks. The intervention process with social networks. Types of crisis in which to intervene. Basics for professional practice with minors.

7. The systemic and phenomenological constellations model in childhood and adolescence. Some fundamental principles of working with systemic constellations. Their practical application in social work with childhood and adolescence. Procedures for establishing systemic constellations in the group. Practical cases. Research and outcomes in the application of systemic constellations to social work.

8. Applied social work practices with childhood and adolescence. Innovative practical cases and creative ways of putting them into practice. Intervention designs. Parenting schools. Innovation and development. Programmes for the care of protected minors.

9. Supervision in social work with childhood and adolescence. New method of professional supervision: systemic constellations in social work with childhood and adolescence. Presentation of practical cases. Conclusions on case supervision. Future actions for innovation and good practices.