I. Catalogue Description
This is an advanced practice course on social work treatment methods with children and adolescents from a cognitive behavioral perspective. Assessment, treatment and generalization of change strategies; problem-solving; resource development; intervention planning and other practice issues are explored.

II. Course Overview
This advanced mental health and CYF course is designed to provide graduate students with more in-depth knowledge of practice theories and techniques for direct practice with children, adolescents and their families. The first part of the course is geared toward providing you with a basic orientation to working with children and adolescents. We will review current treatment trends with youth and concepts such as evidence based practice, developmental theory, and psychopharmacologic treatment. We will also consider issues in the field of child mental health treatment relating to professional ethics, and orientation toward working with diverse populations. Finally, we will consider general principles for clinical interviewing, assessment and treatment planning with youth. In the second part of the course, we will study the application of three treatment modalities with youth (individual, family, and group), focusing on the unique aspects of working with young people and their families. Finally, in the third part of the course, we will focus on how to approach the assessment and treatment of specific youth populations or problems areas.

The topics covered in this course are designed to promote students' ability to recognize and apply clinical skills to help children and adolescents with mental health challenges problems regardless of the type of service setting you work in (school, child welfare, mental health clinic, health setting, etc.).

III. Course Competencies and practice Behaviors and Assignments
Your successful completion of this course means that you will have progressed toward achieving some of the course social work competencies in advanced direct practice with children and adolescents by demonstrating the following behaviors:
<table>
<thead>
<tr>
<th>Competencies addressed in course</th>
<th>Practice behaviors addressed in course</th>
<th>Assignment(s) measuring behavior</th>
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</thead>
<tbody>
<tr>
<td>2.1.2: Apply SW ethical principles to guide professional practice</td>
<td>1) Evaluate ethical dilemmas related to problems and issues in mental health and child, youth &amp; family welfare.</td>
<td>1) Journal assignment 1) Essay exam 1) Final exam</td>
</tr>
<tr>
<td>2.1.3: Apply critical thinking to inform and communicate professional judgments</td>
<td>1) Identify and synthesize multiple sources of knowledge to understand current policy and practice issues related to mental health and child, youth &amp; family welfare. 2) Identify and evaluate models of assessment, prevention, intervention, and evaluation that are appropriate to mental health and child, youth &amp; family welfare.</td>
<td>1) Journal assignment 1) Article reaction paper 1) Essay Exam 2) Essay Exam 2) Final exam</td>
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<tr>
<td>2.1.4: Engage diversity and difference in practice</td>
<td>1) Demonstrate an understanding of how culture and values affect diverse conceptualizations and constructions of social problems and solutions to mental health and child, youth &amp; family welfare. 2) Demonstrate knowledge and skills to practice without discrimination and with respect towards people of diverse backgrounds</td>
<td>1) Essay exam 2) Final exam</td>
</tr>
<tr>
<td>2.1.6: Engage in research-informed practice and practice-informed research</td>
<td>1) Critically evaluate and utilize theoretical and empirical research relevant to the problems and/or populations addressed in mental health and child, youth &amp; family welfare</td>
<td>1) Article reaction paper 1) Essay exam</td>
</tr>
<tr>
<td>2.1.7: Apply knowledge of human behavior and the social environment</td>
<td>1) Evaluate and apply knowledge of human behavior and the social environment to choose methods of assessment, intervention, and evaluation most appropriate to mental health and child, youth &amp; family welfare.</td>
<td>1) Article reaction paper 1) Essay exam 1) Final exam</td>
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<tr>
<td>2.1.10b: Assess individuals, families, groups, organizations, and communities</td>
<td>1) Assess individuals, families, groups, organizations, and communities to determine a range of potentially effective and appropriate interventions to improve practice outcomes related to mental health and child, youth &amp; family welfare</td>
<td>1) Essay Exam 1) Final exam</td>
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</tbody>
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IV. Course Content

Week 1: Introduction and overview
- Introductions
- Review of course content & course requirements and expectations
- Introductory remarks about clinical work with children and adolescents

**Contemporary issues in children’s mental health treatment**
- Systems of care in children’s mental health
- Psychopharmacology
- Evidence based practice
- Current trends

Assignment 1 Given: Reaction Paper

**Required Readings:**

**Recommended Readings:**
Week 2: Important concepts in child MH:

- **Attachment**
  - Attachment patterns
  - Role of attachment in development

- **Emotion regulation**
  - Acquisition of ER skills
  - Parenting skills to support ER

- **Brain development**
  - Healthy brain development
  - Impact of stress and trauma

Assignment 1 Due

**Required Readings:**


**Recommended Readings:**


Week 3: Important concepts in child MH:
- Risk & protective factors
- Gender differences
- Sexual orientation and expression
- Developmentally appropriate practice

Work with ethnically and culturally diverse children and families
- Special issues of foster care and adoption
- The self as a learner

Required Readings:

Recommended Readings:


Week 4: Assessment, diagnosis & case conceptualization
- Methods of assessment
  - Quantitative assessment
  - Qualitative assessment
- Diagnosis
- Treatment planning

Individual interventions
- The main tenets of child and adolescent therapy
  - Relational methodology
  - Play therapy techniques and application

Assignment 2 Given: Essay Exam

Required Readings:

Recommended Readings:

Week 5: Individual interventions continued
- Cognitive therapy techniques and application
- Behavioral therapy techniques and application

Assignment 2 Due

Required Readings:

Recommended Readings:

Week 6: Family-based interventions
- Family systems
- Parent consultation and involvement
- Attachment methods

Group interventions
- Theories of group intervention
- Evidence based group interventions

Required Readings:

Recommended Readings:

Week 7: Trauma interventions
- Developmental trauma disorder/multiple stressors
- PTSD in children
- Evidence based treatments

Interventions for mood disorders
- Anxiety
- Depression
- Bipolar disorder

Interventions for impulse and conduct disorders
- ADHD
- Oppositional Defiant Disorder
- Conduct Disorder
- Intermittent Explosive Disorder
Final Exam Assigned: Case Conceptualization Paper

Required Readings:

Recommended Readings:


**Week 8: Ethics in Treatment**
- Social work ethics
- Ethical decision making
- Mandatory reporting
- Duty to warn

**Compassion Fatigue**

**Final Exam Due**

**Required Readings:**

**V. Texts and Reading Materials for the course**
**Required Texts:**
Additional articles are posted on UW Learn. All reading materials (texts and articles) are available in the Social Work Library reserve section.

VI. Evaluation of Competencies and Practice Behaviors: Assignments, Grading and Methods

<table>
<thead>
<tr>
<th>Points</th>
<th>Grade</th>
<th>What the point totals &amp; subsequent grade generally indicate</th>
</tr>
</thead>
<tbody>
<tr>
<td>94-100</td>
<td>A</td>
<td>Outstanding, surpasses expectations in all areas</td>
</tr>
<tr>
<td>88-93</td>
<td>AB</td>
<td>Surpasses expectations in many areas</td>
</tr>
<tr>
<td>82-87</td>
<td>B</td>
<td>Meets expectations in all areas</td>
</tr>
<tr>
<td>76-81</td>
<td>BC</td>
<td>Meets expectations in most areas; below in others</td>
</tr>
<tr>
<td>70-75</td>
<td>C</td>
<td>Below expectations in most areas; not acceptable graduate-level work</td>
</tr>
<tr>
<td>64-69</td>
<td>D</td>
<td>Below expectations in all areas, not acceptable graduate-level work</td>
</tr>
<tr>
<td>&lt;64</td>
<td>F</td>
<td>Fails to meet minimum expectations in all areas</td>
</tr>
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</table>

Grading: The following is a breakdown of grades for the class.

Assignments
The purposes of the following assignments are to: 1) to enhance learning; 2) to stimulate the integration of classroom work with practice; and 3) to evaluate the extent to which you have attained the competencies listed above.

List of Assignments***:

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Points/Percentages</th>
</tr>
</thead>
<tbody>
<tr>
<td>Journal</td>
<td>10 points</td>
</tr>
<tr>
<td>Assignment 1 Reaction Paper</td>
<td>20 points</td>
</tr>
<tr>
<td>Assignment 2 Essay Exam</td>
<td>35 points</td>
</tr>
<tr>
<td>Final Exam Case Conceptualization Paper</td>
<td>35 points</td>
</tr>
<tr>
<td><strong>Total Points</strong></td>
<td><strong>100 points</strong></td>
</tr>
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</table>

Journal
One page journal based upon personal and professional reaction to the Perry reading for the week. Due each week, starting week 2.

Assignment 1: Reaction Paper
Reaction paper based upon one article from the recommended reading list, assigned on week 1 of class and due on week 2.

Assignment 2: Essay Exam
Essay exam, to be completed outside of class, based on case study and class reading/discussion material, with an emphasis on application of clinical knowledge. Please restrain from discussion of answers for essay exam with classmates as this is not a collaborative assignment. Assigned on 4th week of class; due on week 5.

Final Exam: Case Conceptualization Paper
This is a final paper aimed at synthesizing lecture and reading information from the course through the creation of various case conceptualizations with short essays in response to vignettes.
The exam will cover material from all 8 weeks of class, including reading and lecture (aside from lecture on the 8th class). Please restrain from discussion of answers for essay exam with classmates as this is not a collaborative assignment. Assigned on week 7 of class; due on week 8.

VII. Course Policies

Assignment Guidelines
All assignments (aside from the journal assignment) are to be referenced using APA format, typed in 12-point font and double spaced. The evaluation of all written work (again, aside from the journal assignment) will also include the style, spelling and grammar of papers.

Assignments and journal should be turned in through UW dropbox (not via email!) PRIOR to the beginning of class. **Unapproved late assignments will be marked down a ½ grade for each day they are late, and approval for a late assignment must be requested prior to the time the assignment is due.** You are in charge of keeping track of when your assignments are due, and are responsible for handing them in on time. Please contact me as soon as possible if any unusual circumstances arise.

Professionalism and Participation
This is a reading-intensive course and you are expected to come to class prepared for discussions and small group exercises, having read the assigned material BEFORE CLASS and noted questions or issues you would like to discuss. The quality of class discussions will be largely dependent on all participants’ ability and willingness to share input from readings and their own experiences outside of class. Please speak up when you have a point to make, a question, or a disagreement. While I recognize that students vary in their comfort level related to speaking up in class, it is important for your professional training to sometimes take a stand, question how or why, and generally practice communicating with colleagues and supervisors.

To strengthen the connection between course content and practice, students are invited to share case material and issues/concern regarding practice in class. Everyone in the class is expected to respect the confidentiality of their clients and classmates in relation to information shared in class. This means avoiding the use of accurate names or mention of any unique identifying characteristics (e.g. 10th grader from Ghana). You are also expected to demonstrate tolerance and openness to various opinions and ideas presented in class, even if they diverge from your own.

Attendance
Due to the accelerated nature of courses in the University of Wisconsin-Madison Part-Time MSW Program, students are expected to attend all scheduled classes and to arrive on time.

Promptness
Prompt arrival to all courses is required.
- Instructors may take actions they deem appropriate if a student is consistently tardy
- Instructors may also consider a significantly late arrival or early departure as an absence

Absence
To ensure a quality educational experience, students must attend and participate in classes.

- **Attendance will be taken at each class and students’ level of participation noted**
- **Excused & Unexcused Absences:**
  ~ The first unexcused absence will result in a student’s grade being dropped one full grade
  ~ The second unexcused absence will place the student at risk for failing the course
  ~ On a case by case basis, it is left to the instructor’s discretion as to what is defined as an unexcused absence as well as to determine appropriate follow up plans
- Additional graded make-up work appropriate for the content missed will be assigned for excused and unexcused absences.
- Students are responsible for completing any class requirements for the day missed, and for obtaining from a fellow classmate any assignments, materials, and communications missed due to absence, late arrival, or early departure.
- Students who **must** be absent due to inclement weather or other emergencies should contact the instructor prior to the start of class to be considered for an *excused* absence.
- **Inclement Weather Policy**
  ~ If there is inclement weather across the Program area, students will be expected to check their email prior to leaving for class to confirm whether classes are cancelled.
  ~ If classes are not cancelled but an individual student concludes he/she cannot safely travel to reach his/her class site, the student must contact his/her instructor(s) regarding his/her plan to not travel. This absence will be considered excused and makeup work may be assigned.
  ~ If classes at one or both sites are cancelled by the Program Director and Co-Director, then no makeup assignment will be required for those respective students; however, the class time will be rescheduled. The Program Coordinator will notify students by email within 72 hours of the cancellation regarding the planned class day/time additions.

**Learn@UW**

All students in the class are required to access Learn UW for additional communication and information regarding the course. Please check Learn Friday evenings for Student lecture notes and other information pertinent to class the next day. For weather concerns, check your email Friday night and/or Saturday morning prior to class, in the event that class might be cancelled due to dangerous weather. I will have the student lecture notes posted for you by midnight on Thursdays, so you that you can check and print these at any point on Friday. I will respond to email communication every 24 hours (to be checked once per day, most likely in the evening). Please let me know if you have trouble accessing information in this way, or if you would prefer a phone number as a point of contact.

At times there have been issues with Word document compatibility, so open documents early to check for problems, and let me know if you need docs saved in a different version of Word.

**Note on Plagiarism**

Plagiarism involves the use of others’ words, ideas, or evidence without clearly acknowledging the source. Plagiarism in this class (and other classes) is unacceptable and will be treated as serious ethical breach with possible penalties including: a failing grade on the assignment, failing the class, and/or referral to the Dean of Students Office.
Maintaining ownership of your work is often challenging when writing papers using multiple sources. Nevertheless, intentional plagiarism is academic dishonesty. Plagiarism occurs when you do any of the following in an assignment:

- Use someone else’s words either verbatim or almost verbatim without citation (even if the work does not have a clear author—for instance in a website)
- Use someone else’s evidence, line of thinking or idea without citation
- Turn in someone else’s work as your own, as in copying a peer’s paper or purchasing a readymade paper
- Turn in previously submitted work as if new, without the instructor’s approval

**Student Behavior Policy**

In order to learn, we must be open to the views of people different than ourselves. Each and every voice in the classroom is important and brings with it a wealth of experiences, values and beliefs. In this time we share together over the semester, please honor the uniqueness of your fellow classmates, and appreciate the opportunity we have to learn from each other. Please respect your fellow students’ opinions and refrain from personal attacks or demeaning comments of any kind. Finally, remember to keep confidential all issues of a personal or professional nature discussed in class.

**Note On Accommodation Of Student Disability**

If you are a student with a disability (e.g. physical, learning, psychiatric, vision, hearing, etc.) and think you might need special assistance or a special accommodation in this class, please speak with me as soon as possible.

**Ongoing Feedback From You**

I greatly appreciate on-going student input regarding reactions to, suggestions, and/or concerns about the course. Always feel free to see me personally if you have any concerns about any part of the course. In-person or written comments are always welcome (anonymous or identified).

**Final Note:** I very much hope you have an interesting experience in this class!