Instructor: Annette Copa, MSW, LCSW, IMH-R (IV)
Class Time: Saturdays, 9:00 am – 1:00 pm
Location: HSS room 226
Office hours: By appointment
Phone: 715-492-1439
E-mail: copa@wisc.edu

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 theories and techniques for direct practice with children, adolescents and their families. We will begin with a basic orientation to working with children, adolescents, and their caregivers. Course content will address 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 address cultural complexities in practice. Finally, we will consider general principles for clinical interviewing, assessment and treatment planning with young children and adolescents.

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 regardless of service setting (school, child welfare, mental health clinic, health setting, etc.).

III. Course Competencies & Practice Behaviors & Assignments
Your successful completion of this course means that you will have progressed toward achieving 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>
</tr>
</thead>
<tbody>
<tr>
<td>2.1.2: Apply social work ethical principles to guide professional practice</td>
<td>- Evaluate and address ethical dilemmas related to treatment issues that arise in direct practice with youth</td>
<td>Reading response Content Questions</td>
</tr>
</tbody>
</table>
| 2.1.3: Apply critical thinking to inform and communicate professional judgments | - Identify & synthesize multiple sources of knowledge to understand policy/practice issues related to advanced practice;  
- Identify and evaluate models of assessment, prevention, intervention and evaluation that are appropriate to advanced practice | Content Questions  
Reading Response  
Assessment & Intervention |
| 2.1.4: Engage diversity and difference in practice | - Demonstrate an understanding of how culture and values affect diverse conceptualizations and solutions pertaining to mental health problems experienced by youth  
- Demonstrate knowledge and skills to practice in a way that is respectful and accommodating of youth and families of diverse backgrounds | Assessment & Intervention  
Content Questions  
Observation |
| 2.1.6: Engage in research-informed practice & practice-informed research | - Critically evaluate and utilize theoretical and empirical research relevant to the children’s mental health | Assessment & Intervention  
Content Questions |
| 2.1.7: Apply knowledge of human behavior and the social environment | - Evaluate and apply knowledge of theories of development in relation to the social environment in order to choose methods of assessment, intervention and evaluation to address the needs of child and adolescent clients and their families | Assessment & Intervention  
Reading response  
Observation |
| 2.1.10: Engage with individuals, families and groups | - Assess youth, families and groups to determine various potentially effective and appropriate interventions to address the psychosocial needs of youth and families | Reading response  
Assessment & Intervention  
Observation |

**IV. Course Content**

Course objectives will be met through readings, skill building exercises, papers and other assignments, attending critically to lectures and presentations, and class discussion. Students will continue to develop practice skills that are culturally competent and affirming of differences in sexual orientation and gender identity. Students will learn strategies for strength-based assessments and effective counseling and psychotherapy skills at the “micro” level of clinical social work practice as well as considering larger system interventions that will support children and adolescents in their recovery process.
There will be readings on core practice theoretical models including cognitive behavioral theory, attachment theory, motivational interviewing and discussion of their strengths and limitations for culturally competent practice. Readings and assignments will familiarize students with some of the current and emerging “best practice” models used by social workers who provide mental health services.

_The Instructor reserves the right to modify this syllabus to better serve the collective needs of the students/class, without jeopardizing course objectives._

**Week 1: 01/21/17**

**Introduction and overview**
- Introductions
- Review of course content, course requirements, assignments and expectations
- Introductory remarks about clinical work with children and adolescents
- The therapeutic relationship

**Contemporary issues in children’s mental health treatment**
- Perceptions and beliefs about children & mental health
- Ecological thinking
- Evidence based practice
- Culturally responsive therapy

**Required Readings:**


**Recommended Readings:**

Week 2: 01/28/17
✓ Reading Response Due

Infant and early childhood mental health
- Transactional model of development
- Attachment
- Brain development
- Risk & Resilience

Relational Issues and Trauma

Required Readings:


Recommended Readings:


Week 3: 02/04/17
✓ Content Questions Due

Assessment, diagnosis & case conceptualization
- Methods of assessment (quantitative, qualitative)
- Using DSM 5 for diagnosis
- Ethical and cultural considerations with testing, interviewing, and diagnosis
Developmental and organic considerations

- Emotion regulation & Executive functioning
- Psychotropic medications

Clinical approaches with infants and children

Guest Lecture: Amy Abel MSW & Jolene Nowak, LPC, Trust Based Relational Intervention & Theraplay

Required Readings:


Recommended Readings:


Week 4: 02/11/17
✓ Content Questions Due

Externalizing disorders

Treatment Modalities

- Motivational Interviewing
- Cognitive Behavior Therapy
- Involving parents and families in the process

Required Readings:


Naar-King, S., & Suarez, M., (2011). Adolescence and Emerging Adulthood (pp.10-15) & The spirit of motivational interviewing (pp.16-28), in Motivational Interviewing with Adolescents and Young Adults. New York, NY: The Guilford Press.


Recommended Readings:


Week 5: 2/18/17
✓ Content Questions Due
✓ Observation Reflection Due

Internalizing disorders

Treatment Modalities Continued…

Required Readings:


Recommended Readings:


Week 6: 02/25/17
✓ Content Questions Due

Trauma

- PTSD
- Disorders of attachment
- Treatment modalities

Legal & ethical issues related to work with children and adolescents
Guest Lecture: Joseph Copa MSSW, JD

Required readings:


Recommended readings:


http://www.nctsnet.org/

Week 7: 03/04/17
✓ Content Questions Due
✓ Assessment & Intervention Paper Due

Additional Considerations:
- Gender identity
- Sexual orientation and expression
- Relational boundaries and social work ethics
- Compassion fatigue

**Guest Lecture: Javin Hintz, MSW: Working with Transgendered Youth**

**Required Readings:**


**Recommended Readings:**

National Committee on Lesbian, Gay, Bisexual, and Transgender Issues (NCLGBTI), National Association of Social Workers (NASW) and NASW staff (2015), Sexual Orientation, Change Efforts (SOCE,) and Conversion therapy with Lesbians, Gay Men, Bisexuals, and Transgender Persons.


**V. Texts and Reading Materials for the Course**

**Required Text:**


Additional recommended articles and resources will be posted on Learn@UW each week.

Also recommended and available for free reading through UW Madison Libraries:


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

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

<table>
<thead>
<tr>
<th>Percent</th>
<th>Grade</th>
<th>Criteria</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 some 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;=63</td>
<td>F</td>
<td>Fails to meet minimal expectations in all areas</td>
</tr>
</tbody>
</table>

Delivery of the course content will involve a variety of adult learning modalities to include lecture, guest speakers, video, large and small group activities and discussion, and individual reflection. It is a reading-intensive course and you are expected to come to class prepared for discussions and small group exercises, having read all of 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 situations, and effectively communicate with colleagues and supervisors.

To strengthen the connection between course content and practice, students are invited to share case material and issues/concerns regarding in-class practice. All students are expected to respect their clients’ and classmates’ confidentiality related to information shared in class, which means avoiding the use of accurate names or mention of any unique identifying characteristics. You are expected to demonstrate tolerance and openness to various opinions/ideas presented in class, even if they diverge from your own.

Cell phones must be turned off or silenced during class. I will assume that students using a computer or other electronic devices to take notes are using only for this purpose. Internet surfing, instant messaging, phone text messaging, and other distracting activities are unacceptable.

Assignments:
The purposes of the following assignments are to: 1) enhance learning; 2) promote critical thinking; 3) stimulate the integration of classroom work with practice; and 4) evaluate the extent to which you have attained the competencies listed above.

**Detailed directions for each assignment can be found in the “Assignments” Folder on Learn@UW.**
List of Assignments:

Informed Participation ………………………………………………………………………5 points
Content Questions of the Day (5) ………………………………………………………15 points
Reading Response Paper ………………………………………………………………...20 points
Assessment & Intervention Paper ……………………………………………………40 points
Observation Reflection ………………………………………………………………..20 points

100 points

Informed Participation
Informed participation consists of having completed readings and assignments, and the ability to fully engage in problem solving, critical thinking exercises with other students, and class discussions. It also includes attending all 7 classes and arriving on time. You are required to be an alert and active participant in this class. This includes attentive non-verbal behavior and offering comments relevant to course dialogue. Verbal participation can be challenging for some students. Please see me EARLY in the semester if you need assistance.
Worth 5 points

Content Questions of the Day (5)
Question(s) generated from assigned readings - weeks 3-7.
Worth 3 points each – total 15 points

Reading Response Paper
Complete written response with small group discussion. You will be provided a specific article and guidelines for written response. Worth 20 points

Observation Reflection
Complete a short reflective writing generated from an informal observation of a child interacting with others. Worth 20 points

Assessment & Intervention Paper
6-8 page paper addressing evidence based assessment and treatment of a mental health disorder of choice. Worth 40 points

Late Assignment Policy
Assignments are due on the date specified. Students who believe they have a legitimate reason for turning in a late assignment should contact me prior to the due date. Unapproved late assignments will be marked down two points for each day they are late.

VII. Course Policies
Assignment Guidelines
All assignments are to be referenced using APA format, typed in 12-point font and double spaced. The evaluation of all written work will include attention to style, spelling and grammar. Assignments will be turned in through UW drop box PRIOR to the beginning of class. Please contact me if any unusual circumstances arise.

Attendance Policy
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 excused absence as well as to determine appropriate follow up plans
- 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.
- Additional graded make-up work appropriate for the content missed will be assigned for excused and unexcused absences.
- 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 will be assigned.
- If classes at one or both sites are cancelled by the Program Director and Co-Director, no makeup assignment will be required.

Learn@UW
All students in the class are required to access Learn@UW for additional communication and information regarding the course. 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.
Code of Ethics, Student Rights and Responsibilities & Plagiarism
Incoming MSW students read and signed electronic forms of the NASW Code of Ethics, the School of Social Work Plagiarism Policy and the Student Rights and Responsibilities. In doing so, they agreed that while in the MSW Program they would honor the NASW Code of Ethics and Student’s Rights and Responsibilities, as well as adhere to the Plagiarism Policy and that should they not do so, sanctions would be imposed. MSW students are expected to adhere to these policies in the classroom, in the field and in the preparation of course assignments.

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
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. We will spend time on the first day creating additional group rules to build feelings of psychological safety and respect.

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 concerns about any part of the course. In-person or written comments are always welcome.

Final Note: I look forward to the opportunity to serve as your instructor. I hope you have interesting and invaluable experiences in this class!