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 and Practice Behaviors and Assignments: The successful completion of this course means that students 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>
</tr>
</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) Reflection Journals 1)Treatment Presentation</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) Reflection Journals 1) Attachment Paper 2) Reflection Journals 2)Treatment Presentation</td>
</tr>
<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) Attachment Paper 1)Treatment Presentation 2) Reflection Journals 2)Treatment Presentation</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) Attachment Paper 1)Treatment Presentation</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) Reflection Journals 1) Attachment Paper 1)Treatment Presentation</td>
</tr>
<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)Treatment Presentation</td>
</tr>
</tbody>
</table>
IV. Course Content: Instructional Caveat: The Instructor reserves the right to modify this syllabus, the assignment schedule, and/or any materials related to the completion of this course in the time allowed without jeopardizing any course objectives.

Week 1: January 21
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

Required Readings:

Recommended Readings:

Week 2: January 28
Important concepts in child mental health:
- Attachment
  - Attachment patterns
  - Theoretical frameworks
  - 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

Required Readings:
Recommended Readings:

**Week 3: February 4**

**Important concepts in child mental health:**
- ACE Study
- Impacts of trauma
- Risk and 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

**Assignment Due: Reflection Journal #1**

**Required Readings:**


Adoption Resources of Wisconsin. (2011) Home to stay: Living their dreams, Transracial adoption: Just the beginning, Creating a family culture for your transracial/transcultural family. In *Partners: The newsletter for Wisconsin’s adoptive and foster families*. Fall/Winter, 1-12.


**Recommended Readings:**
Week 4: February 11
Assessment, diagnosis & case conceptualization
- Methods of assessment
  - Quantitative assessment
  - Qualitative assessment
- Diagnosis
- Treatment planning
- Cultural and diversity considerations in practice

Ethics in treatment of children and adolescents
- Social work ethics
- Ethical decision making
- Mandatory reporting
- Duty to warn

Assignment Due: Attachment Paper

Required Readings:

Recommended Readings:

Week 5: February 18
Individual interventions
- The main tenets of child and adolescent therapy
  - Relational methodology
  - Play therapy techniques and application
  - Cognitive therapy techniques and application
  - Behavioral therapy techniques and application

Required Readings:
Recommended Readings:


Week 6: February 25
Family-based interventions
- Family systems
- Parent consultation and involvement
- Attachment methods

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

Assignment Due: Reflection Journal 2

Required Readings:


Recommended Readings:


Week 7: March 4
Treatment Presentations

Interventions for Neurodevelopmental Disorders
- Intellectual Disabilities
- Communication Disorders
- Autism Spectrum Disorder
Interventions for Trauma Disorders
- Developmental trauma disorder/multiple stressors
- Reactive Attachment Disorder
- PTSD in children

Interventions for Mood Disorders
- Anxiety
- Depression
- Bipolar disorder

Interventions for Impulse and Conduct Disorders
- ADHD
- Oppositional Defiant Disorder
- Conduct Disorder
- Intermittent Explosive Disorder
- Disruptive Behavior Disorders

Interventions for Social Workers
- Compassion Fatigue
- Self-care Approaches

Assignment Due: Treatment Presentation Reflection

Required Readings:

Required Readings:

V. Course Content and Readings:
Required Texts:

Text is available online for purchase. Additional readings will be assigned, in advance, for specific class topics and available on Learn@UW. Students will be expected to come prepared for class having thoughtfully read the assigned articles or other materials.
VI. Evaluation of Competencies and Practice Behaviors: Assignments, Grading and Methods

In order to achieve the competencies, timely completion of assignments is expected. Students needing assistance with written assignments are expected to use available resources (e.g., The Writing Lab, 6171 Helen C. White Hall).

Students will be Evaluated on the Following Assignments:

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Informed Participation</td>
<td>10 pts</td>
</tr>
<tr>
<td>Attachment Paper</td>
<td>25 pts</td>
</tr>
<tr>
<td>Reflection Journals x2 (15pts each)</td>
<td>30 pts</td>
</tr>
<tr>
<td>Treatment Presentation</td>
<td>35 pts</td>
</tr>
<tr>
<td><strong>Total: 100 pts</strong></td>
<td></td>
</tr>
</tbody>
</table>

Assignments Descriptions:

**Informed Participation**

Value: 10 Points

Effective participation consists of having completed readings and other assignments, the ability to integrate social work concepts with field and other experiences, AND the ability to fully engage in problem solving and other exercises (presenting social work issues or other perspectives for discussion as well as responding to other students who present issues). It also includes arriving to class 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. Participation can be challenging for some students. Please see instructor EARLY in the semester if you need any assistance in this or any other areas. Additional information related to attendance can be found in the course policy section.

**Assignment #1: Reflection Journals**

Due: Week 3 and 6

Value: 15 points each

Length: 3-4 pages

Each week, students will be assigned a reading from Dr. Perry’s book *The Boy Who Was Raised As A Dog*. Students will turn in reflection papers on these readings two times during the course (Week 3 and 6). Papers may be a reflection on all of the readings completed to date, or a specific chapter(s). Reflections should include a concise summary of the material being reflected on; display critical analysis of the individuals and families introduced in the text; analysis and application of content (How might you use this information in your practice?); and a personal
reflection on the reading (How did you feel about the reading?). These reflections are informal reflections and can be done using first person language. Using outside resources is not required, however, if you choose to do so, APA format is required.

<table>
<thead>
<tr>
<th>Grading Criteria</th>
<th>Points</th>
<th>Your Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>I. Concise summary</td>
<td>2</td>
<td>_____</td>
</tr>
<tr>
<td>II. Critical analysis of the client/family</td>
<td>3</td>
<td>_____</td>
</tr>
<tr>
<td>III. Application of content to practice</td>
<td>4</td>
<td>_____</td>
</tr>
<tr>
<td>a. Cultural considerations</td>
<td></td>
<td></td>
</tr>
<tr>
<td>b. Ethical considerations</td>
<td></td>
<td></td>
</tr>
<tr>
<td>IV. Personal reflection</td>
<td>4</td>
<td>_____</td>
</tr>
<tr>
<td>V. Technical detail</td>
<td>2</td>
<td>_____</td>
</tr>
<tr>
<td>a. Grammar, spelling</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Total: _____/15

Assignment #2: Attachment Paper
Due: Week 4
Value: 25 points
Length: 6-8 pages
Students will utilize classroom discussion, readings and outside sources to discuss the importance of attachment on childhood development and long term implications of a secure and non-secure attachment. What do clinicians need to know about attachment and why? Identify at least one attachment theory discussed in class or read about that supports the need for this knowledge. How does attachment impact childhood, as well as adulthood? What cultural implications and diversity considerations must a worker be aware of when doing attachment work? This paper should also include a reflection on your own childhood attachment and the implications of this as an adult and future social worker. This should include a completion of your ACE score. Include a reflection on why this may or may not inform your own practice approaches. Include a minimum of 3 sources to support your work and cite references using APA format.

<table>
<thead>
<tr>
<th>Grading Criteria</th>
<th>Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>I. Organization of paper</td>
<td>8</td>
</tr>
<tr>
<td>a. Clarity and support of main points</td>
<td></td>
</tr>
<tr>
<td>b. Content areas described and covered</td>
<td></td>
</tr>
<tr>
<td>II. References to literature and classroom discussion</td>
<td>6</td>
</tr>
<tr>
<td>a. Appropriateness, integration and application</td>
<td></td>
</tr>
<tr>
<td>b. Evidence of critical thinking</td>
<td></td>
</tr>
<tr>
<td>c. Application of theory</td>
<td></td>
</tr>
<tr>
<td>III. Personal reflection and application to practice</td>
<td>8</td>
</tr>
<tr>
<td>a. Evidence of critical thinking</td>
<td></td>
</tr>
<tr>
<td>b. ACE score</td>
<td></td>
</tr>
</tbody>
</table>

9
Assignment #3: Treatment Presentation  
Due: Week 7  
Value: 35 Points  
Length: 30-minute presentation and 1-2 page reflection paper

Over the course of this class, students will be introduced to a number of different theoretical frameworks, mental health disorders impacting children and adolescents, along with treatment interventions to utilize in practice. Small groups will be chosen the first week of class, depending on interest in the disorder area selected (Trauma Disorders; Mood Disorders; Impulse and Conduct Disorders; etc.), to further this knowledge base. Presenters will research their disorder topic, give a brief overview and select a treatment modality to focus on for this assignment. Presentations will last 30 minutes. The presentation may include, but is not limited to: the historical background of the modality; populations best served by this treatment and why; framework for the approach; identifying if specialized training is needed to use this intervention; discussing if this is an evidenced based intervention; etc. This presentation must also take into account any ethical considerations presented by this modality. Presenters should also discuss to what degree and how this modality can address cultural competency. BE CREATIVE and utilize media, handouts, and hands-on demonstrations for your classmates to observe this modality. For example, if a group is going to present on play therapy as a treatment modality, demonstrate a play therapy activity during your presentation. Groups can also ask the class to participate in these demonstrations. For example, if a group is going to focus on a mindfulness technique to utilize with clients, lead the class through an actual example of how this could be done in a clinical setting. A visual aid (Powerpoint; handouts; etc.) is also required and all resources should be cited using APA format. Groups will be evaluated on creativity, application and delivery of information and materials. Please note that some class time will be allot to coordinate and prepare for this presentation.

Students will also write a 1-2 page reflection paper on this experience. Discuss what your role in this presentation was and what it was like to work in a small group setting. Students can also discuss if they plan to utilize the modality that they presented on, and explain why or why not.

<table>
<thead>
<tr>
<th>Grading Criteria</th>
<th>Points</th>
<th>Your Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>I. Overview of disorder area</td>
<td>5</td>
<td>_____</td>
</tr>
<tr>
<td>II. Discussion of treatment modality</td>
<td>8</td>
<td>_____</td>
</tr>
<tr>
<td>a. Background information</td>
<td></td>
<td></td>
</tr>
<tr>
<td>b. Populations served</td>
<td></td>
<td></td>
</tr>
<tr>
<td>c. Training needed</td>
<td></td>
<td></td>
</tr>
<tr>
<td>III. Discussion of modality application</td>
<td>8</td>
<td>_____</td>
</tr>
<tr>
<td>a. Cultural considerations</td>
<td></td>
<td></td>
</tr>
<tr>
<td>b. Ethical considerations</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
IV. Creative and delivery of presentation 5
   a. Engagement of class
   b. Time management

V. Visual aid 4

VI. Reflection paper 5
   a. Analysis your role
   b. Incorporation to practice

Total: ____/35

VII. Course Policies
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

Attendance
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
- Additional graded make-up work appropriate for the content missed may 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.

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 the instructor prior to the due date. Unapproved late assignments will be marked down three points for each day they are late. You are required to contact the instructor if you will be handing in a paper late, this shows professionalism and responsibility. The instructor will NOT contact you if an assignment is not received.

Learn@UW
All students in the class are required to access Learn@UW for additional communication and information regarding the course. Please check Learn@UW on Friday evenings for student Power
Points/Outlines when available and other resources pertinent to class the next day. This instructor will respond to email communication every 24 hours. Please advise if you have trouble accessing information in this way.

**Reading Assignments:**
Students are expected to have read all assigned material prior to the class date under which the readings are listed above. Reading and critically evaluating what you have read is necessary so that you can learn, actively participate in class discussions, and successfully complete written 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 a 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. We will spend time on the first day creating additional group rules to build feelings of psychological safety and respect.

**Code of Ethics, Student Rights and Responsibilities & Plagiarism**
BSW and 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 BSW or 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. BSW and MSW students are expected to adhere to these policies in the classroom, in the field and in the preparation of course assignments.

**Note on Accommodation of Student Disability**
If you require accommodations to obtain equal access to this class or to any assignments that I may give, please contact me as soon as possible. I want all my students to have an excellent learning experience.

**Use of Technology in the Classroom**
In order to learn, you must be respectful to your fellow classmates, teaching assistant and instructor by using technology appropriately in the classroom. Please turn off your cell phones at the start of class, do not send or receive text messages and do not use laptops for anything other than taking lecture notes. If you use your cell phone or send and/or receive text messages during class, you will be asked to leave the classroom. Please speak to the instructor prior to class if you would like to use a laptop for lecture notes. If you use your laptop for anything other than lecture notes, you will not be allowed to use your laptop in the class for the remainder of the semester. Please plan electronic communication before or after class or during break. Repeated violation of electronic use may impact your grade.

**Note about Consultation & Feedback:**
This instructor is available to assist your learning and to discuss any aspect of the course or your work. Feedback and suggestions for improving this course are always welcomed. This instructor will plan to check email on a daily basis and make every effort to respond to emails within 24 hours. If you would like to schedule a phone consultation or meeting on campus, please advise in advance so we can allow time for this to be scheduled.