School of Social Work  
University of Wisconsin-Madison  
1350 University Avenue  
Madison, WI 53706

SW742 Assessing and Treating Children & Adolescents  
Fall 2017

Instructor: Tally Moses, M.S.W., Ph.D.  
Office: School of Social Work, Room 313  
Office Hours: By Appointment  
Phone: 263-3674  
Email: moses@wisc.edu

Class Day: Thursday  
Time: 10:00-12:00 PM  
Location: SW Bldg. rm 114

I. Catalogue Description  
*Assessing and Treating Children & Adolescents* is an advanced generalist practice course on social work treatment methods with children and adolescents. Assessment, treatment, and generalization of change strategies; problem-solving; resource development; intervention planning and other practice issues are explored.

II. Course Overview  
This is an elective course for Advanced Generalist Specialization students, and is designed to provide graduate students with more in-depth knowledge of practice theories and techniques for direct mental health 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 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 developmental-appropriate clinical interviewing, assessment and treatment planning with youth. In the *second* part of the course, we will study the application of various theoretical treatment approaches and treatment modalities (individual, family, and group), focusing on the unique aspects of working with young people and their families.

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

Class sessions will be comprised of lectures, videos, as well as large and small group discussions/exercises to provide an opportunity to apply material to case examples.

III. Course Competency, Description and Dimensions Chart  
Social Work Education is framed by a competency-based approach to curriculum design. At the conclusion of their education, social work students are expected to be competent in 9 core areas. Competency is achieved through mastery of course content as measured through course activities, readings, assignments and behaviors learned in field experiences, and which are derived from social work knowledge, values, skills and cognitive and affective processes. The competencies addressed in this course can be found in Appendix A.
IV. Course Content

WEEK 1: INTRODUCTIONS, COURSE OVERVIEW & A LAY OF THE LAND (Sept. 7)

Topics: Introduction & Course Overview
- The range and scope of mental health disorders among children/youths; consequences of mental health concerns; systems of care for children

Required Readings:

In-Class Activities:
- Discussion: What are the practice or policy implications of the information presented in the two Child Mind Institute reports?
- Discussion: What are the reasons for the uptick in childhood mental health problems over time?
- Discussion: What are the implications of mental health concerns?

*Recommended reading:

WEEK 2: FOUNDATIONS OF MENTAL HEALTH (Sept. 14)

Topics: The interactions between attachment, emotional regulation, temperament, and neurological development; risk & resilience; gene*environment interaction; the biodevelopmental framework

Required Readings:

In-Class Activities:
- Video or case study
- Discussion of the relational context of early mental health and brain development.
- Discussion: How is brain science informing public policy and interventions?

*Recommended reading:
WEEK 3: TRAUMA INFORMED SYSTEMS; WORKING WITH DIVERSE YOUTH & FAMILIES (Sept. 21)
Topics: The tenets of trauma-informed systems; Attitudes, knowledge and skills/efforts required to work with diverse youth and families; use of self in practice

Required Readings:

In-Class Activities:
- Video or case study
- Discussion: What are barriers to implementation of trauma informed systems?
- Discussion: What is intersectionality and how can it be addressed in MH practice?
- Discussion: What does being ‘culturally competent’ with children/youth actually involve?

*Recommended reading:

WEEK 4: ASSESSMENT & CASE CONCEPTUALIZATION; DEVELOPMENTAL CONSIDERATIONS; ETHICS IN PRACTICE WITH CHILDREN AND ADOLESCENTS (Sept. 28)
Topics: The role of assessment in MH engagement and practice with children and adolescents; the nature and purpose of case conceptualization; developmental considerations; common ethical issues that arise in work with children/youth; ethical decision-making in congruence with professional values

Required Readings:
In-Class Activities:
- Discussion: what is the role of biopsychosocial assessment in case conceptualization?
- What does developmentally sensitive engagement mean? What sort of adjustments and changes are often implemented to ‘fit’ developmental levels?
- Discussion: Why is practice with youth fraught with ethical challenges?
- Small group activity: Review of process of ethical decision-making and apply to case vignette: What ethical issues arise in this case? How would we approach the situation?

* Recommended readings:
- For school social work students: Pergament, D. & Klimesh, M. (2015), School-based law, ethics, and mental health services. In R. Witte & G.S. Mosely-Howard (Eds), Mental Health Practice in Today’s Schools (pp. 61-104), New York: Springer.

WEEK 5: FAMILY-CENTERED INTERVENTIONS (Oct. 5)
Topics: Family system vs. individual focused interventions; assessment of family needs; assessment of functioning; family engagement; select structural and functional interventions

Required Readings:

In-Class Activities:
- Case vignette and discussion: what level of needs? what are relevant interventions?
- Practice demonstration video of family seeking help and discussion
- Discussion: What is the skill-set of social workers conducting family-centered interventions?

* Recommended readings:

WEEK 6: INFANT MENTAL HEALTH ASSESSMENT & INTERVENTION (Oct. 12)
Topics: Inter-generational transmission of trauma; assessment of early ‘mental health’ difficulties; engagement and interventions with parent-child dyads

Required Readings:

**In-Class Activities:**
- Discussion: What is ‘infant mental health’ and how do we promote it?
- Practice demonstration video and discussion (Ghosts and angels in the nursery)
- Case discussion (Niko & Janie)

* Recommended readings:

**WEEK 7: CHILD-CENTERED PLAY THERAPY & FILIAL PLAY THERAPY (Oct. 19)**
**Topics:** Theoretical principles underlying CCPT and filial therapy; engagement and practice using CCPT and filial therapy

**Required readings:**

**In-Class Activities:**
- Practice demonstration video and discussion (Elia Gil; Gary Landreth)
- Discussion of the differences between directive and non-directive play therapy
- Discussion: Application of play therapy principles for a diverse, low SES child/family population?

* Recommended reading:

**WEEK 8: COGNITIVE-BEHAVIORAL THERAPY WITH CHILDREN AND YOUTH (Oct. 26)**
**Topics:** Theoretical principles underlying cognitive and behavioral interventions; assessment/functional analysis of behavior; engagement and relationship building; specific interventions and their purpose; developmental maturation needed for cognitive therapy

**Required readings:**
- Friedberg & McClure: Chapters 3-6

In-Class Activities:
• Practice demonstration video and discussion of assessment and interventions
• Discussion: The importance of relationship for ongoing engagement CBT

WEEK 9: COGNITIVE-Behavioral THERAPY WITH CHILDREN & YOUTH, CONT.; GROUP INTERVENTIONS (Nov. 2)
Topics: CBT, cont.: Socratic dialoguing, homework; Group work: types and purposes advantages and potential hazards; social workers roles in group development and facilitation
Required readings:
• Friedberg & McClure: Chapters 7, 8, 10

In-Class Activities:
• Small group activity: practicing Socratic dialoguing
• Discussion: Strengths and limitations of CBT interventions
• Discussion: Advantages and cautions in relation to group work

*Recommended readings:

WEEK 10: WORKING WITH DEPRESSED AND/OR ANXIOUS YOUTH; SUICIDE ASSESSMENT (Nov. 9)
Topics: Brief review of DSM-5 depression and anxiety diagnoses; childhood expressions and experiences of depression and anxiety; assessment; foci of CBT and interpersonal treatment; recommended practices for suicide assessment.

Required readings:
• Friedberg & McClure: Chapters 11 & 12

In-Class Activities:
• Video/case vignette and discussion
• Small group skills activity
• Discussion: disparities in treatment access, quality and outcome research between majority and minority youth.
WEEK 11: TREATMENT OF TRAUMATIZED CHILDREN & ADOLESCENTS (Nov. 16)
Topics: Brief review of DSM-5 trauma-related diagnoses; childhood expressions and experiences of trauma (incl. complex or developmental trauma disorder); assessment of trauma; challenges in the assessment and treatment of trauma, focus of CBT and other interventions

Required readings:

In-Class Activities:
- Video practice demonstrations/case vignette and discussion
- Discussion: How does trauma affect development?
- Discussion: Ingredients of effective treatment for trauma-focused treatment?
- Discussion: The importance of self-care to avoid vicarious traumatization

*Recommended readings:*

WEEK 12: HAPPY THANKSGIVING, EVERYONE! (Nov. 23)

WEEK 13: DISRUPTIVE BEHAVIOR DISORDERS: FAMILY AND MULT-SYSTEMS INTERVENTIONS) (Nov. 30)
Topics: Brief review of DSM-5 conduct disorders of childhood diagnoses; assessment of conduct disorders; family engagement; the critical role of schools, and other ‘stakeholders’ in the treatment of childhood disruptive disorders; tenets of several evidence based practices

Required readings:

**In-Class Activities:**
- Discussion: The disproportionate prevalence of conduct disorders among poor, minority youth: is this a mental illness?
- Video/practice demonstrations and discussion of engagement and practice with disadvantaged youth and families

*Recommended: Trauma-focused cognitive behavioral therapy online training (10 hours):
[https://tfcbt.muse.edu/](https://tfcbt.muse.edu/)

**WEEK 14: PSYCHOEDUCATION & INDIVIDUAL WORK WITH YOUTH WITH DISRUPTIVE BEHAVIOR DISORDERS (Dec. 6)**

**Topics:** Youth engagement (involuntary or mandated clients); specific CBT and ‘creative’ motivational approaches and skills; review of the course

**Required readings:**

**In-Class Activities:**
- Small group activity to practice psychoeducation.

**V. Text and Reading Material for the course:**
The following required textbook is available for purchase online and on reserve in the Social Work Library:


All other required readings will be available through the SW742 Canvas Course site.
VI. Evaluation: Assignments, Grading and Methods

Participation points will be based on attendance and class participation [10% points]

Attendance: As this is a graduate level class, students are expected to attend all classes and arrive on time. The professor will be keeping track of how many classes you have attended using a sign-in sheet that will be passed around in each class for you to document your attendance. Absences may occur due to unforeseen circumstances; students must notify the instructor in advance or as soon as possible after the missed class, and may be excused in the case of a compelling reason (e.g., illness, emergency, and others—to be determined by the instructor). Notification does not automatically render the absence as excused. If you do miss a class, you are responsible for obtaining information communicated during that class period.

Excessive absences (more than two absences and/or consistent lateness or partial attendance) may result in the lowering of the final grade by one full grade. Even in the event of illness/compelling reasons, 4 or more absences may result in course failure.

Participation: Students are expected to be prepared for class. This 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 reading and case material BEFORE CLASS and noted questions or issues you would like to discuss. All PowerPoint slides will be available in Canvas before each class’s lecture. It is your responsibility to print out the handouts for that day in order to take notes and follow along in class.

Examples of class participation include, but are not limited to, asking relevant questions, making relevant comments, active participation in small/large group discussions and exercises, and bringing to class relevant articles/newspaper clippings/current events information. To maximize the connection between course content and internship, students are invited to share case material and practice concerns in class. Everyone in the class is expected to respect the confidentiality of clients and classmates in relation to information shared in class. To protect client confidentiality, always avoid the use of real names or mention of unique identifying characteristics (e.g. a 10th grader from Ghana).

In terms of verbal participation in the large class context, students do vary in their comfort level related to speaking up in class. At the same time, it is important for your professional training to express yourself, question how or why. Class offers opportunities to practice communicating with colleagues and supervisors. A persistent lack of verbal participation in class may result in a lower grade.

Assignments:

1. **Childhood Reflection Assignment:** [20 points]

Think about your childhood: birth to eighteen, considering your wellbeing and life experiences at various life stages. Reflect on the quality of primary relationships, the impact of parenting style(s) and extended family; the influence of culture and community; socio-economic and other environmental influences; the impacts of various systems (biological, dispositional (sexual or gender identity), school, peers, neighborhood, etc.) on stress, coping and resiliency; and other aspects of your development. You may also want to consider what resources and services were helpful or could have been helpful.

Select and describe the experiences that you think or feel would be most salient to your social work practice with children, adolescents, or their families. Discuss how these may influence your work in both positive, as well as potentially problematic ways. Use professional literature (three or more class readings or external sources) in your discussion of the potential impacts of your experiences on your values,
judgment, and behavior when working with children and youth and their families. This assignment should be 4-5 pages, double spaced, 11 or 12pt Times New Roman font. Due on 9/28.

2. Mid-term take-home assignment: [30 points]
This assignment will primarily involve short-essay questions asking you to apply the concepts and ideas related to early trauma, developmental and diversity considerations, family engagement and interventions, and other topics presented in the readings and lectures (e.g. to case vignettes. Assignment will be disseminated on 9/28, due on 11/2.

3. Final assignment: [40 points]
You will have a choice of one of two assignments, and you will receive more explicit instructions for each in class. Both assignments are expected to be 13-14 pages in length (excluding cover page and references), double spaced, 11 or 12pt Times New Roman font. Declaration of assignment focus on 11/16. Final assignment due on 12/14.

Choices for final assignments [pick ONE]:

a. Case formulation and treatment assignment: You will be asked to develop a comprehensive case formulation and application of alternative treatment approach to a client (child and/or family) that you have worked with (currently or in the past). This assignment will include three parts:

- **Part 1:** An in-depth assessment of mental health, environmental, and implications of diversity related issues for the client system; a description of your ‘theory of change’ and goals; your evaluation of client engagement and the effectiveness of previous/current intervention,

- **Part 2:** A brief literature review of an alternative intervention model (of your choice) for this client system.

- **Part 3:** An application of an alternative intervention model (of your choice) for this client system, along with an engagement and evaluation plan.

b. Interview & policy or programmatic intervention assignment: For this assignment, you will select a specific population of children/youth with a developmental or mental health condition that is not covered in this course, or their caregivers. You will also select a service setting that you would like to focus on as a context for the delivery of services to this population (e.g., school, child protective services, community center, outpatient mental health clinic, inpatient hospital unit). This assignment will involve three parts:

- **Part 1:** A literature review focused on the needs & strengths of the population (you could opt to focus caregivers or families as well).

- **Part 2:** An interview with a service provider or program administrator (preferably a social worker) who works with your selected population, to better understand engagement, goals, successes, challenges, and issues related to diversity when working with this population.

- **Part 3:** Using the information from the literature review, as well as information that from the provider interview, develop a policy or programmatic intervention for your population in the setting you have selected.

Note on written assignments: You will receive more explicit instructions as well as criteria for how each assignment will be graded in class. Grading on all written assignments will take into account the quality of writing as well as the content. Written material should be carefully proof read and errors (punctuation, typographical, spelling) corrected. Good writing requires an iterative process whereby quality is evaluated and improved upon. Students are strongly encouraged to read their papers several times (if possible, have someone else proofread).
**Grading:** The following is a breakdown of assignments and grading scale:

List of assignments & points:

<table>
<thead>
<tr>
<th>Class participation</th>
<th>10 points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Childhood reflection assignment</td>
<td>20 points</td>
</tr>
<tr>
<td>Mid-term take-home assignment</td>
<td>30 points</td>
</tr>
<tr>
<td>Final assignment</td>
<td>40 points</td>
</tr>
</tbody>
</table>

Your final grade and each assignment will be assessed using the following grading scale & standards:

<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 some areas; below in others</td>
</tr>
<tr>
<td>70-75</td>
<td>C</td>
<td>Below expectations in most areas</td>
</tr>
<tr>
<td>64-69</td>
<td>D</td>
<td>Below expectations in all areas</td>
</tr>
<tr>
<td>&lt;64</td>
<td>F</td>
<td>Fails to meet minimal expectations in all areas, not acceptable</td>
</tr>
</tbody>
</table>

**VII. Course Policies:**

Reactions and invitation: This course covers some tough issues (e.g., trauma such as parental neglect or abuse, racism, mental illness, suicide). For some of you, the lecture, video, or reading materials may elicit personal distress. If this should happen, and if you wish, please inform me; we can discuss together how to best move forward.

Attitude and climate: Part of professional accountability includes treating others with respect and courtesy. Within the class setting, this respect and courtesy entails listening to the opinions and concerns of others with openness, offering suggestions and ideas in a positive and respectful manner, and a willingness to promote a positive learning environment.

E-mail: Please check your email regularly; I will be sending out various correspondences.

Policy on late work: The assignments listed above are due on the date and time specified. In unusual circumstances, or when you believe that you have a legitimate reason for turning in a late assignment, you must contact the instructor prior to the due date. *Unapproved late assignments will be marked down three points for each day they are late.*

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 accommodation in this class, please speak with by the 2nd week of class.

Use of technology in the class: Please do not use electronic devices in the classroom (based on research and personal experience suggesting it undermines the learning experience for all). If you need to use the laptop for an important reason, or feel strongly about this matter, please see me.
Class performance: If you are concerned about their class performance, I am more than willing to work with you to help you improve your course grades prior to the end of the semester. Students are more than welcome to set up office time for this purpose.

Code of Ethics, Professional Conduct & Plagiarism:
Incoming MSW students read and signed electronic forms of the NASW Code of Ethics, the School of Social Work Plagiarism Policy and the School’s Principles of Professional Conduct. In doing so, they agreed that while in the BSW or MSW Program they would honor the Code of Ethics and Principles of Professional Conduct, 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 and in the preparation of course assignments.

Plagiarism
Plagiarism is a form of academic misconduct, which is not tolerated by the University or the School of Social Work. Plagiarism seeks to claim credit for the work or effort of another without citation or authorization.

The School of Social Work defines plagiarism as:
1. The appropriation of passages or complete works of another person and submitting them as one’s own work – in either written materials or speeches.
2. The presentation of ideas of others as one’s own without giving credit.

There are two major forms of plagiarism:
1. Using direct quotes from others’ written or spoken work and presenting them as one’s own words without using proper quotation marks or offsetting and/or with failure to identify the source of the ideas.
2. Paraphrasing the ideas or research findings of another person(s), with failure to identify the source of the ideas.

Note that slight changes to the author’s original text, even with a citation, is plagiarism. Please see http://writing.wisc.edu/Handbook/QPA_paraphrase.html

Process:
- If an instructor suspects a student has plagiarized, the instructor will contact the student to discuss their concern.
- If the instructor determines that the student has plagiarized, the instructor will decide on a sanction in accordance with the misconduct rules in UWS 14.

Sanction:
- Based on the seriousness of the sanction, the instructor may inform the Dean of Student’s Office. The only sanctions that can be imposed without notifying the Dean of Students Office are: 1) oral reprimand; 2) written reprimand presented only to the student; and 3) an assignment to repeat the work on its merits.
- More serious sanctions may include a zero on the assignment or exam, a lower grade in the course or failure in the course. The School of Social Work will inform the Dean of Student’s Office when imposing any of these sanctions. This action is taken so the Dean of Student’s Office can decide whether to seek additional sanctions.
- Repeated acts of academic misconduct may result in more serious actions such as removal from the course in progress, disciplinary probation or suspension, or expulsion (http://www.students.wisc.edu/doso/acadintegrity.html).
- Note: Students can appeal any sanctions.
For more information:
Academic misconduct rules procedures can be found in UWS 14:

For guidelines on quoting and paraphrasing:
UW-Madison Writing Center http://writing.wisc.edu/Handbook/QuotingSources.html

Final note & feedback from you: I very much hope you have a good learning experience in this class! To this end, I would greatly appreciate any 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).
### Appendix A

<table>
<thead>
<tr>
<th>Competencies &amp; Descriptions</th>
<th>Course Content Relevant to Dimensions Comprising Competency</th>
<th>Location in Syllabus</th>
</tr>
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<tbody>
<tr>
<td><strong>2.1.1 Demonstrate Ethical and Professional Behavior</strong></td>
<td>Lecture, discussion and readings on cultural competence and <em>Use of Self</em> in work with children and families (K, V, C &amp; AP)</td>
<td>Week 3: Syllabus: p. 3</td>
</tr>
<tr>
<td>Advanced Generalist social workers demonstrate and employ in a focus area an understanding of the value base of the profession and its ethical standards, as well as relevant laws and regulations that may impact practice at the micro, mezzo and macro levels.</td>
<td>Readings, lecture, and group exercise on ethical dilemmas that often arise in practice with youth and ethical decision-making (K, S, V)</td>
<td>Week 4: Syllabus: pp. 3-4</td>
</tr>
<tr>
<td>They understand and utilize frameworks of ethical decision-making and autonomously apply principles of critical thinking to those frameworks in practice, research, and policy arenas.</td>
<td><strong>Childhood self-reflection assignment</strong> to promote self-awareness of the potential influence of personal experiences on values, judgment, behavior in work with youth/families. (S, V, C&amp;AP)</td>
<td>Syllabus: p. 9</td>
</tr>
<tr>
<td>Advanced Generalist social workers demonstrate awareness of their personal values and an ability to distinguish them from professional values. They also possess and employ an understanding as to how their personal experiences and affective reactions influence their professional judgment and behavior.</td>
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<tr>
<td>Advanced Generalist social workers understand the role of other professions and use this understanding to engage effectively in inter-professional teams. They have a commitment to life-long learning and continually update their skills to ensure they are relevant and effective. Advanced Generalist social workers also are knowledgeable about the emerging forms of technology and ethically use this technology in social work practice.</td>
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<tr>
<td><strong>2.1.2: Engage diversity and difference in practice</strong></td>
<td>Lectures, readings, case vignettes, videos, and discussions on the role of diversity and structural disadvantage in individual/family/community strengths and mental health vulnerability (access to treatment, engagement, MH outcomes) (K, V)</td>
<td>Weeks 1, 3, Syllabus: pp. 2-3</td>
</tr>
<tr>
<td>Advanced practice social workers demonstrate in a focus area an advanced understanding of how diversity and difference characterize and shape the human experience and are critical to the formation of identity.</td>
<td>Lecture, reading and discussion related to culturally sensitivity, responsive engagement, assessment, and practice (K, V, S, C&amp;AP)</td>
<td>Weeks 3, 5, 7, Syllabus: pp. 3-5, 7-8</td>
</tr>
<tr>
<td>They demonstrate comprehension that dimensions of diversity are understood as the intersectionality of multiple factors including but not limited to age, class, color, culture, disability and ability, ethnicity, gender, gender identity and expression, immigration status, marital status, political ideology, race, religion/spirituality, sex, sexual orientation, and tribal sovereign status.</td>
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<tr>
<td>Advanced practice social workers recognize that, as a consequence of difference, a person’s life experiences may include oppression, poverty, marginalization, and alienation,</td>
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</table>
as well as privilege, power, and acclaim, and apply this recognition in their practice.

They also demonstrate in practice their understanding of the forms and mechanisms of oppression and discrimination, and a recognition of the extent to which a culture’s structures and values, including social, economic, political, and cultural exclusions, may oppress, marginalize, alienate, or create privilege and power.

2.1.6 Engage with Individuals, Families, Groups, Organizations and Communities
Advanced Generalist social workers understand and demonstrate that engagement is an ongoing component of the dynamic and interactive process of social work practice in a focus area with, and on behalf of, diverse individuals, families, groups, organizations, and communities.

They value the importance of human relationships. Advanced Generalist social workers understand and apply theories of human behavior and the social environment, and critically evaluate and apply this knowledge in a focus area to facilitate engagement with clients and constituencies, including individuals, families, groups, organizations, and communities.

They understand and demonstrate an array of strategies to engage diverse clients and constituencies to advance practice effectiveness in a focus area. Advanced Generalist social workers demonstrate advanced understanding of how their personal experiences and affective reactions may impact their ability to effectively engage with diverse clients and constituencies in a focus area.

They value and employ principles of relationship-building and inter-professional collaboration to facilitate engagement with clients, constituencies, and other professionals in a focus area.

2.1.7 Assess Individuals, Families, Groups, Organizations, and Communities
Advanced Generalist social workers independently engage and apply their understanding of theories of human behavior and the social environment in the ongoing assessment of diverse individuals, families, groups, organizations and communities in a focus area.

Mid-term take-home assignment to elicit demonstration of knowledge of diversity issues and how these may be addressed in practice. (K, S)

Final assignment requiring the application of knowledge about diversity for the development of case conceptualization or program development.

Lectures, readings, videos, and discussions related to engagement with youth and families—in general and using various approaches to mental health practice, and considering the nature of various presenting concerns (K, V, S, C&AP)

Mid-term take-home assignment to elicit demonstration of knowledge about engagement while considering diversity and developmental issues. (K, S)

Final assignment requiring a description and assessment of engagement with a client system or application of knowledge about engagement to program or policy development. (K, S, C&AP)

Lecture, readings, and discussion related to developmentally appropriate assessment (K, S)

Lecture, readings, and discussion of family needs and family system and functioning, and functional

Weeks 3, 5, 6, 7, 8, 13, 14

Syllabus: Pages 3-8

Syllabus: p. 10

Syllabus: p. 10

Week 4
Syllabus p. 3

Weeks 5, 8
Syllabus pp. 4-6
They engage in inter-professional collaboration and utilize methods of assessment appropriate to a focus area to advance practice effectiveness. Advanced Generalist social workers demonstrate an understanding of how their personal experiences and affective reactions may affect their assessment and decision-making.

| assessment of behavior (CBT) (K, S) | Weeks 10-13
| Lecture, readings and discussions related to assessment of youth with specific presenting concerns (e.g. traumatization, depression, suicidality) (K, S) | Syllabus pp. 6-8 |
| Mid-term take-home assignment to elicit the demonstration of knowledge about assessment of children and youth. (K, S) | Syllabus: p. 10 |
| Final assignment requiring a description of client assessment or application of assessment information about the client population for program/policy development. (K, S, C&AP) | Syllabus: p. 10 |

### 2.1.8 Intervene with Individuals, Families, Groups, Organizations, and Communities

Advanced Generalist social workers recognize and understand intervention is an ongoing component of the dynamic and interactive process of social work practice with, and on behalf of, diverse individuals, families, groups, organizations, and communities.

They independently identify, analyze and implement evidence-informed interventions to achieve the goals of clients and constituencies in a focus area. Advanced Generalist social workers incorporate their knowledge of theories of human behavior and the social environment when selecting and implementing interventions in a focus area.

They also engage in interdisciplinary, inter-professional, and inter-organizational collaboration as appropriate, in evaluating and implementing interventions.

| Lecture, reading, videos, case studies and small/large group discussions focused on evidence-informed interventions for different problem areas or populations of children/youth/families. (K,S) | Weeks 5-14
| Mid-term take-home assignment to elicit demonstration of knowledge about developmentally appropriate interventions with children, youth and families. (K, S) | Syllabus pp. 4-8 |
| Final assignment requiring a description of interventions with a client system or the informed application of interventions in program or policy development. (K, S, C&AP) | Syllabus: p. 10 |

*K=Knowledge; V=Values; S=Skills; C & AP=Cognitive and Affective Processes*