I. Course 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.
Attributes and Designations: Counts toward 50% graduate coursework requirement.
Requisites: Must be a Part-Time MSW student at Madison.
How credit hours are met: This course meets for one four hour class period each week during the 7 week
session and carries the expectation that students will work on course learning activities (reading, writing,
studying, etc.) for approximately 8 hours each week. The syllabus includes additional information about
meeting times and expectations for student work.

II. Course Overview
This is an elective course for Advanced Generalist Specialization students that is of particular interest for
students in the mental health and Children Youth and Families focus area. It 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.). 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
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 measure through course activities, readings and assignments and behaviors
learned in field experiences, and which are derived from social work knowledge, values, skills and cognitive
and affective processes. The objective of this course is to help students to demonstrate understanding and
mastery of the knowledge, values, skills and cognitive and affective processes relevant to the competencise
described in Appendix A.
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 26

Introduction and Overview
~ Introductions
~ Review of course content, course requirements and expectations
~ Introductory remarks about clinical work with children and adolescents
~ Systems of care & evidence-based practice

Contemporary Issues in Children’s Mental Health Treatment
~ Thinking ecologically:
~ Culturally responsive therapy
~ Reflective practices
~ Case Formulation

In-Class Activities:
~ Discussion: Stigma, disparities, societal myths & youth
~ Video activity: Case study
~ Small Group Discussion: Viewing our work through an ecological lens

Culture, Identity & Mental Health Assignment (in class)

Required Readings:

Manassis, K. (2014). Benefits of case formulation and a conceptual framework(pp.1-23); & Gathering relevant information (pp.24-47). In Case Formulation with Children and Adolescents New York: The Guilford Press
Moses, T. (2010). Being treated differently: Stigma experiences with family, peers, and school staff among adolescents with mental health disorders. Social Science & Medicine, 70(7), 985-993

Recommended Readings:


Week 2: February 2

Foundational Concepts in Child & Adolescent Mental Health:
~ Attachment
~ Transactional model of development
~ Cultural Considerations when assessing attachment
Case Formulation Process:
~ Regulatory systems
~ Sleep
~ Temperament

In-Class Activities:
~ Pair and Share: Temperament
~ Video: Attachment
~ Practice Activity: Case study

Content Questions # 1 Due

Required Readings:
Manassis, K (2014). Biological aspects of the formulation (pp.48-67); Psychological aspects of the formulation (pp. 68-91) & Case formulation for preschoolers (pp. 132-150). In Case Formulation with Children and Adolescents New York: The Guilford Press.

Recommended Readings:

Week 3: February 9

Regulatory Systems Continued:
~ Emotion regulation
~ Executive function

Assessment & Case Formulation
~ Methods of assessment
~ The clinical interview
~ Risk & Protective factors
~ Gathering information from caregivers and collateral contacts
~ Ethical and cultural considerations

Intro to Cognitive-Behavioral Approaches
~ Cognitive Behavior Therapy (CBT)
~ Behavior Therapy (BT)
In-Class Activities:
Practice Activity: Regulating emotions
Video: Emotion Coaching
Fish Bowl: Clinical interview
Reading response activity

Reading Response #1 Due

Required Readings:
Manassis, K. (2014). Social aspects of the formulation (pp.92-111); Spiritual and cultural aspects of the formulation (112-131); Case formulation for school-age children (pp.151-164). In Case Formulation with Children and Adolescents New York: The Guilford Press.

Recommended Readings:

Week 4: February 16

Overview of DSM-5 Diagnoses to Include:
~ Mood Disorders
~ Anxiety disorders
~ Obsessive-compulsive & related disorders
~ Disruptive, impulse control & conduct disorders
~ Diagnosis (DSM-5) & treatment planning

Psychotropic Medication
Guest Lecture: Dr. Scott Schmidt

Trauma & Disorders of Attachment
~ 12 Core concepts
~ Treatment modalities
~ Working with caregivers and systems

In-Class Activities:
Small group discussion: Culture and the meaning of diagnosis
Activity: video and case study

12 Core Concepts Completion Due

Required Readings:

Recommended Readings:

Week 5: February 23

Suicide and Self-Harming Behaviors
~ Assessment of risk
~ Collaborative Assessment & Management of Suicidality (CAMS)
~ Dialectical Behavior Therapy (DBT)

Working with LGBTQ Youth
~ Gender identity
~ Sexual orientation and expression

Guest Lecture: Javin Hintz, MSW, APSW, LGSW

In-Class Activities:
~ Discussion: Striving for Cultural Curiosity in Family Work
~ Practice Activity: Interactive Interventions
~ Video & Case study: LGBTQ Youth

Required Readings:


**Recommended Readings:**


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**Week 6: March 3**

**Case Formulation & Treatment Planning/Intervention**
- CBT and other Evidence-based treatments
- Designing interventions
- Communicating plans with others

**Legal & Ethical Issues Related to Work with Children and Adolescents**
- Social work ethics
- Critical thinking, emotions and the law

**Guest Lecture:** Joseph Copa MSSW, JD

**In-Class Activities:**
- Practice: Designing interventions
- Discussion: Social Work Code of Ethics & Core values
- Practice: Case vignette & activity

**Content Questions #2 Due**

**Required Readings:**


Manassis, K. (2014). Communicating the case formulation and its treatment implications (pp. 184 - 197); Using the formulation to inform the treatment plan (pp. 198-214) & Formulation challenges and the need to monitor progress (pp. 215-228). In *Case Formulation with Children and Adolescents* New York: The Guilford Press.

Week 7: March 9

Creating and Maintaining Therapeutic Boundaries
~ Technology & social media
~ Therapeutic use of self
~ Intersection of boundaries, culture and ecological context

Care for Social Workers
~ Trauma Stewardship
~ Reflective practices: Case Based Discussion Process

In-Class Activities:
~ Discussion: Compassion fatigue and countertransference: two different concepts
~ Reading Response #2
~ Practice Activity: Case Based Discussion Process
~ Video: Trauma Stewardship
~ Class Evaluations

Reading Response #2 Due

Required Readings:

Recommended Readings:

V. Text and Reading Materials for the Course


Additional required and recommended readings will be available on Canvas.

In addition, students are expected to read and understand the NASW Code of Ethics. Also available online at URL: http://www.socialworkers.org/pubs/code/code.asp

VI. Evaluation: Assignments, Grading and Methods

Grading Scale:
Points earned on each assignment and your final grade will be assigned as follows:
A 94-100 Outstanding work, surpasses minimum expectations in most areas
AB 88-93 Surpasses minimum expectations in some areas, but not in others
B 82-87 Meets minimum expectations
BC 76-81 Meets minimum expectations in some areas, but is below minimum expectations in many areas
C 70-75 Below minimum expectations in most areas
D 64-69 Far below minimum expectations in most areas, not acceptable work
F <64 Far below minimum expectations in all areas, insufficient information for grading, multiple unexcused absences, or academic misconduct.

Students will be Evaluated on the Following Assignments:

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Value</th>
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</thead>
<tbody>
<tr>
<td>Informed Participation</td>
<td>10 pts</td>
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<tr>
<td>Culture, Identity &amp; Mental Health</td>
<td>10 pts</td>
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<tr>
<td>Content Questions (2)</td>
<td>20 pts</td>
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<tr>
<td>Reading Response #1</td>
<td>25 pts</td>
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<tr>
<td>Reading Response #2</td>
<td>25 pts</td>
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<tr>
<td>12 Core Concepts Completion</td>
<td>10 pts</td>
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</table>

Total: 100 pts

Please review and adhere to the writing policy found in syllabus, first person point of view is appropriate for all written assignments.

Assignments Descriptions:

Informed Participation
Value: 10 Points
Informed participation consists of thoughtful completion of required readings and assignments, active engagement in critical thinking processes, problem solving and discussion in large and small group settings, and the ability to appropriately reflect on personal and professional lived experiences. It also includes arriving to class on time, well rested and alert, and maintaining an open, curious and respectful attitude toward your classmates’ responses and offerings related to course content.

Participation can be challenging for some students. Please let me know as soon as possible if you need assistance in this or any other area. Additional information related to attendance can be found in the course policy section.

Culture, Identity & Mental Health
Value: 10 points
Due: In-class activity – Week 1
Culturally responsive social work practice requires ongoing self-awareness of our cultural biases, values, and impact of privilege, and to examine potential areas of clinical strength and challenge. This in-class assignment begins with a reflection on your current influences and identities, drawing from the required reading and content discussion. Next, we will apply these insights to a provided “story”, and conclude with an expansion into social policy/practice. More specific directions will be given in class. I am looking for:

~ Depth of response
~ Ability to engage in critical thinking around the content
~ Awareness and curiosity about your affective response
~ Ability to make connections to micro, mezzo & macro levels of practice.

Content Reflections # 1 & # 2
Due: Weeks 2 & 6 (before start of class)
Value: 10 points each
1) Write 2 questions generated from the **required** readings of the week (2 & 6). It might be specific questions about terminology or strategy, or more global in nature. You are not required to write an explanation or other supporting details. I will do my best to address in class, write a short individual response, or direct you toward another resource. (4 points)

2) Briefly share pertinent emotional responses and thoughts generated from the readings. How have your previous views about the content changed? If not changed, how have they strengthened? How might this influence your current/future work in the field? (2-3 paragraphs - 6 points)

**Reading Response**
#1 Due: Week 3
#2 Due: Week 7
Value: 25 points each

You will be complete the following 3 sections in response to the provided articles: **The section questions are the same for both articles.**


Complete the following sections. Be prepared to discuss the questioning section in small groups. I am looking for depth of response, critical thinking and the ability to make connections between the content and current practice.

1) **Questioning (5 points):** Create a minimum of 2 questions you would like your group to think about based on the assigned reading. For each question, provide a **2-4 sentence explanation** for why you selected these particular questions. Be sure your questions are distinct from each other.

2) **Noticing (10 points):** Pay attention to internal responses while reading. Select a passage that struck you as an interesting, powerful, puzzling or compelling section of the article. Share and describe why you chose, and connect with a **current or past lived experience**.

3) **Connecting (10 points):** Make connections between the reading and current social work practice or policy, and choose a **minimum of 2 connections**. Explain each one in **2-4 paragraphs**. Be sure your described connections are distinct and clearly identified. Examples may include how the content connects to social policies affecting individuals and families; current practices in the social work profession; trends in clinical research, etc.

Bring a copy of your questions to class and be prepared to discuss. You will be graded on your written work.

**12 Core Concepts**
Due: Week 4
Value: 10 points

The 12 Core Concepts for Understanding Traumatic Stress Responses in Children and Families is part of *The Core Curriculum on Childhood Trauma (CCCT)* developed by the National Child Traumatic Stress Network (NCTSN) to promote a trauma-informed mental health workforce. You will enroll in and complete **“Lesson 1: Overview of the 12 Core concepts”**.
Go to:

Create a “new account”, and enroll in: Lesson 1: Overview of the 12 Core Concepts

Complete the course (over time or in one sitting – takes approximately 60-90 minutes), and bring your printed Certificate of Completion to class for full credit. Be prepared to discuss in class.

VII. Course Policies

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:
  ~ Two unexcused absences will result in a student’s grade being dropped one full grade
  ~ Three unexcused absences 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 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 must 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 canceled, students are responsible for checking their email to find out about any class work that will still be required that week and how it will be covered.
  ~ 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.

Writing Policy

Criteria for Assignments
Specific attention should be given to organization, paragraphs, sentence structure, clarity and correct citation using APA format. Before turning in any assignment, consider if the following criteria are met:
1. Validity, relevance, support of main points, ability to consider other perspectives
2. Sources, quotes and paraphrases appropriately identified clear connection to course ideas/readings. Own thinking comes through
3. Organization, clarity, logical flow, completed as required
4. Has an introduction and conclusion, unless otherwise stated
5. Paragraphs should have topic sentences that reflect the content of the paragraph and should have a smooth flow from one paragraph to the next
6. Has **depth**, includes critical evaluation, is integrative—looks at the whole.
7. Appropriate grammar, spelling, format, etc.
8. Completed on time

**General Formatting and Requirements for Papers**

Failure to adhere to formatting requirements will result in a loss of points.

1. Submit a cover sheet with each paper, that includes Your Name, identifies the course (SW 742, Copa), and the title of the assignment (cover page not counted as one of required pages)
2. Papers should be typed in Microsoft Word, double spaced, one-inch margins, and 12-point Times New Roman font,
3. Papers should be placed in the Canvas Dropbox prior to class on the due date. It is your responsibility to be sure your paper has been downloaded properly. The instructor will adhere to the policy on late assignments if an assignment is not received in the Dropbox by the time it is due.
4. Adherence to the APA rules for citations is expected. It is your responsibility to understand the rules for book, magazine and on-line source citations. (Recent updates to the APA form can be obtained at [http://www.apastyle.org/manual/whats-new.aspx](http://www.apastyle.org/manual/whats-new.aspx))
5. Students needing assistance with written assignments are expected to use available resources (e.g., the Writing Lab, 6171 Helen C. White Hall).

**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 two 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.

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

**Reading Assignments:** You 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**

The School, University and I take plagiarism very seriously. At any time when you use the words of another person verbatim or even paraphrase them, you must give that person credit. Students found to have plagiarized, **intentionally or not**, will be disciplined according to University and School policies.

**Student Behavior Policy**

It is expected that students conduct themselves ethically and professionally in all aspects of this seminar. This includes confidentiality, proper respect for all members of the class and their clients and agencies, and support and contributions to the learning environment.
In order to learn, we must be open to the views of people different from 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 classmates, and demonstrate appreciation for the opportunity we have to learn from one another. Please respect your fellow students’ opinions and viewpoints even if you disagree with them, and refrain from personal attacks or demeaning comments. Finally, remember to keep confidential all issues of a personal or professional nature discussed in class.

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

**Note on Accommodation of Student Disability:**
The University of Wisconsin-Madison supports the right of all enrolled students to a full and equal educational opportunity. The Americans with Disabilities Act (ADA), Wisconsin State Statute (36.12), and UW-Madison policy (Faculty Document 1071) require that students with disabilities be reasonably accommodated in instruction and campus life. Reasonable accommodations for students with disabilities is a shared faculty and student responsibility. Students requiring accommodation, as approved by the McBurney Center, are expected to generate a Faculty Notification Letter utilizing McBurney Connect as soon as possible after a disability has been incurred or recognized. For more information, please contact the McBurney Center at mcburney@studentlife.wisc.edu; Phone at 608-263-2741; Text messaging at 608225-7956; or by FAX at 608-265-2998, 711 (Via relay); Address is 702 W. Johnson Street #2104, Madison, WI 53706. I will work either directly with the student or with McBurney Center to identify and provide reasonable instructional accommodations. Disability information, including instructional accommodations as part of a student’s educational record, is confidential and protected under FERPA.

**Use of Technology in the Classroom**
A minimal level of external distraction is essential to a productive learning environment. Mobile devices that are not to being used in class must be either silenced or turned off completely. Laptop and tablet computers may be used for *unobtrusive* note-taking, and web browsers are only allowed to be open for specific class activities.

**Note about Consultation & Feedback:**
I appreciate and value on-going questions, concerns, and feedback about this course, and wish to assist your learning process. Please contact me by phone or email, to schedule additional time for consultation or feedback.

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**Appendix A**

<table>
<thead>
<tr>
<th>Competencies and Description</th>
<th>Course Content relevant to Dimensions that Comprise the Competency*</th>
<th>Location in Syllabus</th>
</tr>
</thead>
<tbody>
<tr>
<td>2.1.1 Demonstrate Ethical and Professional Behavior: Advanced Generalist social workers demonstrate and employ in a focus area an understanding of the value base of the profession and its ethical</td>
<td>Lecture, readings, small and large group discussion related to (K, S, V, C &amp; A):</td>
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<tr>
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| standards, as well as relevant laws and regulations that may impact practice at the micro, mezzo and macro levels. 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. 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. 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. | • Understanding ethical challenges related to disparities in MH treatment access and outcomes for children in the systems of care  
• Considering the impact of mental illness stigma, on youth and their families  
• Applying an ecological lens to assessment, diagnosis & case conceptualization with children to ensure relevant and effective interventions  
• Recognizing the critical role of the social-worker-client relationship & reflective practices for ensuring ethical and effective treatment for children/youth  
• Understanding the value and principles of culturally-sensitive practice with diverse children and families  
• Reviewing relevant state and federal laws (e.g. mandated reporting) as well as the NASW Code of Ethics and professional values and identifying their implications for practice with children and families. | Week 1, 3 & 5 & 7 |
| Assignment: Culture, Identity & Mental Health (K, V, C & A) |  |
| Assignment: Content Questions #1 & 2: (K, V, S, C & A) |  |
| Assignment: Reading Response # 2 (K, V, S, C & A) |  |
| Assignment: Culture, Identity & Mental Health (K, V, C & A) |  |
| Assignment: Content Questions #1 & 2: (K, V, S, C & A) |  |
| Assignment: Reading Response # 2 (K, V, S, C & A) |  |

2.1.2 Engage Diversity and Difference in Practice: 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. They demonstrate comprehension that dimensions of diversity are understood as the intersectionality of multiple factors including but not limited to age, class, color, culture, | Lecture, readings, video small and large group discussion, videos, related to (K, S, V, C & A):  
• Understanding the value and principles of cultural humility and culturally-responsive practice with diverse children and families | Week 1, 2, 3 & 6 |
<table>
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<th>Location in Syllabus</th>
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</thead>
</table>
| 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. Advanced practice social workers recognize that, as a consequence of difference, a person's life experiences may include oppression, poverty, marginalization, and alienation, 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. | • Reviewing barriers to services (e.g., stigma, societal myths) for children identified as cultural minorities or LGBTQ youth, and considering ways of addressing.  
• Exploring the manifestations of attachment relationships across cultures and implications for treatment  
• Applying an ecological and cultural lenses to assessment, diagnosis & case conceptualization with diverse children to ensure relevant and effective interventions  
• Exploring and understanding the importance of cultural meanings made regarding diagnosis & medication  
• Working with diverse caregivers and family systems in culturally sensitive ways | Week 5  
Week 2 & 5  
Week 1,2, 3  
Week 4, 5 & 7  
Week 1, 3, 4, 5 & 7 |
| Assignment: Culture, Identity & Mental Health  
Assignment: Content Questions #1 & 2: (K, V, S, C & A) | Lecture, readings, small and large group discussion, case application videos and exercises related to (K, S, V, C & A):  
• Engaging and treating children, their families and community stakeholders while maintaining awareness of the intersection of boundaries, culture and ecological context  
• Understanding and demonstrating reflective practice strategies to increase awareness of parallel process, regulating affective | Week 1 & 7 |
<table>
<thead>
<tr>
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<th>Location in Syllabus</th>
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</thead>
</table>
| 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. | response and maintaining therapeutic use of self.  
- Developing and engaging reflective processes to include utilizing supervisory teams to create and maintain healthy boundaries with clients.  
Assignment: Content Questions #1 & 2: (K, V, S, C & A)  
Assignment: Reading Response #2 (K,S, V, C & A)  
12 Core Concepts (K, S, V, C & A) | Week 7 |
| 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. 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 | Lecture, readings, small and large group discussion and exercises related to (K, S, V, C & A):  
- Understanding and practicing assessment of working models of attachment and regulatory processes to increase biopsychosocial view of presenting issues  
- Practicing and understanding strategies to both engage with and elicit comprehensive assessment information from multiple sources connected to the daily life of child/adolescent clients.  
- Understanding and practicing principles of diagnostic assessment using the DSM-5  
- Demonstration and practice of viewing assessment process through trauma-informed lens.  
- Understanding and practicing assessment of suicide and self-harming behaviors to include use of Collaborative Assessment & Management of Suicidality (CAMS) | Week 2, 3, 4 & 5, 5 |
<table>
<thead>
<tr>
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<tbody>
<tr>
<td>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.</td>
<td>Lecture, readings, small and large group discussion and exercises related to (K, S, V, C &amp; A):</td>
<td>Page 9</td>
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<tr>
<td></td>
<td>• Child-Parent Psychotherapy: Understanding principles of assessment, engagement and intervention</td>
<td>Week 2</td>
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<tr>
<td></td>
<td>• Trauma &amp; Disorders of attachment: Identifying core concepts, and treatment modalities;</td>
<td>Week 2 &amp; 4</td>
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<td>• Understanding and applying principles of family system to design clinical interventions to include the role of parent consultation</td>
<td>Week 4, 5 &amp; 6</td>
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<td>• Collaborating with schools and other community programs to assess and carry out clinical interventions with children/adolescents</td>
<td>Week 1 &amp; 6</td>
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<td>• Understanding and applying principles of individual-oriented evidence-based practice with children/youth using Cognitive Behavior Therapy (CBT), Behavior Therapy (BT),</td>
<td>Week 3, 4, 5 &amp; 6</td>
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<td>• Identifying interventions to address suicide &amp; self-harming behaviors to include mindfulness strategies and effective use of technology</td>
<td>Week 3, 4, 5 &amp; 6</td>
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<td>• Dialectical Behavior Therapy (DBT): Identifying principles of group based interventions with children/youth utilizing evidence-based intervention</td>
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<tr>
<td>Competencies and Description</td>
<td>Course Content relevant to Dimensions that Comprise the Competency*</td>
<td>Location in Syllabus</td>
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<td></td>
<td>Assignment: Content Questions #1 &amp; 2: (K, V, S, C &amp; A)</td>
<td>Page 9</td>
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<tr>
<td></td>
<td>Assignment: Reading Response #2 (K, S, V, C &amp; A):</td>
<td></td>
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</tbody>
</table>

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