Instructor: Marty Keane, MSW, LCSW, Lecturer   **Office Hours:** 8:30 Sat. or by Appointment
Instructor Email: mtkeane@wisc.edu   **Instructor Phone: 608-628-8732**(cell)
Location: MSC 3265   **Class Meeting Time:** Saturdays 9:00-1:00
Credits: 2   **Instructional Mode:** Face-to-Face
Canvas Course URL: https://canvas.wisc.edu/courses/87737

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.
Attributes and Designations: Counts toward 50% graduate coursework requirement.

Requisites: Must be a Part-Time MSW Program student at Madison.

How credit hours are met: This course meets for one 4-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 about 8 hours each week. The syllabus includes additional information about meeting times and expectations for student work.

II. Course Overview

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

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

III. Learning Outcomes: Competency Descriptions 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 competencies described in Appendix A.

IV. Course Content:

Students are required to complete all outside readings for each week prior to class, including review of assigned websites. This course is designed as an interactive seminar that uses a variety of formats to integrate class with practice experiences that students encounter in field training. Active, meaningful participation in class sessions is essential for an optimum learning experience. The course will include some lecture, use of media, outside guest speakers, and considerable opportunity for discussion and critical thinking.

We will examine assessment and treatment for children and adolescents through a variety of lenses, the most prominent being diversity and trauma. Students should come to class prepared to discuss interventions described in readings, websites and by guest speakers.

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: 1/26/2019
Introduction and Overview
- Review syllabus(course content, requirements, and expectations)
- Introduction
    - Introductory remarks about clinical work with children and adolescents.
    - Purpose of "reflective" practice in class

Contemporary Issues in Children's Mental Health.
Discussion Topics:
- Systems of care in children's mental health
- Ecological thinking
- Psychopharmacology
- Evidence based practice
- Current trends
- Perceptions and beliefs about mental health
- Cultural complexities in practice.

Cultural Self-Assessment Paper Assigned (25 Pts)

<u>**Required Readings**</u>
Gibbs, L. & Gambrill, E. (2002). Evidence-Based Practice: Counterarguments to Objections. Research on Social Work Practice, *12(3) 452-476.*

Hays, P. (2008). Becoming a Culturally Responsive Therapist. In *Addressing Cultural Complexities in Practice: Assessment, Diagnosis, Therapy* (pp.21-39). Washington DC: American Psychological

Hoagwood, K., Burns, B., Kiser, L., Ringeisen, H., & Schoenwald, S. (2001). Evidence Based Practice in Child and Adolescent Mental Health Services. *Psychiatric Services*, 52(9), 1179-1189. (http://ps.psychiatryonline.org/doi/pdf/10.1176/appi.ps.52.9.1179)

Pardeck, John T. (2015). An Ecological Approach for Social Work Practice. *The Journal of Sociology & Social Welfare*, 15(20), Article 11, 133-142. (http://scholarworks.wmich.edu/cgi/viewcontent.cgi?article=1855&context=jssw)

Stroul, Beth A. (2002) Systems of Care: A Framework of System Reform in Children's Mental Health. 1-15
(http://gucchd.georgetown.edu/products/SOCIssueBrief.pdf)

<u>**Recommended Readings:**</u>
Webb, Nancy Boyd. (2011). Necessary Background for Helping Children. In *Social Work Practice With Children*. New York, NY: Guilford Press. **<u>*Strongly Recommend*</u>**

Moses, T. (2008). Psychotropic medication practices for youth in systems of care.   Journal of Child and Family Studies,(17), 567-581.

Webb, Nancy Boyd. (2011). The Challenge of Meeting Children's Needs. In *Social Work Practice With Children*. New York, NY: Guilford Press.

Week 2: 2/2/2019
Infant and early childhood mental health

Discussion Topics:
- Attachment
  - Attachment patterns
  - Role of attachment in development
- Emotion regulation
  - Acquisition of ER Skills
  - Parenting skills to support ER
- Brain development
  - Healthy brain development
  - Impact of stress and trauma on brain, learning, and relationships
  - Temperament
  - Parent child psychotherapy
  - Trauma informed parent child psychotherapy

Cultural Self-Assessment Paper Due!
Reaction Paper (20Pts) Assigned

Required Readings

Davies, D. (2011). Attachment and Brain development. In Child Development: a practitioner's guide, 3rd edition (pp 7-59). New York, NY: Guilford Press.

Dugger, S., & Carlson, L. (2007). "Why Does She Behave This Way?": Reactive Attachment Disorder. In *Critical Incidents in Counseling Children* (23-32). Alexandria, VA: American Counseling Association.

Goldsmith, D. (2010). The Emotional Dance of Attachment. *Clinical Social Work Journal*, (38), 4-7.

Perry, B. (2001). Bonding and attachment in maltreated children: Consequences of emotional neglect in childhood. www.ChildTraumaAcademy.org. (https://childtrauma.org/wp-content/uploads/2013/11/Bonding_13.pdf)

Perry, B. (2005). Maltreatment and the developing child: How early childhood experience shapes child and culture. From The Margaret McCain lecture series. (http://www.lfcc.on.ca/mccain/perry.pdf)

Recommended Readings

Fraiberg, S., Adelson, E. & Shapiro, V. (1980).Ghosts in The Nursery: A Psychoanalytic Approach to The Problems of Impaired Infant-Mother Relationships. In S. Fraiberg (Ed.). *Clinical studies in infant mental health: The first years of life* (pp. 164-196). NY: Basic Books.

Zeanah, P. (2009). The Scope of Infant Mental Health. In *Handbook of Infant Mental Health* (Third Edition), Guilford Press.

Week 3: 2/9/2019
Important Concepts in Child Mental Health
Discussion Topics:
- Impacts of Trauma
  - ➢ Risk/Resilience and protective factors
  - ➢ Developmentally appropriate practice
- Work with ethnically and culturally diverse children and families
  - ➢ Gender difference and Sexual orientation and expression
- Intergenerational transmission of parenting practices
  - ➢ Special issues of foster care and adoption
  - ➢ Stress and recovery

Reaction Paper (20Pts) Due!
Intervention Reflection Paper Assigned (20Pts)

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

Davies, D. (2011). Risk and Protective factors (60-104), and **Analysis of risk and protective factors (105-123)**. In *Child Development: a practitioner's guide, 3rd edition*. New York, NY: The Guilford Press.

Dugger, S., & Carlson, L. (2007). "My Name is Samantha, Not Sammy!": Gender Identity. In *Critical Incidents in Counseling Children* (133-146). Alexandria, VA: American Counseling Association.

Dugger, S., & Carlson, L. (2007). "In Big Mama's House": Intergenerational Issues. In *Critical Incidents in Counseling Children* (147-158). Alexandria, VA: American Counseling Association.

Potter, C. Gender differences in childhood and adolescence. In P. Allen-Mears and M. Fraser, Intervention with children and adolescents (pp. 54-79). Boston, MA: Pearson, Inc.

Rosenberg, M. (2003). Recognizing gay, lesbian, and transgender teens in a child and adolescent psychiatry practice. Journal of the American Academy of Child and Adolescent Psychiatry, 42(12), 1517-1521.

Terzian, M., Andrews, K. & Moore, K. (2011). Preventing multiple risky behaviors among adolescents: seven strategies. Brief Research to Results: Child Trend,(24), 1-12

Webb, Nancy Boyd. (2011). Children in Kinship Care and Foster Home Placements. In *Social Work Practice With Children*. New York, NY: Guilford Press.

Week 4: 2/16/2019
Assessment, Diagnosis, and Interventions
Discussion Topics:
- Methods of Assessment
  - ➤Qualitative and quantitative
- Assessment
  - ➤Screening, Assessment, and evaluation guidelines
  - ➤Psychological testing
  - ➤Ethical and cultural considerations with testing, interviewing, and diagnosis
  - ➤Adolescent development
  - ➤Role of executive functioning
    - o Emotion regulation.
- Diagnosis
  - ➤Using DSM 5 and ICD-10 for diagnosis
- Interventions
  - ➤Cognitive behavior therapy: strategies and application
  - ➤Behavior therapy: Strategies and application
  - ➤Play therapy: techniques and application
  - ➤Attachment methods
  - ➤Family based interventions
    - o Family systems
    - o Parent consultation and involvement

Required Readings
Dugger, S., & Carlson, L. (2007). "I Already Have a Real Mom": Foster Care and Adoption. In *Critical Incidents in Counseling Children* (223-232). Alexandria, VA: American Counseling Association.

Hall, T., Kadusen, H., & Schaefer, C. (2002). Fifteen effective play therapy techniques. Professional Psychology: Research and Practice, 33(6), 515-522.

Landreth, G. (2002). Therapeutic limit setting in the play therapy relationship. Professional Psychology: Research and Practice, 33(6), 529-535.

Orton, G. (1997). Play therapy. In Strategies for counseling with children and their parents (pp. 211-252). Pacific Grove, CA: Brooks/Cole.

Shapiro, J., Friedberg, R. &Bardenstein, K. (2006). Behavior therapy (pp.40-70) & Cognitive therapy (pp. 71-100).   In *Child and Adolescent Therapy: Science and Art*. Hoboken, NJ: Wiley Press.

Webb, Nancy Boyd. (2011). The Biopsychosocial Assessment of the Child. In *Social Work Practice With Children*. New York, NY: Guilford Press.

Webb, Nancy Boyd. (2011). Contracting, Planning Interventions, and Tracking Progress. In *Social Work Practice With Children*. New York, NY: Guilford Press.

Zeman, J., Cassano, M., Perry-Parish, C., & Stegall, S. (2006). Emotion regulation in children and adolescents. *Developmental and Behavioral Pediatrics*, 27(2), 155-168.

Week 5: 2/23/2019
Interventions continued
Discussion Topics:
> - Behavioral and Cognitive Behavior therapies: strategies and applications
> - Play therapy: techniques and application
> - Family based interventions
>   > - Family systems
>   > - Parent consultation and involvement
- Attachment methods
- Evidence based group interventions

Intervention Reflection Paper (20Pts) Due!
Case Conceptualization Paper Assigned (30Pts)

Required Readings
Webb, Nancy Boyd. (2011). Working with the Family. In *Social Work Practice With Children*. New York, NY: Guilford Press.

Webb, Nancy Boyd. (2011). Individual Play Therapy. In *Social Work Practice With Children*. New York, NY: Guilford Press.

Webb, Nancy Boyd. (2011). Group Work With Children. In *Social Work Practice With Children*. New York, NY: Guilford Press

Webb, Nancy Boyd. (2011). School Based Interventions. In *Social Work Practice With Children*. New York, NY: Guilford Press

Week 6: 3/2/2019
Trauma intervention
Discussion Topics:
- Evidence based treatments
- Abuse vs Neglect
- PTSD
Intervention for mood disorders
- Anxiety
- Depression
- Bipolar
Interventions for impulse and conduct disorders
- ADHD
- ODD
- Conduct Disorder
- Intermittent Explosive Disorder
- Self injurious behaviors
- Suicide ideation
- Eating disorders

Required Readings

Dugger, S., & Carlson, L. (2007). "Get Off My Back": Childhood Depression. In *Critical Incidents in Counseling Children* (3-12). Alexandria, VA: American Counseling Association.

Dugger, S., & Carlson, L. (2007). Self Injury: "Cutting the Crazy Out of Me". In *Critical Incidents in Counseling Children* (329-336). Alexandria, VA: American Counseling Association.

Dugger, S., & Carlson, L. (2007). Abuse Disclosure: "Walt Touched Me Down There". In *Critical Incidents in Counseling Children* (57-70). Alexandria, VA: American Counseling Association.

Dugger, S., & Carlson, L. (2007). "Healing Visible and Invisible Wounds": Physical Abuse. In *Critical Incidents in Counseling Children* (81-92). Alexandria, VA: American Counseling Association.

Dugger, S., & Carlson, L. (2007). "I Don't Know": Helping Reluctant Children Tell Their Stories. In *Critical Incidents in Counseling Children* (93-102). Alexandria, VA: American Counseling Association.

Dugger, S., & Carlson, L. (2007). "Please Don't Make Me Go Home": Sexual Abuse and Safety Issues. In *Critical Incidents in Counseling Children* (103-110). Alexandria, VA: American Counseling Association.

Dugger, S., & Carlson, L. (2007). "My Pa-Pa is An Alligator": Sexual Abuse Reporting. In *Critical Incidents in Counseling Children* (111-120). Alexandria, VA: American Counseling Association.

Dugger, S., & Carlson, L. (2007).   "Don't Talk!": Trauma and Dissociation in Play Therapy. In *Critical Incidents in Counseling Children* (121-132). Alexandria, VA: American Counseling Association.

Webb, Nancy Boyd. (2011). Child Victims and Witnesses of Family Violence. In *Social Work Practice With Children*. New York, NY: Guilford Press

Webb, Nancy Boyd. (2011). Interpersonal Violence of Bullying. In *Social Work Practice With Children*. New York, NY: Guilford Press

Week 7: 3/9/2019
Interventions cont'd and Ending Treatment
Discussion Topics:
- Relational Boundaries and social work ethics
- Compassion fatigue
- Transferring/ending treatment

Case ConceptualizationPaper (30Pts) Due!

Required Readings
Berzoff, J. & Kita, E. (2010). Compassion Fatigue and Counter-Transference: Two Different Concepts. *Clinical Social Work Journal*, (38), 341-349.

Dugger, S., & Carlson, L. (2007). "My Head Hurts--Come Pick Me Up From School, Gramma!": Somatization. In *Critical Incidents in Counseling Children* (277-292). Alexandria, VA: American Counseling Association.

Dugger, S., & Carlson, L. (2007). Academic Difficulties: "The Boy's Just Lazy!". In *Critical Incidents in Counseling Children* (351-362). Alexandria, VA: American Counseling Association.

Dugger, S., & Carlson, L. (2007). "Stan is Driving Me Crazy!": Behavior Problems. In *Critical Incidents in Counseling Children* (363-370). Alexandria, VA: American Counseling Association.

Dugger, S., & Carlson, L. (2007). The Systemic Nature of Bullying: "Handle Your Own Business, Punk!". In *Critical Incidents in Counseling Children* (371-386). Alexandria, VA: American Counseling Association.

Dugger, S., & Carlson, L. (2007). "And Whose Gonna Make Me?": Defiant Behavior. In *Critical Incidents in Counseling Children* (387-398). Alexandria, VA: American Counseling Association.

Gushwa, M & Chance, T. (2008). Ethical Dilemma for Mental Health Practitioners: Navigating Mandated Child Maltreatment Reporting Decisions. *Families in Society*, 89(1), 78-83.

Pope K., Vasquez M. (2007) *Ethics in Psychotherapy and Counseling: Third Edition*. (pp. 111-116). San Francisco CA: Jossey Bass.

Recommended Readings:
Turner, K. (2009). Mindfulness: The Present Moment in Clinical Social Work. Clinical Social Work Journal, (37), 95-103.

Thompson, S. et al. (2011). Experiential activities in family therapy: perceptions of caregivers and youth. Journal of Child and Family Studies, (20), 560-568.

J. Pledge, D. (2004). Therapeutic relationship: Bias and Ethics. In Counseling adolescents and children: Developing your clinical style (pp. 199-219). Belmont, CA: Brooks/Cole.

V. Texts and Reading Materials

Dugger, S., & Carlson, L. (2007). Critical Incidents in Counseling Children. Alexandria, VA: American Counseling Association.

Webb, Nancy Boyd. (2011). Social Work Practice With Children. New York, NY: Guilford Press

Additional materials will be posted on Canvas.

VI. Evaluation: Assignments, Grading and Methods
The following is a breakdown of grades for the class.

Points	Grade	Criteria
94-100	A	Outstanding surpasses expectations in all areas
88-93	AB	Surpasses expectations in many areas
82-87	B	Meets expectations in all areas
76-81	BC	Meets expectations in most areas; below in others
70-75	C	Below expectations in most areas; not acceptable graduate-level work
64-69	D	Below expectations in all areas; not acceptable graduate-level work
<64	F	Fails to meet minimum expectations in all areas

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

Assignment	Points/Percentages
Cultural Self-Assessment Paper	25 points
Reaction Paper	20 points
Intervention Reflection Paper	20 points
Case Conceptualization Paper	30 points
Overall Participation	5 points
Total Points	**100 points**

Cultural Self-Assessment Paper
A paper examining your own cultural perspective in at least 5 areas (Race, SES, locale, Etc.) and how it may **influence** your practice. Approx. 2-3 pages in length. (Worth 25 points)
Due Week 2

Criteria:	Point Value:
Reflects on 5 areas(race, SES, location, etc)-All five areas selected and addressed, issue of privilege addressed for each of the selected areas	10
Organization- Ideas clear and supportive by main points and overall structure in presentation of ideas	5
Personal reflection and application of reflection to practice-evidence of critical thinking	5
Spelling/Grammar	5
Total	25

Reaction Paper
A reaction paper to the video presented in class from an ethical and practical perspective. Should include your suggestion on how you would intervene. Approx. 1-2 pages in length. (Worth 20 Points)
Due Week 3

Criteria:	Point Value:
Spelling/Grammar	4
Organization- Content areas described and addressed (use of guiding questions), ideas are presented in a clear and cohesive manner, and overall structure in presentation of ideas	2
Overall understanding of Concept-Critical analysis of observation (Identify "problems" observed in PIE.) and clarity and support of main points (ideas based on specific observations/reading/discussion.)	6
Personal Reflection- Evidence of critical thinking (self reflection of personal and professional processes) and application and integration of ideas (explain how the personal perspective can affect the professional conduct, explain the influence the role of social worker can have on PIE and suggestion of where social work could effect change)	8
Total Points	20

Intervention Reflections Paper
Choose and implement an intervention strategy to practice outside of class. Write a reflection on the experience. The paper should include support as to why you chose the intervention and how it relates to the issue you were addressing. Approx. 2-3 pages in length (Worth 20 Points)

Due week 5

Criteria:	Point Value:
Spelling/Grammar	4
Organization- Content areas described and addressed (use of guiding questions), ideas are presented in a clear and cohesive manner, and Clarity and support of main points(i.e. what intervention activity choose and why)	8
Personal Reflection- Evidence of critical thinking (self reflection of personal and professional processes) and application and integration of ideas	8
Total Points	20

Case Conceptualization Paper
Final assignment designed to incorporate all course content. Examine an individual case in its three areas: Assessment, Diagnosis, and Intervention. Each area should be supported by research and readings. Approx. 8-10 pages in Length. (Worth 30 points)

Due week 7

Criteria:	Point Value:
Organization- ideas are presented in a clear and cohesive manner, Clarity and support of main points(i.e. what intervention activity choose and why)(1pt) and Spelling/Grammar(1pt)	2
Assessment-Clear and concise description of selected client's concerns(2pts), clear description of functioning in each of the five areas(5pts)	7
Diagnosis and Goal Formation- Clear and concise description of the two selected goals(2pts), clear and concise presentation of rational for selected goals and how this will improve client's functioning(1pt) and clear and concise presentation of how the six characteristics will shape treatment and cited support for assertions(3pts)	6
Treatment Intervention Formulation- Understanding of the two selected modalities(6pts), support for the use of each selected modalities using client presentation and evidence based research(6pts), support of selected researched based treatment activity(appropriateness, mastery of treatment, and treatment activity). ***Include how you would implement, goals for activity, and role "use of self" will play in activity***(3pts)	15
Total Points	30

Overall Participation
Effective participation is when a student is prepared for class and engages in the learning process. *Being prepared* means: Present, prompt, and having completed readings/assignments. *Engaging in the learning process* means: Being able to present social work issues, alternative perspectives for discussion, and responding to other students who present issues. This can be observed when the students: Integrate social work concepts with field and other experiences, are responsive to other students, engage in problem solving issues, and contribute to in class exercises. 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. (Worth 5 Points)

Criteria:	Point Value:
Consistently comments/adds to class conversation	2
Exceptional insight/comments that enhances the overall class discussion	1
Improvement by challenging yourself to participate outside your comfort zone (if you are a talker, listening. If you are a listener, speaking)	2
Total Points	5

II. Course Policies

Promptness
Prompt arrival to all course sessions 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
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.

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:
    1) The first unexcused absence will result in a student's grade being dropped one full grade
    2) The second unexcused absence will place the student at risk for failing the course
    3) 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 will be assigned for excused and unexcused absences.
- Students are responsible for completing any class requirements for the day missed, and for obtaining from a fellow classmate any assignments, materials, and communications missed due to absence, late arrival, or early departure.
- Students who must be absent due to inclement weather or other emergencies should contact the instructor prior to the start of class to be considered for an excused absence.
- Inclement Weather Policy
  1) For weather concerns, check your email Friday night and/or Saturday morning prior to class, in the event that class might be cancelled due to dangerous weather
  2) If classes are not cancelled but an individual student concludes he/she cannot safely travel to reach his/her class site, the student must contact his/her instructor(s) regarding his/her plan to not travel. This absence will be considered excused and makeup work may be assigned.

Assignment Guidelines

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

Assignments should be turned in through UW dropbox (not via email!) by 5:00 on the day it is due. **Unapproved late assignments will be marked down a ½ grade for each day they are late, and approval for a late assignment must be requested prior to the time the assignment is due**. You are in charge of keeping track of when your assignments are due, and are responsible for handing them in on time. Please contact me as soon as possible if any unusual circumstances arise.

Canvas

All students in the class are required to access 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 (to be checked once per day, most likely in the evening). Please let me know if you have trouble accessing information in this way.

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

Professionalism and Participation

This is a reading-intensive course and you are expected to come to class prepared for discussions and small group exercises, having read the assigned material **BEFORE CLASS** and noted questions or issues you would like to discuss. The quality of class discussions will be largely dependent on all participants' ability and willingness to share input from readings and their own experiences outside of class. Please speak up when you have a point to make, a question, or a disagreement. While I recognize that students vary in their comfort level related to speaking up

in class, it is important for your professional training to sometimes take a stand, question how or why, and generally practice communicating with colleagues and supervisors.

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

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.

A Note on Plagiarism

Plagiarism involves the use of others' words, ideas, or evidence without clearly acknowledging the source. Plagiarism in this class (and other classes) is unacceptable and will be treated as serious ethical breach with possible penalties including: a failing grade on the assignment, failing the class, and/or referral to the Dean of Students Office.

Maintaining ownership of your work is often challenging when writing papers using multiple sources. Nevertheless, intentional plagiarism is academic dishonesty. Plagiarism occurs when you do any of the following in an assignment:

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

Use of Technology in The Classroom

In order to learn, you must be respectful of the learning environment by using technology appropriately in the classroom. Please turn off your cell phones at the start of class. Plan ahead that any electronic communication should be done before/after class, or during break. In the event that you have a possible emergency situation and you believe you might have to use your cell phone during class, please let the instructor know before class/during break and leave the classroom to quickly address your concern.

If you would like to use a laptop for lecture notes (and only lecture notes), please speak to the instructor prior to class.

If you use technology in an inappropriate or disruptive manner, you will be asked to leave the class. Repeatedly using technology in an inappropriate or disruptive manner may impact your grade.

Ongoing Feedback
I want to be an asset to your learning process. I will be available to discuss any aspect of the course or your work. I 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 inform me in advance so we can allow time for this to be scheduled.

I greatly appreciate on-going student input regarding reactions, suggestions, and/or concerns about the course. Feedback and suggestions for improving this course are always welcomed. 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).

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 provide the instructor with a Faculty Notification Letter by the second week of the semester, or as soon as possible after a disability has been incurred or recognized. For more information, please contact the McBurney Center at mcburney@odos.wisc.edu; Phone at 608-263-2741; Text messaging at 608-225-7956; or by FAX at 608-265-2998, 711 (Via relay); Address is 702 W. Johnson St. #2104, Madison, WI 53706

This faculty will work directly with the student and in coordination with the 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. 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.

Final Note:
I very much hope together we can make this class interesting and useful for your future endeavors.

Appendix A

Competencies and Description	Course Content relevant to Dimensions that Comprise the Competency*	Location in Syllabus
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 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.	Lecture, readings, small and large group discussion related to (K, S, V, C & A): • Ethical Issues within Systems of Care • Ethics within Evidence Informed Practice Mandated Reporting • Treatment Interventions and Ethical Applications • Case Application: Ethical Decision Making in Practice Guest speaker Assignments: Cultural Self assessment Paper (K, V, S, C&A) Reaction Paper (K, V, C &A) Intervention Reflection Paper (K, V, S, C&A) Case Conceptualization Paper (K, V, S, C&A)	Week 1 Week 1 Week 2,6,7 Week 5,6, 7 Week 6,7 Week 3 Page 11 Page 11 Page 12 Page 12
2.1.2 Engage Diversity and Difference in Practice: Advanced practice social workers	Lecture, readings, video small and large group discussion, videos, case	

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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, 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.	applications and final presentations related to (K, S, V, C & A): • Diversity in System of Care • Understanding Diversity Among Developmental and Attachment Theory Frameworks • Cultural Considerations when Assessing Attachment • Gender Differences in Care • LGBTQ+ Differences in Care • Identifying how agencies incorporate culture and diversity into assessments • Video: Bully Guest Speaker Assignments: Cultural Self assessment Paper (K, V, S, C&A) Reaction Paper (K, V, C &A) Intervention Reflection Paper (K, V, S, C&A) Case Conceptualization Paper (K, V, S, C&A)	Week 1 Week 2 Week 3 Week 3 Week 3 Week 3,7 Week 2,3 Week 3 Page 11 Page 11 Page 12 Page 12
2.1.6 Engage with Individuals, Families, Groups, Organizations and Communities: Advanced Generalist social workers	Lecture, readings, small and large group discussion, case application videos and exercises related to (K,	

Competencies and Description	Course Content relevant to Dimensions that Comprise the Competency*	Location in Syllabus
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.	S, V, C & A): •Engagement Exercise: • Exploring how Attachment Patterns Impact Engagement •Video: Bully •Video: Boundin' • Engagement Activity: Relaxation/Mindfulness • Engagement Activity: Magic as a therapeutic tool Guest Speaker Assignments: Reaction Paper (K, V, C &A) Intervention Reflection Paper (K, V, S, C&A) Case Conceptualization Paper (K, V, S, C&A)	Week 2,3 Week 5,6 Week 4 Week 5 Week 5 Week 3 Page 11 Page 12 Page 12
2.1.7 Assess Individuals, Families, Groups, Organizations, and Communities: Advanced Generalist social workers	Lecture, readings, small and large group discussion and exercises	

Competencies and Description	Course Content relevant to Dimensions that Comprise the Competency*	Location in Syllabus
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	related to (K, S, V, C & A): •Assessing Attachment Patterns •Assessment Using the DSM • Assessing for Risk Factors •Case Scenarios: •Assessments and Diagnosing •Assessing for Resiliency Guest Speaker Assignments: Reaction Paper (K, V, C &A) Intervention Reflection Paper (K, V, S, C&A) Case Conceptualization Paper (K, V, S, C&A)	Week 2,4 Week 2,3,4, Week 4,5,6,7 Week 5,6,7 Week 3 Page 11 Page 12 Page 12
2.1.8 Intervene with Individuals, Families, Groups, Organizations, and	Lecture, readings, small and large group discussion and exercises	

Competencies and Description	Course Content relevant to Dimensions that Comprise the Competency*	Location in Syllabus
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.	related to (K, S, V, C & A): • Interventions within Systems of Care • Intervention Application: Emotional Regulation • Case Application: Identifying Interventions for "Bully" actors •Individual Interventions •Family Interventions •Group Interventions Guest Speaker Assignments: Intervention Reflection Paper (K, V, S, C&A) Case Conceptualization Paper (K, V, S, C&A)	Week 1 Week 4 Week 2, 3 Week 3 Page 12 Page 12

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