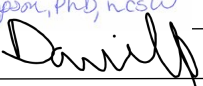
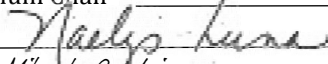


 FLORIDA ATLANTIC UNIVERSITY	COURSE CHANGE REQUEST Graduate Programs		UGPC Approval _____ UFS Approval _____ SCNS Submittal _____ Confirmed _____ Banner _____ Catalog _____
	Department School of Social Work College College of Social Work and Criminal Justice		
Current Course Prefix and Number SOW 6655		Current Course Title Advanced Theory & Social Work Practice with Children, Adolescents & Families	
Syllabus must be attached for ANY changes to current course details. See Template . Please consult and list departments that may be affected by the changes; attach documentation.			
Change title to: Change prefix From: _____ To: _____ Change course number From: _____ To: _____ Change credits* From: _____ To: _____ Change grading From: _____ To: _____ Academic Service Learning (ASL) ** Add ☐ Remove ☐		Change description to: Change prerequisites/minimum grades to: SOW 6533 AND SOW 6306/ B- (for both courses) Change corequisites to: Change registration controls to: Please list existing and new pre/corequisites, specify AND or OR and include minimum passing grade.	
Effective Term/Year for Changes: Fall 2023		Terminate course? Effective Term/Year for Termination:	
Faculty Contact/Email/Phone Joy McClellan. jmccl2@fau.edu 561-297-2864			
Approved by Department Chair  College Curriculum Chair  College Dean  UGPC Chair  UGC Chair  Graduate College Dean  UFS President _____ Provost _____		Date 1/17/23 1/17/23 1/17/23 Feb 2, 2023 Feb 2, 2023 Feb 2, 2023 _____ _____	

Email this form and syllabus to UGPC@fau.edu 10 days before the UGPC meeting.

SPRING 2023
SOW 6655 | CRN XXXX
Advanced Theory and Social Work Practice with Children and Adolescents
(3 Credits)

Instructor:	Dates:
Email:	Wednesdays 7:00 – 9:50pm
Office:	Building: Social Science
Office hours:	Room: 112
Canvas: canvas.fau.edu	Web: www.fau.edu/ssw

Course Description

Advanced Theory and Social Work Practice with Children and Adolescents is a required concentration course selection. This course focuses on the application of theories, concepts and principles in the direct treatment of children and adolescents. A systems perspective serves as the framework for assessing the child and adolescent in the context of family and environment. A range of intervention modalities is presented, including individual, family and group treatment, and play therapy, as well as interdisciplinary collaboration and psycho-educational approaches. This course adapts the fundamentals of social work practice to work with children and adolescents. Assessment and treatment include an understanding of family, cultural and community factors. Various skills and methods, such as work with the family and school, are presented, together with group and individual approaches. Detailed case materials illustrate ethical and practice challenges in working with children and adolescents who live in out-of-home placements, in substance disordered families, and with victims and witnesses to violence. The special circumstances of children and adolescents at risk are emphasized. Policy issues impacting children and families will be discussed.

Relevance To the Educational Program

This course will be offered within the advanced curriculum. Advanced Theory and Social work Practice with Children and Adolescents is designed for students who have an interest in using their social work education to work with children and adolescents, but is also a required course to emphasize work with individuals and families across the lifespan. The organization of the course is intended to provide a survey of theories, concepts, and principles influencing direct practice with children, adolescents, and their families. Emphasis will be placed on methods, communication styles, and the use of relationship in the helping process.

MSW Program Mission

The mission of our MSW program is to educate competent and compassionate social workers for advanced clinical social work practice with children, adolescents, adults, elders, couples, families, and groups. Our graduates possess critical thinking skills and engage in evidence-based clinical practice, with

a deep respect for human diversity and strengths, and with a desire to continue lifelong learning and professional development.

Educational Objectives

By the end of this course, students will be able to:

1. Describe the importance of utilizing a systemic and/or ecological lens in understanding and working with children, adolescents, and families.
2. Reflect on personal experiences as a youth and/or in one's own family of origin to identify potential bias, transference, or countertransference when working with children, adolescents, and families.
3. Apply knowledge of ethical social work practice, diversity and cultural competence, social and economic justice, and relevant theory in the assessment and diagnosis of children, adolescents, and families.
4. Analyze diverse and complex case scenarios of children, adolescents, and families in order to identify client needs and relevant treatment goals and/or objectives.
5. Demonstrate knowledge and/or application of multiple evidence-based interventions for treating children, adolescents, and families.
6. Critically appraise social work theory and/or evidence-based interventions in meeting the needs of diverse children, adolescents, and families.
7. Utilize oral and written communication to convey professional judgment in the assessment and treatment of children, adolescents, and families.

Course Policies

Florida Atlantic University respects the rights of instructors to teach and students to learn. Maintenance of these rights requires classroom conditions that do not impede their exercise. To ensure these rights, faculty members have the prerogative to:

- Establish and implement academic standards.
- Establish and enforce reasonable behavior standards in each class.
- Recommend disciplinary action for students whose behavior may be judged as disruptive under the Student Code of Conduct.

Class Attendance, Timeliness, and Participation

Social work education is designed to help you prepare for professional practice. To model ethically appropriate practice, **please treat coming to classes and participation in online assignments as you would treat working at an agency.** Given the Council on Social Work Education's requirements for professional behavior, **attendance for all classes is required.** **More than one unexcused absence, excessive tardiness, or patterns of leaving early may result in a reduction of the final grade.** The effect of absences upon grades is determined by the instructor, and the University reserves the right to deal at any time with individual cases of non-attendance.

You may be asked to present documentation from a healthcare provider for excused absences due to illness or other documentation for other circumstances. Since participating in class is an integral part of social work education, it is vital that the student be in class; therefore, even with excused absences, you may be required to withdraw or retake the class.

Whether or not there is a documented, excused absence, if a student misses more than 2 classes (or the equivalent of 6 hours of class time), the student will receive a substantial decrease in the final grade.

As per FAU policy, **attendance at the first class is mandatory**. If a student misses the first class, that student will be asked to withdraw from the course and re-register in a future term.

Students are responsible for arranging to make up work missed because of legitimate class absence, such as illness, family emergencies, military obligation, court-imposed legal obligations or participation in University-approved activities. Examples of University-approved reasons for absences include participating on an athletic or scholastic team, musical and theatrical performances and debate activities. It is the student's responsibility to give the instructor notice prior to any anticipated absences and within a reasonable amount of time after an unanticipated absence, ordinarily by the next scheduled class meeting. Instructors must allow each student who is absent for a University-approved reason the opportunity to make up work missed.

Expectations of Professional Behavior and Practice

The FAU Sandler School of Social Work is mandated by the [Council on Social Work Education](#) to foster and evaluate professional behavioral development for all students in the social work program. The Sandler School of Social Work also bears a responsibility to the community at large to produce fully trained professional social workers who consciously exhibit the knowledge, values, and skills of the profession of social work. The values of the profession are codified in the [NASW Code of Ethics](#). Given this context, all students in the social work program will be expected to exhibit the following ethical standards of behavior.

1. Accountability: Attend class, arrive on time, and return from break in a timely manner.
 - Participate in group activities and assignments at a comparable level to peers.
 - Complete work in a timely fashion and according to directions provided.
 - Come to class prepared, with readings and other homework completed.
 - Participate in online discussions and assignments in a timely manner.
2. Respect: Treat all your peers, your instructors and all those you come in contact with, with dignity and respect at all times.
 - Listen while others are speaking.
 - Give feedback to peers in a constructive manner.
 - Approach conflict with peers or instructors in a cooperative manner
 - Use positive and nonjudgmental language, whether communicating in-person or through digital technology.

3. Confidentiality: Treat any personal information that you hear about a peer or an instructor as strictly confidential
 - Maintain any information shared in class, dyads or smaller groups within that unit.
 - Use judgment in self-disclosing information of a very personal nature in the classroom. (Class time should not be used as therapy or treatment. If students feel the need to talk about issues they are struggling with, they may consult with their instructor to receive a referral for counseling.)
 - Do not use the actual names of clients or disclose other identifying client information in the classroom or in written or online assignments.
4. Competence: Apply yourself to all your academic pursuits with seriousness and conscientiousness, meeting all deadlines as given by your instructors. Constantly strive to improve your abilities.
 - Come to class with all books, handouts, syllabus, pens, and technology as requested by the instructor
 - Access appropriate support when having difficulties to ensure success in completing course requirements.
 - Take responsibility for the quality of completed tests and assignments.
 - Work toward greater awareness of personal issues that may impede your effectiveness with clients.
5. Integrity: Practice being honest with yourself, your peers, and your instructors.
 - Constantly strive to improve your social work knowledge, skills, critical thinking, and ethical practice.
 - Do your own work and take credit only for your own work.
 - If you make use of other's work in your assignments, cite the other person's work using APA format.
 - Acknowledge areas where improvement is needed.
 - Invite and make use of constructive feedback from instructors and classmates.

Submission of Papers or Assignments: When students register for a social work course, they agree that all required papers, projects, or assignments may be subject to submission for textual similarity review to Turnitin or SafeAssign for the detection of plagiarism. All submitted papers will be included as source documents in the Turnitin reference database solely for the purpose of detecting plagiarism of such papers. A student may not submit the same paper, or essentially the same, paper, project, assignment, or finished project to an instructor, which has been submitted to another instructor, unless specifically authorized by both instructors to do so.

6. Diversity: Strive to become more open to people, ideas, and creeds that you are not familiar with. Embrace diversity.
 - Maintain speech free of racism, sexism, heterosexism, or stereotyping.
 - Exhibit a willingness to serve diverse groups of persons.
 - Demonstrate an understanding of how values and culture interact.

7. Communication: Strive to improve verbal, written, and digital communication skills as these skills are used heavily in interactions with clients and peers, as well as with client records.
 - Demonstrate assertive communication with peers and instructors.
 - Practice positive, constructive, respectful, and professional communications skills with peers and instructor, including body language, empathy, and listening.
 - Use professional communication skills, including proper grammar, in all communications, including email and other digital communications.
8. Social Justice: Strive to deepen your commitment to social justice for all populations at risk
 - Demonstrate an understanding of how institutional and personal oppression impede the experience of social justice for individuals, families, groups, and communities.
 - Strive to learn methods of empowering populations and enhancing social and economic justice at micro, mezzo, and macro levels.

Consequences of Unacceptable Behavior

The Sandler School of Social Work may terminate a student's participation in the program on the basis of professional non-suitability if the School's faculty members determine that a student's behavior has constituted a significant violation or pattern of violations of the NASW Code of Ethics, the FAU Sandler School of Social Work Student Manual, or the FAU Academic Policies and Regulations. Examples of violations that may lead to termination include (but are not limited to) the following:

1. Failure to meet or maintain academic grade point requirements as established by the University and the Social Work program.
2. Academic cheating, lying, or plagiarism.
3. Behavior judged to be in violation of the NASW Code of Ethics.
4. Failure to meet generally accepted standards of professional conduct, personal integrity, or emotional stability requisite for professional practice.
5. Inappropriate or disruptive behavior toward colleagues, faculty, or staff (at the School or in the field placement).
6. Consistent failure to demonstrate effective interpersonal skills necessary for forming professional relationships (e.g., unable to demonstrate nonjudgmental attitude or unable to allow client self-determination).
7. Documented evidence of criminal activity occurring during the course of study.

Online Etiquette (Netiquette)

Due to the casual communication common in online environments, students are sometimes tempted to relax their grammar, spelling, and/or professionalism when using discussion boards, email, or other digital technologies; however, remember you are adult students and professionals—your communication should be appropriate whether it is online or otherwise. You are expected to use correct spelling and grammar, writing complete sentences for your online responses. Also, please note that in the online environment you do not have the advantage of voice inflection or gestures. Sarcasm can come across very negative, so this form of communication should be avoided. When conducting peer reviews or responding to classmates' posts, remember that you are responding to the ideas of the writer: keep your communication

professional and on-topic.

Social Media

Public social networks are not private. Even when open only to approved or invited members, users cannot be certain that privacy will exist among the general membership of sites. If social work students choose to participate in such forums, please assume that anything posted can be seen, read, and critiqued. What is said, posted, linked to, commented on, uploaded, subscribed to, etc., can be accessed and archived, posing potential harm to professional reputations and prospective careers. Social work students who use social media (e.g., Facebook, Twitter, etc.) and other forms of electronic communication (e.g., blogs, etc.) should be mindful of how their communication may be perceived by clients, colleagues, faculty, future employers, and others. Social work students are expected to make every effort to minimize material that could be considered inappropriate for a professional social worker in training. Because of this, social work students should manage security settings at their most private levels and avoid posting information/photos or using any language that could jeopardize their professional image. Students should consider the amount of personal information posted on these sites and should block client access to involvement in the students' social networks.

Confidential client information should not be shared in any form of electronic media, including any information that might lead to the identification of a client or information that may compromise client confidentiality in any way. Additionally, students should critically evaluate any material that is posted regarding community agencies and professional relationships, as certain material could violate the standards set by the FAU Sandler School of Social Work and the NASW Code of Ethics. Social work students should consider that they will be representing professional social work practice as well as the FAU School of Social Work while in the classroom, within the university, and throughout the broader community. To maintain appropriate professional boundaries, social work students should avoid "friending" clients, that is, allowing clients to connect with your personal Facebook, Twitter, or other personal social media accounts. Students should also maintain appropriate professional boundaries with professors, field educators, and other professionals at their field agencies.

Use of Technology, Cell Phones, and Recording Devices in the Classroom

Students enrolled in this course may record video or audio of class lectures for their own personal educational use. A class lecture is defined as a formal or methodical oral presentation as part of a university course intended to present information or teach students about a particular subject. Recording class activities other than class lectures, including but not limited to student presentations (whether individually or as part of a group), class discussion (except when incidental to and incorporated within a class lecture), labs, clinical presentations such as patient history, academic exercises involving student participation, test or examination administrations, field trips, and private conversations between students in the class or between a student and the lecturer, is prohibited. Recordings may not be used as a substitute for class participation or class attendance and may not be published or shared without the written consent of the faculty member. Failure to adhere to these requirements may constitute a violation of the University's Student Code of Conduct and/or the Code of Academic Integrity.

Safewalk – Night Owls

Campus security members are available to escort individuals, day or night. You may use the following phone numbers to call ahead for an escort. Sandler School of Social Work

Boca Raton: 561-297-6695

Davie: 954-236-1902

Ft. Lauderdale: 954-762-5611

Jupiter: 561-799-8700

Student Accessibility Services

In compliance with the Americans with Disabilities Act Amendments Act (ADAAA), students who require reasonable accommodations due to a disability to properly execute coursework must register with Student Accessibility Services (SAS) and follow all SAS procedures. SAS has offices across three of FAU's campuses – Boca Raton, Davie and Jupiter – however disability services are available for students on all campuses. For more information, please visit the [SAS website](#).

Discrimination or Harassment

The Sandler School of Social Work does not practice, condone, facilitate, or collaborate with any form of discrimination on the basis of race, ethnicity, national origin, color, sex, sexual orientation, gender identity or expression, age, marital status, socioeconomic status, immigration status, political belief, religion, or mental or disability, or any other aspect of human diversity. Students with concerns about on-campus discrimination or harassment (including sexual harassment) can contact the Office of Equity, Inclusion, and Compliance for assistance (call 561-297-3004 or visit the [OEIC website](#)). The Boca Raton office is located in Administration Building Room 265.

[View full Nondiscrimination Policy](#)

Religious Holidays

Please advise the instructor at the beginning of the term if you require accommodations for religious holidays.

Code of Academic Integrity

Students at Florida Atlantic University are expected to maintain the highest ethical standards. Academic dishonesty is considered a serious breach of these ethical standards, because it interferes with the university mission to provide a high-quality education in which no student enjoys an unfair advantage over any other. Academic dishonesty is also destructive of the university community, which is grounded in a system of mutual trust and places high value on personal integrity and individual responsibility. Harsh penalties are associated with academic dishonesty. For more information, see [University Regulation 4.001](#).

Counseling and Psychological Services (CAPS)

Life as a university student can be challenging physically, mentally, financially, and emotionally. Students who find stress negatively affecting their ability to achieve academic or personal goals may wish to consider utilizing FAU's Counseling and Psychological Services (CAPS). CAPS provides FAU students a range of services, including individual counseling, support meetings, and psychiatric services, all offered to help improve and maintain emotional well-being. [See more information here.](#)

Additional Information on Student Rights and Responsibilities For additional information on student rights and responsibilities, please see the [FAU Catalog](#), [BSW policies](#), and [MSW policies](#).

Selected University & College Policies**Accessibility Policy Statement**

In compliance with the Americans with Disabilities Act (ADA), students who require special accommodations to properly execute coursework due to a disability, must register with Student Accessibility Services (SAS) located in the Boca Raton, Davie, and Jupiter campuses and follow all SAS procedures. For additional information, please consult [Student Accessibility Services](#).

Contact:

Boca Raton: (561) 297-3880 / Fax: (561) 297-2184, TTY: 711

Davie: (954) 236-1222 / Fax: (954) 236-1123, TTY: 711

Jupiter: (561) 799-8721 / Fax: (561) 799-8721, TTY: 711

Grade Appeal Process

You may request a review of the final course grade when you believe that one of the following conditions apply:

- There was a computational or recording error in the grading.
- The grading process used non-academic criteria.
- There was a gross violation of the instructor's own grading system.

[Chapter 4 of the University Regulations](#) contains information on the grade appeals process.

Religious Accommodation Policy Statement

In accordance with rules of the Florida Board of Education and Florida law, students have the right to reasonable accommodations from the University in order to observe religious practices and beliefs regarding admissions, registration, class attendance, and the scheduling of examinations and work assignments. For further information, please see [Academic Policies and Regulations](#).

University Approved Absence Policy Statement

In accordance with rules of the Florida Atlantic University, students have the right to reasonable accommodations to participate in University approved activities, including athletic or scholastics teams, musical and theatrical performances and debate activities. It is your responsibility to notify the instructor at least one week prior to missing or submitting any course requirement/assignment.

Drops/Withdrawals

Students are personally responsible for completing the process of dropping or withdrawing from a course. Please click on the following link for more information on dropping and/or withdrawing from a course. Please consult the [FAU Registrar Office](#) for more information.

Incomplete Grades

A student who is passing a course but has not completed all the required work because of exceptional circumstances may, with the approval of the instructor, receive a grade of Incomplete – this requires a signed contract with the instructor, indicating which assignments need to be completed and within what timeframe. Please refer to the relevant [undergraduate or graduate catalog](#) for complete information on this matter.

Technical Information & Skill Requirements

The general and course-specific technical skills you must have to succeed in the course include but are not limited to:

- Access the Internet using the Internet browsers Google Chrome and/ or Firefox.
- Note: If you want to view Canvas on a device with a smaller screen, we recommend using the Canvas mobile App.
- Log in to Canvas to access the course materials, read course modules, submit assignments-quizzes, and post and respond to online discussions.
- Download/ upload files on Canvas.
- Access FAU email and/ or via Canvas Inbox to communicate with faculty and peers.
- Create files in word processing program formats as Microsoft Office Tools, applying Copy and Paste functions.
- Use presentation, graphics, media, and other software programs, as required.
- Access Owl Apps Google Drive to submit assignments, if required
- Search the FAU Library and Websites.
- Download and Install software, if applicable.
- ADA Compliance Access on Canvas: Screen Readers applications: Macintosh: VoiceOver (latest version for Safari); PC: JAWS (latest version for Internet Explorer); PC: NVDA (latest version for Firefox).
- Note: There is no screen reader support for Canvas in Chrome.

Technical Support

In the online environment, technical issues are always possible (e.g., lost connection, hardware or

software failure). Many of these can be resolved relatively quickly, but if you wait until the last minute before due dates, the chances of these glitches affecting your success are greatly increased. Please plan appropriately. If a problem occurs, it is essential you take immediate action to document the issue so your instructor can verify and take appropriate action to resolve the problem. Most issues in Canvas can be resolved by clicking on the “Help” tab located on the menu bar.

When a problem occurs, click “Help” to:

- Report a Problem
- Live Chat with Canvas Support
- Search Canvas Guides
- Additional Technical Support
- Contact the eLearning Success Advisor for assistance: 561-297-3590

If you can, make a Print Screen of the monitor when the problem occurs. Save the Print Screen as a .jpg file. If you are unfamiliar with creating a Print Screen file, see [Print Screen instructions](#).

Complete a [Help Desk ticket](#). Make sure you complete the form entirely and give a full description of your problem so the Help Desk staff will have the pertinent information in order to assist you properly. This includes:

- Select “Canvas (Student)” for the Ticket Type.
- Input the Course ID.
- In the Summary/Additional Details section, include your operating system, Internet browser, and Internet service provider (ISP).
- Attach the Print Screen file, if available.

Send a message within Canvas to your instructor to notify him/her of the problem. Include all pertinent information of the incident (2b-d above).

If you do not have access to Canvas, send an email to your instructor with all pertinent information of the incident (2b-d above).

If you do not have access to a computer, call your instructor with all pertinent information of the incident. If he/she is not available, make sure you leave a detailed message.

If you do not hear back from the Help Desk or your instructor within a timely manner (48 hours), it is your responsibility to follow up with the appropriate person until you obtain a resolution.

Turnitin Software Tutorial

The Turnitin is an originality checking and plagiarism prevention service that checks your writing for citation mistakes or inappropriate copying. When you submit your paper, Turnitin compares it to text in its massive database of student work, websites, books, articles, etc. Turnitin is integrated into the Assignments tool on Canvas in all online classrooms and is managed by

Classroom Support. This means that when you upload your paper to your classroom for grading, it will automatically be sent through Turnitin's repository. The Similarity Report that it generates will help identify possible instances of plagiarism. Please read [Turnitin Plagiarism Software Tutorial](#)

Required Textbooks:

Webb, N.B. (2019). *Social work practice with children* (4th ed.). New York: Guilford Press ISBN: 9781462537556

Supplemental readings will be assigned throughout the semester and may be found on Canvas.

Required Reference

American Psychological Association. (2020). *Publication Manual of the American Psychological Association*, (7th ed.). Washington, D.C.

Grading Scale

Reminder: SW students must make a “C” or higher in all SOCW courses

A	94-96	B	84-88	C	74-76	D	64-66
A-	90-93	B-	80-83	C-	70-73	D-	60-63
B+	87-89	C+	77-79	D+	67-69	F	<59

Course Assignments

<u>Assignment</u>	<u>Due</u>	<u>Points</u>
Reading & Reflection Assignments (3)	1/25; 2/15; 3/15	15 (5 each)
Clinical Case Vignettes (2)	3/1; 4/12	20 (10 each)
<u>Biopsychosocial Assessment</u>	4/2 (all components)	<u>25 total</u>
Informed Consent/Assent		2.5
Genogram, Ecomap, & Culturagram		7.5
Biopsychosocial Assessment		15
Special Topics: Class Presentations	4/19 (in class)	20
Presentation Feedback Forms	4/19 (in class)	5
Take-Home Final Exam	4/26	15
Total		100

NOTE: All assignments are due on time. *Late assignments will not be accepted.* Part of professional practice is ensuring documents are submitted on time. Technological difficulties are not a valid excuse for a late submission (i.e., assignments should be emailed by the deadline if there is ever a Canvas interruption). All assignments should be written in APA format (no abstract) unless specified by the instructor.

Reading & Reflection Assignments (15 points total; 5 points each – 1/29; 2/19; 3/19)

Students will complete three Reading and Reflection assignments throughout the semester. Reading and Reflection Assignments include a combination of quiz-style (multiple choice/true-false) and short answer questions that address central topics and key content from readings.

Clinical Case Vignettes (20 points total; 10 points each – 3/5 and 4/16)

Students will work with 2 practice case vignettes (one child client; one adolescent client) to apply and implement clinical assessment and intervention skills learned during the semester. For each Clinical Case Vignette, students will use the case description provided to identify presenting problem, assess clinical presentation, and formulate intervention plan for implementation in practice. develop preliminary/provisional diagnoses using DSM-5 criteria and coding. Practice Vignettes are due during weeks 8 and 14.

Biopsychosocial Assessment of a Child/Adolescent (25 points; due 4/2)

In this comprehensive assignment, students will complete a biopsychosocial assessment, for a child, adolescent, or family participant. This assignment incorporates a live interview (not simulated) and requires the informed consent (and assent, if applicable) of the interviewee(s).

Using the information gathered from the interview, students will aggregate a biopsychosocial assessment that includes recommendations for treatment; and will construct a genogram, ecomap, and culturagram for the interviewee.

Students are required to use and submit the informed consent document provided. Templates and examples for the biopsychosocial assessment and genogram/ecomap/culturagram will be provided.

Please note the following:

- **You are not permitted to use a previously completed biopsychosocial – this should be a new interview for this semester.**
- Students should identify a child or adolescent to interview (note: if you interview a young child, it may also be necessary to interview the parent or caregiver).
- Interviewees can come from a field agency placement or you can interview a family member or friend's child; however, you cannot interview a youth that you are the primary caregiver for
- Face-to-face interviews are preferred, but if needed, you may conduct your biopsychosocial using video interview (e.g., FaceTime, Skype).
- **You are required to utilize the format provided by the instructor.** However, the instructor may consider the use of an agency template if students seek advanced

permission at least three weeks prior to the assignment due date (this is up to the instructor of the course as they will need to review each document for similarity).

- It is recommended that interviews be planned and/or set up early in the semester in order to avoid cancellations or last-minute problems.

Special Topics: Class Presentations (25 points total; in class on 4/19)

In groups of 3-4, students will select a 'select topic' of interest in clinical practice with children and/or adolescents and provide a 20-30 mini-lecture to the class that includes the following:

- **Introduction** of the special topic - including definitions, prevalence, impact/consequences of the issue, and relevance to social work practice
- Description of two Evidence-Based Practices, interventions, trainings, or other modalities for addressing the issue or population that social workers would use in practice
 - Provide information about what the intervention/training is, how it works, and any other information that would help your classmates know where to find additional training or information.
 - Summary of **Research Findings** that support the effectiveness of each evidence-based practice - this section should be tailored to your issue/population
 - Note: Of the two evidence-based practices, one evidence-based practice is required to be a clinical intervention; for the second evidence-based practice, your group can opt to present another clinical intervention OR a mezzo or macro evidence-based practice
 - Examples: psychotherapy (e.g., cognitive behavioral therapy; dialectical behavioral group therapy; structural family therapy); interventions; trainings; policy; programs; systemic initiatives
- **Demonstration** of one of the evidence-based practices presented. Recommendations include:
 - Model or role-play the technique, process, or therapeutic modality as it is used to address the topic of the presentation
 - OR an experiential class activity in which all students practice/apply the intervention or techniques.
- Present two different scales/measures for **Evaluation** of the evidence-based practice you demonstrated in your presentation (example: Beck Depression Inventory). In other words, how would you know (assess) if the evidence-based practice was effective? The measure should be appropriate for the problem and age group.
- Present 3-5 **Practice Implications and Recommendations** for social work practice. Implications should be relevant to advanced clinical practice, but you could also add in macro-level implications or recommendations, as relevant.

The instructor will provide a sign-up sheet with pre-assigned topics at the beginning of the semester. Presentations should be fun, engaging, and appropriate for the level of development of

the class (i.e., future/current therapists). PowerPoint presentations and supplemental materials are due on Canvas by the date and starting time of class specified on the Course Schedule.

Call Facilitation Issues/Topics to Choose From:

- Technology, apps, and phone use among youth
- Bullying
- Healthy relationships and dating violence
- Substance use prevention/intervention
- Criminal justice system and youth
- LGBTQ+
- Suicide assessment, self-harm, and crisis intervention w/ youth
- The impact of the pandemic on child and family mental health and functioning

Take-Home Final Exam (Due 4/30 – 15 points)

Students will complete a final course exam that includes multiple choice/true-false questions, as well as several short-answer questions. The exam is considered a “take-home exam,” as students will have the ability to work on the exam between 4/20 and 4/30 using their notes and course materials. The exam is submitted individually and will be screened using plagiarism software.

Course Schedule

Week 1	Welcome & Introduction
1/11	Course Introduction & Overview Common Issues and Themes in Working with Youth Ethics and Legal Considerations Self-Disclosure, Self-reflection, & Self-care <i>Read:</i> <i>Introductory Course Site Content</i> <i>Webb Ch. 1 & 2</i>
Week 2	Engaging the Child/Adolescent Client
1/18	ARCH Model <i>Read: Micucci pp. 8-9</i> Engaging the Child/Adolescent Client <i>Read:</i> <i>Webb Chapter 3</i> <i>Morrison & Flegel - Chapters 1 & 2</i> <i>McKenzie & Nicotera pp. 119-127</i> <i>Huber – There is Nothing Wrong With You (For Teens)</i> <i>National Child Welfare Workforce Institute (NCWWI): Cultural humility practice principles</i>
Week 3	Assessing the Child/Adolescent Client
1/25	Review of Child & Adolescent Development The Biopsychosocial Assessment & Child-in-Context <i>Read:</i> <i>Morrison & Flegel - Chapter 3</i> <i>Webb Chapter 4</i> <i>McKenzie & Nicotera pp. 56-60</i> <i>Micucci pp. 12-30 & 38-58</i> Due: Reading & Reflection Assignment #1
Week 4	Diagnostic Assessment & Documentation
2/1	Diagnosing Children and Youth Clinical Documentation: What (& How) to Write <i>Read:</i> <i>Morrison & Flegel - Introduction; Chapters 10 & 27; Appendix 2</i> <i>DSM 5 Fact Sheets on Canvas</i>

Week 5	Selecting, Implementing, & Evaluating Interventions
2/8	Treatment Planning & Selecting Interventions Implementation & Evaluation of Evidence-Based Practices <i>Read:</i> <i>Webb Ch. 5</i> <i>Gammer pp. 155-169</i> <i>Sample treatment plan objectives/goals on Canvas</i>
Week 6	Interventions: Cognitive-Behavioral Therapies
2/15	CBT & Social Learning Theory Behavior Theory Dialectical Behavior Theory <i>Read:</i> <i>Busching & Krahé – With a Little Help from Their Peers – Impact of Classmates on Adolescents Behavior</i> <i>Halder & Mahato - Cognitive Behavior Therapy for Children and Adolescents</i> <i>Leibowitz_Parent-Based Treatment as Efficacious as Cognitive Behavioral Therapy for Childhood Anxiety</i> Due: Reading & Reflection Assignment #2
Week 7	Interventions: Existential & Creative Therapies
2/22	Class Creative and Expressive Therapies (Art, Music, Drama, Poetry) Play Therapy <i>Read:</i> <i>Bosgraaf_Art Therapy for Psychosocial Problems in Children and Adolescents</i> <i>Pires_Therapeutic Mask An Intervention Tool for Psychodrama With Adolescents</i> <i>Koukourikos_An Overview of Play Therapy</i>
Week 8	The Family Life Cycle: Practice with Children & Adolescents
3/1	Changes in Family Structure and Roles <i>Webb Chapter 11 & 12</i> Sibling Relationships <i>Gammer pp. 272-298</i> Parenting: Stress Process Model & Life Course Perspective <i>Nomaguchi - Parenthood and Well-Being: A Decade in Review (required: pages 3 – 7; 15 - 20; full article recommended)</i> Due: Clinical Case Vignette #1
Week 9	Spring Break – No Class
3/8	

Week 10	Interventions: Attachment, Separation, & Trauma
3/15	Family and Community Violence Immigration <i>Read: Webb Chapters 14 & 16</i> Kinship and Foster Care <i>Read: Webb Chapters 10</i> <i>TF-CBT Fact Sheets on Canvas</i> Due: Reading & Reflection Assignment #3
Week 11	Interventions: Child/Adolescent Psychopathology
3/22	Psychopathology <i>Morrison & Flegel - Appendix 2</i> <i>Bhide et al - General Principles for Psychotherapeutic Interventions in Children and Adolescents</i>
Week 12	Interventions: Substance-Using Families & Youth
3/29	Children in Families Affected by Substance Use <i>Read:</i> <i>Trucco: A Review of Psychosocial Factors Linked to Adolescent Substance Use</i> <i>Waldron: Engaging Resistant Adolescents in Drug Abuse Treatment</i> <i>Webb Chapter 13</i> Due 4/2 11:59pm: Biopsychosocial Assessment
Week 13	Interventions: Juvenile Justice System
4/5	Psychosocial Causes and Outcomes <i>DeLisi_ The etiology of antisocial personality disorder and role of ACES</i> <i>Baker_ Characterizing trajectories of anxiety, depression, and criminal offending in male adolescents</i> <i>Drury_ What Becomes of Chronic Juvenile Delinquents</i> Multisystemic Therapy <i>Read: Sheerin_ An Evaluation of Mechanisms of Change in Multisystemic Therapy for Juvenile Justice-Involved Youth</i>
Week 14	Group Interventions & Social Learning
4/12	Psychoeducation & Group Work with Children <i>Read:</i> <i>Webb Ch. 8</i> <i>Corey et al. pages 344-350</i> Clinical/Progress Notes <i>Read: Cocoran Chapter 9</i> Due: Clinical Case Vignette #2

Week 15	Presentations
4/19	Class Presentations
Week 16	No Class – University Reading Day
4/26	
	Finals Week
	Due 4/30 11:59pm: Take-Home Final Exam

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