

Syllabus

Course Overview

In this course you will acquire the advanced knowledge and skills required to engage in the clinical treatment of children and youth. You will examine theoretical frameworks, including developmental, ecological, cognitive or behavioral, and psychodynamic frameworks. In addition, you will analyze assessment styles and intervention planning with an emphasis on cultural and environmental factors. Throughout the course you will use technology and leadership skills to synthesize, integrate, and apply what you have learned in order to provide assessment and treatment that is grounded in professional social work ethics and best practices for children and youth. You will also use the most recent edition of *The Diagnostic and Statistical Manual of Mental Disorders* (5th ed.; DSM-5, American Psychiatric Association, 2013) to provide diagnostic formulations.

Masters of Social Work Mission Statement

The mission of Capella University's Master of Social Work program is to educate and prepare diverse adult learners to serve as innovative, twenty-first century advanced generalist practitioners. We strive to develop professional social workers who will exemplify strengths-based and ecological perspectives, cultural competence, and ethical practice and emerge as leaders who use technology as an adjunct to practice. We aim for our graduates to further advance social work practice in service of their local communities, agencies, and organizations.

Advanced Generalist Practice

The advanced generalist practice specialization introduces social work practice skills, the strengths-based perspective at all levels of social work practice with individuals, families, groups, organizations, and communities. Learners will develop and apply advanced generalist practice and leadership skills in engagement, assessment, intervention, and evaluation from a strengths-based perspective grounded in social work values and ethics, social justice, human rights, cultural competence, policy practice, the integration of technology, and evidence-based practice.

The advanced generalist practice program reinforces the integration of best practice standards that incorporates and emphasizes the National Association of Social Workers (NASW) and Association of Social Work Boards (ASWB) Standards for Social Work Practice, NASW Code of Ethics, and the International Federation of Social Workers (IFSW) and the International Association of Schools of Social Work Ethics in Social Work (IASSW) for global standards. To enhance and reinforce the demonstration of micro, mezzo, and macro advanced generalist practice skills, learners will engage in face-to-face residency experiences.

Webinars

To help you be successful in your program, your instructor holds an introductory webinar during the first week of the course. This webinar introduces you all aspects of your degree program and provides you with an opportunity to ask questions. The time of the webinar is provided in the Announcements section of the courseroom. The webinar is hosted using the [Adobe Connect](#) technology tool, both to enable you to connect live (synchronously) and to enable you to view the recorded session afterwards. See the Unit 1 study entitled Using Adobe Connect for more information on how to participate.

Your instructor is here to help you on your journey. In addition to comments on your discussion posts and papers, your instructor will present live (synchronous) webinars during several units of the course and will be holding *office hours* for individual contacts as needed. For details on the schedule and timing of both the webinars and the office hours, read the Faculty Expectations Message and stay up to date on the Announcements and the Updates and Handouts sections of the courseroom.

Adobe Connect Activities

This course requires learners to participate in live online meeting using Adobe Connect. If you require the use of assistive technology or alternative communication methods to participate in these activities, please contact [Disability Services](#) to request accommodations.

Course Competencies

(Read Only)

To successfully complete this course, you will be expected to:

- 1 Articulate and provide leadership in the application of the core values and ethical standards of the social work profession through an ethical problem solving model to aid in critical thinking, affective reactions and ethical decision making related to individuals, families, groups, organizations, and communities to guide and inform ethical practice in the specialization of advanced generalist social work. (C1.SP.B)
- 2 Analyze dimensions and differentiation in diversity and apply the influence of relationships and affective reactions to intervention techniques and technologies with diverse clients, families, groups, organizations, and communities. (C2.SP.A)

- 3 Apply leadership skills, theoretical frameworks, decision making and best-practice interventions with diverse populations. (C2.SP.B; C6.SP.A; C6.SP.D; C7.SP.A; C7.SP.D; C8.SP.A; C8.SP.D; C9.SP.A; C9.SP.E)
- 4 Apply and integrate theories of human behavior and the social environment in the specialization of advanced generalist practice with individuals, families, groups, organizations, and communities. (C6.SP.B; C7.SP.B; C8.SP.B; C9.SP.B)
- 5 (Engage) (Assess) (Intervene) (Evaluate) Apply leadership, technology, critical thinking, decision making and interpersonal skills in the specialization of advanced generalist practice with individuals, families, groups, organizations, and communities to achieve goals. (C6.SP.D; C7.SP.D; C8.SP.D; C9.SP.E)
- 6 Communicate in a manner that is scholarly, professional, and consistent with expectations for members of the social work profession.

Course Prerequisites

Prerequisite(s): SWK5013. Cannot be fulfilled by transfer.

Syllabus >> Course Materials

Required

The materials listed below are required to complete the learning activities in this course.

Integrated Materials

Many of your required books are available via the VitalSource Bookshelf link in the courseroom, located in your Course Tools. Registered learners in a Resource Kit program can access these materials using the courseroom link on the Friday before the course start date. Some materials are available only in hard-copy format or by using an access code. For these materials, you will receive an email with further instructions for access. Visit the [Course Materials](#) page on Campus for more information.

Book

Henderson, D. A., & Thompson, C. L. (2016). *Counseling children* (9th ed.). Boston, MA: Cengage. ISBN: 9781285464541.

Sheafor, B., & Horejsi, C. (2015). *Techniques and guidelines for social work practice* (10th ed.). Upper Saddle River, NJ: Pearson. ISBN: 9780205965106.

Hardware

Capella University requires learners to meet certain minimum [computer requirements](#). The following hardware may go beyond those minimums and is required to complete learning activities in this course. **Note:** If you already have the following hardware, you do not need to purchase it. Visit the [Course Materials](#) page on Campus for more information.

Zoom Activities.

Headset with microphone

Library

The following required readings are provided in the Capella University Library or linked directly in this course. To find specific readings by journal or book title, use [Journal and Book Locator](#). Refer to the [Journal and Book Locator library guide](#) to learn how to use this tool.

- ABC News (Producer). (2006). [Deeply troubled children \[Video\]](#). Films on Demand.
- American Psychiatric Association. (2013). *Diagnostic and statistical manual of mental disorders* (5th ed.). Arlington, VA: Author.
- BBC (Producer). (2002). [Teenagers and bullying \[Video\]](#). Films on Demand.
- Channel One Communications (Producer). (2006). [Children of substance abusers \[Video\]](#). Films on Demand.
- Films for Humanities and Sciences (Producer). (2006). [Fetal alcohol exposure: Changing the future \[Video\]](#). Films on Demand.
- Films for Humanities and Sciences (Producer). (2006). [Learning disabilities caused by FAS \[Video\]](#). Films on Demand.
- Ivanhoe Communications (Producer). (1993). [Children of abusers \[Video\]](#). Films on Demand.
- Java Films (Producer). (2010). [Stigma of birth defects \[Video\]](#). Films on Demand.
- Meridian Educational (Producer). (2007). [Results of child abuse \[Video\]](#). Films on Demand.
- Video Education America (Producer). (2008). [What is psychological resilience \[Video\]](#). Films on Demand.

External Resource

Please note that URLs change frequently. While the URLs were current when this course was designed, some may no longer be valid. If you cannot access a specific link, contact your instructor for an alternative URL. Permissions for the following links have been either granted or deemed appropriate for educational use at the time of course publication.

- American Academy of Child & Adolescent Psychiatry. (2016). [Psychiatric medication](#). Retrieved from http://www.aacap.org/AACAP/Families_and_Youth/Resources/Psychiatric_Medication/Home.aspx

Suggested

The following materials are recommended to provide you with a better understanding of the topics in this course. These materials are not required to complete the course, but they are aligned to course activities and assessments and are highly recommended for your use.

Optional

The following optional materials are offered to provide you with a better understanding of the topics in this course. These materials are not required to complete the course.

Unit 1 >> Frameworks for Counseling Children

Introduction

Children have unique developmental, cognitive, social, and intellectual needs and are not simply miniature adults (Sheafor & Horejsi, 2015). Social workers need to develop an understanding of specific developmental techniques, theories, and skills to adequately meet their needs. This unit starts to address the unique counseling specialty of working with children, youth, and adolescents.

The advanced generalist model is strengths-based and throughout this course. Discuss how to apply this component of your work through application of theory and interventions. One concept that is closely connected to a strength-based model is resilience. During this unit, you also examine how to develop resilience within children.

Finally, throughout this course, you will examine specific clinical diagnosis and interventions for children. This unit starts by analyzing neurodevelopmental disorders.

Reference

Sheafor, B., & Horejsi, C. (2015). *Techniques and guidelines for social work practice* (10th ed.). Upper Saddle River, NJ: Pearson.

Learning Activities

u01s1 - Studies

Readings

Use your *Counseling Children* textbook to complete the following:

- Read Chapter 1, "Introduction to a Child's World," pages 1–28.

These readings cover the overall framework for childhood counseling.

Use the Capella Library to complete the following:

- Read the following sections from *DSM-5*, pages 21–88. These selections will help you acquire an understanding of neurodevelopmental disorders.
 - "Use of the Manual."
 - "Cautionary Statement for the Forensic Use of DSM-5."
 - "Neurodevelopmental Disorders."

Videos

View the following from the Capella library:

- Video Education America (Producer). (2008). *What is psychological resilience?* [Video]. Films on Demand.

u01s2 - Introductory Webinar and Using Adobe Connect

You participate in live webinars during the course. During these sessions, you have the opportunity to ask questions and engage in discussions with the instructor in real time. The webinars are recorded for asynchronous use if you are unable to attend the live sessions or wish to review them in the future.

This first webinar provides an opportunity for introductions, as well as an overview of the course, its assignments, and its place in the MSW program. Questions are encouraged!

Adobe Connect

In this unit, you are required either to attend the introductory webinar when it is offered live or view and listen to the recording once it has been posted in the courseroom. You will have similar types of webinars later in the course. Your instructor uses Adobe Connect, a technology tool, to present each webinar. For your convenience, you may download the [Webinar 1 PowerPoint presentation](#) your instructor will use for this webinar.

In preparation for using Adobe Connect to attend meetings, host live presentations, and record presentations in this course, complete the following:

- If you have not already done so, set up and test your hardware, using the installation instructions provided by the manufacturer.
- Create or access your meeting room at any time from the **My Meetings** link in the courseroom.
- Instructions and tutorials are available from the [Using Adobe Connect](#) support page.

If you are unable to participate in a synchronous webinar, look for a link to the recording of the webinar in the Updates and Handouts section of the unit, which your instructor will post.

Note: If you require assistive technology or alternative communication methods to participate in this activity, please contact [Disability Services](#) to request accommodations.

u01d1 - Neurodevelopmental Disorders

Neurodevelopmental disorders are defined as a group of conditions that often occur before a child enters school. These disorders are demonstrated through developmental deficits that impair personal, social, academic, or intellectual functionality (APA, 2013).

For this discussion:

- Choose one of the disorders defined in the *DSM-5* on pages 31–88.
- Define the diagnostic features of the disorder you chose.
- Identify one evidence-based best practice that you could apply as an intervention for the chosen disorder. Please include at least one reference.

Response Guidelines

Respond to at least one peer. After watching the video in this unit, "What is Psychological Resilience?", and reading Henderson and Thompson (2016) and learning about their notion of resilience, discuss some important factors of resilience that apply to children affected by the identified neurodevelopmental disorder in the primary post. How can you as the social worker serving this type of client promote resilience? Please cite the sources of your content as you construct your response post.

Course Resources

Graduate Discussion Participation Scoring Guide

[APA Style and Format](#)

Diagnostic and Statistical Manual of Mental Disorders

Unit 2 >> Intake and Engagement

Introduction

The planned change process within social work begins with intake and engagement. Sheafor and Horejsi (2015) discuss that the social worker typically conducts preparation, initial engagement, and intake during this stage of the process. During engagement, the social worker employs active listening, strength building, and universal counseling skills. This unit examines how to connect to children during the intake and engagement process.

Children who are mandated to care or are oppositional are often difficult to engage within the therapeutic relationship. Disruptive, impulse-control, and conduct disorders are defined in the *DSM-5* (2013) as disorders that include problems in the area of "self-control of emotions and behaviors" (p. 461). This unit also explores conduct disorders as defined in the *DSM-5* and tools to appropriately engage them within the therapeutic relationship.

References

American Psychiatric Association. (2013). *Diagnostic and statistical manual of mental disorders* (5th ed.). Arlington, VA: Author.

Sheafor, B., & Horejsi, C. (2015). *Techniques and guidelines for social work practice* (10th ed.). Upper Saddle River, NJ: Pearson.

Learning Activities

u02s1 - Studies

Readings

Use your *Techniques and Guidelines for Social Work Practice* textbook to complete the following:

- Read Chapter 10, "Intake and Engagement," pages 162–195.

Use your *Counseling Children* textbook to complete the following:

- Read Chapter 3, "The Counseling Process," pages 66–105.

These readings cover techniques and guidelines of intake and engagement within the planned change process.

Use the Capella Library to complete the following:

- Read "Disruptive, Impulse-Control, and Conduct Disorders," from *DSM-5*, pages 461–480. This selection will help you acquire an understanding of disruptive, impulse-control, and conduct disorders.

Videos

View the following from the Capella library:

- ABC News (Producer). (2006). *Deeply troubled children* [Video]. Films on Demand.
- Ivanhoe Communications (Producer). (1993). *Children of abusers* [Video]. Films on Demand.

u02d1 - Intake and Engagement

Henderson and Thompson (2016) shared that "years of research support the correlation between counselor's interpersonal skills and counseling effectiveness" (p. 67). Your readings provide multiple tools to engage children, including counseling skills, preparing for your first interview, and overcoming resistance. All these tools are essential in engaging children in a meaningful and effective manner. Children who come from abusive backgrounds have a difficult time feeling safe within the counseling setting; therefore, engaging them within the counseling relationship is vital.

You viewed two film clips, "Deeply Troubled Children" and "Children of Abusers," as a part of this unit's study activity. Choose one of the children from those two films (Emily or Nathan from "Children of Abusers," or Amanda or Destiny from "Deeply Troubled Children") for this discussion. While considering the child and situation they are in, either at home or in a group home, consider how you could effectively engage the child.

For this discussion, conduct an intake for counseling for one of the children mentioned above. Using your readings and additional research, identify how you would effectively engage that child. In your discussion post, complete the following:

- Identify which child you are conducting the intake on.
- Discuss at least one issue to consider during your first interview. How would you prepare for the interview?
- Identify at least one strategy on how you would overcome potential resistance during the intake.
- Apply at least one universal counseling skill that you would apply and provide an example of what that would sound like. You can find universal counseling skills listed in Table 3-1 on pages 84–85 of your Henderson and Thompson textbook.

Reference

Henderson, D., & Thompson, C. (2016). *Counseling children* (9th ed.). Boston, MA: Cengage Learning.

Response Guidelines

Respond to at least one peer. Suggestions for this peer response include providing additional considerations on the child presented, additional strategies to overcome resistance or to engage with the child, or additional counseling skills that could be employed.

Course Resources

Graduate Discussion Participation Scoring Guide

[Children of abusers \[Video\]](#).

[Deeply troubled children \[Video\]](#).

Unit 3 >> Data Collection, Assessment and Planning

Introduction

The Council of Social Work Education (2015) identifies assessment as one of the core social work competencies. Assessment is also identified as one of the steps in the planned changed process. It is during this phase of gathering data and conducting assessment that the social worker is able to determine conclusions or hypotheses that apply to the client's situation and behaviors. This unit will focus on development of data collection, assessment, and planning.

Reference

Council of Social Work Education. (2015). Educational policy and accreditation standards. Retrieved from <http://www.cswe.org/File.aspx?id=81660>

Learning Activities

u03s1 - Studies

Readings

Use your *Techniques and Guidelines for Social Work Practice* textbook to complete the following:

- Read Chapter 11, "Data Collection and Assessment," pages 199–275.

Use the Capella Library to complete the following:

- Read "Alphabetical Listing of *DSM-5* Diagnoses and Codes," from *DSM-5*, pages 839–863. This selection covers the ICD codes in relation to their correlation to diagnosis.

u03a1 - Literature Review

Identify a specific childhood or adolescent issue you are interested in that falls within the mental and behavioral sector; examples include autism in preschool children, alcohol addiction for teenage girls, oppositional defiant disorder and the correctional system, psychological impact of bullying middle school children, suicide rates of homosexual youth, or others. Conduct a literature review on the topic of your choice.

For this assignment:

- Examine the topic of your choice through conducting a complete literature review. Discuss the key issues faced by the selected population.
- Explain at least three strategies on how to effectively engage in advanced generalist practice with the selected population.
- Summarize at least two common interventions that can be applied to address the mental or behavioral needs of the selected population.
- Articulate at least one ethical issue that social workers may face while working with this population.

Additional Requirements

The assignment you submit is expected to meet the following requirements:

- **Written communication:** Written communication is free of errors that detract from the overall message.
- **APA formatting:** Resources and citations are formatted according to APA style and formatting standards.
- **Cited resources:** Minimum of five scholarly sources. All literature cited should be current, with publication dates within the past five years.
- **Length of paper:** 5–7 double-spaced pages.
- **Font and font size:** Times New Roman, 12 point.

Note: Your instructor may also use the Writing Feedback Tool to provide feedback on your writing. In the tool, click the linked resources for helpful writing information.

Course Resources

[APA Style and Format](#)

[Capella University Library](#)

[Introduction to the Writing Center](#)

[Literature Review](#)

[Social Work Masters Library Research Guide](#)

[Writing Feedback Tool](#)

u03d1 - ICD and DSM-5

For this discussion, review pages 839–863 within the *DSM-5*.

- Identify one disorder and ICD code that is relevant and specific to children or adolescents.
- Provide the diagnostic criteria as listed in the *DSM-5*.
- Identify at least one peer-reviewed article that provides additional information about this disorder and assessment tools that are commonly used to diagnosis this disorder.
- Lastly, Sheafor and Horejsi (2015) identify several assessment techniques in Chapter 11. Identify which one of these assessment tools you could apply to assist with your assessment. Discuss why this assessment tool would apply to this disorder. Also discuss if consults, tests, or the involvement of other interprofessional colleagues would be beneficial to this assessment.

Response Guidelines

Respond to at least one peer. Suggestion for peer responses is to provide additional research about the childhood disorder identified, or an alternative assessment, consult, test, or inclusion of another interprofessional colleague and how this would be beneficial. Cite sources as appropriate.

Course Resources

[Graduate Discussion Participation Scoring Guide](#)

[APA Style and Format](#)

[Capella University Library](#)

[Diagnostic and Statistical Manual of Mental Disorders](#)

Unit 4 >> Intervention and Monitoring: Psychoanalytic and Person-Centered Counseling

Introduction

Henderson and Thompson (2016) share that there is no definition of what "well-being" looks like for a child. However, there is agreement that a minimum well-being should include "presence of positive emotions and moods" (p. 11). Children often need assistance in developing a positive well-being, which often includes social work interventions. In this unit, you start to look at how to apply clinical interventions while working with children as they develop a positive well-being.

There are multiple theory bases used to provide clinical care for children. Over the next several units, you will discuss the most commonly used application of theory to children, youth, and adolescents. This unit considers the use of psychoanalytic and person-centered counseling.

Psychoanalytic counseling is the most traditional methodology of therapy. This method is not commonly used with children as it focuses on inner conflicts of which children may not be aware. However, many therapists use play therapy to assist children in identifying unconscious content.

Person-centered counseling is a primary tenant for social work. Social workers practice using the perspective that individuals have the capacity to solve their own problems and focus on empowerment. Person-centered counseling provides a humanistic approach that encourages individuals to identify and focus on their strengths.

This unit also provides the opportunity to learn about feeding and eating disorders, which are common diagnoses within the childhood, youth, and adolescent populations.

Reference

Henderson, D., & Thompson, C. (2016). *Counseling children* (9th ed.). Boston, MA: Cengage Learning.

Learning Activities

u04s1 - Studies

Readings

Use your *Techniques and Guidelines for Social Work Practice* textbook to complete the following:

- Read Chapter 13, "Intervention and Monitoring," pages 309–381.

Use your *Counseling Children* textbook to complete the following:

- Read Chapter 5, "Psychoanalytic Counseling," pages 142–179.
- Read Chapter 6, "Person-Centered Counseling," pages 180–208.

Use the Capella Library to complete the following:

- Read "Feeding and Eating Disorders," from *DSM-5*, pages 329–354.

u04s2 - Diagnosis and Interventions Webinar

This webinar focuses on the complex subjects of diagnosis and interventions, especially when involving children. Questions are encouraged!

In this unit, you are required either to attend this webinar when it is offered live or view and listen to the recording once it has been posted in the courseroom. Your instructor uses Adobe Connect, a technology tool, to present each webinar. For your convenience, you may download the [Unit 4 Webinar PowerPoint presentation](#) your instructor will use for this webinar.

See the Unit 1 study, Introductory Webinar and Using Adobe Connect, for information on setting up Adobe Connect.

Note: If you require assistive technology or alternative communication methods to participate in this activity, please contact DisabilityServices@Capella.edu to request accommodations.

Course Resources

[Using Adobe Connect](#)

u04d1 - Intervention and Monitoring

For this discussion, consider the following:

Oliver is a 16-year-old male who was referred to counseling by his mother, who is concerned he may have an eating disorder. Oliver recently joined the wrestling team and, according to his mother, is obsessed with his weight. She states that Oliver has always struggled with his weight as a child and was frequently teased in elementary school for being overweight. Now that he has hit high school, he seems obsessed with his weight. He was encouraged by his dad to join the wrestling team so that he can toughen up and learn how to take care of himself. His dad constantly tells him to do whatever it takes to win the wrestling matches so the other kids start to respect him. Oliver reports that in order to keep his spot on the team, he needs to lose eight pounds by the next match or he will not be able to compete and risks disappointing his dad. Oliver's mom reports that he has lost 20 pounds in the last two months. She also reports that Oliver eats because she makes him, but over the past couple of months, she has noticed that he excuses himself to the restroom after they eat. Last week, she followed him and heard him vomiting.

This unit's readings have provided multiple tools for interventions, including the specific theories of psychoanalytic and person-centered counseling. Based on the above situation:

- Provide a diagnosis for Oliver, including the diagnostic criteria, and the matching circumstances from the scenario about Oliver that demonstrate the criteria.
- Identify the theory (psychoanalytic or person-centered theory) you would apply while working with Oliver. Explain why the theory is the most appropriate and substantiate your explanation with research from your book or a peer-reviewed article.
- Discuss at least two techniques within this theory you would apply while working with Oliver. Provide evidence-based specific examples on what these techniques would look like.

Response Guidelines

Respond to at least one peer. Some suggestions for your response include providing an alternative to the theory suggested, providing additional supportive or refutative research, asking a question regarding the techniques, or providing an alternative technique with research.

Course Resources

[Graduate Discussion Participation Scoring Guide](#)

[APA Style and Format](#)

[Capella University Library](#)

[How Do I Find Peer-Reviewed Articles?](#)

Unit 5 >> Interventions: Gestalt, Brief, Individual, and Transactional Analysis Theory

Introduction

In this unit, you continue to explore common theories applied when working with children.

The first theory this unit explores is Gestalt therapy. Children often struggle with how to communicate feelings or awareness of who they are. Gestalt therapy assists the client in becoming aware of themselves and their environment.

With insurance guidelines and policies, therapists often do not have the opportunity to engage in a long treatment plan with clients. Brief counseling provides the opportunity for clients to shift from focusing on their problems to focusing on solutions. The ability to focus on solutions for the issue often provides relief, tools, and resolution for the issues in brief time.

Transactional analysis theory is also discussed during this unit. The primary tenant of transactional theory is consideration of life scripts that allow us to look at interactions with others. In regards to children, this theory provides them the tools to more effectively communicate.

In this unit, you also continue to explore common childhood disorders. Elimination disorders can be voluntary or non-voluntary and can be a result of physical or emotional bodily reactions.

Learning Activities

u05s1 - Studies

Readings

Use your *Counseling Children* textbook to complete the following:

- Read Chapter 7, "Gestalt Therapy," pages 214–240.
- Read Chapter 10, "Brief Counseling," pages 308–335.
- Read Chapter 14, "Transactional Analysis," pages 432–462.

Use the Capella Library to complete the following:

- Read "Elimination Disorders," from *DSM-5*, pages 355–360.

u05d1 - Elimination Disorders

Consider the following scenario:

Steve is an eight-year-old boy recently referred to his school social worker for counseling. His mother passed away suddenly six months ago, and the teacher reports an increase in concerning behaviors in the classroom, including wetting his pants, being distracted, and decreased social interactions with his peers. The teacher reports that Steve is not turning in homework, is consistently wearing dirty clothes, and is fidgety. Steve's father has been contacted and he appears concerned but states, "What do you expect? His mom just died." Steve's father has been refusing to bring clean clothes to the school when Steve urinates his pants, and stated, "He needs to face his problems and maybe being embarrassed will stop him."

For this discussion, complete the following:

- Identify the disorder using the *DSM-5*. Provide the diagnosis criteria. Identify the specific items from the scenario that align with the diagnostic criteria.
- Identify the theory (Gestalt, brief counseling, or transactional) you would apply while working with Steve. Explain why the theory is the most appropriate and substantiate your explanation with research from your book or a peer-reviewed article.
- Discuss at least two techniques within the identified theory you would apply while working with Steve. Provide evidence-based specific examples on what these techniques would look like.

Response Guidelines

Respond to at least one peer. Find an article on one of the theories that identifies different evidence-based techniques than those proposed by your colleague. Discuss how these other techniques can be applied to the scenario (and a client with the selected diagnosis). Take the discussion a level deeper in terms of theoretical interventions.

Course Resources

[Graduate Discussion Participation Scoring Guide](#)

[APA Style and Format](#)

[Capella University Library](#)

[How Do I Find Peer-Reviewed Articles?](#)

[Diagnostic and Statistical Manual of Mental Disorders](#)

Unit 6 >> Counseling Children: Play Therapy and Group Counseling

Introduction

Traditional therapeutic approaches for children and adolescents are not always effective due to their developmental, cognitive, or emotional limitations. Play and group counseling are common techniques used to engage youth in a supportive and strength-based manner.

Play therapy evokes expression through activity that allows for self-knowledge, self-actualization, self-efficacy, and self-expression (Henderson & Thompson, 2016). Play allows children to find the tools to connect to others, and encourages children to grow and express themselves in a safe, and often fun, manner. Play therapy is a vital therapeutic methodology in working with children. This unit briefly touches on the vast amount of information for this technique in working with children.

Group counseling provides a platform to acquire feedback and insight from people that are important to us (Henderson & Thompson, 2016). Human beings are social beings that adhere to social norms; groups provide the arena for individuals to obtain support and growth from others. Groups are often more effective with teenagers than individual work, due to their developmental needs of acceptance. In this unit, you explore key concepts in working with children in groups.

Reference

Henderson, D., & Thompson, C. (2016). *Counseling children* (9th ed.). Boston, MA: Cengage Learning.

Learning Activities

u06s1 - Studies

Readings

Use your *Counseling Children* textbook to complete the following:

- Read Chapter 18, "Group Counseling with Children," pages 583–617.

Videos

View the following from the Capella library:

- BBC (Producer). (2002). *Teenagers and bullying [Video]*. Films on Demand.
- Channel One Communications (Producer). (2006). *Children of substance abusers [Video]*. Films on Demand.

u06s2 - Family, Group, and Community Work Webinar

Social work practice spans from working with individuals and families to involvement with the larger community. This webinar focuses on the context of practice. Questions are expected and encouraged!

In this unit, you are required either to attend this webinar when it is offered live or view and listen to the recording once it has been posted in the courseroom. Your instructor uses Adobe Connect, a technology tool, to present each webinar. For your convenience, you may download the [Unit 6 Webinar PowerPoint presentation](#) your instructor will use for this webinar.

See the Unit 1 study, Introductory Webinar and Using Adobe Connect, for information on setting up Adobe Connect.

Note: If you require the use of assistive technology or alternative communication methods to participate in this activity, please contact DisabilityServices@Capella.edu to request accommodations.

Course Resources

[Using Adobe Connect](#)

u06a1 - Group Development

For this assignment, create a brochure or flyer to inform potential members about your new intervention group.

Instructions

You may use the contents of your literature review assignment from Unit 3 and focus on the same specified population. Incorporate feedback or suggestions from the instructor on that assignment to enhance this assignment. Otherwise, you may choose a new population. Identify a specific childhood or adolescent issue interesting to you that falls within the mental or behavioral sector: examples include autism in preschool children, alcohol addiction for teenage girls, oppositional defiant disorder and the correctional system, psychological impact of bullying middle school children, suicide rates of homosexual youth, or others.

Create a group to work with the population you have identified. Conduct a literature review on evidence-based practices for group work for the specific population. Based on your literature review, develop a well-written, evidence-based brochure or flyer that informs potential members about the group you are developing.

The brochure or flyer should provide a creative and interesting summary that defines the specified population and comments about the group you will be offering to address the needs of your chosen youth population. For the brochure or flyer, complete the following:

- Develop an assessment of the population, including capacities, strengths, and needs of individuals impacted by the selected issue. Include specific, evidence-based research and citations.
- Identify relevant group components, such as duration of the group, times and dates the group meets, qualifying criteria, and other pertinent information.
- Discuss theories of human behavior and the social environment in advanced generalist practice that apply to the issue.
- Compose an intervention group plan that integrates theories of human behavior and the social environment in advanced generalist practice for the group.
- Communicate in a manner that is scholarly, professional, and consistent with expectations for members of the social work profession.

To create your brochure or flyer, you may find it beneficial to conduct an Internet search for examples or use a template provided by the word processing program you use.

Additional Requirements

The assignment you submit is expected to meet the following requirements:

- **Written communication:** Written communication is free of errors that detract from the overall message.
- **APA formatting:** Resources and citations are formatted according to current APA style and formatting standards.
- **Cited resources:** Minimum of four scholarly sources. All literature cited should be current, with publication dates within the past five years.
- **Length of paper:** Two pages as a flyer or brochure format, including references.
- **Font and font size:** Times New Roman, 12 point.

Note: Your instructor may also use the Writing Feedback Tool to provide feedback on your writing. In the tool, click the linked resources for helpful writing information.

Course Resources

[APA Style and Format](#)

[Capella University Library](#)

[Introduction to the Writing Center](#)

[How Do I Find Peer-Reviewed Articles?](#)

[Social Work Masters Library Research Guide](#)

[Writing Feedback Tool](#)

Group therapy with children and adolescents is often effective as it allows for children to identify with group norms, as well as obtain modeling and support from peers. You watched two video segments on childhood issues in this unit: "Teenagers and Bullying" and "Children of Substance Abusers." Imagine you are a school social worker and you need to create a group for either children who are being bullied or children of substance abusers. For your discussion post, complete the following:

- State which group you will be developing, either a group for bullied children or children of substance abusers.
- Using Chapter 18 from the Henderson and Thompson (2016) text as a reference, complete the following:
 - Identify what type of group you are forming (psychoeducational, counseling, group, group therapy, support groups, self-help groups) and why it is the best choice.
 - Identify the theoretical orientation you are applying to the group and why it is the best choice for this population. Include references to support your choice.
 - Discuss at least two group leadership skills you would employ while working with this group of children. Provide examples of how you would apply these skills.

Response Guidelines

Respond to at least one peer. Some suggestions for peer responses include providing additional theory choices, examples of how to apply the theory, additional examples of group leadership skills and examples of how to apply them.

Course Resources

[Graduate Discussion Participation Scoring Guide](#)

[APA Style and Format](#)

[Capella University Library](#)

[Teenagers and bullying \[Video\]](#)

[Children of substance abusers \[Video\]](#)

Unit 7 >> Intervention: Reality Therapy, Behavioral Counseling, REBT, Cognitive Therapy

Introduction

In this unit, you explore some of the more common modern techniques in working with children and adolescents through cognitive modalities.

- Rational emotive behavioral therapy (REBT) connects our awareness of how we can control our thoughts. The concept of irrational thoughts is common within this theory, contending that people develop "crooked thinking," which creates inappropriate feelings and behaviors as a response to the thinking.
- Cognitive-behavioral therapy is based on the premise that when one changes the way he or she thinks, one will change their feelings and actions. CBT therapists combine behavior-changing methods with thought-changing; this therapy is widely used for children with separation anxiety, depression, obsessive-compulsive disorder, and conduct disorder.
- Behavioral counseling's foundation contends that we are all born with a clean slate and that we develop according to the experiences we have (Henderson & Thompson, 2016). Essentially, behavioral counselors believe that our behaviors are in response to our environment.
- The basis of reality therapy is that people are genuinely good. Reality therapists focus on the present, or "current reality," and provide individuals with the tools to enhance their life satisfaction. The premise of this theory is that the only behaviors a person can control are their own.

Finally, in this unit, you explore psychiatric medication use with children. In his blog post, Insel (2014) cites the National Center for Health Statistics, which estimates that 7.5 percent of children take some form of psychiatric medication. As advocates and educators, it is vital for social workers to consider the ethical, physical, and emotional benefits and implications for recommending medication treatment for children and adolescents. This unit gives you the opportunity to consider and formulate an understanding of the implications of psychiatric medication use with children.

References

Henderson, D., & Thompson, C. (2016). *Counseling children* (9th ed.). Boston, MA: Cengage Learning.

Insel, T. (2014). Director's blog: Are children overmedicated? [Blog post]. National Institute for Mental Health. Retrieved from <http://www.nimh.nih.gov/about/director/2014/are-children-overmedicated.shtml>

Learning Activities

u07s1 - Studies

Readings

Use your *Counseling Children* textbook to complete the following:

- Read Chapter 8, "Behavioral Counseling," pages 241–279.
- Read Chapter 9, "Reality Therapy: Counseling with Choice Theory," pages 280–307.
- Read Chapter 12, "Rational Emotive Behavior Therapy," pages 377–402.
- Read Chapter 13, "Cognitive-Behavioral Therapy," pages 403–431.

Use the Capella Library to complete the following:

- Read "Medication-Induced Movement Disorders and Other Adverse Effects of Medication," from *DSM-5*, pages 709–714.

Use the Internet to complete the following:

- Learn about commonly used psychiatric medications used with children by visiting [Psychiatric Medication](#) page of the AACAP's website.

u07d1 - Medicating Children

Consider the following scenario:

Olivia is worried that her 8-year-old daughter, Demica, has been recommended by her teacher for medication for ADHD. Olivia reports that Demica was diagnosed with ADHD in kindergarten and her teachers have always worked with her on behavior plans within the classroom and that Demica struggles, but has maintained her grades. Since she started second grade, however, Demica has been struggling more recently than before. Her teacher reports that the other children do not want to play with her, that she consistently interrupts the class, and is easily distracted. Last week was a particularly bad week and she was sent to the office twice for interrupting her teacher and being "rude and disruptive." Olivia is seeking guidance and recommendations on how to help her daughter.

For this discussion, consider medicating children with psychiatric prescriptions. For your post, address the following:

- Would you include medication as part of the treatment plan for Demica?
- Discuss why you would or would not recommend medication. Include at least one reference defending your decision.
- Apply at least one ethical consideration while considering recommending psychiatric medication for children and adolescents. Include at least one reference that supports your application.
- Discuss how you would address this ethical dilemma.

Response Guidelines

Respond to at least one peer. Design a plan of care for Demica. Identify a therapy modality (reality, behavioral, REBT, cognitive). Explain why you chose this treatment and identify 2 specific evidence-based interventions that apply. Would this be in complement with medication therapy or as an alternative to medication therapy? Why?

Course Resources

Graduate Discussion Participation Scoring Guide

[APA Style and Format](#)

[Capella University Library](#)

[How Do I Find Peer-Reviewed Articles?](#)

Unit 8 >> Family Counseling, Consultation, and Collaboration

Introduction

The social work framework includes the ecological systems model which contends that individuals operate within systems. One system to consider while working with children, youth, and adolescents is the family system. Therapists who understand and engage the interactive and interdependent relationships within the family systems are more effective in generating change (Henderson & Thompson, 2016). In this unit, you will discuss the concept of family counseling with children.

According to NASW (2016), social workers have a responsibility to clients, colleagues, practice settings, the field of social work, and the broader society. This systems approach impacts social work within every setting, including clinical work. The systems perspective requires collaboration and consultation to provide the most effective social work practice. One method to enhance your relationships, tools, and techniques in working with children, youth, and adolescents is through collaborative relationships including interprofessionalism within multiple settings. Collaboration may include working with parents, teachers, and other interprofessional colleagues who have insight into the child's life. Consultation also enhances social work practice through the engagement of expertise with others who can provide direction and expertise in work with children. This unit provides insight on how to integrate effective collaborative and interprofessional consultation practices.

References

Henderson, D., & Thompson, C. (2016). *Counseling children* (9th ed.). Boston, MA: Cengage Learning.

National Association of Social Workers. (2016). Retrieved from <https://www.socialworkers.org>

Learning Activities

u08s1 - Studies

Readings

Use your *Counseling Children* textbook to complete the following:

- Read Chapter 15, "Family Counseling," pages 463–511.
- Read Chapter 16, "Consultation and Collaboration," pages 512–542.

u08a1 - Family Intervention

Instructions

When we apply the ecological system, working with children, youth, or adolescents most often means working with their families within treatment planning. For this assignment, develop an intervention plan for a family. You may use the same mental or behavioral health issue you have been working on in Units 3 and 6 assignments or identify another disorder of your choice.

Imagine you are going to present best practice family interventions for the specified disorder and population of children to the organization within which you work. Develop a PowerPoint presentation that provides evidence-based practices for engagement, assessment, interventions, and evaluations for the disorder and population you selected. For this presentation, complete the following:

- Identify the behavior or mental health disorder you have selected to research and the population affected.
- Discuss theories of human behavior and the social environment in advanced generalist practice that the research demonstrates as best practices when working with families of youth with this disorder or behavior.
- Discuss any dimensions of diversity that would be addressed in your work with the families of these youth.
- Apply theoretical frameworks and best practice interventions that are relevant to this diverse population
- Develop a well-formulated and concise family treatment plan that includes how you will:
 - Apply leadership, technology, critical thinking, and interpersonal skills to actively engage in advanced generalist practice with families.

- Discuss the assessment process, including any assessment instruments that would be used, and how you would assess and analyze capacities, strengths, and needs of the families, groups, organizations, and communities.
- Apply evidence-based interventions to this family group.
- Explain how you would evaluate the family intervention.
- Communicate in a manner that is scholarly, professional, and consistent with expectations for members of the social work profession.

Additional Requirements

The assignment you submit is expected to meet the following requirements:

- **Written communication:** Written communication is free of errors that detract from the overall message.
- **APA formatting:** Resources and citations are formatted according to current APA style and formatting standards.
- **Cited resources:** Minimum of five scholarly sources. All literature cited should be current, with publication dates within the past five years.
- **Length of paper:** 10–12 slide PowerPoint presentation, including notes and a reference page.
- **Font and font size:** Times New Roman, 12 point.

Note: Your instructor may also use the Writing Feedback Tool to provide feedback on your writing. In the tool, click the linked resources for helpful writing information.

Course Resources

[APA Style and Format](#)

[Capella University Library](#)

[Introduction to the Writing Center](#)

[Guidelines for Effective PowerPoint Presentations \[PPTX\]](#)

[How Do I Find Peer-Reviewed Articles?](#)

[Social Work Masters Library Research Guide](#)

[Writing Feedback Tool](#)

u08d1 - Consultation and Collaboration

For this discussion, consider the following scenario:

You are working in a rural community mental health agency and a family from Syria has come into your center to obtain services. Your community has embraced a small group of Syrian refugees and you are unsure of their cultural traditions, needs, or language. Your program director has asked you to develop a plan to address the mental health needs of the new and growing Syrian refugee population.

Considering this unit's readings, develop a plan providing collaboration and interprofessional consultation to address the needs of these community members. For your discussion post, complete the following:

- Identify two strategies for selecting with whom you would collaborate in the community. Discuss why you would collaborate with them and what they would contribute to your work with these families.
- Identify at least two strategies on *how* you would discover who to consult with while developing a treatment plan for Syrian refugees. Discuss why you choose the agencies, interprofessional colleagues, and other people within the community to consult with through identification of research-based best practices.

Response Guidelines

Respond to the post of at least one peer. Discuss how their proposed plan, and persons involved in planning, might be similar or different if the population served was undocumented immigrants?

Course Resources

APA Style and Format

Unit 9 >> Children with Disabilities, Evaluation, and Termination

Introduction

The World Health Organization states that most people experience some disability during their lifetime (Henderson & Thompson, 2016). It is estimated that up to 13 percent of public school students receive special education services to assist with some form of disability (Henderson & Thompson, 2016). Social workers often work with children with disabilities as a population or in alternative settings; therefore, social workers need to understand diagnosis and treatment of this special population. In this unit, you have the opportunity to explore the multiple diagnoses and treatment strategies when working with disabled children.

This unit also examines the final stage of the planned change process: evaluation and termination. Termination is one of the more challenging aspects of social work; it can cause conflicting feelings and often grief over the resolution of the professional relationship. Evaluation should not only occur at the end of the relationship, but throughout the treatment phase as well, to ensure goals are met and effectiveness is demonstrated.

Reference

Henderson, D. & Thompson, C. (2016). *Counseling children* (9th ed.). Boston, MA: Cengage Learning.

Learning Activities

u09s1 - Studies

Readings

Use your *Techniques and Guidelines for Social Work Practice* textbook to complete the following:

- Read Chapter 14, "Evaluation and Termination," pages 382–418.

Use your *Counseling Children* textbook to complete the following:

- Read Chapter 20, "Counseling with Children with Disabilities," pages 677–702.

Videos

View the following from the Capella library:

- Films for Humanities and Sciences (Producer). (2006). *Fetal alcohol exposure: Changing the future* [Video]. Films on Demand.
- Films for Humanities and Sciences (Producer). (2006). *Learning disabilities caused by FAS* [Video]. Films on Demand.
- Java Films (Producer). (2010). *Stigma of birth defects* [Video]. Films on Demand.
 - This video discusses the complex social impact of birth defects.
- Meridian Educational (Producer). (2007). *Results of child abuse* [Video]. Films on Demand.
 - This video discusses the long term impact of child abuse.

u09d1 - Children with Disabilities

Social workers often engage with children who have a disability. There are multiple and complex needs for these children and their families. Consider one of the disabilities discussed in the videos included in this unit's study activity, such as fetal alcohol syndrome, birth defects, or shaken baby syndrome. Reflect upon how you would assess and treat children impacted by these disabilities. For this discussion, choose one of the disabilities explored in one of the videos or through this unit's readings about which you are most interested in learning more. For your discussion post, address the following:

- Provide a definition of the disability. Provide a reference for your definition.
- What is the prevalence of this disability within the United States? Conduct an Internet search to determine statistics and cite the credible database used to obtain this definition.
- What are the major obstacles the children face?
- What are strategies that you could apply as a social worker while working with these children. Use at least one evidence-based, specific example to support your chosen strategies.

Response Guidelines

Respond to at least one peer. In treatment planning for your child client, provide an example of an evaluation measure you might use to evaluate progress. This may be a measure of treating the disability, living with the disability, or minimizing the impact of the disability in the child's life. Who conducts the evaluation, how is the evaluation interpreted, frequency of evaluation, etc? How might this evaluation impact termination of services? Discuss the concepts of benefits vs limitations in using evaluation measures and the direct impact on termination. Cite credible sources to support your discussion.

Course Resources

[Graduate Discussion Participation Scoring Guide](#)

[APA Style and Format](#)

[Capella University Library](#)

[How Do I Find Peer-Reviewed Articles?](#)

[Fetal alcohol exposure: Changing the future \[Video\]](#).

[Learning disabilities caused by FAS \[Video\]](#).

[Results of child abuse \[Video\]](#).

[Stigma of birth defects \[Video\]](#).

Unit 10 >> Legal, Ethical, and Cultural Considerations

Introduction

Social work practice is guided by policy, ethical decision making, and cultural competence. Social work practice is embedded within ethics and demonstrated throughout clinical practice with individuals, families, groups, and communities. Ethical practice is not only a primary premise for our work, but also brings legal implications, community impact, and drives leadership decision making. In addition to ethical decision making, clinical practice is also guided by policy and legal venues.

Social workers need to operate within policy and legal frameworks while delivering service; therefore, they need to understand how to interpret and navigate policy. Another issue social work leaders need to incorporate in practice is cultural competence. Cultural competence is one of the primary ethical principles and guiding competencies for the Council of Social Work Education. In this unit, you will examine the legal, ethical, and cultural considerations needed while working with children, youth, and adolescents.

Learning Activities

u10s1 - Studies

Readings

Use your *Techniques and Guidelines for Social Work Practice* textbook to complete the following:

- Read Chapter 5, "Guiding Principles for Social Workers," pages 55–67.

Use your *Counseling Children* textbook to complete the following:

- Read Chapter 2, "Developmental and Cultural Considerations," pages 29–65.
- Read Chapter 4, "Legal and Ethical Considerations for Counselors," pages 110–136.

u10a1 - Ethics, Diversity, Leadership, and Engagement

The field of social work is filled with ethical decision making, engaging clients and community, and providing leadership to address these individual, family, and community needs. Children are considered a vulnerable population and social workers need to integrate the highest of ethical standards while considering the multiple needs of diverse clients. Throughout this course, you have learned about multiple challenging issues that children, youth, and families face. Take a minute to reflect on the topic that resonates with you, that engages you, or even makes you feel passionate about the social work field.

For this assignment, consider current challenging issues for children and adolescents within our society; examples include confidentiality; treating children with medication; sentencing children to life in prison; involuntary holds; removing children from the home due to abuse; sex trafficking; controversial therapies such as conversion therapy; discrimination against diverse populations; and lack of resources for a particular childhood issue. Consider a topic you have examined during this course, or identify a new topic.

One role for social workers is advocacy. As a part of this assignment, you conduct a form of leadership through advocacy in relation to your chosen topic.

Instructions

Write a 1–2 page letter that identifies and addresses your concern. This letter can be written to the editor of your local newspaper, your local legislative body, or agencies that create policy and advocacy for this population.

This letter should be an example of critical thinking and should include, at a minimum:

- A well-articulated ethical issue you have identified, including demographics, statistics, and why it is an issue within your community. Provide relevant resources and citations.
- A strategy that would address dimensions and differentiation in diversity that will influence local policy and influence relationships, intervention techniques and technologies with diverse clients, families, groups, organizations, and communities.
- Interventions identified through research and evidence-based practices. Provide references and research.
- Demonstrate use of leadership skills and use of technology.

Submit a copy of the letter for this assignment, including the person or group's contact information and an explanation as to why you chose them. You may also submit the letter to the person or group you selected if you wish to follow through.

Additional Requirements

The assignment you submit is expected to meet the following requirements:

- **Written communication:** Written communication is free of errors that detract from the overall message.
- **APA formatting:** Resources and citations are formatted according to current APA style and formatting standards.
- **Cited resources:** Minimum of two scholarly sources. All literature cited should be current, with publication dates within the past five years.
- **Length of paper:** 1–2 double-spaced pages.
- **Font and font size:** Times New Roman, 12 point.

Note: Your instructor may also use the Writing Feedback Tool to provide feedback on your writing. In the tool, click the linked resources for helpful writing information.

Course Resources

[APA Style and Format](#)

[Capella University Library](#)

[Introduction to the Writing Center](#)

[How Do I Find Peer-Reviewed Articles?](#)

u10d1 - Policy, Ethics, and Culture

For this discussion, consider the following scenario:

You are working with a Caucasian family that has been fostering a Hopi (Native American) adolescent for the past two years. The reservation caseworker has informed the family that the child's biological parents rights have been severed and the child is eligible for adoption; however, the Indian Child Welfare Act (ICWA) has requirements complicating their eligibility to adopt the child.

The ICWA was passed in 1978 due to the increasing and disturbing rate of Native American children being removed from their homes. This act was to protect the best interest of children by promoting stability of Native American families and tribes. This act prioritizes adoptions of Native American children within their tribe and discourages adoptions to families who reside outside of the tribe or reservation.

For this discussion, reflect upon your readings, experience, and knowledge in relation to policy, ethics, and culture. As a caseworker, make a recommendation to the court. Explain your recommendation, with justification, including:

- A citation of at least one ethical principle from your readings or NASW that would support your recommendation.
- Discussion of any cultural considerations you would make for this child and family.
- Analysis the ICWA policy and how it applies to this case.

Response Guidelines

Respond to at least one peer. Suggestions for your response include: additional ethical considerations, cultural considerations, perspective of the ICWA policy, or questions in relation to their post.

Course Resources

Graduate Discussion Participation Scoring Guide

[APA Style and Format](#)