

Syllabus

Course Overview

This course provides a biopsychosocial approach to identification, screening, assessment, and diagnosis of common psychosocial problems experienced by children and youths. You will analyze etiology, recognition, and diagnosis of these problems in the context of the sociocultural formation of disordered behavior. Throughout the course, you will apply social work best practices, leadership skills, techniques gained throughout your coursework, (*The Diagnostic and Statistical Manual of Mental Disorders (DSM–5)* 5th ed., American Psychiatric Association, 2013), and the use of technology to screen, assess, and diagnose issues such as serious mental illness, suicidality, depression and anxiety, substance abuse, child abuse, and the effects of trauma.

Consistent with the Council on Social Work Education's Educational Policies and Accreditation Standards, the Capella University Master of Social Work program strives to build competency in its learners in 10 areas. Specific core competencies are accomplished through course objectives stated in terms of underlying practice behaviors comprised by the competency standard.

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, 21st-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 is holding 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 meetings, conduct live presentations, or record presentations 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.

Technical Support

Capella Technical Support representatives are here to provide you with technical support designed to help make your Capella experience successful. If you are experiencing issues that require immediate assistance, contact Learner Technical Support. They are available to provide technical assistance 24 hours a day, 7 days a week. Live Phone Support is Toll-Free 1-888-227-3552 or International 1-612-977-5000.

Academic Honesty and the Use of APA Formatting

While completing your Master of Social Work program, you undoubtedly became familiar with the American Psychological Association, or APA. The APA is the professional association for psychologists, researchers, and others in the field. It provides a forum for the development and sharing of scientific knowledge about psychology. If you are not familiar with the APA, you might want to browse the organization's Web site— [American Psychological Association](#).

One of the functions that the APA performs is promoting and disseminating knowledge in the field, including publishing scientific research. Part of this mission includes the *Publication Manual of the American Psychological Association*, or APA manual, to provide rules and conventions designed to insure clear and consistent presentation of written material. As a practical matter, one advantage of the consistent use of APA style is that when you read papers, articles, and dissertations formatted according to APA style, you will know where to quickly find each aspect of the research, since you will already know the format. In addition, you should be able to find the author's cited resources, should you want to pursue those resources in greater depth. From the point of view of the writer, properly citing references in APA format is one way to adhere to and demonstrate academic honesty, giving proper and accurate credit for the work of others.

Capella University has adopted the APA manual as its guide to editorial style, so that APA formatting is one of the requirements you need to meet when you turn in your assignments. If you have not worked with APA format in recent years, you might find it helpful to refresh your memory on the details. To assist you, the Capella Writing Center has developed a number of useful resources. Review the [APA Style and Format](#) Campus pages in preparation for completing your assignments in this course.

Code of Conduct

In concert with the Academic Standing policy, [University Policy 4.02.02 – Learner Code of Conduct](#) also serves as a tool to correct learner's inappropriate action as well as document discipline policy. This document states, "Capella University learners are expected to conduct themselves in a manner guided by respect, collegiality, honesty, and ethical behavior as part of their academic development. Learner conduct that infringes on the quality of such an educational experience is not acceptable. This policy describes the types of conduct that are deemed prohibited and unacceptable. (Separate university policies address academic honesty and discrimination, harassment, and assault. For further details, see university policies 3.01.01 Academic Integrity and Honesty and 4.02.04 Discrimination, Harassment, and Assault.)" It further states, "Prohibited learner conduct includes but is not limited to the following: complicity, dishonesty, disruptive conduct, disrespect, document forgery, illegal activity, impersonation, text mining, and theft, as described in the definitions section of this policy."

Outlined in the policy are the steps for identification, resolution, dismissal, and appeals processes. For a learner to be entered into the Code of Conduct process, the behavior reported should be of an egregious nature. See the "Professional Conduct Expectations" section in the [MSW Learner Handbook](#) and the resource [University Policies](#).

Grievance Procedure

A policy and process for learner grievances is outlined in [University Policy 4.02.03 – Learner Grievance](#). This policy provides a structured process for resolving problems, complaints, or grievances relating to the execution of institutional policies or procedures. Capella University ensures that learners will not be subject to unfair actions as a result of their initiation of a grievance proceeding. The university strives to provide learners with a positive, collaborative, and healthy approach to solving grievances with faculty, staff, and administration members. The purpose of this policy is to define the process for the internal resolution of problems, complaints, and grievances at Capella University. A separate process has been established for grade appeals.

An MSW learner should submit all grievances in writing. A valid petition is one that represents a learner concern related to program policy or procedures and contains as much supporting evidence as possible. Learners are expected to first discuss the academic grievance or grade appeal with the faculty member involved; if the dispute is not resolved, the learner may submit the grievance or grade appeal in writing to the program director up to 3 weeks after the course is completed. The program director will appoint an ad hoc grievance committee of three faculty members and at least one faculty from another graduate program to consider the grievance. After review of documentation and virtual meetings considered necessary by the committee, the finding of the panel is reported to the program director with a final recommendation for consideration. The program director makes the final decision, maintains all appropriate documentation of the action, and will notify the learner in writing of all decisions within 14 working days of consideration of the grievance.

Reference

Capella University. (2014). [University policy 4.02.02 – Learner code of conduct](#).

Course Competencies

(Read Only)

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

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; C2.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)
- 4 (Engage) (Assess) (Intervene) (Evaluate) Apply critical thinking and decision making in verbal and written communication through the use of leadership and technology with colleagues, individuals, families, groups, organizations, and communities. (C6.SP.A; C7.SP.A; C8.SP.A; C9.SP.A)
- 5 (Engage) (Assess) (Intervene) (Evaluate) 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.E)
- 6 (Engage) (Assess) (Intervene) (Evaluate) Apply leadership, technology, critical thinking, decision making and interpersonal skills to actively engage 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)
- 7 Communicate in a manner that is scholarly, professional, and consistent with expectations for members of the social work profession.

Course Prerequisites

Prerequisite(s): SWK5800. 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.

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.

Adobe Connect Hardware

- Headset with microphone
- External or built-in webcam

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). *Cyberbullying, cruel intentions: Segment 6: Cyberbullying outcomes* [Video]. Films On Demand.
- ABC News. (Producer). (2012). *Inside Chicago's gang war: Segment 4: Preview of gang violence report* [Video]. Films On Demand.
- Alfano, C. A., & Beidel, D. C. (Eds.) (2014). *Comprehensive evidence-based interventions for children and adolescents (14th ed.)*. Hoboken, NJ: John Wiley & Sons.
- American Psychiatric Association. (2013). *Diagnostic and statistical manual of mental disorders (5th ed.)*. Arlington, VA: Author.
- Calleja, N. G. (2015). *Juvenile sex and non-sex offenders: A comparison of recidivism and risk*. *Journal of Addictions & Offender Counseling*, 36(1), 2–12. doi:10.1002/j.2161-1874.2015.00031.x
- Elias, H., & Haj-Yahia, M. M. (2017). *Therapists' perceptions of their encounter with sex offenders*. *International Journal of Offender Therapy and Comparative Criminology*, 61(10), 1151-1170.
- Fried, L. E., Williams, S., Cabral, H., & Hacker, K. (2013). *Differences in risk factors for suicide attempts among 9th and 11th grade youth: A longitudinal perspective*. *The Journal of School Nursing*, 29(2), 113–122. doi:10.1177/1059840512461010
- Hazeldon Foundation. (Producer). 2003. *Adolescents and co-occurring disorders: Segment 1: Dual diagnosis* [Video]. Films On Demand.
- Lanktree, C. B., & Briere, J. N. (2017). *Treating complex trauma in children and their families: An integrative approach*. Thousand Oaks, CA: Sage.
- Mohan, G., (2014). *Early treatment may decrease autism signs*. *Times-Colonist*, D1.
- Singer, J. B. (2017). *Identifying and responding to suicide risk in schools*. *Psychiatric Annals*, 47(8), 401-405.

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.

- Myers, R. (n.d.). [ADHD in girls: Why it's going undiagnosed and untreated](https://www.empoweringparents.com/article/adhd-in-girls-why-its-going-undiagnosed-and-untreated/). Empowering Parents. Retrieved from <https://www.empoweringparents.com/article/adhd-in-girls-why-its-going-undiagnosed-and-untreated/>

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.

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 Psychological Association](http://www.apa.org). (n.d.). Retrieved from <http://www.apa.org>

Projects

Project >> Assessment and Intervention

Project Overview

In this course project, you will conduct a biopsychosocialspiritual assessment on a child, a youth, or an adolescent client. This client can be a previous client, a client from your field placement, volunteer placement, or place of employment, or if needed, a fictional individual. For purposes of confidentiality, please change the name of the client you choose. This assessment will be conducted in two parts. You will complete Sections I–IV in Unit 4 and Sections V–VII in Unit 10. The assessment should be comprehensive, detailed, and evidence based. Any reader should be able to pick up this assessment with no additional information and have a solid understanding of this individual.

You should write the biopsychosocialspiritual assessment and intervention plan as though they will be presented to a court or interdisciplinary team. That is, you should write them in a professional format, rather than as a course paper. Use the outline given in the [Biopsychosocialspiritual Assessment Form](#) to complete the assignment.

- **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](#).
- **Number of resources:** Resources are optional. All literature cited should be current, with publication dates within the past 5 years.
- **Length of paper:** 7–9 pages typed, double-spaced pages, including your revised Sections I–IV and completed Sections V–VII.
- **Font and font size:** Times New Roman, 12 point.

Unit 1 >> Ethical Considerations in Working With Children and Adolescents

Introduction

Working with children and adolescents creates a vast awareness of ethical and legal implications. Children are considered a vulnerable population and social workers have a responsibility to ensure their safety and that their rights are maintained at all times. Some of these ethical considerations include the ability to consent, confidentiality, and privacy. This unit will address best practices on how to ensure that the legal and ethical rights of this vulnerable population are being addressed.

In addition, there are specialized legal concerns in working with minors. Some of these areas include juvenile offenses, substance abuse, abuse of a child, suicide, school issues, and bullying. While working with youths within the mental health arena, social workers need to meet the competency of applying evidence-based practice on how to most effectively and ethically meet the needs of the children facing mental health issues. This unit will also address evidence-based practice to apply when facing difficult ethical decision making while working with children.

Learning Activities

u01s1 - Studies

Readings

From the Capella University Library:

Use your [Comprehensive Evidence-Based Interventions for Children and Adolescents](#) text to complete the following:

- Read Chapter 2, "Ethical Considerations in Mental Health Treatment and Interventions With School-Age Children and Adolescents," pages 15–30.
- Read Chapter 3, "Controversial Therapies for Children," pages 31–42.

- Read Chapter 4, "Evidence-Based Treatments for Mental, Emotional, and Behavioral Problems in Ethnic Minority Children and Adolescents," pages 43–54.

u01s2 - Introductory Webinar and Using Adobe Connect

Check the courseroom announcements for the time and connection details for your introductory webinar.

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. This first webinar will give the opportunity for introductions as well as walk through the course in general. Please bring all of your questions.

You will have two more webinars later in the course. In Unit 2, you will collaborate with a team to prepare for the Unit 6 assignment, and in Unit 7, you will present it live. You will use Adobe Connect, a technology tool, to attend the webinars. For your convenience, you may download the [Webinar 1 PowerPoint presentation](#) your instructor will use for this webinar is given in the resources.

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 the use of assistive technology or alternative communication methods to participate in this activity, please contact [Disability Services](#) to request accommodations.

u01d1 - Ethical and Legal Considerations

The unit readings discussed multiple ethical and legal considerations in working with children and youths. For this discussion, choose one of the topics. Some examples include confidentiality, consent, legal issues with substance use, suicide, bullying, and poverty.

In your post:

- Provide an evidence-based summary of this ethical or legal consideration, including why it is an ethical or legal issue. Include at least one reference.
- Identify at least one evidence-based strategy of how to address and prevent this ethical or legal issue to occur. Include at least one reference.

Response Guidelines

Respond to at least one peer. In your response, you could include additional strategies to address this issue or examples of the ethical situation presented and how you addressed the situation.

Course Resources

Graduate Discussion Participation Scoring Guide

Unit 2 >> Anxiety, Depression, Bipolar Disorder, and Suicide

Introduction

This unit will explore the areas of anxiety, depression, bipolar disorder, and suicide. Anxiety disorders are some of the most common diagnosis for children and contain a broad spectrum of syndromes including panic disorders, phobias, obsessive-compulsive disorders (OCDs), post-traumatic stress, and generalized anxiety disorder.

Sadly, depression is very relevant within adolescence, with an estimated one in five children experiencing some frequency of depression before they turn 18 (Alfano & Beidel, 2014). Treatment modalities for depression greatly vary depending on the diagnosis, frequency, and severity. This unit will provide a basic understanding of the continuum of depression scales and treatments.

As a social worker working with youths and adolescents, it is imperative to understand the signs, symptoms, and treatment of suicidal tendencies. This unit will explore risk factors, warning signs, and intervention strategies for youths facing suicidal tendencies.

Reference

Alfano, C. A., & Beidel, D. C. (Eds.) (2014). *Comprehensive evidence-based interventions for children and adolescents* (14th ed.). Hoboken, NJ: John Wiley & Sons.

Learning Activities

u02s1 - Studies

Readings

Use the Capella University Library to read the following:

- In your *Comprehensive Evidence-Based Interventions for Children and Adolescents* text:
 - Chapter 7, "Anxiety Disorders in Children," pages 93–110.
 - Chapter 8, "Anxiety Disorders in Adolescents," pages 111–128.
 - Chapter 9, "Depressive Disorders in Children," pages 129–147.
 - Chapter 10, "Depressive Disorders in Adolescents," pages 148–162.
 - Chapter 11, "Bipolar Disorders," pages 163–176.
- Fried, L. E., Williams, S., Cabral, H., & Hacker, K. (2013). Differences in risk factors for suicide attempts among 9th and 11th grade youth: A longitudinal perspective. *The Journal of School Nursing*, 29(2), 113–122. doi:10.1177/1059840512461010
 - This article covers risk factors for suicide.
- Singer, J. B. (2017). Identifying and responding to suicide risk in schools. *Psychiatric Annals*, 47(8), 401–405.
- Review the following subsections of the *DSM-5* from Section II, "Diagnostic Criteria and Codes," in preparation for this unit's discussion:
 - "Bipolar and Related Disorders."
 - "Depressive Disorders."
 - "Anxiety Disorders."

u02s2 - Webinar 2: Team Work Preparation

In Unit 6, you will submit a team presentation, and then present it live during a webinar in Unit 7. In this unit, you will either choose a team or your faculty will assign small teams to develop this presentation. For your convenience, you may download the [Webinar 2 PowerPoint presentation](#) your instructor will use for this webinar.

Mezzo-level group interventions are often found effective in working with youths and adolescents. For the team assignment in Unit 6, you will develop an intervention plan for a group of children. You will work with at least one peer for this assignment. (You can have 2–4 people per team).

The [Case Studies document](#) offers several group demographic cases. You will select one of the group options for the Unit 6 assignment. Imagine you are going to be presenting best-practice family interventions for your selected group. Your team will develop a plan for a group intervention based on your client system, as well as a presentation that will provide evidence-based practices for engagement, assessment, interventions, and evaluations for the disorder or population in the selected group. Your team will then make the presentation during a webinar in Unit 7.

This second webinar is an opportunity for you and your team members to ask any questions you might have before digging in to the actual content.

Review the Unit 1 study 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 Disability Services to request accommodations.

Course Resources

[Using Adobe Connect](#)

Case Studies

DisabilityServices@Capella.edu

Adobe Connect Hardware

1. Headset with microphone
2. External or built-in webcam

u02d1 - Diagnosis: Bipolar Disorder, Depression, and Anxiety

The unit readings provide an extensive understanding of multiple disorders, including bipolar disorder, depression, and anxiety. For this discussion, choose one of the following cases:

- Julia: A 14 year-old who is refusing to go to school after being bullied. She reports feeling nervous and complaining of a stomach ache when she thinks about going to school.
- Robert: A 12 year-old boy who was recently placed into foster care after his mother passed away. His foster mom reports that he will not come out of his room, is refusing to eat, and states all he wants to do is sleep.
- Amelia: A 17 year-old female who has recently dropped out of high school. Her mom reports severe mood swings and that she cannot predict from one day to the next what Amelia's is going to do or say. She states that one day, Amelia will not get out of bed, and the next day, she is bouncing off of the walls. Amelia states that she feels like she is "going crazy."
- Paul: A six year-old boy who is reported to be sleeping in school and "not himself." His teachers report that he is very tearful and cannot focus. Paul's dad reports that his twin sister was recently diagnosed with cancer and that Paul has been upset over it, but that they do not have time to focus on him at home. He has noticed that Paul is having a hard time sleeping and keeps vigil next to his sister's bed at night.

In your post:

- State the child's diagnosis. Include specific diagnosis criteria from the *DSM-5*.
- Provide a summary of the indicators and issues that need to be addressed while working with a child with this disorder.
- Describe an evidence-based intervention you would apply to a child with this disorder. Provide at least one reference.

Response Guidelines

Response to other learners is encouraged, but not required.

Course Resources

[Graduate Discussion Participation Scoring Guide](#)

u02d2 - Diagnosis: Suicide

Sadly, the rates of suicide continue to rise in the United States, and adolescents are one of the largest populations that are impacted. Imagine you are working in a school setting and you need to develop a curriculum for suicide prevention and intervention. Consider your readings on depression and suicide and how you would integrate these concepts into your work.

For this discussion, address one of the following (A, B, or C).

0. Discuss the risk factors and characteristics of youth suicide.

- Include how you would identify a child at risk for suicide.
 - Identify some the indicators that a child may be suicidal.
- A. Identify commonalities or misconceptions about suicide.
- How would you educate others about suicide?
- B. Discuss specific interventions focused on suicide.
- Include prevention, assessment, and intervention.

In your post, include a comprehensive response that integrates evidence-based research.

Response Guidelines

Response to other learners is encouraged, but not required.

Course Resources

Graduate Discussion Participation Scoring Guide

Unit 3 >> Attention Deficit Disorder, Attention-Deficit/Hyperactivity Disorder, and Autism

Introduction

According to estimates from CDC's Autism and Developmental Disabilities Monitoring (ADDM) Network, 1 out of 68 children is identified with autism spectrum disorder (ASD), and this number increases on an annual basis. Social workers working with children will need to understand how to diagnosis and assist families in supporting their children with autism, which presents itself on a very broad spectrum. This unit will examine the common characteristics and interventions in working with children with autism.

Attention deficit disorder (ADD) and attention-deficit/hyperactivity disorder (ADHD) have been controversial diagnoses, and contenders state that boys in particular are over-diagnosed and as a result overmedicated. However, if left untreated, this common disorder creates significant behavioral and social issues for the child or adolescent. This unit will also explore the significant diagnosis criteria and common treatment modalities for these disorders.

Reference

Centers for Disease Control and Prevention. (2016). Autism spectrum disorder (ASD). Retrieved from <http://www.cdc.gov/ncbddd/autism/data.html>

Learning Activities

u03s1 - Studies

Readings

Use the Capella library to complete the following:

- In your *Comprehensive Evidence-Based Interventions for Children and Adolescents* text:
 - Read Chapter 12, "Evidence-Based Treatment of Attention-Deficit/Hyperactivity Disorder in Children and Adolescents," pages 177–194.
 - Read Chapter 14, "Autism Spectrum Disorders," pages 213–230.
- Review the following subsections of the *DSM-5* from Section II, "Diagnostic Criteria and Codes," in preparation for this unit's discussion.
 - "Autism Spectrum Disorder."
 - "Attention-Deficit/Hyperactivity Disorder."
- Read Mohan, G., (2014). *Early treatment may decrease autism signs. Times-Colonist*, D1.

Use the Internet to read the following:

- Myers, R. (n.d.). *ADHD in girls: Why it's going undiagnosed and untreated*. Empowering Parents. Retrieved from <https://www.empoweringparents.com/article/adhd-in-girls-why-its-going-undiagnosed-and-untreated/>

u03d1 - Diagnosis: ADD, ADHD, and Autism

There is great controversy on the diagnosis of ADD, ADHD, and autism. The videos and readings for this unit explore the diagnosis criteria and interventions for these common childhood disorders.

For this discussion, choose one of the following scenarios:

1. You are a school social worker in an elementary school. Mrs. Jones is a first-grade teacher and it is her first year of teaching. She has referred 6-year-old James to you for a screening for ADD. She states that James is super busy and will not sit still in his seat and he is a ball of energy, and she cannot seem to keep his attention. Mrs. Jones has referred three boys within the first two weeks of school for an ADD assessment.
2. You are a social worker in a domestic violence shelter. Susan, one of your clients, has a three-year-old son (Steven) who is nonverbal and seems to display excessive anxiety and stress when they are in the family room or community dining room. Susan wants to know what is wrong with her child.
3. You are a social worker in a mental health center. Amanda is a 14-year-old female who was brought in by her mother, seeking assistance with her struggles in school. Amanda is currently failing all of her classes in school. Her mother states she does not understand this because Amanda has always been very smart. She just seems distracted. Amanda states she just cannot focus on her homework and therefore does not turn it in.

Based on your unit readings, videos, and knowledge, complete the following in relation to your chosen scenario:

- State which case you chose (James, Steven, or Amanda) and provide a diagnosis as listed in the *DSM-5*.
- Identify how would you assess for the diagnosis, including who would be involved with your assessment process.
- Discuss your thoughts or beliefs on the process of diagnosis for these disorders within our society.
- Discuss what intervention you provide for this diagnosis at both the micro and mezzo level. Include evidence-based research to back your intervention.

Response Guidelines

Respond to at least one peer. In your response, you could include an alternate diagnosis, additional assessments, or interventions for the child identified.

Course Resources

Graduate Discussion Participation Scoring Guide

Unit 4 >> Conduct Disorders, Truancy, Sex Offenders, and Substance Abuse

Introduction

This unit will focus on difficult childhood or adolescent behaviors that are often classified as disorders. Children display inappropriate behaviors often due to psychological disorders. For example, a child missing school may be experiencing anxiety, mood, or disruptive behavior disorders, or facing mezzo-level issues such as homelessness, domestic violence, or substance abuse. Generalist social workers are able to look at the entire ecosystem of the child and determine how to assist the child and family to address the behaviors through the systems-level lens.

Children displaying more extreme conduct disorders face short- and long-term consequences for those behaviors, including peer rejection, family issues, and admission into the corrections system. Alfano and Beidel (2014) share that early intervention for these youths is often key in treatment to prevent long-term implications for oppositional disorders.

This unit will also explore substance abuse. This is a field that continuously evolves and requires social workers to maintain and update their continuing education. For example, consider how the new laws on marijuana use may impact the view of this substance among teenagers. Substance use and teenagers seem to go hand in hand; it is therefore vital for social workers to have the ability to distinguish between normal teenage developmental behavior and a diagnosis of substance abuse.

Reference

Alfano, C. A., & Beidel, D. C. (Eds.) (2014). *Comprehensive evidence-based interventions for children and adolescents* (14th ed.). Hoboken, NJ: John Wiley & Sons.

Learning Activities

u04s1 - Studies

Readings

Use the Capella library to read the following:

- In your *Comprehensive Evidence-Based Interventions for Children and Adolescents* text:
 - Chapter 13, "Treatment of Conduct Problems and Disruptive Behavior Disorders," pages 195–212.
 - Chapter 18, "Problematic School Absenteeism," pages 275–286.
- Elias, H., & Haj-Yahia, M. M. (2017). *Therapists' perceptions of their encounter with sex offenders*. *International Journal of Offender Therapy and Comparative Criminology*, 61(10), 1151–1170.
- Calleja, N. G. (2015). *Juvenile sex and non-sex offenders: A comparison of recidivism and risk*. *Journal of Addictions & Offender Counseling*, 36(1), 2–12. doi:10.1002/j.2161-1874.2015.00031.x
- Review the following subsections of the *DSM-5* from Section II, "Diagnostic Criteria and Codes," in preparation for this unit's discussion:
 - "Conduct Disorder."
 - "Substance-Induced Disorders."
 - "Sexual Sadism Disorder."

u04d1 - Conduct Disorders, Sex Offenders, and Substance Abuse

Social workers will encounter many behavioral issues while working with teenagers. One of the ethical principles for social workers is to understand our values and limits in working with difficult issues. Think about if you are comfortable in working with a child who abuses substances, has anger issues, or maybe, is a sexual offender. Self-awareness is an important skill to maintain while working with these often challenging behaviors.

For this discussion, reflect on one of these issues that may be challenging for you, or that you want to know more about. Consider the relevance of this issue in your community and programs available for and societal views of these disorders.

In your post:

- State the issue you have chosen, including the specific *DSM-5* criteria listed for this disorder.
- Discuss your personal views of this issue.
- Identify evidence-based best practices at three levels of intervention for this issue (micro, mezzo, and macro). Include references.

Response Guidelines

Respond to at least one peer. In your response, you could include additional insight on the issue or alternative interventions.

Course Resources

Graduate Discussion Participation Scoring Guide

u04a1 - Biopsychosocialspiritual Assessment: Part 1

This is the first assignment for your course project. You will conduct the first half of a biopsychosocialspiritual assessment on a child, a youth, or an adolescent client. This client can be a previous client, a client from your field placement, volunteer placement, or place of employment. **Note:** For purposes of confidentiality, please change the name of the client you choose.

For this assignment, you will complete Sections 1–IV of the Biopsychosocialspiritual Assessment Form (link given in the resources). The assessment should be comprehensive, detailed, and evidence based. Any reader should be able to pick up this assessment with no additional information and have a solid understanding of this individual.

- I. Identifying Information.
- II. Presenting Problem.

- III. Background History.
- IV. Assessment.

You should write the biopsychosocialspiritual assessment and intervention plan as though they will be presented to a court or interdisciplinary team. That is, you should write them in a professional format, rather than as a course paper.

Be sure to review the Biopsychosocialspiritual Assessment: Part 1 Scoring Guide, which is based on the content of the Biopsychosocialspiritual Assessment Form you will be following to understand the requirements and grading criteria for this assignment.

Additional Requirements

Your assignment is expected to meet the following requirements:

- **Written communication:** Written communication is free of errors that detract from the overall message.
- **APA format:** Resources and citations are formatted according to current APA style and formatting standards.
- **Resources:** Resources are optional. All literature cited should be current, with publication dates within the past 5 years.
- **Length of paper:** Completed Sections I, II, III, and IV of the Biopsychosocialspiritual Assessment Form.
- **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](#)

[Writing Feedback Tool](#)

[Social Work Masters Library Research Guide](#)

Biopsychosocialspiritual Assessment Form

Unit 5 >> Eating Disorders and Obsessive-Compulsive Disorder

Introduction

Eating disorders are one of the most serious psychiatric illnesses. These disorders create mental and physical implications that can be very difficult to treat. The spectrum of eating disorders is broad and includes anorexia nervosa, bulimia, binge eating, and other specified feeding or eating disorders. The onset of these disorders is typically during the adolescence (ages 16–20); however, children as young as 8 have also developed eating disorders. Social workers' responsibility for diagnosis of these disorders is imperative, as the physical implications of these disorders are significant. This unit will examine this disorder and the treatment options.

Obesity is also viewed as a serious public health concern as unprecedented numbers of children are becoming obese. The long-term health implications of obesity are significant as these children grow into adulthood. In addition to physical implications, children who are obese face serious social and psychological implications. This unit will also discuss the diagnosis, social implications, and diagnosis of childhood obesity.

Last, this unit will examine OCD. OCD is a disruptive disorder that presents itself on a broad spectrum from compulsions or obsessions that are unknown to creating significant challenges in daily activities. This unit will examine the diagnosis criteria and treatment modalities for this disorder.

Learning Activities

u05s1 - Studies

Readings

From the Capella University Library:

Use your [Comprehensive Evidence-Based Interventions for Children and Adolescents](#) text to complete the following:

- Read Chapter 15, "Evidence-Based Interventions for Eating Disorders," pages 231–242.
- Read Chapter 22, "Overweight and Obesity," pages 335–352.
- Read Chapter 23, "Obsessive-Compulsive Disorder and Trichotillomania," pages 353–370.

Use the Capella library to review the following subsections of the *DSM-5* from Section II, "Diagnostic Criteria and Codes," in preparation for this unit's discussion:

- "Obsessive-Compulsive and Related Disorders."
- "Feeding and Eating Disorders."

u05d1 - Eating Disorders, Obesity, and OCD

Eating disorders and obesity are viewed as some of the most difficult disorders to treat. OCDs are a common disorder that often create social anxiety and disrupt a youth's ability to function within a social setting. This discussion will allow you to critically think about these issues and identify how to provide treatment strategies for these difficult diagnoses.

Choose one of the following for this discussion:

- Anorexia.
- Bulimia.
- Obesity.
- OCD.

In your post:

- State the diagnosis criteria for the diagnosis as listed in the *DSM-5*.
- Discuss the challenges presented while working with children or adolescents with this disorder. Include at least one reference.
- Present an intervention treatment plan. Include the theory base you would use, length of treatment, and potential success of this treatment. Include references to support your treatment plan.
- Provide a brief self-reflection about how you feel about working with the population you choose.

Response Guidelines

Respond to at least one peer. In your response, you could include additional challenges in working with the population discussed or alternative interventions and why you would choose that intervention.

Course Resources

Graduate Discussion Participation Scoring Guide

Unit 6 >> Bullying and Violence

Introduction

In a 2011 study, 20 percent of children reported facing some kind of bullying, on an average day 13 children die from a result of homicide, and 32 percent of youths have reported being a victim of a physical fight in the past year (CDC, 2012).

Social workers will work with youth who are victims of, and who commit, violent acts. To meet the needs of these youth, the ability to address these issues through engagement, assessment, intervention, and evaluation is vital.

This unit will explore these challenging areas surrounding violence and youth.

Reference

Centers for Disease Control and Prevention. (2012). Youth violence. Retrieved from <http://www.cdc.gov/violenceprevention/pdf/yv-datasheet-a.pdf>

Learning Activities

u06s1 - Studies

Readings

From the Capella University Library:

Use your *Comprehensive Evidence-Based Interventions for Children and Adolescents* text to read Chapter 20, "Bullied Children," pages 301–316.

FMG Video

View the following videos:

- ABC News. (Producer). (2006). *Cyberbullying. cruel intentions: Segment 6: Cyberbullying outcomes* [Video]. Films On Demand.
- ABC News. (Producer). (2012). *Inside Chicago's gang war: Segment 4: Preview of gang violence report* [Video]. Films On Demand.

u06a1 - Group Intervention

For this team assignment, you will develop an intervention plan for a group of children. In Unit 2, you either identified with whom you would like to work, or the instructor assigned teams for this assignment.

Imagine your team has been assigned to demonstrate social worker leadership through developing a presentation for a local conference. You will demonstrate leadership and technology through researching and developing best practices within the field in working with children.

The Case Studies document (given in the resources) offers several group demographic cases. For this assignment, your team will choose one of them and develop a plan for a group intervention based on your client system. Your team will also develop a PowerPoint presentation that will provide evidence-based practices for engagement, assessment, interventions, and evaluations for the disorder or population in the selected group. Later, in a webinar in Unit 7, your team will demonstrate leadership and technology skills when making the presentation.

In your presentation:

- Identify the behavior or mental health disorder you will be addressing during the group intervention. Include the *DSM-5* diagnosis criteria.
- Discuss theories of human behavior and the social environment in advanced generalist practice that the research demonstrates as best practices in working with clients within your chosen group.
- Discuss any dimensions of diversity that would be addressed in your work with the group.
- Explain leadership skills, theoretical frameworks, and best-practice interventions that you would apply to this group.
- Describe any ethical issues that social workers need to be aware of while working with children within a group setting. Include references.
- Develop a well-formulated and concise group 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.
 - Summarize what evidence-based interventions you could apply to this group.
- Explain how you would evaluate the group intervention progress.

Review the Group Intervention Scoring Guide to know the requirements and grading criteria for this assignment.

Be sure to communicate in a manner that is scholarly, professional, and consistent with expectations for members of the social work profession

Additional Requirements

Your assignment is expected to meet the following requirements:

- **Written communication:** Written communication is free of errors that detract from the overall message.
- **APA format:** Resources and citations are formatted according to current APA style and formatting standards.
- **Resources:** A minimum of five scholarly sources. All literature cited should be current, with publication dates within the past 5 years.
- **Length of presentation:** 10–12 PowerPoint slides, including notes and a reference page.

Note: Be sure everyone in your team understands how to present using Adobe Connect. Ideally, you will all practice your presentation at least once before the webinar in Unit 7.

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](#)

[Writing Feedback Tool](#)

[Social Work Masters Library Research Guide](#)

Case Studies

u06d1 - Bullying and Violence

Children and adolescents face an often violent society. Bullying has become rampant within many communities. Violence against children and by children is increasing and growing at a rapid rate including gangs, assaults, sex offenses, and sex trafficking. Consider the community you live in. What kind of acts of violence do the children and adolescents face?

In your post:

- Provide a video, news clip, or news article link that discusses a form of violence in your community.
- Research and provide any current statistics about this issue within your community.
- Discuss how this issue impacts the children in your community.
- Provide a research-based best practice that would provide a systems-level intervention to address this issue within your community.

Response Guidelines

Respond to at least one peer. In your response, you could include additional information or statistics regarding the form of violence identified within the community or provide additional best practice interventions.

Course Resources

[Graduate Discussion Participation Scoring Guide](#)

Unit 7 >> Assessment of Trauma

Introduction

Advanced generalist social workers working with children will often face trauma-induced behaviors and issues. Trauma comes in many forms, including child abuse, grief and loss, violence, serious illness, domestic violence, and immigration-related displacement. Children who do not receive assistance and tools for coping of violence will often carry this anxiety into their adulthood. It is therefore important for clinical social workers to have the ability to assess trauma-related diagnoses.

Learning Activities

u07s1 - Studies

Readings

Use the Capella library to read the following:

- Lanktree, C. B., & Briere, J. N. (2017). *Treating complex trauma in children and their families: An integrative approach*. Thousand Oaks, CA: Sage.
 - Chapter 2, "Effects of Complex Trauma," pages 5–12.
 - Chapter 4, "Assessment of Complex Trauma," pages 21–29.
 - Chapter 5, "The Assessment-Treatment Flowchart," pages 30–43.
 - Chapter 8, "Safety Interventions," pages 64–77.

u07s2 - Webinar 3: Team Work Presentation

During this third webinar, each team will present the assignment from Unit 6. The order of presentations will be determined by your instructor.

You do not require a webcam for this presentation.

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

Course Resources

[Using Adobe Connect](#)

DisabilityServices@Capella.edu

Adobe Connect Hardware

1. Headset with microphone
2. External or built-in webcam

u07d1 - Trauma

Lanktree and Briere (2017) list the primary types of trauma experienced by children:

- Child abuse (physical, sexual, and psychological).
- Emotional and physical neglect.
- Witnessing violence.
- Community violence.
- Accidents and disasters.
- Traumatic loss.
- Serious mental illness or injury.
- Immigration-related abuse and displacement. (p. 23)

For this discussion, choose one of these types of trauma that is of interest to you.

In your post:

- Discuss how you would assess a child experiencing the selected trauma. Are there special tools, resources, or techniques? Be specific.
- Define the signs and symptoms of this child. Provide specific and objective measurements.
- Identify and ethical or cultural considerations while assessing this child.
- Discuss what aspects of safety you would consider while working with this child.

Response Guidelines

Respond to at least one peer. In your response, you could include additional forms of assessment, additional ethical or cultural considerations, or questions regarding the assessment process.

Reference

Lanktree, C. B., & Briere, J. N. (2017). *Treating complex trauma in children and their families: An integrative approach*. Thousand Oaks, CA: Sage Publications.

Course Resources

Graduate Discussion Participation Scoring Guide

Unit 8 >> Trauma Intervention

Introduction

This unit will continue the discussion of working with children who have experienced trauma. Many clinical social workers have specialized training in working with this vulnerable population. There are multiple best-practice, evidence-based therapeutic interventions that can be applied in working with these children. This unit will explore common interventions in working with these youths.

Learning Activities

u08s1 - Studies

Readings

Use the Capella library to complete the following:

- Lanktree, C. B., & Briere, J. N. (2017). *Treating complex trauma in children and their families: An integrative approach*. Thousand Oaks, CA: Sage.
 - Read Chapter 6, "Characteristics and Tools for Therapy," pages 44–51.
 - Read Chapter 7, "Relationship-Building and Support," pages 52–63.
 - Read any *two* of the following chapters:
 - Chapter 9, "Psychoeducation," pages 78–86.
 - Chapter 11, "Distress Reduction and Affect Regulation Training," pages 97–115.
 - Chapter 12, "Facilitating Positive Identify," pages 116–125.
 - Chapter 13, "Cognitive and Emotional Processing," pages 126–140.
 - Chapter 14, "Relational Attachment Processing," pages 141–159.

u08d1 - Treating Trauma

For this discussion, choose one of the most common types of trauma as discussed in Lanktree and Briere (linked in Resources):

- Child abuse (physical, sexual, and psychological).
- Emotional and physical neglect.
- Witnessing violence.
- Community violence.
- Accidents and disasters.
- Traumatic loss.
- Serious mental illness or injury.
- Immigration-related abuse and displacement. (p. 23)

Lanktree and Briere provide a list of behaviors or issues that result from trauma (pages 42–43) and potential methods on how to treat those components. Use this chart as a reference point to complete this discussion.

In your post:

- Identify the form of trauma you chose.
- Discuss at least one tool or resource you would need for therapy.
- Identify multiple interventions that are commonly applied to children experiencing this type of trauma.
- Provide specific evidence-based research on at least two interventions that can be applied to this type of childhood trauma and why those are appropriate clinical interventions. Include references.
- Discuss the core components on how you would apply these interventions.

Response Guidelines

Respond to at least one peer. In your response, you could include additional interventions that could be applied to this type of trauma or questions in relation to the recommended intervention.

Reference

Lanktree, C. B., & Briere, J. N. (2017). *Treating complex trauma in children and their families: An integrative approach*. Thousand Oaks, CA: Sage Publications.

Course Resources

Graduate Discussion Participation Scoring Guide

[Treating Complex Trauma in Children and Their Families](#)

Unit 9 >> Co-occurring and Dual-Diagnosis Adolescents

Introduction

Youths will often present with multiple issues. For example, a youth suffering with depression may start to self-medicate and use alcohol to cope with the depression; a youth may start cutting to deal with trauma; or a youth may start smoking marijuana to cope with anxiety. The challenge in working with these youths is not only addressing their diagnosis but their addiction as well, and then determining which to treat first or whether treat them in tandem. This unit will explore the complexity of co-occurring disorders.

Learning Activities

u09s1 - Studies

FMG Video

View the following video:

- Hazeldon Foundation. (Producer). 2003. [Adolescents and co-occurring disorders: Segment 1: Dual diagnosis \[Video\]](#). Films On Demand.

u09d1 - Diagnosis: Co-occurrence

When a youth has a substance abuse disorder, eating disorder, addiction, or compulsion, he or she is often masking a disorder such as depression, anxiety, or borderline personality disorder. As an advanced generalist social worker, it will be important for you to be capable of identifying the co-occurring diagnosis to appropriately treat youths.

For this discussion, reflect on the Dual Diagnosis video, which shows multiple youths who shared their stories and the symptoms they displayed. Choose one of the following cases:

- Sasha is a 17-year old female who demonstrates an eating disorder, has been cutting herself, and is in residential treatment for using speed (methamphetamine). Sasha reports also being very anxious and sad since her parents' divorce and her father's suicide after the divorce.
- Ben is a 16-year old male who was arrested for vandalism and theft. He is in treatment for drinking alcohol and inhalant use. Ben's record shows that he was sexually abused between the ages of 7 and 12 years.
- JT is a 15-year old male who is in treatment for marijuana use and truancy. He reports that he hates school and that he can never pay attention and he gets irritated easily. He constantly gets redirected for not paying attention, and fails most of his tests because he cannot focus. He states the marijuana helps keep him calm and focused.

In your post:

- Identify which youth you will work with and provide the *DSM-5* diagnosis. (This diagnosis should include the substance use and the personality disorder.)
- Provide evidence-based research on how you would treat this individual.
 - Include the therapeutic approach you would apply and why this is the best method.
 - Discuss at least two interventions you would integrate into the treatment plan for this youth.
 - Explore which diagnosis you would treat first or if you would treat them simultaneously and why.

Response Guidelines

Respond to at least one peer. In your response, you could include an alternative therapeutic approach, questions about the interventions, or the treatment approach.

Course Resources

Graduate Discussion Participation Scoring Guide

Unit 10 >> Alternative Therapies

Introduction

We will complete this course by exploring multiple contemporary therapies that are commonly used with youths and children. Children often respond to alternative methodologies outside of the traditional counseling session. These popular modalities are growing in demand and therapists are needed to specialize within these areas. Advanced generalist social workers bring specialized skills to address this need of services through specialized training. This unit will explore modern alternative therapeutic methods to address childhood issues.

Learning Activities

u10s1 - Studies

Readings

Use the Capella University Library to complete the following:

- Alfano, C. A., & Beidel, D. C. (Eds.) (2014). *Comprehensive evidence-based interventions for children and adolescents (14th ed.)*. Hoboken, NJ: John Wiley & Sons.
 - Review Chapter 3, "Controversial Therapies for Children," pages 31–42.
 - Read Chapter 5, "New Methods of Service Delivery for Children's Mental Health Care," pages 55–72.
- Lanktree, C. B., & Briere, J. N. (2017). *Treating complex trauma in children and their families: An integrative approach*. Thousand Oaks, CA: Sage.
 - Read Chapter 9, "Psychoeducation," pages 78–86.

u10a1 - Biopsychosocialspiritual Assessment: Part 2

This is the second assignment for your course project. In this assignment, you will first revise your work from the Unit 4 assignment, based on the instructor feedback. Then, you will complete Sections V–VII of the Biopsychosocialspiritual Assessment Form. Finally, you will compile both to create one polished and completed assessment form.

- V. Diagnosis.
- VI. Intervention.
- VII. Evaluation.

Be sure to review the Biopsychosocialspiritual Assessment: Part 2 Scoring Guide, which is based on the content of the Biopsychosocialspiritual Assessment Form you will be following to understand the requirements and grading criteria for this assignment.

Additional Requirements

Your assignment is expected to meet the following requirements:

- **Written communication:** Written communication is free of errors that detract from the overall message.
- **APA format:** Resources and citations are formatted according to current APA style and formatting standards.
- **Resources:** Resources are optional. All literature cited should be current, with publication dates within the past 5 years.
- **Length of paper:** 7–9 pages typed, double-spaced pages, including your revised Sections I–IV and completed Sections V–VII.
- **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](#)

[Writing Feedback Tool](#)

[Social Work Masters Library Research Guide](#)

Biopsychosocialspiritual Assessment Form

u10d1 - Approaches to Alternative Treatment

There are currently multiple alternative therapies provided to at-risk youths and children. Some of these contemporary approaches may include equine therapy, trauma-informed yoga, music therapy, art therapy, bio-feedback, outdoor immersion programs, etc.

For this discussion, consider the client on whom you conducted your biopsychosocialspiritual assessment.

In your post:

- Provide a brief description of the youth on whom you conducted the assessment, including the diagnosis.
- Identify a therapy you are interested in exploring, which you feel would be effective for this youth.
- Provide a detailed and research-based description of this form of therapy.
- Discuss at least two therapeutic philosophies or techniques from this alternative therapy that you would apply to the client.

Response Guidelines

Respond to at least one peer. In your response, you could include additional therapeutic techniques or questions about the suggested alternative therapy model.

Course Resources

Graduate Discussion Participation Scoring Guide