



SCHOOL OF SOCIAL WORK

UNIVERSITY OF MICHIGAN

Course title:	Culturally Responsive and Evidence-Informed Assessment with Children, Youth, and Families	
Course #/term:	SW 621, Section 002, Fall Term, 2021	
Time and place:	Wednesday, 9:00 to 12:00 in-person	
Credit hours:	3	
Prerequisites:	[Course Number] or permission of instructor	
Instructor:	Laura Sanders	
Pronouns:	she/her/hers	
Contact info:	Email: lsanders@umich.edu	Phone: 734-678-4814
	You may expect a response within 48 hours	
Office:	2760	
Office hours:	After class, and by appointment	



1. Course Description:

This course is intended to develop knowledge and skills for practice with children, youth, and families, with special attention to assessment. Students learn about

varying approaches to assessment, the various contexts in which assessment takes place, and the assessment skills used with children, youth, and families. Students will be familiar with both strengths and limitations of assessments, and how assessments are used (e.g., in school, juvenile justice, and child welfare forensic assessment) including assessments for intervention recommendations. Students will learn how to evaluate overall functioning, conduct developmental assessments, and make a determination about child, youth, and family service needs. Students will learn different models of assessment and the role of interdisciplinary assessments (e.g., medical examinations and psychological testing) in the overall assessment process. Students will also become acquainted with widely used assessment practices with children, youth, and families in terms of initial screening, risk assessment, and structured decision making. Existing evidence for their utility will be explored. Students will also be sensitized to their personal reaction to child and youth demonstrations of trauma and crises. They will be appraised of professional expectations, such as mandatory reporting of child maltreatment, and will learn about the general structure of service delivery to child and youth clients. Sensitization to the roles of power and privilege of professionals as they relate to both children and their parents is an integral part of the course. In addition, the course will address the sometimes-conflicting needs of children and families and child-serving systems (e.g., legal system; school) impacting assessment outcomes and recommendations. The diversity of children, youth, and families, in terms of race, ethnicity, culture, class, sexual orientation, religion, ability, and other social identities will be explored. Of particular focus is the over-representation of children of color and the differential response of various child and youth serving systems based upon social identity differences. Students will gain insights about how differences between themselves and client systems affect assessment process including outcomes and recommendations.

a. Objectives:

- 1) Describe theories that explain child and youth risks and protections.
- 2) Describe the roles and responsibilities of social workers in assessing children, youth, and families, including mandatory reporting of child maltreatment, multidisciplinary approaches to assessment.
- 3) Describe personal, professional, and societal responses to children, youth and families at risk and their impact on assessment observations, impressions, and recommendations.
- 4) Demonstrate knowledge and beginning skills in engaging diverse client systems that reflect knowledge about diversity (e.g., gender, developmental age, socio-economic class, culture, ethnicity, race, religion, physical and mental

ability, sexual orientation, national origin) and power differentials between themselves and clients.

5) Recognize the impact of discrimination based on economic, racial, ethnic, gender, religion, sexual orientation, and other differences on client system presentation during assessment, and of the effect the worker's own personal experiences have their assessment observations.

6) Recognize the impact involuntariness has on assessment. including client system relationship with the worker and child-serving system based on past and current initial responses.

7) Demonstrate beginning ability to conduct individual and family assessments, including assessing parent-child attachment, evaluating overall functioning, and making recommendations consistent with assessment findings.

8) Incorporate a perspective that honors clients' strengths as well as vulnerabilities to both assessments and treatment with child welfare clients.

b. Course Design:

This course will make use of lectures, demonstrations, discussion, media and on-line experiential activities, and small group exercises. Students will demonstrate their knowledge acquisition by means of class demonstration, written responses to assignments, participation in class discussion, in-class assignments, several brief reflection papers, and a biopsychosocial assessment of a child or youth, and their family.

For this section, given the instructors expertise in Animal Assisted Intervention and Learning, we will practice assessment skills (self-regulation and awareness, observation, engagement, reflection, interpretation, and cultural sensitivity) in partnerships with animals in an experiential activity.

c. Intensive Focus on Privilege, Oppression, Diversity and Social Justice (PODS)

This course integrates PODS content and skills with a special emphasis on the identification of theories, practice and/or policies that promote social justice, illuminate injustices and are consistent with scientific and professional knowledge. Using a variety of instructional methods, this course will support students developing a vision of social justice, learn to recognize and reduce mechanisms that support oppression and injustice, work toward social justice processes, apply intersectionality and intercultural frameworks and strengthen critical consciousness, self-knowledge, and self-awareness to facilitate PODS learning. Emphasis in this course will focus on teaching students' sensitivity, respect, and competence when working with clients where there are racial /

ethnic, cultural, socio-economic class, religious, gender, ability, nationality, and other differences presented by the client system. Case examples will highlight how differences, issues relevant to impoverishment, and involuntariness affect clients' responses to assessment. Students will understand that children are at a fundamental disadvantage in systems that are controlled by adults. The role of power and privilege will be a theme throughout the course. Students will explore the ways in which diversity (e.g., race / ethnicity, socio-economic disadvantage, and gender) are differentially responded to in initial responses, and students will learn that an appropriate role for social workers in oppressive child-serving systems is often that of advocate. In this course students will explore the role of prevention and system disruption in situations in which institutional processes unjustly disadvantage client systems based on social identity differences. To the degree possible, literature and resources will be used that demonstrate evidence-informed practice and students will be taught skills to critically reflect upon practices in which social science knowledge and research findings wittingly or unwittingly demonstrate bias, stereotyping, prejudice, and discrimination.

Class Requirements

Text and class materials

The text for this class is:

Delahook, Mona (2019) *Beyond Behaviors: Using Brain Science and Compassion to Understand and Solve Children's Behavioral Challenges*, PESI Publishing and Media, WI.

This book is very practical and provides tools for social workers to effectively assess children from a wholistic and trauma-informed perspective. There are numerous ways to get this book. Students are very creative about getting books from Amazon, renting them, kindle, etc.

We will also be using articles and some, videos, and podcasts that can be easily accessed via links provided. I will place all required readings/videos/podcasts on our course Canvas site in the modules that correspond to the weeks they are due.

You are expected to read all the required readings for each week although we will not regularly discuss all of them in detail necessarily. Some of them are supplemental to the course content and you will be expected to be able to apply

them in depth in several of your assignments. The required readings beyond the text will be accessed through “modules” on your canvas site.

Attendance, class participation and expectations:

- 1) Class attendance in-person is expected. There will not be asynchronous materials to substitute for class attendance because the class is highly experiential, so plan to be at every class. One absence without point penalty is allowed. I would like to know if you are going to be absent, so please email me in advance, even if it is last minute due to illness. I do not excuse absences, but I would like to know what is going on with you if you chose to share it. If you miss more than one class, expect to lose at least 3-5 points off your final accumulation for the course for every absence. Of course, if you are facing a crisis, talk to me asap so we can plan for you to succeed in the course. Class attendance is so important because lecture, activities and discussion will focus how to practice and provide opportunities for you to expand your assessment skills. Most class sessions will begin at 9:00 and will end at 11:50 with a 10-minute break. I will provide an office hour after class by appointment.

This is the first time this course is being offered in person and the course outline is a work in progress. There may be some class sessions that include asynchronous expectations beyond readings, for example recorded lectures, video, etc. I will be sure you know what is expected for the following week.

- 2) In class, I ask you that you fully engage interpersonally and do not have electronics on unless you need your computer to take notes. Please do not distract with your phone, email, or other social media during class. I need your full attention during my lectures, and we all need each other’s undivided attention when we are participating in class. I believe this is one way to practice good social work (key word – “social”) – fully showing up in mind, body, attention, and expression. I will be there with you in full, and I need that of you as well.
- 3) It is expected that you will turn in all assignments when they are due, and that they reflect your best work to date, as we are all a work in progress. Please communicate with me over email if you want an extension on an assignment due date. I am much more flexible about due dates than I am about attendance. I would rather have you come to class prepared and take longer on an assignment than miss preparing for, or being in class, so please contact me if you need an extension and I will very likely be flexible with no reduction in points.

Accommodations:

If you need or desire an accommodation for a disability, please let me know asap. The earlier that you make me aware of your needs the more effectively we will be able to

use the resources available to us, such as the services for Students with Disabilities, the Adaptive Technology Computing Site, and the like. If you do decide to disclose your disability, I will treat that information as private and confidential. Also, please notify me if religious observances conflict with class attendance or due dates for assignments so we can make appropriate arrangements. Also, all preferred name and gender pronouns uses will be honored.

Trauma reminder warning:

This course is heavily trauma-informed and focused. For any student who has experienced adversity in childhood or trauma it will likely bring up painful material. Students may experience a range of emotions throughout the course and may feel vulnerable. All feelings are acceptable, but you will be expected to be able to manage them. There will not be sufficient follow up for processing painful memories or severe anxiety that might get triggered by the course content. In general, it is important that students who expect to struggle seek support or therapeutic assistance to work through their own recovery during their graduate education so you can be present and effective in working with wounded clients. Wounded healers who are aware and have worked toward resilience make some of the best social workers. See resources for this below.

Health and Wellness:

Health and wellness situations or circumstances may impede student success within the program. Students should feel free to contact the School's Health and Wellness Advocates, Lauren Davis, or Nyshourn Price, at ssw.wellness@umich.edu. Students may also visit/call the University's Counseling and Psychological Services (CAPS). CAPS offers a variety of clinical services, referrals, and workshops. CAPS, Hours: 8am-5pm, 530 S State St., Ann Arbor, MI 48109
caps.umich.edu

Additional School and University policies, information and resources are available here: <https://ssw.umich.edu/standard-policies-information-resources>. They include:

- *Safety and emergency preparedness*
- *Mental health and well-being*
- *Teaching evaluations*
- *Proper use of names and pronouns*
- *Accommodations for students with disabilities*
- *Religious/spiritual observances*
- *Military deployment*
- *Writing skills and expectations*

Academic integrity and plagiarism

COVID-19 Statement - Required Health-Related Class Absences

For the safety of all students, faculty, and staff on campus, it is important for each of us to be mindful of safety measures that have been put in place for our protection. Your participation in this course is conditional upon your adherence to all safety measures mandated by the state of Michigan and the University, including [properly wearing a face covering in class](#) and compliance with the [University COVID-19 Vaccination Policy](#). Other applicable and additional safety measures may be described in the [Campus Maize & Blueprint](#). Your ability to participate in this course may be impacted by failure to comply with campus safety measures. Individuals seeking to request an accommodation related to the face covering requirement under the Americans with Disabilities Act should contact the [Office for Institutional Equity](#) and those seeking an exemption related to the vaccination requirement should submit an exemption request through [WolverineAccess](#). I also encourage you to review the [Statement of Student Rights and Responsibilities](#) and the [COVID-related Addendum to the Statement of Student Rights and Responsibilities](#).

Health-Related Class Absences

Please evaluate your own health status regularly and refrain from attending class and coming to campus if you are ill. You are encouraged to seek appropriate medical attention for treatment. School of Social Work students who miss class due to illness of any kind will be given opportunities to access course materials online or provided with alternative learning opportunities. Please notify me by email about your absence as soon as practical, so that I can make accommodations. Please note that documentation (a doctor's note) for medical excuses is *not* required.

Recording Class

Audio and video recording of in-class lectures and discussions is prohibited without the advance written permission of the instructor. Students with an approved accommodation from the Office of Services for Students with Disabilities permitting the recording of class meetings must present documentation to the instructor in advance of any recording being done. The instructor reserves the right to disallow recording for a portion of any class time where privacy is a special concern. If the instructor chooses to record a class, they will decide which classes, if any, are recorded, what portion of each class is recorded, and whether a recording is made available on the course management website. On days when classes are recorded, students will be notified in advance that a recording will occur and be provided with an option to opt-out. Class recordings and course materials may not be reproduced, sold, published, or distributed to others, in whole or in part, without the written consent of the instructor.

Recommended Resources:

There are numerous “resource files” under “files” on your canvas site which include readings about working with specific populations and issues. Please check them out. They can help you get information for this class or others.

Highly Recommended additional books:

Davies, Douglas (2020). *Child Development: A Practitioner's Guide, (4th Edition)*. Guilford Press, NY

Forbes, Heather (2008): *Beyond Consequences, Logic and Control: A Love- based Approach to Helping Attachment Challenged Children with Severe Behaviors*, PPC Books, FL

Green, Ross, *The Explosive Child: A New Approach for Understanding and Parenting Easily Frustrated, Chronically Inflexible Children* (2001) Harper Collins, NY.

Gil, Eliana (2018). *Posttraumatic Play in Children: What Clinicians Need to Know*. Guilford Press, NY

Harris, Nadine Burke (2019), *The Deepest Well: Healing the Long-term Effects of Childhood Adversity*. First Mariner Books, Houghton Mifflin Harcourt Publishing Co. NY, NY.

Hughes, Daniel A: *Building the Bonds of Attachment: Awakening Love in the Deeply Troubled Child*, (2017) Jason Aronson, Northvale, NJ.

Post Bryan, *From Fear to Love* (2010) and/or *The Great Behavior Breakdown* (2009), Post Institutes and Associates, Palmyra, VA

Other required readings are posted on Canvas, files, required readings and appear by author.

Recommended Optional Books to have in your library:

Booth, Phyllis, and Jernberg, Ann (1998): *Theraplay*, Jossey-Bass Publishers, San Francisco.

Brill, S, and Pepper, R (2008), Chapters 1 and 2, *The Transgender Child*, Cleis Press, CA.

Cohen, Judith, et.al., (2006) *Treating Trauma and Traumatic Grief in Children and Adolescents*, Guilford Press, NY, 2006

- Dominelli, Lena (2018) *Anti-Racist Social Work, fourth edition*, Red Globe Press, London, UK
- Forbes, Heather, *Help for Billy: A Beyond Consequences Approach to Helping Challenging Children in the Classroom*, Beyond Consequences Institute
- Friedberg, Robert, D., and McClure, Jessica, (2015). *Cognitive Therapy Techniques for Children and Adolescents: The Nuts and Bolts*, New York: Guilford Press
- Gil, Eliana (2006). *Cultural Issues in Play Therapy*, New York: Guilford Press
- Gil, Eliana (1996) *Treating Abused Adolescents*, New York: Guilford Press
- Greene, Ross, and Ablon, Stuart (2006) *Treating Explosive Kids: The Collaborative Problem-Solving Approach* (2006) Gilford Press.
- Herman, Judith, *Trauma and Recovery* (1992), Basic Books, NY.
- Hewitt, Sandra (1999) *Assessing Allegations of Sexual Abuse in Preschool Children and Play Therapy with Abused Preschool Children: Understanding Small Voices*, SAGE Publications
- Ozonoff, S., Dawson, G. & McPartland, J. (2002). *A Parent's Guide to Asperger Syndrome and High Functioning Autism*. New York: Guilford.
- Pat Ogden (2006) *Trauma and the Body*, W.W. Norton and Company, NY.
- Perry B. and Szalvitz, M. (2017), *The Boy Who Was Raised as a Dog: and Other Stories from a Psychiatrist's Notebook*, Basic Books
- Swenson, Heggeler, Taylor and Addison (2005) *Multisystemic Therapy and Neighborhood Partnerships: Reducing Adolescent Violence and Substance Abuse*, The Guilford Press, NY.
- Taffel, Ron (2005). *Breaking Through to Teens*, Guilford Press, NY (Paperback edition, 2010).
- Terr, Lenore (1994), *Unchained Memories*, Basic Books.
- Van Der Kolk (2015), *The Body Keeps the Score: Brain, Mind and Body in the Healing of Trauma*, Penguin Books NY, New York.

FOUR ASSIGNMENTS:

These assignments are described in detail under “Assignments” on your Canvas site.

Assignment	Due date	Percent of overall grade
Genogram and Ecomap Assignment	Sept 22	15%
Exploring Standardized Assessment Tools: Student Presentations	Oct 6	15%
Practicing Assessment Skills with Animal Partners	Oct 20	15%
Practicing Assessment Skills with Adolescents Reflection	Nov 10	15%
Biopsychosocial Assessment Paper	Nov 17	40%

WRITING AND GRADING:

All written assignments are expected to be typed, **double-spaced**, using 12-point font, with 1” margins on each side, using APA style. It is your responsibility to avoid plagiarism, which can result in severe penalties according to the School of Social Work policies. If writing or editing is difficult for you, please seek help from Betsy Williams, our writing consultant. <https://ssw.umich.edu/contacts/profiles/staff/betsywil> If writing errors interfere with the flow of your good ideas, I will return the paper to you for further editing and writing assistance.

The grading scale is:

A = 100% - 95%
 A- = 94% - 90%

B+ = 89% - 86%
 B = 85% - 83%
 B- = 82% - 80%

C+ = 79% -76%
 C = 75% -73%
 C- = 72% - 70%

I reserve the option to give an A+ for students who meet a 100%, have excellent attendance and participate in class.

CLASS AGENDA

Class readings, assignments, and topics are subject to change based on the class’s progress, interests, and the instructor’s discretion. Below is an outline of the expected week to week plan. Any changes will be communicated via Canvas announcements or in class.

Date/Time	Agenda	Required Readings & Assignments
Week 1 Sept 1	<p>Orientation to each other and the course</p> <ul style="list-style-type: none"> ● Introductions: ● Class plan and structure ● Review syllabus, and assignments ● FFTs and no polish ● Intro to assessment/why assess 	<p>Read:</p> <ul style="list-style-type: none"> ● SW 621 Syllabus ● Speaking Up Without Tearing Down ● Interrupting Bias: Calling out vs. Calling In ● From Safe Spaces to Brave Spaces ● Safe and Brave Spaces <p>Supporting podcast: Optional</p> <ul style="list-style-type: none"> ● Unlocking Us Podcast: Brene on FFTs
Week 2 Sept 8	<p>Antiracist Assessment, Cultural Humility, Risks and Protections.</p> <ul style="list-style-type: none"> ● Strengths-based Assessment 	<p>Read: Text: Delahooke, Chapter 1</p> <ul style="list-style-type: none"> ● UMSSW Anti-racism Statement ● Davis, Anti-black Racism Takes a Heavy Toll on Mental Health

	<ul style="list-style-type: none"> ● Culturally sensitive and anti-racist Assessment ● Experiential: The Case of William: Assessing Risk and Protective factors across systems in groups ● Cultural humility/cultural responsiveness ● The use of genograms and ecomaps 	<ul style="list-style-type: none"> ● Graybeal, C. (2001). Strengths-Based Social Work Assessment: Transforming the Dominant Paradigm. <i>Families in Society: The Journal of Contemporary Social Services</i>, 82(3), 233-242. ● Ethics Alive! Cultural Competence, Awareness, Sensitivity, Humility, and Responsiveness: What's the Difference? ● Biopsychosocial Perspective of Adolescent Health and Disease ● NASW Code of Ethics <p>Supporting videos: Optional</p> <ul style="list-style-type: none"> ● #RaceAnd: Judith LeBlanc ● #RaceAnd: Sonia Guiñansaca ● #RaceAnd: Kay Ulanday Barrett ● #RaceAnd: Arielle Newton
<p>Week 3 Sept. 15</p>	<p>Reflexive Awareness in Cross-cultural Assessment and Components of a Good Biopsychosocial Assessment</p> <ul style="list-style-type: none"> ● Case Example: Dialogic Cross-cultural Social Work: The case of Aduke ● Lecture: Components of a Good Biopsychosocial Assessment 	<p>Read: Text: Delahooke, Chapter 2</p> <ul style="list-style-type: none"> ● Faller, K., & Ortega, R. (2010). Cultural Humility for Child Welfare Professionals: A Paradigm Shift. ● Gilgun, J. F. (2005). The 4-D. <i>Journal of Human Behavior in the Social Environment</i>, 10(4), 51-73. ● Yan, M.C. & Wong, Y.R. (2005). "Rethinking Self Awareness in Cultural Competence: Toward a Dialogic Self in Cross Cultural Social Work". <i>Families in Society</i>, 86(2), 181-188.

		<p>Supporting videos: Optional</p> <ul style="list-style-type: none"> • Beyond the Cliff - Laura van Dernoot Lipsky
<p>Week 4 Sept.22</p>	<p>Developmental Factors for Young Children and Biopsychosocial Assessment</p> <ul style="list-style-type: none"> • The impact of attachment and v early trauma • Executive functioning with Julie Ribado • Experiential: The use of play in assessment 	<p>Assignment due: Genogram and Eco-map Assignment Read: Test: Delahooke, Chapter 3</p> <ul style="list-style-type: none"> • Assessment of Young Children • Ialongo, N. S., Edelsohn, G., & Kellam, S. G. (2001). A Further Look at the Prognostic Power of Young Children's Reports of Depressed Mood and Feelings. <i>Child Development</i>, 72(3), 736-747. • Stauffer, S. D. (2019). Ethical use of drawings in play therapy: Considerations for assessment, practice, and supervision. <i>International Journal of Play Therapy</i>, 28(4), 183-194. • Anderson, Assessment and Development of Executive Function (EF) During Childhood • Optional reading: Children, Executive Functioning, and Digital Media: A Review <p>Supporting videos:</p> <p>Executive Functioning in Young Children with Julie Ribado: (We will view this lecture in class)</p>

		<ul style="list-style-type: none"> • Family Alignment Series: First 30 Days - Assessment and Goal Setting
<p>Week 5 Sept 29</p>	<p>Practicing Assessment Skills through Animal Assisted Learning - We will practice these assessment skills experientially:</p> <ul style="list-style-type: none"> • Setting safety and structure • Self-awareness and regulation • Cultural humility • Non-judgmental observation • Reflexive and radical engagement • Reflection • Interpretation or sensemaking 	<p>Read: Text: Delahooke, Chapter 4</p> <ul style="list-style-type: none"> • Cook, L., & Gregory, M. (2019). Making Sense of Sensemaking: Conceptualising How Child and Family Social Workers Process Assessment Information. <i>Child Care in Practice</i>, 26(2), 182-195. • Sotero, L., Major, S., Escudero, V., & Relvas, A. P. (2014). The therapeutic alliance with involuntary clients: How does it work? <i>Journal of Family Therapy</i>, 38(1), 36-58. • Sanders, Animal Assisted Interventions: Introductory handout <p>Supporting video: Optional</p> <ul style="list-style-type: none"> • I went for an Intake and Never Went Back
<p>Week 6 Oct 6</p>	<p>Exploring Standardized Assessment Tools Class presentations on the following tools: Achenbach CBCL, PHQ-9, and GAD-7, BASC, CAFAS: Child PTSD Scale, Suicide assessment scales for children and youth, Child Dissociative Checklist</p>	<p>Assignment due: Assessment Tool presentation</p> <p>Read: Text: Delahooke, Chapter 5</p> <ul style="list-style-type: none"> • Crosland, K., Haynes, R. D., & Clarke, S. (2019). The Functional Assessment Interview for Runaways (FAIR): An Assessment Tool to Assist with Behavior Support Plan

	<p>Cross-cultural dilemmas in the use of standardized measures.</p>	<p>Development to Reduce Runaway Behavior. <i>Child and Adolescent Social Work Journal</i>, 37(1), 73-82.</p> <p>Supporting video: Optional</p> <ul style="list-style-type: none"> • Getting relationships right
<p>Week 7 Oct 13</p>	<p>Assessing Young Children using Ages and Stages</p> <ul style="list-style-type: none"> • Guest speaker on the use of Ages and Stages Questionnaire and IEP • Cross-cultural dilemmas in the use of ASQ • Understanding the IEP: Individualized Education Plan 	<p>Read: Text: Delahooke, Chapter 6</p> <ul style="list-style-type: none"> • Charkaluk, et. al. Ages and Stages Questionnaire at 3 Years for Predicting IQ at 5–6 Years, <i>PEDIATRICS</i> Volume 139, number 4, April 2017: e 20162798 • Pratibha, et. al. Prospective evaluation of the Ages and Stages Questionnaire 3rd Edition in very-low-birthweight infants <i>Developmental Medicine & Child Neurology</i> 2017, 59: 484–489 • Roshanak, et. al, Cross-Cultural Adaptation, Validation and Standardization of Ages and Stages Questionnaire (ASQ) in Iranian Children, <i>Iranian J Publ Health</i>, Vol. 42, No.5, May 2013, pp.522-528.
<p>Week 8 Oct 20</p>	<p>Understanding Trauma and Assessment in Children</p> <ul style="list-style-type: none"> • Family violence • Child abuse • Adverse Childhood 	<p>Assignment Due: Practicing Assessment Skills with Animal Partners Reflection</p> <p>Read: Text: Delahooke, Chapter 7</p>

	<p>Experiences</p> <ul style="list-style-type: none"> • The neurobiology of trauma • Trauma-informed care 	<ul style="list-style-type: none"> • Tip 57: Trauma-Informed Care in Behavioral Health Services • Brayden, et. al, B. N., & Fradkin, D. (2020). Adverse Childhood Experiences in Youth: Trauma-Informed Assessment, Diagnosis, and Management. The Journal for Nurse Practitioners. • Conradi, L., Wherry, J., & Kisiel, C. (2011). Linking Child Welfare and Mental Health Using Trauma-Informed Screening and Assessment Practices. Child Welfare, 90(6), 129-147
<p>Week 9 Oct. 27</p>	<p>Child Welfare, Mandated Reporting and Other Ethical Dilemmas</p> <ul style="list-style-type: none"> • Reporting issues: Ethical challenges, gray areas, and biases • Difficult child welfare cases • Forensically sensitive assessment 	<p>Read: Text: Delahook, Chapter 8</p> <p>Mandatory Reporters of Child Abuse and Neglect, Child Welfare Information Gateway</p> <ul style="list-style-type: none"> • Hoads, Is it Conflict or Abuse? • Alternatives to Calling DCFS • Promoting Safe and Stable Families, Detroit Center for Family Advocacy • Hershkowitz, Allegation Rates and Credibility Assessment in Forensic Interviews of Alleged Child Abuse Victims: Comparing the Revised and Standard NICHD Protocols <p>Supporting video: Optional:</p> <ul style="list-style-type: none"> • Foster Documentary
<p>Week 10 Nov 3</p>	<p>Building Assessment Skills with Adolescents</p>	<p>Read: Text: Delahooke, Chapter 9</p>

	<p style="text-align: center;">Experiential</p> <p style="text-align: center;">Practice Guests: Youth actors</p>	<ul style="list-style-type: none"> ● The HEADSS Assessment Guide ● Oosterhoff, Adolescents Motivations to Engage in Social Distancing During Covid -19 ● Biopsychosocial Perspective of Adolescent Health and Disease ● Tweens, Teens, Tech, and Mental Health <p>Supporting podcasts and videos: Optional</p> <p>The Mysterious Workings of the Adolescent Brain</p> <ul style="list-style-type: none"> ● Kids These Days: Why is being a teen so complicated? ● Kids These Days: What's it like living with anxiety?
<p>Week 11 Nov 10</p>	<p style="text-align: center;">Assessing for Suicide in teens</p> <ul style="list-style-type: none"> ● Addressing serious risk/danger and associated complications 	<p>Assignment Due: Practicing Assessment Skills with Adolescents Reflection</p> <p>Read:</p> <ul style="list-style-type: none"> ● Posner, K., Melvin, G. A., Stanley, B., Oquendo, M. A., & Gould, M. (2007). Factors in the Assessment of Suicidality in Youth. CNS Spectrums, 12(2), 156-162. ● Reynolds, W. M., & Mazza, J. J. (1999). Assessment of Suicidal Ideation in Inner-City Children and Young Adolescents: Reliability and Validity of the Suicidal Ideation Questionnaire-JR. School Psychology Review,

		<p>28(1), 17-30.</p> <ul style="list-style-type: none"> • Katz, C. C., Busby, D., & Mccabe, C. (2020). Suicidal behaviour in transition-aged youth with out-of-home care experience: Reviewing risk, assessment, and intervention. <i>Child & Family Social Work</i>, 25(3), 611-618. • Posner, et, al., Factors in Assessment of Suicidality in Youth • Bo-Kyung et. al., Statewide Trends of Trauma History, Suicidality, and Mental Health Among Youth Entering the Juvenile Justice System
<p>Week 12 Nov 17</p>	<ul style="list-style-type: none"> • Working with LGBTQ Children and Youth • Affirmative assessment principles • Risk and Protective factors • Assessing gender identity • Working with difficult parents • Advocacy starts with assessment 	<p>Assignment Due: Biopsychosocial Assessment Paper</p> <p>Read:</p> <ul style="list-style-type: none"> • Price-Feeney, M., et. al, (2020). Understanding the Mental Health of Transgender and Nonbinary Youth. <i>Journal of Adolescent Health</i>, 66(6), 684-690. • Boskey, E. R, et. al., (2019). Self-assessment of clinical competence with LGBT patients at a pediatric hospital. <i>Social Work in Health Care</i>, 58(6), 547-556 • Malpas, J., The Transgender Journey - What Role Should Therapists Play.pdf • Sandmaier, It Takes a Tribe- What It's Like to Raise or Be a Transgender Child.

		<p>Psychotherapy Networker (6).pdf</p> <p>Supporting videos: Optional:</p> <ul style="list-style-type: none"> • Voices of Transgender Adolescents in Healthcare • Gender Diversity and Affirmation for Children and Adolescents
<p>Week 13 Dec 1</p>	<p>Current issues and Moving from Assessment to Intervention</p> <ul style="list-style-type: none"> • Linking assessment to realistic expectations for change • Setting clear treatment goals • Racial injustice 	<p>Read:</p> <ul style="list-style-type: none"> • Building Developmental Relationships During the COVID-19 Crisis • Barney, A., Buckelew, S., Mesheriakova, V., & Raymond-Flesch, M. (2020). The COVID-19 Pandemic and Rapid Implementation of Adolescent and Young Adult Telemedicine: Challenges and Opportunities for Innovation. <i>Journal of Adolescent Health, 67(2)</i>, 164-171. • Moore-Petinak, N., Waselewski, M., Patterson, B. A., & Chang, T. (2020). Active Shooter Drills in the United States: A National Study of Youth Experiences and Perceptions. <i>Journal of Adolescent Health, 67(4)</i>, 509-513. • Katz, E., Mcpartland, S., & Rines, J. (2020). Exploring micro-skills as the underpinnings of effective social work practice. <i>Journal of Social Work Practice, 1-14</i>. <p>Supporting videos: Optional</p> <p>Supporting videos:</p>

		<ul style="list-style-type: none"> • COVID-19 and Race: Youth Voice and Power • Black Student Voices: What We Need from Our Schools
Week 14 Dec 8	<p>Self-care and where do we go from here?</p> <ul style="list-style-type: none"> • Where are your gaps? • What do you still need to learn? 	<p>Read: Brene Brown, Living into our Values from Dare to Lead</p> <p>Supporting video: Optional Every Kid Needs a Champion</p>