



Children, Youth and Families Concentration ***Advanced Field Placement Learning Opportunities***

The advanced Children, Youth and Families (CYF) concentration prepares MSW students to advance their skills and competency in delivering theory-informed best practice models to engage, intervene, collaborate and advocate with and on behalf of children, youth and their families. Students in CYF will work with adults, too; for example, parents, caregivers, caseworkers, therapists and teachers -- but their primary client is a child or teen. The CYF concentration also explores macro-level impacts on children, families, service providers, and community services.

- Fall term focuses heavily on supporting students in developing their theoretical orientation to guide practice
- Winter and spring terms focus on developing clinical and intervention skills to incorporate in professional relationships with children and their support systems

Types of field placement settings:

Field placements provide MSW students with a range of learning opportunities that prepare them for direct practice and intervention with children and their families. They may be providing therapy and counseling, case management or service coordination, school social work services or working with the complex systems that support and impact families from micro to macro levels. These settings include but are not limited to:

- Outpatient community mental health centers
- Inpatient psychiatric units and hospitals
- Partial hospitalization programs
- Housing and community-based programs
- Juvenile Justice settings
- Treatment Clinic, ie. substance or mental health
- Schools
- Child Welfare/DHS

Examples of Possible Internship Activities that Support Student Learning:

- **Assessment:** Conduct assessments at multiple system levels, addressing both the internal and external factors that impact youth and adolescent functioning
- **Group work:** Understand the components of family and support systems and how to engage with parents, providers and other professionals through assisting, co-leading and eventually leading the facilitation of groups (tasks, psychoeducational, therapeutic, etc.
- **Diagnosis:** Consider diagnostic implications for children and youth. Examine the DSM-5 and the impact that clinical diagnoses have on clients, families, community and service accessibility
- **Documentation:** Monitor, evaluate, and document in a clinically-sound and professionally-bound manner
- **Treatment:** Initiate and implement responsive therapeutic interventions based on theoretical and evidence-based practice



- **Termination:** Recognize key issues in terminating services and learn how to case plan with service endings in mind
- **Evaluation:** Evaluate client progress and clinical intervention effectiveness with attention to multiple sources such as outcome indicators, level of engagement, feedback from supervisors, colleagues, and client systems
- **Prevention:** Advocate and case plan for clients to reduce the need for intervention; incorporate ongoing family system involvement to prevent future children from entering service systems
- **Policy practice:** Examine how policy impacts practice and recognize areas where service delivery can be enhanced by policy reform
- **Cultural Responsiveness:** Conceptualize, initiate, maintain and terminate services that honor the multiple intersections of client/family identity in the context of reflexive practice about one's own identities and their impact on service provision

All of the above internship opportunities are supported through classroom-based learning, discussion, and assignments