SW696 – Social Work Practice with Children and Youth

INSTRUCTOR: Abigail Eiler, LMSW, MSW
rowea@umich.edu; 734-845-1442
OFFICE HOURS: Wednesdays: 8:30-9:30AM (By appointment only)
SUBJECT: Children and Youth in Family and Society
CREDITS: 3
PREREQUISITES: SW 521 and SW 560
APPLIES TO & METHOD TYPE: Practice Area Concentration, CY Methods

COURSE DESCRIPTION:
This advanced level methods course in the Children and Youth in Families and Societies concentration builds upon the foundation level practice methods course and prepares students for employment in the many human service delivery systems which address the needs of children, youth, and their families. This cross-cutting skills course encompasses both direct/micro (i.e., assessment, intervention, prevention) and mezzo and macro (program design, evaluation, administration, community organization, policy analysis) practice methods used to address problems presented by or to children and youth in a variety of contexts. The development of social work skills, values, and ethics applicable to promotion, prevention, intervention, remediation and social rehabilitation activities with diverse child and youth populations at all levels of intervention will be emphasized. Evidence-based change interventions that build on strengths and resources of children and their families at all levels of intervention will be examined in order to develop socially just and culturally-competent policies and practice. This course will address the key diversity dimensions (including ability, age, class, color, culture, ethnicity, family structure, gender (including gender identity and gender expression), marital status, national origin, race, religion or spirituality, sex, and sexual orientation) as it relates to children, youth and their families.

COURSE CONTENT:
Effective social work practice with children and youth requires a developmentally-sensitive, resiliency focused multisystems approach, an emphasis on prevention and early intervention, and the collaborative involvement of families, other primary caretaking adults, and involved professionals, in the identification, development, delivery, and evaluation of services. In addition to being able to assess and intervene with children and youth, social workers must also develop the skills necessary to assess the resources and the risk factors which may exist in the child’s or youth’s family, neighborhood, community, and in the larger social environment. In this course the emphasis of intervention is as much on the context as on the individual. Intervention strategies focus on ways to bring about change at levels such as the classroom or school, the peer group, and the community or population, as well as at the individual level. Mezzo and macro practice skills covered in this course are aimed at promoting interpersonal competence, self-esteem, self-efficacy, achievement, and moral development in children and youth by making the contexts within which they develop more responsive to their developmental needs.

Direct practice methods covered in this course provide students with the skills necessary to select and provide effective short-term interventions, evaluate direct practice, develop service delivery systems and work effectively with individuals, families and groups in families, institutions and communities. Skills for engagement, assessment, intervention, prevention, and evaluation relevant to
contexts such as families, neighborhood and community, schools, group care facilities, residential care, hospitals, correctional programs and institutions, courts, governmental and nongovernmental agencies will be covered. Intervention strategies may be derived from a variety of approaches and theoretical perspectives, self-help and peer support, group work, family life education, empowerment models, and family preservation. Students will learn to use evidence-based knowledge and skills to engage and communicate effectively with children and youth, families and community members, and other service providers. Assessment skills taught will emphasize the importance of being able to identify special needs, abuse and neglect, family violence, substance abuse, and circumstances of extreme stress, danger, or deprivation, and accurately assess the level of risk these circumstances present for the children or youths concerned. The student will learn how to design individual programs of intervention that are based on clearly articulated goals and priorities, reflect an examination of the evidence base and are consistent with social work ethics and values. Throughout the course, cultural competence and sensitivity to differences among families and the impact of worker/client differences in values, experiences, and power will be analyzed. In addition, the student will learn to understand the significance of “multiple identities” (the interaction of factors such as the diverse dimensions: including ability, age, class, color, culture, ethnicity, family structure, gender (including gender identity and gender expression), marital status, national origin, race, religion or spirituality, sex, and sexual orientation) in shaping the uniqueness of families and individuals and in shaping power and privilege differences.

Mezzo and macro practice methods covered in this course include skills applicable to the areas of community organization and development, administration, policy and planning, and research and evaluation in order to support the strengths of diverse children, families and communities and to promote social justice. Presentation of material from these areas recognizes the importance of working with multidisciplinary teams, service delivery agencies, and formal and informal community systems, in order to obtain necessary resources and support services for children and youth. Specific skills addressed include advocacy, needs assessment, working collaboratively with community agency and groups, administrative and supervisory issues impacting service delivery, budgeting and fiscal issues, program design and development, program and practice research and evaluation, and child and youth policy analysis.

Course Objectives:
1. Students will demonstrate advanced-level skills in translating and applying a developmentally sensitive, resiliency focused, collaborative, multisystems intervention perspective in working with diverse populations of children and youth, families and communities.

   • Effectively communicate with and establish developmentally sensitive, culturally appropriate collaborative relationships with children, youth, their families, and other significant members of their social environments in every level of social work intervention.
   • Develop and implement a practice vision of social justice
   • Apply socially just interventions that maintain strengths-based and resiliency perspectives.
   • Become familiar with belief systems and cultural practices of children, youth, and their families with whom they work by asking relevant questions in order to understand their needs within the context of these practices.
   • Apply collaboration building and consultation skills within and across child and youth serving organizations to strengthen families and organize communities in response to the program practice and policy needs of diverse populations of children and youth in different child-serving settings.
   • Specify how risks, protective and promotive factors that contribute to child and youth safety, health, security and well-being.
   • Effectively seek out needed information and become familiar with formal and informal resources available to meet the diverse needs of children, youth and their families.
2. Students will demonstrate advanced skill in using evidence-based prevention, intervention and rehabilitation practice guidelines to develop micro, mezzo and macro interventions that address child, youth, family and community goals and priorities.

- Develop evidence-based change interventions that build on child, youth, family and community strengths and resources at the micro, mezzo and macro system levels.
- Incorporate social work values and ethical principles in planning and implementing interventions for children and youth and their families.
- Use relevant child, youth and family policy initiatives, laws and judicial decisions to advocate for improvements in the delivery of interventions that support the strengths of diverse child, youth, family, and community systems and promote social justice.
- Develop and apply change interventions that:
  a) differentiate within and between social categories;
  b) maintain strengths-based and resiliency perspectives; and
  c) promote dialogue across social and cultural differences.
- Critique the applicability of current knowledge, research and evidence based practice methods in work with diverse populations of children, youth and their families who live in communities where they experience discrimination and oppression due to the diversity dimensions.
- Create a logic model or concept map describing connections between child, youth, family and community focused practice model with goals, objectives, activities, outcomes and evaluation approach.

**Competencies and Practice Behaviors**

The Council on Social Work Education (CSWE) requires that students meet 10 core competencies, which are operationalized as practice behaviors. Each course is designed to cover one or more of the ten core competencies. Upon completion of this course, students will able to demonstrate the following practice behaviors within the noted competencies:

- **Competency #2:** Apply social work ethical principles to guide professional practice.
- **Competency #3:** Apply critical thinking to inform and communicate professional judgments.
- **Competency #4:** Engage diversity and difference in practice.
- **Competency #6:** Engage in research-informed practice and practice-informed research.
- **Competency #5:** Advance human rights and social and economic justice.
- **Competency #9:** Respond to contexts that shape practice.
- **Competency #10 (a)–(d)** Engage, assess, intervene, and evaluate with individuals, families, groups, organizations, and communities.

**Course Design**

This course instructor will select readings and design assignments for the course. Various classroom teaching strategies may be used, including lecture, multimedia presentations, small and large group discussion, presentations by students and guest lecturers, role plays, and experiential exercises. Students’ experiences in the field will be utilized as much as possible in assignments and case presentations and discussions.

**Theme Relation to Social Justice**

Social change and social justice issues will be addressed in relationship to children and youth as populations who experience vulnerability due to developmental and status factors (i.e., age and dependence), in addition to other impacts they may experience due to membership in other groups which encounter exclusion and discrimination. In recognition of this, abuses of power within the family (i.e., domestic violence, physical and sexual abuse and exploitation) will be addressed as issues related to social justice and human rights, and not just as indicators of individual and family
psychopathology. Advocacy for children and youth, especially those whose families and communities are particularly impacted by social inequality and social injustice, will be emphasized at individual, family, organizational, community, and policy levels.

**Theme Relation to Behavioral and Social Science Research**
Social science knowledge is presented as the necessary basis for conducting empirically grounded assessment, intervention and evaluation practice at all levels of intervention. Course materials draw upon research knowledge from a variety of social sciences, as well as other professions and disciplines (i.e., social work, medicine, psychology, sociology, economics, law, etc.), and emphasize the need for multidisciplinary collaboration and communication around issues related to children and youth and their ecosystems. Social science research concepts and methods are described in relationship to both social work practice and program and policy evaluation processes.

**Relationship to SW Ethics and Values**
Practice with children and youth requires considerable attention to issues of ethics and values, due to the special challenges these populations offer the social work practitioner. For example, confidentiality cannot be maintained when suspected child abuse or neglect must be reported, and issues of self-determination and autonomy often arise when an adolescent discloses important information that has not been shared with a parent or other responsible adult. Social work values and social science knowledge may also conflict with the child-rearing beliefs and practices of some cultural or religious groups. Resource limitations or lack of training or sensitivity may result in inappropriate treatment for some children or youth and their families, and others may be excluded entirely.

Finally, social policy decisions significantly affect the lives of children and youth, the stability of their families and communities, and their access to resources and services. This course emphasizes, in relationship to each of the substantive areas outlined above, the importance of examining the complexities of ethical and value issues as they apply to the problems of children and youth. Social work values and ethics, as outlined in the professional Code of Ethics, are presented as the necessary and appropriate guidelines for practice when ethical dilemmas arise in social work practice.

**Intensive Focus on 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. Through the use of 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.

**GOVERNING FACULTY APPROVAL DATE:** 09/03/2014

**Accommodations for Students with Disabilities**
If you need an accommodation for a disability, contact me as soon as possible. It is possible that aspects of the course can be modified to facilitate your learning process. There are resources available to help us to meet your needs including Students with Disabilities, the Adaptive Technology Computing Site, etc. If you disclose a disability or special need to me I will treat that information as private and confidential. For more information and resources, please contact the Services for Students with Disabilities (G664 Haven Hall or 734-763-3000).

**Health and Wellness Services**
Health and wellness encompasses situations or circumstances that may impede your success within the program. The Office of Student Services offers health and wellness services that are directed to the MSW student body. Feel free to contact Health and Wellness Advocates Lauren Davis (laurdavi@umich.edu) or Nyshourn Price-Reed (ndp@umich.edu); 734-936--0961, regarding any health, mental health or wellness issue. This could include need for advocacy and referral to University or community resources, financial resources or counseling. Also contact Health and Wellness using ssw.wellness@umich.edu. The MSW student Guide to Health and Wellness can be found at http://www.ssw.umich.edu/current/Health_Wellness_Guide.pdf.

References and Referencing Style
When using others’ work, it is mandatory to cite the original source. Social work publications generally follow the referencing format specified by the American Psychological Association (APA); therefore you are expected to follow this referencing style. Publication Manual of the American Psychological Association (6th Edition) is accessible via internet: http://www.apastyle.org/manual/ Additionally, you may access APA examples at: http://owl.english.purdue.edu/owl/resource/560/01/ for further help citing references in course assignments.

Intellectual Honesty and Plagiarism
It is your responsibility to be familiar with and abide by the School of Social Work’s standards regarding intellectual honesty and plagiarism. These can be found in the MSW Student Handbook. These are taken from http://www.ssw.umich.edu/studentGuide/2007/.

Course Requirements

<table>
<thead>
<tr>
<th>Course Assignments &amp; Grading</th>
<th>Due Date</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Attendance</td>
<td>Ongoing; 5/11-7/27</td>
<td>10 (1 point per class)</td>
</tr>
<tr>
<td>Participation</td>
<td>Ongoing; 5/11-7/27</td>
<td>15 (1 point per class; 5 points for facilitated discussion)</td>
</tr>
<tr>
<td>Diversity Wheel (In-class Assignment)</td>
<td>May 11, 2015</td>
<td>5</td>
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<tr>
<td>Reflection Paper #1</td>
<td>Before July 20, 2015</td>
<td>10</td>
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<tr>
<td>Reflection Paper #2</td>
<td>Before July 20, 2015</td>
<td>10</td>
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<tr>
<td>Intervention Design</td>
<td>June 15, 2015</td>
<td>35</td>
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<tr>
<td>Final Paper</td>
<td>July 20, 2015</td>
<td>75</td>
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<tr>
<td>Presentation</td>
<td>July 20, 2015 &amp; July 27, 2015</td>
<td>40</td>
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<tr>
<td><strong>Total Possible Points</strong></td>
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<td>200</td>
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Attendance (10 points)
Regular class attendance is a requirement of this course. Each class is worth 1 point. Your grade will be negatively impacted if more than one class is missed. Please communicate any classes that you may miss to this Instructor via email (rowea@umich.edu) or phone/text (734-845-1442). Any failure to communicate an absence to this Instructor will result in a full point deduction.

Participation (15 points)
Each class encourages dialogue regarding the readings and lecture. Participation in this course will occur in small and large group discussions. It is essential to abide by the NASW Code of Ethics and maintain the highest level of respect for another as colleagues/peers, as well as for the clients/communities that we will be discussing in class. Please avoid the use of electronics during the course. If you need to take a phone call or respond to a text message or email, then please step out
of the class and return when you are done. It is expected that your computer only be used to take notes during lectures.

You will receive 1 point for every class that you demonstrate your ability to think critically and ethically about the practice method. Levels of participation may vary based on comfort and interest in topics discussed. I will do my best to honor each student’s participation level in the course. Please communicate any difficulty that you are experiencing related to course materials and discussions and I will do my best to help resolve the matter or identify appropriate support services if requested.

On the first day of class you will choose an advanced social work method that corresponds with the course material. It will become your responsibility to facilitate the class discussion on the day the topic is covered in class. Weekly facilitations will occur after the lecture and in-class assignments are complete. You will be awarded 5 points for:

- creating thought provoking questions about the practice method; and
- integrating PODS into the discussion.

**Diversity Wheel (5 points)**

The Dimensions of Diversity Wheel is a worksheet that will be completed individually on the first day of class. This worksheet will be used as a guide to engage in small and large group discussions about our attitudes and beliefs and their influence on social work practice. This worksheet will create an opportunity to explore your strengths, which includes existing vulnerabilities as you continue to develop your professional social work identity. This worksheet will not be collected and may serve as a tool for future assignments.

**Reflection Papers (10 points per paper)**

The purpose of your two reflection papers is to provide evidence that you understand the course material (i.e. Readings, Lectures, Guest Speakers, and Discussions). Each paper is expected to be 2-3 pages in length and in APA format. These papers are designed to explore your thoughts related to an advanced social work practice method. While this assignment is designed to reflect on your thinking process, it must cite external sources as they will help you develop an informed opinion based on facts related to the social work method of your choice. Spelling and grammar will be considered during the grading process. Your reflection papers may be submitted on Canvas anytime before July 20, 2015. It is recommended that these papers not wait until the last minute, as you have two large assignments due at the end of the term.

**Program/Intervention Design (35 points)**

Identify an evidence-based practice (EBP) that you have utilized in your field placement or one that you want to learn more about for this assignment. This is your opportunity to create an intervention or program that you feel will improve service provision for a specific cultural or ethnic group. In this 5–7 page (APA formatted) paper, you will need to:

- Lay the foundation of the paper by explaining the history of the identified EBP:
  - What is the theoretical basis associated with the EBP?
  - How was it normed? What population has it been tested on?
  - How is/isn’t the EBP aligned with trauma-informed care for children, youth, and/or families?
- Using your own cultural identity, enhance the EBP by including practice-based evidence (PBE), which is derived from life experiences, trial and error, and honoring personal and familial knowledge and traditions.
- Explain the origin of the PBE.
- State the purpose of the intervention (e.g. improve communication, create safety, etc.).
Identify the supplies and instructions that will be needed to effectively provide the intervention.
Locate where the intervention should take place and why it is the best setting for service delivery.
Share who (individuals, siblings, parent-child, or families) should participate in the intervention and how you plan to evaluate the design.
Finally, reflect on the connection between your practice-based intervention and the EBP that you identified.

Final Paper (75 points)

Your final paper may be completed individually or in a group of no more than three people. Your page requirement for an individual paper is 12-15 pages. If you are completing this assignment in a group, then you must complete 5 additional pages per person (i.e. A group of two people would require a 17-20 page paper and group of three would require a 22-25 page paper). This paper must use APA format (6th ed).

You may choose any social problem that children, youth, and families experience for this assignment. You are responsible for researching how specific social work intervention method(s) help address the identified social problem. How is the method influenced by social work theories? What are the strengths found in practice? What are the limitations of theories and the methods? In your paper, please address the CSWE Competencies outlined for this course (See Competencies and Practice Behaviors section of this syllabus). Specifically, you will be graded on your ability to think critically about how intervention methods influence the social problem. This paper must integrate policy and practice, while also paying close attention to ethics, diversity, and social justice issues. You may turn in a rough draft of your paper by July 6, 2015 if you would like feedback from this instructor prior to final submission (via Canvas).

Presentation (40 points)

For a culminating experience, you will present to the class on 7/20/15 or 7/27/15. This presentation will count for 20% of your grade and should be approximately 30 minutes in length. You are required to present on an advanced intervention method with clarity and analytic coherence. Presentations can be done individually or as a group. If you chose to present as a group, then all participants must do an equal work. Your presentation should cover how to effectively utilize a specific method for engagement, assessment, intervention, and evaluation skills when working with individuals, families, groups, organizations, and communities.

You may use various forms of visual aids (PowerPoint, video clips, Prezi, handouts, class activities). Include references on the last page of your visual presentation or prepare a handout to be distributed to the class. Please print a copy of your presentation for the instructor on the day you are scheduled to present. Upload your presentation in its final form on Canvas.

Grading for this Course

<table>
<thead>
<tr>
<th>Grade</th>
<th>Percentage</th>
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<tbody>
<tr>
<td>A+</td>
<td>100%</td>
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<tr>
<td>A</td>
<td>96 – 99%</td>
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<tr>
<td>A-</td>
<td>92 – 95%</td>
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<tr>
<td>B+</td>
<td>89 – 91%</td>
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<td>B</td>
<td>85 – 88%</td>
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<td>B-</td>
<td>81 – 84%</td>
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<tr>
<td>C+</td>
<td>78 – 80%</td>
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<tr>
<td>C</td>
<td>74 – 77%</td>
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<tr>
<td>C-</td>
<td>70 – 73%</td>
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**COURSE OUTLINE**
*MAY BE REVISED BY INSTRUCTOR TO FIT NEEDS OF THE COURSE*

**Required Text:**

**Available Online:** [http://proquest.safaribooksonline.com.proxy.lib.umich.edu/9781626560970](http://proquest.safaribooksonline.com.proxy.lib.umich.edu/9781626560970)

**Recommended Texts:**


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5/11  Introduction  
Course expectations  
Identification of course goals and hopes  
Sign-up for discussion facilitation  

Lecture & PODS Discussion: Taking a Healthy Risk to Motivate Change  
[https://www.ted.com/talks/brene_brown_on_vulnerability](https://www.ted.com/talks/brene_brown_on_vulnerability)

Dimensions of Diversity Wheel Assignment & Discussion  

**Required Readings:**

**Recommended Readings:**


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5/18  Educational Systems, Working with ASD Children and their Caregivers  
**Guest:** Simone Foster, TLLP, PsyS  

**Required Readings:**

**Available Online:** [http://proquest.safaribooksonline.com.proxy.lib.umich.edu/9781626560970](http://proquest.safaribooksonline.com.proxy.lib.umich.edu/9781626560970)


**Recommended Readings:**


**5/25 Memorial Day – No Class**

**6/1 Integrated Health Clinics: Evidence-based vs. Practice-based evidence**

**Required Readings:**


**Available Online:** [http://proquest.safaribooksonline.com.proxy.lib.umich.edu/9781626560970](http://proquest.safaribooksonline.com.proxy.lib.umich.edu/9781626560970)


**Recommended Readings:**

**6/8 Community Mental Health: Wearing Multiple Hats**
**Guest:** Adrian Trombley – Arab American Chaldean Council

**Required Readings:**


**Recommended Readings:**

**6/15**  
**Assignment Due: Program/Intervention Design**  
**Navigating the Child Welfare System: Policy, Assessment, Treatment, Service Provision**

**Required Readings:**


**Recommended Readings:**

**6/22**  
**LGBTQIA2S: Improving Outcomes in Care**

**Required Readings:**


**Recommended Readings:**


**6/29 Community Mental Health: Suicide Prevention, Intervention, & Postvention**

**Required Readings:**


**Recommended Readings:**


**7/6 Juvenile Justice: Resiliency or Recidivism?**

**Required Readings:**


**Recommended Readings:**

**7/13  Family Court, Mediating and Evaluating Children, Youth, & Families**
**Guest:** Sarah Hoffman, FOC Mediator & Evaluator

**Required Readings:**


**7/20  Assignment Due: Final Paper**
**Ethical Dilemmas & Termination**

**Required Readings:**


**Recommended Readings:**


**Course Individual/Group Presentations**

**7/27  Individual/Group Presentations Continues**
**Course Evaluations**