1. 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.

2. 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-
esteeem, 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.
3. 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; 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
4. 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.

5. Relationship of Course to Four Curricular Themes:

- Multicultural and diversity issues will be emphasized throughout this course, not only in relationship to direct intervention with children and youth and their families and communities, but also in regard to the need to develop and maintain effective collaborative relationships with other community resources and service providers. Students will learn to recognize the existence of group differences in a number of areas (such as nonverbal communication, individual and family values, family and community structures, preferred and accepted responses to crisis, response to exclusion or oppression) and how these may impact intervention relationships with children, youth, and their families.

- 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.

- Promotion and prevention are particularly important for child and youth populations, due to the increased likelihood of negative outcomes as services or interventions are delayed, and the “time-limited” nature of childhood and youth. These areas are addressed in the micro practice areas through family life education, family preservation activities, screening early identification of children at risk, and family and community based early intervention with children and youth in a variety of context. At the mezzo and macro practice levels, program development and evaluation, staff and professional training, fiscal and economic issues and policy analysis addresses the relationship between policy decisions and risks to children and youth.
• 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.

6. Relationship of this course to Social Work 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.

7. 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. 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.

Course Statement Approved: Governing Faculty Meeting November 8, 2006.
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.

COURSE REQUIREMENTS

Below is a basic description of expectations and schedule of course content for Spring/Summer term. The instructor reserves the right to change and adjust the course content and design according to students’ needs and interests and given that the course will unfold differently with every teaching.

1. Attendance and participation: Students must attend class. Since this is a practice course, much of the learning is experiential and requires attendance and there is a significant group assignment where you will be meeting during class. This means attendance is crucial to understanding the content of the course. You can miss one class that due to illness or a pre-planned event. I don’t get involved in “excusing” absences, but I would like to know if you are not going to be in class. Beyond the one miss you will likely lose points for attendance and participation (3 off final pts at the end for first miss beyond the free miss, and 5 for each further misses). If you need to miss class, please call me and leave a detailed message at 734-662-3509 before you miss class if possible. This instructor is sensitive to religious and cultural holidays and would like prior notification regarding missed classes for these purposes.

2. Readings: Do the readings before class and be prepared to discuss them unless otherwise instructed. To spare the expense of a coursepac, all reading material additional to the text is posted on c-tools or will be handed out in class. Optional readings are also posted on the c-tools site. The required book is:


There are copies at Common Language Book Store on Forth Avenue in Braun Court (across from Kerrytown). Take your time to browse around this LGBTQ-specific bookstore, which is an important resource to the local TLBGQ community. Especially take a look at the section for children and alternative families. It is very interesting and important for your cross-cultural work with families.

3. Assignments: Your assignments are largely attached to a semester-long small group project. Your work will be reflected in an individual and group portfolio that will be turned into the instructor on three occasions during the term. A full description of the group assignment and
portfolio is provided below. Please pace yourself. Don’t wait until the last minute to work on your assignments because there are research, interviewing and writing projects that will take time. I will give you time in class to meet with your group so that most of the outside work will be individual. However, you will still need to meet as a group outside of class especially as the presentation approaches.

**Your Grade will be based on:**

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<tr>
<th>Component</th>
<th>Percentage</th>
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<tr>
<td>Attendance and class participation</td>
<td>10%</td>
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<tr>
<td>Portfolio section 1</td>
<td>20%</td>
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<tr>
<td>Portfolio section 2</td>
<td>30%</td>
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<td>Portfolio section 3</td>
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<tr>
<td>Group presentation</td>
<td>10%</td>
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<tr>
<td>Take home book essays</td>
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**Written Assignments:**

All writing assignments are expected to be typed, double-spaced, using 12-point font, with 1” margins on each side, using APA style (5th edition) unless you are asked to write something in class. Your written work will be graded on a clear grasp and integration of the course content, completeness, thoroughness, originality and creativity, organization and clarity, format, writing style, grammar and appropriate referencing of sources. Please read all instructions for assignments carefully and follow them closely. It is your responsibility to avoid plagiarism, which can result in severe penalties according to the School of Social Work policies. 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%

**Small Group Assignment and Portfolio**

You will work with three or four other class members on developing a multisystemic program intervention for a special population of children/youth and their families.

**Overall Goal of the project:**

To work as a team to develop and present an intervention program specific to the needs of your target population that utilizes and engages at least three systems impacting the client’s lives and issues (i.e. individual, family, community, institution, culture, global etc.) The group preparation and presentation will take time and effort in and outside of class.

**All Assignments for the Course Are Listed on This Page**

The portfolio assignment will include: See the detailed descriptions pages 9-13

**Part 1: Introduction and Needs Assessment Portion:** (handed in individually)
(This much will be due by 10/16) 20% of final grade
1) **A statement of your learning goals**: A list of your personal learning goals for this course overall, and your group project. How do these relate to your future career goals? (two pages, double-spaced)

2) **A detailed review of two professional articles or books, or other resources devoted to the needs of your group’s target population.** See the detailed instructions for reviews of the literature.

3) **A description of what you learned from your interviewee** about the needs of the population, the systems that impact them, the services already tried and/or affirmative and evidence-based practices in relation to this population. Integrate readings. See the detailed instructions for interviews and write-up.

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**Part 2: The Program Development Portion:** (handed in as a group)

(This much will be due on 11/13) 30% of final grade

1) **A paper describing the development and implementation of your intervention or program.** See the detailed description. This paper should be approximately 12-15 double-spaced pages and should follow the format described below. Addendums are invited. This is a group paper; therefore one copy will be turned into the instructor.

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**Part 3: The Reflection Portion:** (handed in by individual students) 3-double-spaced pages in all (This piece is due on 12/4) 10% of Final grade

**Reflection on your original learning goals as they apply to the overall course, and your experience in group and what you have learned from the project.**

Summarize your experience in your group and reflect upon your learning about how groups function, your personal style and participation, your personal interactions and reactions to group work. Evaluate your own role in your group and how it influenced the larger group dynamics. Link your learning from the overall course and from the special project to your initial statement and goals. Identify next steps for your continued professional development in these areas.

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**The Project Presentation:** (presented as a group)

(presented during the last 2 class periods.) 10% of final grade

Required power point presentation. Give a printed copy of the power point to the instructor and pass out a one page bibliography for your project to students. Bring enough copies to class. See detailed description.

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**Take Home Book Essays:** (handed in individually – not a part of the port folio)

(Due on 11/20) 20% of final grade. Answer both questions in a three to four-page essay, no more that two pages per question. See the detailed description. This can be turned in in advance.

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The next pages include detailed descriptions of the major assignments.
Introduction and Needs Assessment Portion of the Portfolio: (detailed descriptions)

Summarize Two Articles, Book or Chapters:
-Assess the needs of this population by reading and summarizing professional journal articles or recently published books on the specifics of this population with emphasis on cultural awareness and cross-cultural social work principals.
-Each member of the group should read, and write two, two-page (double-spaced) summaries of two different articles or resources to be shared with the rest of the group and turned into the instructor in the portfolio.
-Start by identifying the title and author of the article
-Each summary should include: 1) a brief description of the article, 2) what it states about the needs of the population across social systems, 3) what interventions it promotes, and 4) what evidence it includes for the recommended interventions.
-These summaries will be shared in your small group and should be referred to in your presentation

Interviews and write-ups: Each group member will find a subject to interview that will shed light on the needs, experiences and already existing services to this population. One member will interview a child or youth from the population, one person will focus on a parent or family member, one will interview a social worker or helping professional that works with this population and one person will interview an agency, program administrator, or policy maker.

Your interview will explore the following themes:
1) The common and diverse needs of individuals within this population and the risk and protective factors affecting this population across intervention systems.
2) The patterns, syndromes and tensions inherent in the ecological systems that effect this special population.
3) The impact of culture and diversity in regard to race, ethnicity, national origin, class and poverty, language, gender/gender identity, religion/spirituality, sexual orientation, ability/disability, environment, age, trauma, etc.
4) Relate the content and learning from your interview to at least two readings from the course pack, and to the MST book. Please cite and quote the readings in the interview write-up and include a reference sheet of these readings. Include learning from class lectures where relevant.

Each student will write up the major themes and learning from her/his interview in a three to four-page (double spaced) paper and relate it to three readings mentioned above. Also include a brief personal reflection at the end of your write-up reflecting on the following questions:
- Did anything surprise you?
- What did you learn that is new?
- What did you take away from this experience?
- What empathetic understanding did you gain from this experience?
- How did cultural issues or differences based on your own gender or gender identity, race, ethnicity, sexual orientation, ability/disability, age, social economic status, etc, affect you in this interview assignment.
What you learned from your interviews will be shared in your small groups and can be referred to in your class presentations. The questions below are just suggestions of how to approach your interview. Organize your written description around the four themes detailed above.

**One person in the group will interview a child or youth member of the focus population:**
Some questions may include, but not be limited to:
- What is it like for you to live with... (i.e. disability, issue, condition)?
- How do you manage on a daily basis...?
- Who helps you with this?
- What has been helpful and not helpful?
- What are your hopes and dreams in relation to the issue?
- How have cultural issues or discrimination based on gender or gender identity, race, ethnicity, sexual orientation, ability/disability, age, social economic status, etc, affected you? (If the person can cognitively understand and respond to questions about diversity, culture and discrimination)

**One person will focus on a parent or family member of a child or youth of the focus population.** Some questions may include, but not be limited to:
- What is it like for you to have a child who...?
- How do you manage on a daily basis?
- If you get help with this, from whom?
- What has been helpful and not helpful?
- What are your hopes and dreams in relation to the issue?
- How have cultural issues or discrimination based on gender or gender identity, race, ethnicity, sexual orientation, ability/disability, age, social economic status, etc, affected you and your child?

**One person will interview a helping professional who works with the focus group.**
Some questions may include, but not be limited to:
- What are your personal goals in working with this population?
- What are the goals of the agency you represent in working with this population?
- What are your feelings about working with this population?
- What are the challenges, frustrations, joys and rewards of working with this population?
- What has been successful and unsuccessful for you in working with this population?
- How have cultural issues or discrimination based on gender or gender identity, race, ethnicity, sexual orientation, ability/disability, age, social economic status, etc, affected you?
- How have cultural issues or discrimination based on gender or gender identity, race, ethnicity, sexual orientation, ability/disability, age, social economic status, etc, affected you in working with this population?

**One person will interview an agency administrator whose agency serves the target population.**
Some questions may include, but not be limited to:
- What are your agency’s goals in working with this population?
- Who funds your work with this population?
- What are the policy issues that affect you work with this population?
- How have policy or advocacy issues affected you work with this population?
- How have cultural issues or discrimination based on gender or gender identity, race, ethnicity, sexual orientation, ability/disability, age, social economic status, etc, affected you in administering an agency for this population?

**The Program Development Portion:** (detailed description, 30% of final grade)
In group you will work on the development of the intervention program together and you will turn in one group paper. The paper should be between 12 and 15 pages (addendums can be additional) *Do not exceed the page limit!* The discussion in group and the write up should include the following:

1) **Description:** Briefly introduce your program in its context. Who is the target population? Approximately how many people/families will be targeted for change in a year? Where is your program housed and are you partnered with another organization? Create a mission statement for your program. It should be concise, but thorough and directly related to your goals. Briefly introduce and describe the mission of your program.

2) **Needs Assessment and Risk and Protective Factors:** Describe and identify the needs of your target population. Discuss risk and protective factors in relation to the various systems impacting the population. Specifically define risk and protective factors on the individual, family, community and institutional system levels.

3) **Change Goals Across Systems:** Identify the specific change goals within 3 systems that are directly related to promoting protective factors, or reducing risk factors within each system. Goal language should be, “_______ will. . .”
For example: For interventions with Autistic children: On the individual system’s level: “Each child will improve in her/his social skills development“. On the family system’s level: “Families of autistic children will develop a repertoire of skills to enhance positive parenting.”, and on a community level: “Community care and service providers will learn the signs and symptoms of Autism and the resources available to families for assistance with Autistic children”.

4) **Linking Methods, Theory, Modalities, and Therapeutic Activities:**
Find evidence based methods for intervention for each change goal on the individual and family system levels. Describe the proposed methods of intervention targeted specifically for each change goal in detail and reference your description. Provide the *theoretical foundation, founders and evidence base* for each of the intervention methods. In what *modalities*, or form, will the methods be implemented including individual, group, family, out-reach, classroom, camp, etc.? Be specific in describing the *therapeutic activities* that reflect the chosen method(s) and give some examples of exactly how they would be implemented (i.e. behavioral therapy – a star chart, parenting education- observed practice with children in the room, CBT- learning belly-breathing, Adventure-Based methods – ropes course, etc.). Reference your work.

5) **Cultural Sensitivity:** How will you ensure that your program reflects a dialogic understanding of cross cultural social work (refer to Yan and Wong)? How will you make your program inclusive and meet the diverse needs of your population based on race, ethnicity,
language, age, gender, gender identity, class and poverty, sexual orientation, ability/disability, religion/spirituality, environment, etc.

6) **Time Tables:** Discuss how your program would be implemented, including time-tables for start-up and sustainability.

7) **Application of MST theory and Methods:** Discuss how you will implement specific learnings from the Multisystemic approaches proposed by Swenson, et. al.

8) **Key Players and Staffing:** Describe who the key players are and what their roles are in the operation of the program, including staffing, community leaders, partners and stakeholders, consumers (clients), etc.

9) **Funding:** Identify how your program will be funded from its inception and how it would be sustained. Will you need 501.C3 status to get grants? If so, how will you pursue this or will you become a program of an already existing non-profit? Think about diversifying your funding. Research and be specific about potential funding sources including grantors, contractors, foundations, donors, etc.

10) **Budget:** Create a budget for your program including start-up and sustainability costs. Be specific about costs anticipated for budget categories, including salaries, benefits, facility, supplies, etc.

11) **Evaluation:** Make proposals for how outcomes will be measured and evaluated. How will you know you are creating change associated directly with your change goals? Make sure you have evaluation plans for each change goal. Think about a variety of ways you may pursue evaluation including quantitative approaches, qualitative approaches, data collection including use of pre and post survey, interviews, focus groups, collection of anecdotal information, etc. A book of numerous measures to assist with evaluating change on the micro level will be on reserves in the library. It is: *Fischer, J. & Corcoran, K. (2007). Measures for Clinical Practice: A sourcebook. New York: Oxford University Press.*

12) **Advocating for Systemic Change Component:** Based on your research and learning regarding your special population, identify a potential change agent on the institutional level (political group, policy-maker, administrator, clergy, etc.) Plan an action targeting this agent to advocate for change in relation to your target population. This could be in the form of a letter writing campaign, meeting, lobbying, community organizing effort, etc. Write a two- to three-page description of the action and how you will carry it out. If there is letter writing, leafleting or advertising involved, actually write the texts and address them. This should be a different activity than interventions used to target community change goals.

13) **Strengths and Limitations:** Conclude your proposal with a description of the anticipated strengths and limitations of your intervention.

14) **References and Resources:** Support your ideas with the sources from your group literature reviews, other professional sources, class readings, the Multisystemic Therapy Book, and class lectures, etc. At least 10 literature sources should be cited in your reference sheet at the end of the paper.

**The Group Presentation:** (10% of your final grade)
Include the major aspects of the project in your presentation from your needs assessment to the development and implementation of your intervention, including plans for funding and evaluation, to your actions for advocacy and change. Include a discussion of cultural sensitivity
of the model in relation to common disparities plaguing programs and systems related to children. The instructions are as follows:

1) Create a power point: You can also use handouts and other visual aids that will be helpful in presenting your program, but don’t let power point restrict you from creativity and spontaneity in your presentation.
2) Bring a printed (3 slides to a page) copy of the power point for the instructor on the day of the presentation.
3) Explain most aspects of your program knowing that you must be brief.
4) All group members will participate in the presentation.
5) You will have approximately 20 minutes with 10 minutes for fielding questions and comments

**Take Home Book Essays:** (20% of your final grade). Respond to the following questions. Please do not exceed 2 double-spaced pages per question. You can turn this in anytime.

**Question #1:** After reading again the scenario of the “C” family, whom we visited at the beginning of class, how would an MST team approach assisting this family? Use the following questions to help you organize your answer.
1) How the family might be referred, what the first steps would be in engaging with the family and assessing their needs,
2) How risk and protective factors are identified,
3) What are “fit factors” and how they play a role in the treatment?
4) How change goals are set, integrated and monitored across multiple systems,
5) How interventions are implemented
6) How change is assessed,
7) How the quality of treatment is ensured, and
8) How changes are sustained.
   *This question requires you to read the case scenarios in the MST book and identify the specific process and pattern used by MST to intervene with multi-problem families.*

**Question #2:** You are a team of visionary social workers wanting to create real change in an urban community. What steps would be involved in creating an MST-type program in this neighborhood? Please comment on the process from the inception or idea phase to the point of the project start-up. *This question requires you to be familiar with Part Three of the MST book.*

**Part 3: The Reflection Portion:** (handed in by individual students) 3-double-spaced pages in all. 10% of Final grade

*Reflection on your original learning goals as they apply to the overall course, you experience in group and what you have learned from the project.*

Summarize your experience in your group and reflect upon your learning about how groups function, your personal style and participation, your personal interactions and reactions to group work. Evaluate your own role in your group and how it influenced the larger group dynamics. Link your learning in the overall course and from the special project to your initial statement and goals. Identify next steps for your continued professional development in these areas.
Attendance and class participation are worth 10% of your grade. (see attendance policy)

The Course Outline

Class #1: 9/18: Introduction to the Course:
Student introductions and assessing interests  
Experiential Exercise: Sculpting the C family in systems context  
The C-family worksheet: Risks and Protections across systems - introduce  
Portfolio and small group work explanation and interests

The C-family worksheet: Risks and Protections across systems  
The dialogic co-creation of culture vs. cultural competence models  
Reflexive and relational styles  
Small Groups: Discuss your personal style in groups as related to your cultural intersectionalities.

Readings:


Class #3: 10/2: Cultural Sensitivity and Co-creating Culture in Helping Relationships continued, and Ally Identity.
Ally Identity development  
Disparities in all systems affecting children youth and families

Readings:

Kelly, Boyd-Franklin (2005), Chapter 5, African American Women in Client, Therapist and Supervisory Relationships, and Lee (2005), Chapter 6, Taking Off the Mask: Breaking the


Optional Readings on Racial Identity and Experiences of Therapists of Color:

Jackson, Helen (?), *Treatment Considerations When the Therapist is the Minority in the Patient-Therapist Dyad*, from Adleman, J. et. al. *Racism in the Lives of Women: Testimony, Theory and Guides to Antiracist Practice*. The Hawthorn Press, NY


**Class #4: 10/9: Early Intervention with Children with Disabilities**

Guest speaker

**Readings:**


Davies, D. *Intervention with Male Toddlers Who Have Witnessed Domestic Violence*


**Optional Reading:**


**Class #5: 10/16: Attachment and Early Intervention**

*Portfolio, Part 1 is due*

Understanding Attachment and relational styles

Video: Theraplay with an angry and controlling child

**Readings:**


See Optional Readings on Course tools:
More from Daniel Hughes, and “A Gentle Teaching Primer”, by John MaGee, - attachment resources

Davies, Douglas: *Misreading Trauma Symptoms in Young Children*

Davies, Douglas: *Parent-Child Therapy for Young Traumatized Children in Foster Care*

**Class #6: 10/23: Childhood Problems, Mental Health, and Effective Child and Family Therapies:**
Effective Therapies with Children: Focus on Play Therapy
Trauma Treatment

**Readings:**


**Class #7: 10/30: Effective Therapies with Children and Families – con’t**
Trauma Treatment Continued
Intervening on troubled behavior
Reducing Explosive Behavior: A Parenting Program

**Readings:**

Class #8: 11/6: Effective Therapies with Children and Families
Cognitive-Behavioral Therapy with Adolescents – Dan Fischer guest lecturer

Readings:

Readings:


Portfolio, Part 2: Your group paper is due
Guest presentation

Readings:


**Optional Readings:**


**Refugee Foster Care:** Information from Lutheran Social Services

**Nov 27: Break – Have some fun!**

**Class #10: 11/20: Children Youth and the School System**

*Take-home essay on the MST Book due!*

School-based Programs Full-service schools
Racial Disparity and the Achievement Gap
Group Presentations

**Readings:**


*(having trouble finding this reading)* Quinn, J and Dryfoos, J. (2009). **Freeing Teachers to Teach: Students in Full-Service Community Schools Are Ready to Learn.** *American Educator,* summer.


**Optional Reading:**

Wolpow, et.al, **The Heart of Learning and Teaching:** Trauma-informed Schools
Nov 27:  Break – Have some fun!


Final revisions of program proposal due

Portfolio part 3 is due

Treatment Approaches with involuntary Youth
Juvenile justice programs to reduce youth violence and substance abuse
Group Presentations

Readings:


Optional Readings:


Class # 12:  12/11:  Juvenile Justice and Courts Continued

Group presentations

Readings: