

SW 696: Social Work Practice with Children and Youth

Fall 2016, sec 2

DIVISION: CHLDY

COURSE NUMBER: 696

Class room: 2816

CREDIT HOURS: 3

PREREQUISITES: SW521 and SW560

LOCATION: Required practice course in the Children and Youth in Families and Societies Concentration

INSTRUCTOR: Laura Sanders, LMSW, ACSW, 734-662-3509, createcoun333@gmail.com or lsanders@umich.edu, office

2760 SSWB

1. Course Description:

This advanced level method 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-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.

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

evaluation approach.

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.

Attendance and participation:

Students must attend class. Since this is a practice course, much of the learning is experiential and group work that requires attendance and there is a significant group assignment where you will be meeting during class. You can miss one class with no penalty. 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 lose 3 points off your final points 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 or email me 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.

Computers and Electronics:

In the era of iPhones, iPads, laptops and wireless networks, some students may wish to spend class time reading email, texting, surfing the web, or doing work for other classes. Please don't do this. If you need a computer as a resource for note-taking please let me know, but I would prefer that they not be open at all. I find that they interfere with discussion and active listening to me and other students. Thanks.

Accommodations:

If you need or desire an accommodation for a disability, please let me know soon. 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 pronoun uses will be honored.

Trigger Warning:

This course content may bring up painful feelings as we will be involved in activities that raise consciousness, explore identity and address social justice issue. For any student who has experienced difficulty 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 students 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 in order to be present and effective in working with wounded clients. Wounded healers who have worked toward resilience make some of the best social workers, but you have to take care of yourself. 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

Safety and Emergency Preparedness:

In the event of an emergency, dial 9-1-1 from any cell phone or campus phone.

All University of Michigan students, faculty and staff are required to familiarize themselves with emergency procedures and protocols for both inside and outside of the classroom. In the event of possible building closure (i.e. severe weather conditions, public health notices, etc.) you may contact (734)764-SSWB (7793) for up-to-date School closure information.

Be Prepared. Familiarize yourself with the emergency card posted next to the phone in every classroom/meeting room. Review the information on the emergency evacuation sign (located nearest the door) and locate at least (2) emergency exits nearest the classroom.

If you are concerned about your ability to exit the building in the case of an emergency, contact the Office of Student Services and/or email ssw-ADAAcompliance@umich.edu., Office of Student Services

School of Social Work | Room 1748, [734-936-0961](tel:734-936-0961)

For more information, view the annual Campus Safety Statement at <http://www.dpss.umich.edu/>.

Register for UM Emergency Alerts at <http://www.dpss.umich.edu/emergency-management/alert/>.

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.

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 canvas. Optional readings are also posted on the canvas site. The required book is:

Swenson, C.C., Henggler, S.W., Taylor, I.S., and Addison, O.W. (2005). **Multisystemic Therapy and Neighborhood Partnerships: Reducing Adolescent Violence and Substance Abuse**. New York, NY: Guilford.

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.

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 is 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:

Class participation	10%
Portfolio section 1	20%
Portfolio section 2	30%
Portfolio section 3	10%
Group presentation	10%
Take home book essays	20%

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 two or three 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 10/7) 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.

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

(This much will be due on 11/11) 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.

Part 3: The Reflection Portion: (handed in by individual students) 3-double-spaced pages in all *(This piece is due on 12/2)* 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.

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.

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

(Due on 11/18) 20% of final grade. Answer both questions in a three to four-page essay, no more than two pages per question. See the detailed description. This can be turned in in advance.

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, leafletting 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.

Class participation are worth 10% of your grade. (see attendance policy)

The Course Outline

Class #1: 9/9: 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

Class #2: 9/16: Risk and Protective Factors Across Systems, Begin Cultural Sensitivity and Co-creating Culture in Helping Relationships

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:

Institutional Racism and the Social Work Profession: A Call to Action, NASW, 2007

Costello, Maureen, (2016) **The Trump Effect**. Southern Poverty Law Center.

Sue, D.W., et.al. (2007) **Racial Microaggressions in Everyday Life: Implications for Clinical Practice**. *American Psychologist*, May-June.

Yan, M.C. & Wong, Y.R. (2005). **Rethinking Self Awareness in Cultural Competence: Toward a Dialogic Self in Cross Cultural Social Work**. *Families in Society* 86(2), 181-188.

Optional Reads:

Freeberg, Sharon: **Re-examining Empathy: A Relational-Feminist Point of View**, *Social Work*, 52(3), pgs.: 251-259, 2007.

Class #3: 9/23: 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:

Book: Swenson, Henggeler, Taylor and Addison: Read Part I (pgs. 1-60), Mutisystemic Therapy and Neighborhood Partnerships: Reducing Adolescent Violence and Substance Abuse, The Guilford Press, NY, 2005.

Hardy, **Healing the Hidden Wounds of Racial Trauma, Reclaiming Children and Youth** www.reclaimingjournal.com, spring 2013 volume 22, number 1

Nichols, **The Great Escape: Welcome to the World of Gender Fluidity**, Psychotherapy Networker, March/April, 2016.

Tatum, B. (1997) Chapter 4, **Identity Development in Adolescents: “Why are all the Black Kids Sitting in the Cafeteria?”** Chapter 6, **The Development of White Identity**, *Why Are All The Black Kids Sitting Together in the Cafeteria?* Basic Books, 1997.

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

Ali, S, Flojo, J, et. al., (?), Chapter 7, **When Racism is Reversed: Therapists of Color Speak About Their Experiences with Racism from Clients, Supervisees, and Supervisors**, from, *Ethnicity and Race*.

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

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 Silence – The Art of Naming Racism in the Therapy Room**, from *Voices Of Color: First-Person Accounts of Ethnic Therapists*, by Rastogi, M. and Wieling, E., Sage Publications.

Sue, D.W. (2006). Chapter 5, **Racial/Cultural Minority Identity Development**, (Ch. 2) in *Multicultural Social Work Practice*, John Wiley and Sons Inc., NY.

Class #4: 9/30: Early Intervention with Children with Disabilities

Guest speaker

Readings:

Book: Swenson, Henggeler, Taylor and Addison: Read Chapters 4-6 (pgs. 60-137), Mutisystemic Therapy and Neighborhood Partnerships: Reducing Adolescent Violence and Substance Abuse, The Guilford Press, NY, 2005.

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

Webster-Stratton, C, & Reid, J. (2004). **Strengthening Social and Emotional Competence in Young Children – The Foundation for Early School Readiness and Success- Incredible**

Years Classroom Social Skills and Problem-Solving Curriculum. *Infants and Young Children* 17(2): 96-115.

Solomon, A. (2009), **Carrying the Hope: Parenting a Child with Asperger's.** *Psychotherapy Networker*, July/Aug.

Class #5: 10/7: Attachment and Early Intervention

Portfolio, Part 1 is due

Understanding Attachment and relational styles

Video: Theraplay "Here I Am"

Readings:

Book: Swenson, Henggeler, Taylor and Addison: Read Chapters 7 and 8 (pgs. 137-187), Mutisystemic Therapy and Neighborhood Partnerships: Reducing Adolescent Violence and Substance Abuse, The Guilford Press, NY, 2005.

Davies, Douglas: Child Development, Chapter 3, "**Risk and Protective Factors**", Chapter 4, "**Analysis of Risk and Protective Factors: Practice Applications**", The Guilford Press, NY, 2004.

Hughes, Daniel, Introduction: "**When Attachment Fails to Develop: Introducing Katie**" and Chapter 1: "**The Spiral Begins: The Abuse and Neglect of Katie**", Building the Bonds of Attachment: Awakening Love in Deeply Troubled Children, Jason and Aronson Inc., NJ, 1998.

Optional Reads:

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: 10/14: Childhood Problems, Mental Health, and Effective Child and Family Therapies:

Effective Therapies with Children: Focus on Play Therapy

Trauma Treatment

Readings:

Book: Swenson, Henggeler, Taylor and Addison: Read Chapters 9 and 10 (pgs. 187-217), Mutisystemic Therapy and Neighborhood Partnerships: Reducing Adolescent Violence and Substance Abuse, The Guilford Press, NY, 2005.

Barth, R.P. Landsverk, J, Chamerlain, P., Reid, J.B., Rolls, J.A., Hulbert, M.S., Farmer, E.M., James, S., McCabe, K.M. and Kohl, P. (2005). **Parent Training Programs in Child Welfare Services: Planning for a More Evidence-based Approach to Serving Biological Parents.** *Research on Social Work Practice* 15/5. 353-371.

Ray, et. al., **Child-centered Play Therapy in the Schools: Review and Meta-analysis**, Psychology in the Schools, Vol. 52(2), 2015

Class #7: 10/21: Effective Therapies with Children and Families – con't

Intervening on troubled behavior

Reducing Explosive Behavior: A Parenting Program

Readings:

Book: Swenson, Henggeler, Taylor and Addison: Read Part III, chapters 11 and 12, (217-252), Mutisystemic Therapy and Neighborhood Partnerships: Reducing Adolescent Violence and Substance Abuse, The Guilford Press, NY, 2005.

Gonzalez, M.J. (2005). **Access to Mental Health Services: The Struggle of Poverty Affected Urban Children of Color.** *Child and Adolescent Social Work, 22*, 245-256.

Greene, Ross, Chapter 1: **“The Waffle Episode”**, Chapter 2: **“Children Do Well if They Can”**, from The Explosive Child, Harper Collins Publisher, NY, 2005 pp. 1-23.

Mckay, M.M. Hibbert, R., Haogwood, K, Murray, L. Legershi, J & Fernandez, D. (2004).

Integrating Evidence-based Engagement Interventions into “Real World” Child Mental Health Settings. *Brief Treatment and Crisis Intervention 4(2): 177-186.*

Optional Reads:

Allen, K.R: **Ambiguous Loss After Lesbian Couples with Children Break Up: A Case for Same-Gender Divorce.** *Family Relations, 56:* pgs.: 175-183. 2007

Class #8: 10/28: Effective Interventions with Children and Families: Focus on Adolescents

Readings:

Hoagwood, K.E. (2005). **Family-based Services in Children’s Mental Health: A Research Review and Synthesis.** *Journal of Child Psychology and Psychiatry 46(7): 690-713.*

Garland, A.F., Lau, A., Yeh, M., McCabe, K., Hough, R. & Landsverk, J. (2005). **Racial and Ethnic Differences in Utilization of Mental Health Services Among High Risk Youths.** *American Journal of Psychiatry. 162(7): 1336-1343*

Roberts, A.R. & Corcran, K. (2005). **Adolescents Growing up in Stressful Environments, Dual Diagnosis, and Sources of Success.** *Brief Treatment and Crisis Intervention 5(1), 1-8.*

Class #9: 11/4: The Child Welfare System

Guest presentation

Readings:

Bicknell-Hentges, L., & Lynch, J. (2005). **Helping Families with Reunification: Returning to a Less-than-perfect Family.** In C.W. LeCroy and J.M. Daley (Eds.) *Child, Adolescent and Family Treatment*. Brooks/Cole, (pp.199-209).

Detlaff, et. al., **Disentangling substantiation: The influence of Race, Income, and Risk on the Substantiation Decision in Child Welfare,** *Children and Youth Services Review* 33 (2011) 1630–1637

Ingelhart, A. & Becerra, R. (2002). **Hispanic and African American Youth: Life After Foster Care Emancipation.** *Journal of Ethnic and Cultural Diversity in Social Work* 11(1-2): 79-107.

Lambda Legal Defense and Education Fund (2001). **Youth in the Margins: A Report on the Unmet Needs of Lesbian, Gay, Bisexual and Transgender Adolescents in Foster Care.** (<http://www.lambdalegal.org/cgi-bin/iowa/news/publications.html?record+899>)

Luftman, V.H. et. al, **Practice Guidelines in Child Custody Evaluations for Licensed Clinical Social Workers.** *Clinical Social Work Journal*, 33(3), pgs.: 327-357, 2005.

Optional Readings:

Chaimberlain, P. (2002). **Treatment Foster Care.** In B.J. Burns & K. Haogwood (Eds) *Community Treatment for Youth: Evidence-Based Interventions for Severe Emotional and Behavioral Disorders*. New York: Oxford University Press, (pp.117-138).

Crane, K.D. & Ellis, R.A. (2004) **Benevolent Intervention of Oppression Perpetuated: Minority Overrepresentation in Children’s Services.** *Journal of Human Behavior in the Social Environment*. 9(12): 19-38.

Johnson, K. & Wagner, D. (2005). **Evaluation of Michigan’s Foster Care Case Management System.** *Research on Social Work Practice* 15/5, 372-380.

Refugee Foster Care: Information from Lutheran Social Services

Class #10: 11/11: Children Youth and the School System
Portfolio, Part 2: Your group paper is due

School-based Programs Full-service schools

Racial Disparity and the Achievement Gap, School to Prison Pipeline

Readings:

Interview with Noguera, Reframing the Achievement Gap, Contexts, Vol. 11, No. 4, pp. 8-10. ISSN 1536-5042, electronic ISSN 1537-6052. © 2012.

Mallett, **The School-to-Prison Pipeline: From School Punishment to Rehabilitative Inclusion**, Preventing School Failure, 60(4), 296–304, 2016.

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

Rickman, J.M., Bowen, G.L., & Woolley, M.E. (2004). **School Failure: An Eco-Interactional Developmental Perspective**. In M. W. Fraser (Ed.) *Risk and Resilience in Childhood*. NASW Press, (133-160)

Woolley, M.E. & Grogan-Kaylor, A. (2006). **Protective Factors in the Context of Neighborhood: Promoting Positive School Outcomes**. *Family Relations*, 55, 93-104.

Zambrana, R.E. & Zoppi, I.M. (2002). **Latina Students: Translating Cultural Wealth into Social Capital to Improve Academic Success**. *Journal of Ethnic and Cultural Diversity in Social Work* 11(1-2), 33-53.

Optional Reads:

Rosenbaum, et.al., **Beyond One Size Fits All College Dreams, Alternative Pathways to Desirable Careers**, American Educator, fall, 2010

Wolpow, et.al, **The Heart of Learning and Teaching: Trauma-informed Schools**

Class #11: 11/18: Juvenile Justice and Family Court System: Take-home essay on the MST Book due! (Part 2 passed back)

Juvenile court, Domestic Violence, Divorce, Child Custody and Child Welfare.
Treatment Approaches with involuntary Youth
Juvenile justice programs to reduce youth violence and substance abuse
Group Presentations

Readings:

Curtin, M. (2002). **Lesbian and Bisexual Girls in the Juvenile Justice System**. *Child and Adolescent Social Work Journal* 19(4): 285-301.

Holsinger, K. & Holsinger, A.M. (2005). **Differential pathways to Violence and Self-Injurious Behavior: African American and White Girls in the Juvenile Justice System**. *Journal of Research in Crime and Delinquency* 42(2): 211-242.

Leve, L.D. & Chaimberlain, P. (2005). **Association with Delinquent Peers: Intervention Effects for Youth in the Juvenile Justice System.** *Journal of Abnormal Child Psychology* 33(1): 339-347.

Rawal, P., Romsansky, J., Jenuwine, M. & Lyons, J. (2004). **Racial Differences in the Mental Health Needs and Service Utilization of Youth in the Juvenile Justice System.** *The Journal of Behavioral Health Services and Research* 31(3): 242-254.

Snapp, S., Hoenig, J., Fields, A., Russell, S. (2015). **Messy, Butch, and Queer: LGBTQ Youth and the School to Prison Pipeline.** *Journal of Adolescent Research.* 30(1). 57-82. DOI: 10.1177/0743558414557625

Optional Reads:

Dishion, T.J. & Dodge, K. (2005) **Peer Contagion in Interventions for Children and Adolescents: Moving Towards an Understanding of the Ecology and Dynamics of Change.** *Journal of Abnormal Child Psychology* 33(3): 395-400.

Springer, J.F., Sale, E., Kasim, R., Winter, W., Sambrano, S. & Chipungu, S. (2004). **Effectiveness of Culturally Specific Approaches to Substance Abuse Prevention: Findings from CSAP/s National Cross-site Evaluation of High-risk Youth Programs.** *Journal of Ethnic and Cultural Diversity in Social Work* 13(3): 1-23.

Nov. 25th: Holiday Break: Have some fun!

Class # 12: 12/2: Law Enforcement, Juvenile Justice and Courts Continued
(Portfolio Part 3 – Reflection – is due!)
(Any Revisions on paper 2 due!)

Readings:

Delva, et.al., **Mental Health Problems of Children of Undocumented Parents in the United States: A hidden Crisis,** *Journal of Community Positive Practices*, XIII (3), 2013.pgs. 25-35.

Mannes, M., Roehlkepartian, E.C. & Bensen, P.L. (2005). **Unleashing the Power of Community to Strengthen the Well-being of Children, Youth and Families: An Asset-building Approach.** *Child Welfare* 84(2): 233-250. (Library reserves)

Giwa, et. al., **Community Policing - A Shared Responsibility: A Voice-Centered Relational Method Analysis of a Police/Youth-of-Color Dialogue,** *Journal of Ethnicity in Criminal Justice*, 12:218–245, 2014

Class #13: 12/9: Class Presentations!
(brief time to review final draft as a group)

Readings:

Pacifici, C., White, L., Cummings, K. & Nelson, C. (2005). **Vstreet.com: A Web-based Community for At-risk Teens.** *Child Welfare* 84(1): 25-46.

Vance, J.E. (2002). **Mentoring to Facilitate Resiliency in High-risk Youth.** In B.J. Burns & K. Hoagwood (Eds.) *Community Treatment for Youth: Evidence-Based Interventions for Severe Emotional and Behavioral Disorders.* New York: Oxford University Press, (pp.139-153).