SW696
Social Work Practice with Children and Youth
Sp/Su 2018

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Office hours -
Monday 12:15 (most Mondays) – 1:30
Others by appointment – Please see me or email me to schedule a time.

"What is done to children, they will do to society."
~ Karl A. Menninger

“Courage is what it takes to stand up and speak; courage is also what it takes to sit down and listen.”
~ Winston Churchill

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-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.

4. Competencies and Practice Behaviors

The Council on Social Work Education (CSWE) requires that students meet 10 core competencies, which are operationalized as practice behaviors. Each course is designed to cover one or more of the ten core competencies and each course is also designed to cover some, but not all of the practice behaviors within a competency. Upon completion of this course, students will able to demonstrate the following practice behaviors within the noted competencies:

Competency Practice Behaviors

Competency #3 - Apply critical thinking to inform and communicate professional judgments.

Competency #4 - Engage diversity and difference in practice.

Competency #6—Engage in research-informed practice and practice-informed research.

Competency #8—Engage in policy practice to advance social and economic well-being
and to deliver effective social work services.

**Competency #9—Respond to contexts that shape practice.**

**Competency #10 (a)–(d)—Engage, assess, intervene, and evaluate with individuals, families, groups, organizations, and communities.**

5. **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.

6. **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.

7. **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.

8. 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 Texts

**Required:**


**SW696**
Weekly Schedule
Sp/Su 2018

NOTE: ALL Canvas Readings or links to assigned videos are found within the Pages tab

TENTATIVE AGENDA

5/7  **Course Introductions**

Course Expectations
Terminology – terms we will use throughout the course

- NCTSN - 12 Core Concepts for Understanding Traumatic Stress Responses
5/14 The Brain and Trauma
- Perry
  - Introduction
  - Chap. 1 – Tina’s World
- van der Kolk
  - Prologue
  - Chap. 1 – 4

5/21 Attachment Theory and Trauma
- Perry
  - Chap. 2- For Your Own Good. (WARNING - A very disturbing chapter - be prepared).
  - Chap. 4 – Skin Hunger
- van der Kolk
  - Chap. 7 & 8

5/28 – NO CLASS – Memorial Day

6/4 Funding and Resource Development – Barb Hiltz (9:00 to 11:00 am)
- van der Kolk, Chap. 9
- Watch either one of these videos – (Both are approximately 1 hour)
  - An Interview with Judith Herman
  - Ken Hardy Lecture on The Hidden Wounds of Racial Trauma (start at 1:50 – WARNING – The opening of his talk is a graphic scene of a man being beaten from the movie Roots)

Upload a 2 – 3 paragraph “take away” summary in the discussion tab – i.e., elaborate what you found most compelling and how you will use it.

6/11 SW in Child Welfare
- Perry
  - Chap. 9 – Mom is Lying. Mom is Hurting Me. Please Call the Police

Optional (but strongly suggested)
Types of Treatment - Overview
Child Play Therapy
- van der Kolk –
  - Chap. 13 & 16
- Review TESI – C (Traumatic Events Screening Inventory-Children)

OPTIONAL:

Listen to David Eagleman on NPR - Incognito - Neurobiology and Brain - looks at secrets, perception of time, justice systems and social policy - (37 minutes) http://www.npr.org/player/v2/mediaPlayer.html?action=1&t=1&islist=false&id=159922899&m=159923156

- Read SAMSHA guidelines for Trauma-Informed Care: http://www.samhsa.gov/nctic/trauma-interventions)
- Read UT Austin Blog on how one MSW transformed an agency: https://sites.utexas.edu/utopian/ace-ing-it/

Readings:
- Perry –
  - Chap. 5 – The Coldest Heart
  - Chap. 6 - The Boy Who was Raised as a Dog
7/9 Traumatic Grief and Loss
Robertson films
Policy and Practice with LGBTQ youth (Possible guest speaker)

- van der Kolk
  - Chap. 19 & 20
- Listen to NPR Podcast – Becoming Nicole - http://www.npr.org/tags/136923115/transgender

Optional

7/16 SW In Educational Settings
Learning Disabilities (Video)
Sensory Processing Disorders

- Perry – Chapter 10 – The Kindness of Children
- Klein and Knitzer - Children in Poverty - Promoting Effective Early Learning
- Stewart - Sensory Processing Disorders - Brief Handout

OPTIONAL:
- Bronx Booklet: The Schools We Need (http://www.whatkidscando.org/publications/pdfs/bronxbooklet.PDF)
- Parent’s Guide to Sensory Integration

7/23 SW in Community Settings
Course Wrap Up

- van de Kolk
  - Epilogue
- Perry –
  - Chapter 8 - The Raven
  - Chapter 11 - Healing Communities
Attendance and Participation - 20 points

- Participation can be a verbal and/or non-verbal action. I will also be looking at the interest in and respect you show other students.
- **Reading the newspaper, texting, reading your emails, being on line, etc. will lower your grade significantly.** I may or may not speak to you about it, but I do notice and will grade accordingly.
- Absences will lower your grade since:
  - Some material considered essential to the objectives of the course will only be presented in class
  - The application of key concepts and student co-learning requires participation in class discussions and exercises
  - Predictability, reliability and consistency are core to any strong relationship...”being there” is incredibly important to clients, so it is important in this class
  - The SS term is shortened so more than one absence or repeated lateness will lower your grade significantly
- If you are unavoidably absent, please let me know either before the class, or in the case of an emergency, as soon as possible following the class.
- Only people who attend every class and are attentive and responsive to others and at the least contributing verbally on occasion will receive all 20 points (Please see participation rubric at end of syllabus).

Response to Hardy or Herman Video
In an effort to share perspectives and to learn from each other, you will post a brief response to either the Hardy or Herman video. Please post at least one idea of how the information gleaned can inform your practice – what practical application did you derive from listening to this scholar?

Implicit Attitude Test – 20 points

In support of your capacity to work with a diverse range of clients, you may find examining your own, unconscious, implicit attitudes to be illustrative. To assist you, please complete at least two of the Implicit Attitude Tests offered through Harvard University. ([https://implicit.harvard.edu/implicit/takeatest.html](https://implicit.harvard.edu/implicit/takeatest.html)). You can choose any two tests you like. Each will take about 20 minutes. The intro to the test notes that sometimes people do not like the “results” and they offer a disclaimer about any interpretations. Please read that section carefully before taking the tests. **Please note that having an implicit bias is not the same as being actively prejudiced.** I only hope to have you contemplate the biases you are likely to hold based on culture, ethnicity and environment.
Once done with two of the tests, please write a brief (three to four page, double spaced) response. You do not have to report the findings of the test! That part is for your personal contemplation unless you want to share the findings with me. In the response, you can ponder the following (but you are not limited to them):

- What did you notice about the test itself? I don’t necessarily want a critique of the test, but more of an inquiry into your own internal reactions. Were you feeling worried, eager, curious, and defensive, put-off or neutral?
- When you saw the “results” did they make sense to you? Did either one or both match what you believe about yourself? What were your first thoughts as read what the “results” said about you? How do you make sense of them now? You can contemplate your own experiences, your family and community values and other influences.
- Moving forward, what are the ways in which you see having a window into your possible implicit biases informing your social work practice? What specific steps will you take to support your capacity to reduce the undue influence of any biases, or to support your continued growth?
- Any other thoughts

Submit through Canvas as a Word Document (NOT a PDF).

For all assignments: If your paper is unavoidably late, I will deduct 5% if turned in within 5 days of the due date; 10% thereafter and not accepted past 10 days late.

Imagination Discussion Due – 20 points

During an upcoming class, you will be presented with a brief scenario of an experience of IPV in a family. For the following week, the class will post responses (in the Discussions tab) to the scenario focusing on creating a narrative of the child, the mother or the boyfriend's experience and what would be needed in response. The “need” in response can be focused interpersonally, from a CSS perspective or from a policy perspective. The aim in this assignment is to increase your collective understanding of the various ways we can understand the meaning of experiences and how to respond. As social workers, we can observe the same event and come to many different conclusions, based on our own lenses, biases, knowledge, experiences and exposure to socio-political influences. This exercise will, hopefully, illuminate that!

Simulations – 40 points for IP Students/20 points for Macro Students

Students will login to the SIMmersion Training Center to practice sharpening their practical knowledge of how engage therapeutically using CBT and Motivational Interviewing techniques with a client. The school has purchased these cutting-edge simulations to provide students a deeper level of practicing therapeutic skills with a client in a safe and secure setting. Moreover, as students begin mastering their skills they can also explore what happens when ineffective approaches are made in a therapeutic context and how these approaches can impact rapport with a client. While these are more directed at adults, you can still practice the underlying skills that apply across settings (i.e., empathic inquiry, observation skills, reflective questions, goal development)

IP Students:
To earn their 40 points for each simulation, IP students will be expected to:

1. Score 90% or better at least once for each of 2 simulated characters (David and one other)
2. Complete at least 3 simulations per character

NOTE: it may take more than 3 simulations per character to score 90 or better.

**Macro Students**

To earn their 20 points for each simulation, IP students will be expected to:

1. Score 90% or better at least once for one of the MI simulated characters (David or Gabe)
2. Complete at least 3 simulations per character

NOTE: it may take more than 3 simulations per character to score 90 or better

A description of the simulations are below.

**Engaging Adolescents about Marijuana Use** with David Martin, 15,

David shared on his intake form that he smokes marijuana. As a social worker in an integrated health clinic, practice a Motivational Interviewing (MI) approach to engage David and explore the reasons for change that resonate with him. (Desktop PC Only)

**Introducing CBT with Tanisha Mosley**

This simulation gives the student an opportunity to explain CBT to a client, which equips the student in learning about CBT and about how to discuss it with a client. The student is given the opportunity to explain different aspects of CBT to the client (Tanisha). Topics include: why CBT over other treatment plans; the connection between thoughts, feelings, and behaviors; patterns in behavior; the roles of the therapist and the client in the treatment; the purpose of homework. The student is given the opportunity to give Tanisha illustrations and diagrams of how CBT works. In addition, students practice ensuring client understanding, using collaborative language, utilizing a conversational tone, demonstrating empathy, individualizing CBT to a client, setting an agenda, and assigning homework.

**CBT Functional Analysis with Roger Ellison**

Using a self-monitoring worksheet, the student will examine a recent drinking episode and work with the client (Roger) to show how his thoughts, feelings, and events in the recent episode might be interacting. In addition to doing a functional analysis, students practice using collaborative language, utilizing a conversational tone, demonstrating empathy, individualizing CBT to a client, setting an agenda, and assigning homework.

**Brief Motivational Intervention with Gabe Turner**

This simulation gives students the opportunity to practice a brief intervention focused on motivating a client (Gabe Turner) to engage in behavioral change. In order to engage the client, the student will need to use Motivational Interviewing techniques. In the conversation, the student is given the opportunity to walk through the process of Motivational Interviewing (Engage, Focus, Evoke, Plan). Other techniques the student can practice include: developing a sense of collaboration, displaying empathy, being sensitive to the client's needs, using OARS, using rulers, and eliciting change talk. Finally, this simulation has a cultural sensitivity
component included. Throughout the simulation, the student will have the opportunity to learn an effective method to demonstrate cultural sensitivity to the client.

**OP-ED Letter – Macro students only (20 points)**

Students will create a one page essay/opinion piece that could readily be submitted to the editor of a newspaper. The topic can be a social justice issue of your choice, but connected in some way to trauma (almost any social justice topic can be related to trauma). You must also upload the link to any sites you used to help you think about how to write a good opinion piece (I personally like this one: https://www.thebalancesmb.com/oped-what-is-it-and-how-to-write-it-1360714)

**Professional Conduct and Class Participation**

Class participation is more than mere attendance. It is arriving on time, reading the assigned material, preparing for class with questions, contributing appropriately to class discussions (not dominating, attending to others, adding relevant material, not surfing the web or texting), doing assignments, and participating in class activities. The class participation grade is a subjective grade – I will use this matrix to determine the class participation grade (modified from Maznevski, M. (1996). Grading Class Participation. Teaching Concerns. http://www.virginia.edu/~trc/tcgpart.htm).

<table>
<thead>
<tr>
<th>Score Range</th>
<th>Description</th>
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| 0 - 10      | Absent more than 2 sessions
No effort, disruptive, disrespectful;
Multiple episodes of using computer for non-course related reasons |
| 10 - 13     | Infrequent participation
Two absences
Present, not disruptive (This means coming in late.)
Does not offer much, either visually or verbally.
Demonstrates very infrequent involvement in class (visually or verbally).
Some episodes of using computer for non-course related reasons |
| 13 - 15     | Moderate Participation
One absence
Demonstrates adequate preparation
Offers straightforward information (e.g. straight from the case or reading), without elaboration or very infrequently (perhaps 1 – 2 times in semester). Does not offer to contribute to discussion, but contributes to a moderate degree when called on. Demonstrate moderate visual engagement with others - is respectful when others talk
Asks basic but helpful questions in class
Sometimes monopolizes conversation |
15 - 18  Good Participation

One Absence
Demonstrates good preparation: knows case or reading facts well, has thought through implications of them.
Offers interpretations and analysis of case material (more than just facts) to class or asks thoughtful questions
Contributes well to discussion in an ongoing way: responds to other students’ points, thinks through own points, questions others in a constructive way, offers and supports suggestions that may be counter to the majority opinion.
Demonstrates consistent ongoing verbal and visual involvement.

19 – 20  Excellent Participation

No absences
Demonstrates excellent preparation: has analyzed material exceptionally well, relating it to readings and other material (e.g., readings, course material, discussions, experiences, etc.).
Offers analysis, synthesis, and evaluation of case material, e.g. puts together pieces of the discussion or asks incisive questions
Contributes in a very significant way to ongoing discussion: keeps analysis focused, responds very thoughtfully to other students' comments, contributes to the cooperative argument-building, suggest alternative ways of approaching material and helps class analyze which approaches were effective.
Demonstrates ongoing very active verbal or visual involvement.