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.

Course Content
Effective social work practice with children and youth requires a developmentally-sensitive, resiliency focused multi systems approach, an emphasis on prevention and early intervention, and the collaborative involvement of families, other primary caretaking adults, and involved professionals, in the identification, development, delivery, and evaluation of services. In addition to being able to assess and intervene with children and youth, social workers must also develop the skills necessary to assess the resources and the risk factors which may exist in the child’s or youth’s family, neighborhood, community, and in the larger social environment. In this course the emphasis of intervention is as much on the context as on the individual. Intervention strategies focus on ways to bring about change at levels such as the classroom or school, the peer group, and the community or population, as well as at the
individual level. Mezzo and macro practice skills covered in this course are aimed at promoting interpersonal competence, self esteem, self-efficacy, achievement, and moral development in children and youth by making the contexts within which they develop more responsive to their developmental needs. Direct practice methods covered in this course provide students with the skills necessary to select and provide effective short-term interventions, evaluate direct practice, develop service delivery systems and work effectively with individuals, families and groups in families, institutions and communities. Skills for engagement, assessment, intervention, prevention, and evaluation relevant to contexts such as families, neighborhood and community, schools, group care facilities, residential care, hospitals, correctional programs and institutions, courts, governmental and nongovernmental agencies will be covered. Intervention strategies may be derived from a variety of approaches and theoretical perspectives, self-help and peer support, group work, family life education, empowerment models, and family preservation. Students will learn to use evidence-based knowledge and skills to engage and communicate effectively with children and youth, families and community members, and other service providers. Assessment skills taught will emphasize the importance of being able to identify special needs, abuse and neglect, family violence, substance abuse, and circumstances of extreme stress, danger, or deprivation, and accurately assess the level of risk these circumstances present for the children or youths concerned. The student will learn how to design individual programs of intervention that are based on clearly articulated goals and priorities, reflect an examination of the evidence base and are consistent with social work ethics and values. Throughout the course, cultural competence and sensitivity to differences among families and the impact of worker/client differences in values, experiences, and power will be analyzed. In addition, the student will learn to understand the significance of “multiple identities” (the interaction of factors such as the diverse dimensions: including ability, age, class, color, culture, ethnicity, family structure, gender (including gender identity and gender expression), marital status, national origin, race, religion or spirituality, sex, and sexual orientation) in shaping the uniqueness of families and individuals and in shaping power and privilege differences. Mezzo and macro practice methods covered in this course include skills applicable to the areas of community organization and development, administration, policy and planning, and research and evaluation in order to support the strengths of diverse children, families and communities and to promote social justice. Presentation of material from these areas recognizes the importance of working with multidisciplinary teams, service delivery agencies, and formal and informal community systems, in order to obtain necessary resources and support services for children and youth. Specific skills addressed include advocacy, needs assessment, working collaboratively with community agency and groups, administrative and supervisory issues impacting service delivery, budgeting and fiscal issues, program design and development, program and practice research and evaluation, and child and youth policy analysis.

**Course Objectives**

1. Students will demonstrate advanced-level skills in translating and applying a developmentally sensitive, resiliency focused, collaborative, multi systems intervention perspective in working with diverse populations of children and youth, families and communities.
   a. 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.
b. Develop and implement a practice vision of social justice

c. Apply socially just interventions that maintain strengths-based and resiliency perspectives.

d. 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.

e. 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.

f. Specify how risks, protective and promotive factors that contribute to child and youth safety, health, security and well-being.

g. 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.

a. Develop evidence-based change interventions that build on child, youth, family and community strengths and resources at the micro, mezzo and macro system levels.

b. Incorporate social work values and ethical principles in planning and implementing interventions for children and youth and their families.

c. 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.

d. Develop and apply change interventions that
   i. differentiate within and between social categories
   ii. maintain strengths-based and resiliency perspectives
   iii. promote dialogue across social and cultural differences.

e. 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.

f. 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.

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.

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.

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

Safety & 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-ADAcompliance@umich.edu.
Office of Student Services
School of Social Work | Room 1748
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 Design and Attendance Expectations
This course will use a combination of lecture, class discussion, case material, role-plays, group discussion and video material as appropriate. Students are expected to attend all class sessions. The instructor must be notified in the event of a possible absence.
• Attendance at each class session is expected. The learning in this class is experiential. More than one absence will result in a reduction in the final grade (½ step from A to A-). If a student misses two or more classes, their grade will drop a ½ step for each class missed. If a student misses more than 45 minutes of class time during any given week, this will be considered an absence.
• Assignments are expected to be on time. Assignments that are turned in late will result in an automatic half-step reduction in the grade for the assignment. Written assignments are expected to be submitted electronically on Canvas by midnight of the assigned date to be considered on time.
• Class participation is strongly encouraged and is worth 10% of your final grade. Please bear in mind, participation involves more than just speaking in class. It involves active listening, attention during lectures, engagement in small group work, etc. If for personal reasons you find class participation to be difficult, please see me.

Grading
The requirements listed below are the minimal expectations for class assignments, and if followed precisely will result in a “B+” grade for the assignment. A grade higher than “B+” will be given to work that has gone above and beyond the minimal qualifications. This would reflect more thorough, thoughtful and thought-provoking work on your part. As effective social work practice involves the humanity of the social worker, excellent work will include thorough, thoughtful discussion and reflection. This will be discussed in detail in class. Feel free to ask questions about this policy!

Accommodations
Any Student who has a disability or condition that may interfere with your participation in this course, please feel free to contact me as soon as possible to discuss accommodations for your specific needs. This information will be kept strictly confidential. For more information and resources, please contact the Services for Students with Disabilities office at G664 Haven Hall, (734) 763-3000.

Writing Assistance
For further assistance with writing, you may go to the Writing Workshop 1139 Angell Hall 764-0429.

Statement on Plagiarism and Academic Integrity
All academic dishonesty, including plagiarism, cheating, fabrication, and misrepresentation will be treated seriously. You will find a discussion of plagiarism and other violations academic integrity. Please consult your Student’s Guide to the Master’s in Social Work Degree Program (online).

Class Requirements
Please use bullet points illustrating required information as headings within your papers.

All submitted papers should be double spaced, and written using a professional font (Times, Calibri, Arial, etc.) that is no larger than 12 point.

Progress in this course will be assessed by three assignments. The purpose of each assignment is to develop and enhance your skills in working with children and youth. Paper assignments are to be submitted electronically through Canvas by midnight on the due date.

1. Program/Intervention Plan
   This will be an on-going group project. Groups will form the first week of class, and will have time to work on this project during class each week. Additional work outside of class may be required. Each group will select a person, population, process, organization, or area of concern related to children and youth, and create a multi-level program/intervention plan for your selected topic. There will be three individual parts to this assignment, which will result in submission of multiple assignments examining the same subject. Please always respect confidentiality, and disguise any identifying information.

   a. Needs Assessment – 3-5 pages – Due June 5 – worth 30% of your total grade
      i. Introduction to the focus of your project
         1. Relevant foundational information – who, what, where, etc.
2. Relevant demographic information
3. Why you are focusing on this topic/population/person

ii. A statement of your learning goals: A list of your personal learning goals for this group project. How do these relate to your future career goals? Please include at least three learning goals.

iii. Based on your initial literature review, and your practice experience/knowledge, what is your assessment of the needs of the population. Include discussion of impactful systems, the services already tried and/or affirmative and evidence-based practices in relation to this population.

iv. Your initial hypothesis about what micro-, mezzo-, and macro-level interventions would be helpful/need to be considered for your chosen person/subject.

v. Please include two references, cited appropriately

b. Group Presentation – In class on July 10 – worth 20% of your total grade

i. As a group, you will present your program/intervention plan to the class

1. You will summarize and present each of the required sections of the final paper

2. Please include multi-media sources as appropriate

ii. Presentations should be 30-45 minutes. Each group will provide the instructor with a print out of their PowerPoint presentation (three slides/page format)

c. Final Plan – 8-12 pages – Due July 17 – worth 40% of your total grade

i. As a group you will work on the development of the intervention/program together, and you will turn in one group paper. Please ensure all sections of the paper are formatted in the same way (font type, size, heading style, etc). This final paper should include:

1. Description: Briefly introduce your program or intervention –
   a. Target population
   b. Create a mission statement for your program and briefly introduce and describe the mission of your program.

2. Needs Assessment (summary of material from paper 1)

3. Discuss risk and protective factors for your chosen person/population/issue

4. Change Goals: Identify three specific change goals of your program/intervention that are related to promoting protective factors, or reducing risk factors. Include at least one micro-level, one mezzo-level, and one macro-level goal
   a. Include evidence-based or promising practices that will be used to obtain goals
i. Be specific about what these will look like – don’t just say “behavioral therapy” what specific strategies will be used, etc.

b. In what form will the methods be implemented? Individual therapy, groups, family work, community education, advocacy work, camps, etc.

5. How will you ensure your intervention/program is trauma-informed?
   a. Include any specific evidence-based practices that will be utilized, and/or specific steps that will be taken to avoid triggering of the person/population

6. 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, sexual identity, ability/disability, religion/spirituality, environment, etc.

7. Describe who the key players are and what their roles will be in the operation of the program, including staffing, community leaders, partners and stakeholders, clients, etc.

8. How will outcomes be measured and evaluated? How will you know you are creating change associated directly with your change goals? Include “big” change as well as “small” change
   a. Make sure you have brief evaluation plans for each change goal.
   b. How will you collect this data? Pre and post survey, interviews, focus groups, collection of anecdotal information, etc.

9. A description of the anticipated strengths and limitations of your intervention.

10. A reference page including at least six references
Course Schedule

Week 1: May 8, 2018
• Introductions, Review of Syllabus, Course Expectations
• Introduction to working with Children
• Group formation and topic selection

Week 2: May 15, 2018
• Infant Mental Health


Week 3: May 22, 2018
• Trauma


Week 4: May 29, 2018

• Schemas
• Internal Family Systems


Week 5: June 5, 2018

• Families
• Guest Speaker – Ellen Chute, LMSW


Week 6: June 12, 2018

• Child and Adolescent Mental Health


**Week 7: June 19, 2018**

- Schools


  Ersilia Menesini & Christina Salmivalli (2017) Bullying in schools: the state of knowledge and effective interventions, Psychology, Health & Medicine, 22:sup1, 240-253, DOI: 10.1080/13548506.2017.1279740

**Week 8: June 26, 2018**

- Psychopharmacology

- Guest Speaker – Dr. Brooke Weingarden
Week 9: July 3, 2018
- Child Welfare
- Guest Speaker – Jennifer Wrayno


Week 10: July 10, 2018
- Group Presentations

Week 11: July 17, 2018
- Wrap up and conclusions