1. COURSE STATEMENT

Course Description

This mini-course aims to build students' knowledge and skills around working (engaging and sustaining the therapeutic alliance) with high need/at risk youth. This course will emphasize racial and ethnic minority youth with mental and behavioral health problems living in impoverished urban areas.

Course Objectives

1. Learn about Evidence-Based Practices and Practice-Based Evidence techniques to engage youth and young adults in the therapeutic relationship and process.
2. Learn about strength-based strategies for positive youth development.
3. Learn about issues related to youth retention in Social Work services and how to combat them.
4. Learn how to apply and practice knowledge gained in this course to better serve racial and ethnic minority youth and their families living in impoverished areas that have mental health and behavioral health problems.

CSWE Competencies

1. Identify as a professional Social Worker.
3. Apply critical thinking and professional judgments.
4. Engagement of diversity and difference in practice.
5. Advance human rights and economic justice.
7. Apply knowledge of HBSE.
8. Engage, assess, intervene, and evaluate with individuals, families, groups, organizations, and communities.

Relationship to Social Work Ethics and Values

This course will examine current ethical issues and controversies in the field of social work. The NASW Code of Ethics www.socialworkers.org/pubs/code/code.asp will be used to inform practice in this area. Students will analyze ethical issues related to the rights of populations at risk; prevention and elimination of discrimination; equal access to resources, services, and opportunities; respect for the diversity of cultures; changes in policy and legislation that promote improvements in social conditions; and informed participation of the public.
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 social injustices and are consistent with scientific and professional knowledge. Using a variety of instructional methods, this course will facilitate PODS learning and support students’ development toward: a vision of social justice; learning social justice processes; applying intersectional and intercultural frameworks; and overall strengthening of critical consciousness, self-knowledge, and self-awareness.

2. CLASS REQUIREMENTS

Required Texts and Class Materials:

- No Required Texts for this Course. Required and recommended readings are listed on CANVAS under the Literature Folder.

Agenda

Class: May 23, 2018
- Complete Introductory Survey & Review Syllabus
- Introduction to Youth Engagement
- Foster Care and Attachment
- Video: Removed
- Social Learning Theory and Juvenile Justice
- Reflective Discussion: Lessons Learned
- Behavior Modification and MI
- Practice Skills
- Reflective Discussion: Lessons Learned

Class: May 30, 2018
- SW Retention
- Therapeutic Alliance & Activity
- Values Exercise
- Video-Suicide
- Guest Speaker(s)
- Expressive Therapy
- Brief Structural Strategic Family Therapy
- Guest Speaker (Tentative)
- Constructive Feedback for Future Courses

Grading

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<tr>
<th>Grade</th>
<th>Percentage</th>
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<tbody>
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<td>C+</td>
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<tr>
<td>C-</td>
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30 Possible Points
**Attendance & Participation (20 pts)**

Students are expected to arrive to class on-time and stay until dismissed for the day.

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

Levels of participation may vary based on comfort and interest in topics discussed. I will do my best to honor each student’s participation level in the course. Please communicate any difficulty that you are experiencing related to course materials and discussions and I will do my best to help resolve the matter or identify appropriate support services if requested.

**A Note on the Learning Environment:**
The class is designed as a co-learning environment and one where class members are encouraged to try new skills and take risks. Your contribution as a “teacher and a learner” in the class will enhance the learning for all class members.

Quality social workers must be self-aware, self-reflective, and open to exploring our own histories and issues regarding any given concern or population. Be prepared to reflect on and explore your own family history, social systems, experiences, identity, cultural background and assumptions regarding all forms of diversity. There will be a variety of ways that students can do this through critical thinking, assignments and active participation in class discussions and activities.

Being honest, sensitive, and respectful to each other in preparation for quality social work practice is one of the learning environment goals. Please share opinions and feedback with others in discussions and exercises, and when you do so, please try to state them in a respectful and constructive manner.

Also, prepare yourself to hear varying opinions and feedback non-defensively, and to use those data or challenge them constructively. Please practice tolerance, not expecting yourself or your classmates to be polished in discussions about issues that can be challenging and confusing. We can expect to blunder and make mistakes in the classroom so that we are better prepared when we are in the field; please honor this process.

A student is expected to be on time, prepared with questions from readings, DVDs and assignments, respectful of diverse perspectives, open to learning and to complete assignments on time.

*Late assignments will be marked down 5% for every day late.*

**Reflection Paper (10 pts)**
The purpose of your reflection paper is to provide evidence that you understand the course material (i.e. Readings, Lectures, Guest Speakers, and Discussions) and that you are thinking about your role as a clinical and/or macro social worker. This paper is expected to be 3 – 4 pages in length and in APA format. While this assignment is designed to reflect on your thinking process, it must cite external sources as they will help you develop an informed opinion. Spelling and grammar will be considered during the grading process. Your reflection papers should be submitted on CANVAS. Any late submissions will result in a 1 point deduction for the first day and ½ a point each subsequent day. See below for more details.
Readings

All readings for this course can be located on CANVAS under the Literature file. There are two folders in this file labelled Required Readings and Recommended Reading. It is expected that you have reviewed the Required Readings prior to arriving at class on May 23, 2018.

Reflection Paper

Reflecting on the readings, course lectures and guest speakers, which topic(s) did you find most helpful for your practice? In a 3 – 4 page (double-spaced, 12 pt. Times Roman font) reflection paper, you are expected to further explore your most salient, influential takeaways over this two-day mini course:

What statements and/or practice skills stood out for you as a developing clinical or macro social worker during this course? (3 pts)
How will you implement what you learned from the course into your social work practice? (4 pts)
How will you engage with youth during interventions?
What will you do to retain youth in treatment?
What commitments will you make to continue learning about engaging and retaining youth who live in underserved and underprivileged urban areas? (2 pts)

Spelling and grammar will be considered during the grading process (1 pt). Please submit this paper via CANVAS.

References and Referencing Style

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

Intellectual Honesty and Plagiarism

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

Religious/Spiritual Observances

Students will be excused from class for religious/spiritual observances. Please let the instructor know ahead of time about any conflicts between class sessions, assignments, and religious observances. Every reasonable effort will be made to help students avoid negative academic consequences when their religious obligations conflict with academic requirements. Absence from classes or examinations for religious reasons does not relieve students from responsibility for any part of the course work required during the period of absence. Students who expect to miss classes, examinations, or other assignments as a consequence of their religious observance shall be provided with a reasonable alternative opportunity to complete such academic responsibilities.

Incompletes

Incompletes are given only when it can be demonstrated that it would be unfair to hold the student the stated time limits of the course. The Student Guide, Vol. 1, Sec. 8.01 states that an I grade is used when illness or other compelling reasons prevent completion of work, and there is a definite plan and date for completion of course work approved by the instructor. The student must formally request an incomplete from the instructor prior to the final week of classes.
3. ADDITIONAL COURSE INFORMATION AND RESOURCES

Proper use of names and pronouns:
All students will be referred to by the names and pronouns they use (e.g. she, they, ze, he). If you have a name that differs from the one that appears on the roster, please inform the instructor before the second class period so that I use your correct name and pronouns. Students can designate their personal pronouns on the class roster via Wolverine Access: Student Business > Campus Personal Information > Gender Identity.

There are two inclusive restrooms in the SSW building: room 1784 (1st floor, near Registrar’s Office) and B833T (Lower Level). Click here for the Spectrum Center’s map of gender inclusive restrooms on campus.

Accommodations for Students with Disabilities:
If you are in need of an accommodation for a disability, please let me know at your earliest convenience. Any information you provide is private and confidential and will be treated as such. Additional information about accommodations for students with disabilities, as well as a list of appropriate accommodation forms, is available here. Please present the appropriate paperwork at least two weeks prior to the need for the accommodation (test, project, etc.).

For more information, contact:
Services for Students with Disabilities
G-664 Haven Hall | 505 South State St.
(734) 763-3000 | ssdoffice@umich.edu

Religious/Spiritual Observances:
An overview of the process for students who have conflicts with religious observances:
● Students are responsible for work acquired during their absence
● Students will have a reasonable alternative opportunity to complete any academic work
● Reasonable notice must be given to faculty before drop/add deadline of term
● Any concerns or conflicts should be brought to the Dean or Ombudsperson

Please click here to find more information about the University’s policy concerning religious holidays as well as a non-exhaustive list of religious holidays.

Military Deployment:
Please click here for more information and resources for students called to Active Duty status while enrolled at the University of Michigan.

Student Mental Health and Wellbeing:
The University of Michigan is committed to advancing the mental health and well being of all students. If you or someone you know is feeling overwhelmed, depressed, and/or in need of support, services are available. For help, contact:
● Counseling and Psychological Services (CAPS) at (734) 764-8312
  o The SSW embedded CAPS Counselor is Meghan Shaughnessy-Mogill, LLMSW. She is dedicated to supporting the wellbeing of social work students and the SSW community and offers short-term, solution-focused individual therapy. All services are free and confidential. Contact her at (734) 763-7894 or via email at mshaughm@umich.edu.
● University Health Service (UHS) at (734) 764-8320
● Additional campus health and wellness resources

The Office of Student Services’ Health and Wellness Program provides supportive services to MSW students.

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which promote wellness, self care and maintenance of a healthy academic and mental health balance, as well as to increase disability awareness.

- **SSW Health and Wellness Guide**
- Contact the Health and Wellness Program at [ssw.wellness@umich.edu](mailto:ssw.wellness@umich.edu)

**Teaching Evaluations:**
Students are strongly encouraged to complete teaching evaluations at the end of each term. Teaching evaluations are administered via Canvas and will be emailed to students during the last week of classes. Student identity is completely anonymous, and instructors cannot view evaluation reports until after grades are submitted.

**Writing Skills and Expectations**
Strong writing and communication skills are essential to students’ academic success and professional career. The Writing Coordinator for the School of Social Work is open to meeting with students during any phase of the writing process. The Writing Coordinator’s office is housed within the Career Services Office. The Career Services Office also offers workshops, resources and individual assistance to help improve skills and confidence in written communication.

For more information or to schedule an appointment, contact:
[SSW Writing Assistance Career Services](mailto:SSW Writing Assistance Career Services) (Room 1696; (734) 763-6259; ssw-cso@umich.edu)

**APA Formatting**
Any social work assignments presented as professional papers or presentations should utilize APA formatting. Review the [MLibrary APA Citation Guide](https://library.umich.edu/research-and-citation-guides/apa-citation-guide) as needed. The [Purdue Owl website](https://owl.purdue.edu/owl/) is another helpful resource for assistance with APA formatting.

**Academic Integrity and Plagiarism**
Plagiarism is prohibited in any academic writing at the University of Michigan. More information on academic integrity policies can be found in the MSW Student Guide.

**Safety & Emergency Preparedness**
In the event of an emergency, dial 9-1-1 from any cell phone or campus phone. In the event of a non-life threatening emergency, or for general assistance, call 647-0007 or 7-0007 from any 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](https://www.umich.edu) 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.

For more information visit the U-M Division of Public Safety and Security website.

- [Active Attacker Response and Prevention Video](https://www.umich.edu)
- [Register for U-M Emergency Alerts](https://www.umich.edu)
- [Report a hate crime or bias-related incident](https://www.umich.edu)
- [U-M Annual Emergency Guidelines](https://www.umich.edu)

**Weather Emergency**
In the event of a weather emergency during building hours, Students should find shelter in the nearest restroom, windowless offices, or proceed to the Curtis Center (room B660) in the lower level. Building Occupants should avoid using the elevator even if it is in service as a power failure may occur in transit. Maps to the nearest
weather emergency shelters are indicated on the emergency maps located at each stairwell, entrance, and classroom. At the beginning of each semester instructors will review the emergency plan for each classroom where classes are held.

**Building Evacuation**

In the case of fire or building mechanical failure the occupants may be asked to evacuate the building and proceed to a designated staging area. Staff member wearing orange emergency vests will be on hand to assist with a orderly evacuation. Maps to the nearest emergency exit are indicated on the emergency maps located at each stairwell, entrance, and classroom. At the beginning of each semester instructors will review the emergency plan for each classroom where classes are held.

View the SSW Building Egress Map.

**School Closures**

From time to time the University of Michigan may be forced to close for any number of reasons. The most commons instances are do to inclimate weather, health epidemic, or building mechanical failure. Updates can also be found on the following radio stations:

- WUOM 91.7 FM
- WWJ 950 AM
- WJR 760 AM

In the event that the building is closed (loss of power for example) students can call the Building Emergency Update line (734) 764-SSWB (7792) for updates or check the SSW school website.

**ADA Evacuation**

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-ADA compliance@umich.edu.

Office of Student Services  
School of Social Work  
Room 1748  
(734) 936-0961