1. Course Statement

a. 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 (include list) as it relates to children, youth and their families.

b. 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 important 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.

c. Course objectives and competencies

1. Students will demonstrate 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. (Practice Behaviors 10.c.IP, 10.c.CO, 10.c.SPE, 10.c.MHS) 1.1 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. (Practice Behaviors 10.a.IP, 10.a.CO, 10.a.SPE, 10.a.MHS) 1.2 Develop and implement a
practice vision of social justice. (Practice Behaviors 10.c.IP, 10.c.CO, 10.c.SPE, 10.c.MHS) 1.3 Apply socially just interventions that maintain strengths-based and resiliency perspectives. (Practice Behaviors 10.c.IP, 10.c.CO, 10.c.SPE, 10.c.MHS) 1.4 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. (Practice Behaviors 10.a.IP, 10.a.CO, 10.a.SPE, 10.a.MHS, 10.b.IP, 10.b.CO, 10.b.SPE, 10.b.MHS) 1.5 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. (Practice Behaviors 10.a.IP, 10.a.CO, 10.a.SPE, 10.a.MHS) 1.6 Specify how risks, protective and promotive factors that contribute to child and youth safety, health, security and well-being. (Practice Behaviors 10.b.IP, 10.b.CO, 10.b.SPE, 10.b.MHS) 1.7 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. (Practice Behaviors 10.c.IP, 10.c.CO, 10.c.SPE, 10.c.MHS) 2. Students will demonstrate 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. (Practice Behaviors 10.c.IP, 10.c.CO, 10.c.SPE, 10.c.MHS) 2.1 Develop evidence-based change interventions that build on child, youth, family and community strengths and resources at the micro, mezzo and macro system levels. (Practice Behaviors 10.c.IP, 10.c.CO, 10.c.SPE, 10.c.MHS) 2.2 Incorporate social work values and ethical principles in planning and implementing interventions for children and youth and their families. (Practice Behaviors 2.IP, 2.CO, 2.SPE, 2.MHS, 10.c.IP, 10.c.CO, 10.c.SPE, 10.c.MHS) 2.3 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. (Practice Behaviors 10.c.IP, 10.c.CO, 10.c.SPE, 10.c.MHS) 2.4 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. (Practice Behaviors 10.c.IP, 10.c.CO, 10.c.SPE, 10.c.MHS) 2.5 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. (Practice Behaviors 10.d.IP, 10.d.CO, 10.d.SPE, 10.d.MHS) 2.6 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. (Practice Behaviors 10.d.IP, 10.d.CO, 10.d.SPE, 10.d.MHS)

d. 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.
e. Curricular themes

**Theme Relation to Multiculturalism & Diversity**

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.

**Theme Relation to Social Justice**

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.

**Theme Relation to Promotion, Prevention, Treatment & Rehabilitation**

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.
Theme Relation to Behavioral and Social Science Research

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 to SW 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 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.
Teaching Philosophy and Format of Course

It is a tremendous privilege to teach at the School of Social Work. My goal is to create a challenging and supportive learning environment. The tumultuous social and political landscape of our world requires that we explore the current events that have a direct impact on social policies and the clients and communities that students are preparing to serve. I am intentional about modeling values of respect and the exploration of ideas. I utilize the framework of the Multicultural Ground Rules (from The Program on Intergroup Relations, University of Michigan). I bring my passion about Social Work to teaching and strive to base every learning experience in the core social justice mission that defines our field. Historically, students have experienced a divide between macro and clinical social work. I enjoy addressing this divide in the classroom and utilizing the social justice mission to bridge the divide. Helping students explore and understand how Clinical Social Work is unique and different from Psychology and other counseling fields of study is an important guiding principle of my philosophy that I work to integrate into the classroom lectures, discussions and assignments.

2. Class Requirements

a. Text and class materials

Required Texts:


In addition to the required texts there will be assigned readings and videos available on Canvas site. These will be listed under the class schedule and should be fully read or viewed by the date they appear. To fully engage in the course and become competent and skilled social work practitioner, it is expected that students will complete all assigned readings/viewings.
b. Class schedule

5/14/19 Introduction to the Course

5/21/19 The Brain and Trauma
Perry
- Introduction
- Chapter 1: Tina’s World

Van der Kolk
- Prologue
- Chapters 1-4

5/28/19 Attachment Theory and Trauma
Perry
- Chapter 2 – For Your Own Good
- Chapter 4 – Skin Hunger

Van der Kolk
- Chapter 7 & 8

6/4/19 Recognizing and Responding to Sexual Abuse


6/11/19 Social Work in Child Welfare
Perry
- Chapter 9 – Mom is Lying. Mom is Hurting Me. Please Call the Police

Lansing State Journal More Michigan Kids Die After 10 Years of Trying To Fix The System
6/18/19 Social Work in Mental Health Settings
Van der Kolk
   - Chapters 13 & 16


6/25/19 Social Work in Community-Based Settings
van der Kolk
   - Epilogue
Perry
   - Chapter 8 – The Raven
   - Chapter 11 – Healing Communities


Optional Reading:

7/2/19 Social Work and Juvenile Justice


7/9/19 Traumatic Grief and Loss

Van der Kolk
   - Chapters 19 & 20

7/16/19 Social Work in Educational Settings

Perry
  - Chapter 1- The Kindness of Children
  -

7/23/19 Safety and Resiliency

c. Assignments

Attendance & Participation

Class Participation (40pts)

The design of this course requires your attendance and engagement in every class. When you are absent you miss crucial information and the opportunity to participate in reflective and interactive activities that increase understanding and application of information. Every classroom experience offers opportunities for lecture, journaling, paired conversations, group activities. It is impossible to replicate these experiences therefore "make up" assignments cannot be offered.

Participation can be verbal and non-verbal. Interaction also includes the interest in and respect you show to other students. While use of electronic devices is allowed, distraction and engagement in personal business during class time is a problem and will lower your grade significantly. I may or may not speak to you about it, but I will notice and will grade accordingly.

The Spring/Summer Semester is shortened so absences beyond 2 classes are a detriment to your ability to receive material key to the completion of the course. This is a graduate level course preparing you to use skills that impact the physical, emotional, mental health of human beings. I take very seriously my role in preparing you to engage in social work practice. If there is a life circumstance interfering with your participation it is your responsibility to approach the instructor in a proactive manner. We may discuss an Incomplete for the course if you are unable to fully engage at this time.

Circumstances beyond your control may occur causing you to miss a class or part of a class. It is your responsibility to contact the instructor via email prior to your absence. Absences exceeding 1 class or consistent tardiness at the beginning of class or returning from break will result in the deduction of attendance and participation points.

In addition to attendance in class it is expected that you are engaged and contributing to the learning community. Predictability, reliability and consistency are core to any strong relationship is incredibly important to clients and it is important to practice and apply in the learning community. Each of us participates differently, and I will strive to honor that
diversity among us. The following evaluation criteria is used when determining your participation grade:

<table>
<thead>
<tr>
<th>Points</th>
<th>Class Participation &amp; Grading Criteria</th>
</tr>
</thead>
<tbody>
<tr>
<td>40</td>
<td>Regularly makes helpful, relevant contributions and observations to class discussions that challenge/encourage other learners to think about the material in new ways. Actively participates in small-group discussions. Actively attends to lectures and discussions. Attends class regularly and shows up on time. Consistently demonstrates that she/he has read the assigned material.</td>
</tr>
<tr>
<td>35</td>
<td>Often makes helpful, relevant contributions to class discussions. Often participates in small-group discussions. Often pays attention to lectures and discussions. Attends class regularly and shows up on time. Demonstrates that s/he has usually read the assigned material.</td>
</tr>
<tr>
<td>30</td>
<td>Occasionally contributes to class discussions. Participates to some extent in small-group discussions. Is attentive to lectures and discussions. Attends class regularly and shows up on time. Demonstrates that s/he has usually read the assigned material.</td>
</tr>
<tr>
<td>10-25</td>
<td>Rarely contributes to or is prepared for small-group discussions. Does not attend regularly or is often tardy. Inattentive to lectures and discussions and has not read the assigned material. Directs disrespectful verbal and/or non-verbal behaviors towards others in the classroom.</td>
</tr>
</tbody>
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Multicultural Ground Rules (from The Program on Intergroup Relations, University of Michigan)

1. Our primary commitment is to learn from each other, from course materials and from our work. We acknowledge differences amongst us in backgrounds, skills, interests, values, scholarly orientations and experience.
2. We acknowledge that sexism, classism, racism, heterosexism, and other forms of discrimination (religion, age, ability, language, education, size, geographic location etc.) exist and may surface from time to time.
3. We acknowledge that one of the meanings of sexism, classism, racism is that we have been systematically taught misinformation about our own group and members of devalued groups. The same is true about elitism and other forms of prejudice or bias -we are taught misinformation about others and ourselves.
4. We will try not to blame people for the misinformation we have learned. However, we hold each other responsible for not repeating misinformation or offensive behavior after we have learned otherwise. 5. Victims should not be blamed for their oppression.
6. We assume that people are always doing the best they can, both to learn the material and to behave in non-biased and multiculturally productive ways.
7. We will share information about our groups with other members of the class, and will not demean, devalue, or "put down" people for their experiences or lack of experiences.
8. We will actively pursue opportunities to learn about our own groups and those of other groups, yet not enter or invade others' privacy when unwanted.
9. We each have an obligation to actively combat the myths and stereotypes about our own groups and other groups so that we can break down the walls which prohibit individual development, group progress and cooperation and group gain.
10. We want to create a safe atmosphere for open discussion. Members of the class may wish to make a comment verbally or in an assignment that they do not want repeated outside the classroom. Therefore, the instructor and participants will agree not to repeat the remarks outside the session that links a person with his/her identity.
11. We will challenge the idea or the practice, but not the person.
12. We will speak our discomfort.
13. Are there other ground rules that the class would like to add...?

Imagination Discussion (20 points)
Due Date: 6/4/19 by 8:00am Post to Response to Discussion Section of Canvas
During an upcoming class, you will be presented with a brief scenario of an experience of Interpersonal Violence in a family. For the following week, the class will post responses (in the Discussions Tab on Canvas) 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 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.

A Deeper Dive (100 pts)
Due Date: 7/9/19 8:00am Upload to Canvas
In an approximately 4-page paper investigate a client scenario from a macro perspective. You may select a chapter from either required texts for this class or a video presentation or a case example from lecture. Consider the reading/viewing/case example from a socio-political
and policy perspective. Identify the larger funding, policy or perhaps system failure that played a role in this issue.

**Mask Work (Reflection 60 pts / In-class assignment 20 pts each)**

Assignment Description: Mask Making

Due Date: Part 1: 7/16/19 Upload to Canvas / Part 2: In-Class Summary 6/11, 6/18, 6/25, 7/9

Hand in hard-copy (1 per group)

Mask Making is one form of expressive therapy. We will explore key components of using this type of modality. You will have the opportunity to experience making your own mask and applying the information to a variety of case examples provided in classes throughout the semester. We will also discuss other forms of expressive therapies such as poetry and Hip Hop that can be applied to this foundation. This assignment involves both in-class, experiential learning and a personal reflection regarding your own mask.

d. Grading

Each assignment is described in detail in an Assignment Description posted in the “Class Assignment” folder on the Canvas site. These descriptions describe specific bullet points that must be covered in your assignment. A grading rubric that reflects these detailed bullet points is also available for every assignment and can be found in Canvas under “Class Assignment” folder.

Assignments are expected to be handed in on their due dates in the format designated on the assignment description posted on Canvas. Assignments will be marked down 5% for every day late. If you are experiencing difficulty with course assignments, it is your responsibility to contact the instructor prior to the due date and within a timeframe that allows you to discuss a reasonable solution with the instructor.

The criteria for each grade follows:

- A+ = 99-100
- A  = 95-98
- A- = 91-94
- B+  = 88-90
- B   = 85-87
- B-  = 81-84
- C+  = 78-80
- C   = 75-77
- C-  = 71-74
- D   = 65-70
- E   = less than 65
Additional School and University policies, information and resources are available here:
https://ssw.umich.edu/standard-policies-information-resources. They include:

- **Safety and emergency preparedness**
- **Mental health and well-being**
- **Teaching evaluations**
- **Proper use of names and pronouns**
- **Accommodations for students with disabilities**
- **Religious/spiritual observances**
- **Military deployment**
- **Writing skills and expectations**
- **Academic integrity and plagiarism**