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 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.

c. Course objectives and competencies
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

d. Course design
   [Insert from course statement: must be logged in]

e. 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 Social Work 696.001 Page 4 Amy Stern, LMSW 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.

f. Relationship 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 selfdetermination 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.

g. 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 Social Work 696.001 Page 5 Amy Stern, LMSW intercultural frameworks and strengthen critical consciousness, self knowledge and self awareness to facilitate PODS learning.

2. Class Requirements

a. Text and class materials

There are no required textbooks for this class. Therefore, the reading assignments will include peer-reviewed articles, book chapters, and intervention manuals. These reading materials are listed in the course syllabus and are located on the Canvas site for the course.

b. Class schedule

<table>
<thead>
<tr>
<th>Date/Time</th>
<th>Agenda &amp; Assignments</th>
<th>Required Readings</th>
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| Session 1: Sept 5 | **Topics:** Introductions, Review of Syllabus, Course Expectations  
Introduction to working with Children | **Required Readings:**  
| Session 2: Sept 13 | **Topics:** Infant Mental Health  
**Assignment:** Group formation and topic selection |                                                                                   |
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<tr>
<th>Session 3: Sept 19</th>
<th>Topic: Trauma</th>
<th>Required Readings:</th>
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<tr>
<th>Session 7: Oct 17</th>
<th>Topic: Schools</th>
<th>Required Readings:</th>
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## Session 8: Oct 24

**Topic:**  
Psychopharmacology

**Guest Speaker:**  
Ian Mendez, PhD, University of Texas, El Paso

**Required Readings:**

  [https://doi.org.proxy.lib.umich.edu/10.1007/s10560-010-0220-y](https://doi.org.proxy.lib.umich.edu/10.1007/s10560-010-0220-y)


- Hughes, S., & Cohen, D. (2010). Understanding the assessment of psychotropic...
<table>
<thead>
<tr>
<th>Session 9: Oct 31</th>
<th>Group Presentations</th>
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<tbody>
<tr>
<td>Session 10: Nov 7</td>
<td>Group Presentations</td>
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<tr>
<td>Session 11: Nov 14</td>
<td><strong>Topic:</strong> Child Welfare (Online format)</td>
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</tbody>
</table>

**Required Readings:**


- **Session 9: Oct 31**

- **Session 10: Nov 7**

- **Session 11: Nov 14**

- **Topic:** Child Welfare (Online format)

- **Required Readings:**


### Session 12: Nov 21
**Topic: Policy**
**Guest Speaker:** Ritesh Mistry, PhD, University of Michigan

**Required Readings:**

Nov 28
Break: No Class

Session 13: Dec 5
**Assignment:** Case Study Due

### c. Assignments

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Due date</th>
<th>Percent of overall grade</th>
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<tbody>
<tr>
<td>Needs Assessment</td>
<td>October 10&lt;sup&gt;th&lt;/sup&gt;</td>
<td>30%</td>
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<tr>
<td>Group Presentation</td>
<td>Topic Sign up: Sept 13</td>
<td>30%</td>
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<tr>
<td></td>
<td>Due: October 31&lt;sup&gt;st&lt;/sup&gt; and November 7&lt;sup&gt;th&lt;/sup&gt;</td>
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<tr>
<td>Case Study</td>
<td>December 5&lt;sup&gt;th&lt;/sup&gt;</td>
<td>30%</td>
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<tr>
<td>Attendance and</td>
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<td>10%</td>
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Assignment Descriptions:

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. Please always respect confidentiality, and disguise any identifying information.

1. Needs Assessment – 3-5 pages
   a. Select a population, person, or topic related to children and youth. Provide:
      i. Relevant foundational information – who, what, where, etc.
      ii. Relevant demographic information
      iii. Relevant trauma information
      iv. Why you are focusing on this topic/population/person
   b. What are the strengths of this person/population/topic? What are the challenges?
   c. Based on a brief literature review, and your practice experience/knowledge, what is your assessment of the needs of this person/population/topic? Include discussion of identified challenges, impactful systems, the services already tried and/or affirmative and evidence-based practices in relation to your focus.
   d. How can social work help? Include your ideas about what micro-, mezzo-, and macrolevel interventions would be helpful/need to be considered for your chosen person/subject. Please include at least one intervention on each level.
   e. Please include two references, cited appropriately

2. Group Presentation
   • Sign up for presentation dates and topics will occur in class
   • Groups are strongly encouraged to utilize media, small group discussion, or activities in your presentation as appropriate, meaningful, or helpful.
   • There are so many children throughout the world whose lives can be enhanced through social work intervention. Working with your chosen group, you will identify a population/group of children or youth. This may be a group with which you have experience, or one you’d like to learn more about.
      a. In a 30-45 minute presentation, your group will discuss the following:
         i. Who is your group focusing on?
            1. Relevant demographic information
            2. Relevant history/foundational information
ii. Address trauma/the impact of trauma in the lives of the children in this group
   1. Address both Type I and Type II Trauma
   2. What do you see as being traumatic for them?
   3. Are there specific ACEs experienced by this population?
   4. The impact of trauma
      a. What does this look like behaviorally for this group?
      b. How might this trauma impact their schemas?

iii. PODS – privilege, oppression, diversity, and social justice
   1. In what ways does this group lack privilege or have privilege?
   2. How does oppression impact the lives of children in this group?
   3. What does diversity mean for this group (is it a demographically diverse group? Would inclusivity be helpful? What would that look like? Etc.)?
   4. How does the distribution of wealth, opportunities, and privileges within society (social justice) impact this group?

iv. Doing Social Work
   1. What micro-level interventions would be helpful for this group? Evidence-based practices? Emerging practices? Holistic practices?
   2. What mezzo-level interventions would be helpful? To help this group - What needs to happen within families? Within schools? What group settings need to be available?
   3. What macro-level interventions would be helpful? What policies need to be written? What laws need to be changed? What community organizing needs to happen? What community resources need to be available?
   4. For each level of intervention, how would trauma-informed care/an awareness of trauma play a role?

b. Each group will turn in a hard copy of their presentation to the instructor on the day of the presentation
   i. Should be in the form of a PowerPoint notes printout, preferably three slides/page or a format that allows room for notetaking around the slides
   c. Each group member will submit a one-page reflection discussing how learning about this group/population will affect their personal social work practice. This paper will be submitted through Canvas by midnight on the day of the presentation.

3. Case Studies
Case studies will be available on Canvas beginning November 7th, 2019. There will be 15 total case studies available, students will have to complete seven of them. For each case study:

a. Identify the “why”
   i. Why is this youth doing what they are doing?
   ii. What do you see as being the youth’s attachment style?
   iii. What are the youth’s schema - thoughts about themselves, relationships/others, and the world in general?
      1. Include thoughts in all three categories – self, others, the world
   iv. What role has trauma played for this youth?

b. Doing Social Work
   i. Doing Social Work
      1. What micro-level interventions would be helpful for this group? Evidence-based practices? Emerging practices? Holistic practices?
      2. What mezzo-level interventions would be helpful? To help this group - What needs to happen within families? Within schools? What group settings need to be available?
      3. What macro-level interventions would be helpful? What policies need to be written? What laws need to be changed? What community organizing needs to happen? What community resources need to be available?
      4. Provide at least one intervention on each level and a short explanations of why you chose those particular interventions

c. Each case study will have a table to be filled in with the required information. Please copy and paste the table for each case into one file/document to submit on Canvas.
   i. Do not include the actual narrative case study in your submission
   ii. Please fill in each required element with bullet points (rather than in paragraph form).

d. Attendance and class participation

As a graduate level course, it is expected that you attend each class session. In fact, class participation constitutes 10% of your final grade. The class sessions involve interactive experiences that go beyond course readings. This course will be very participatory, including the use of small discussion groups that require your regular participation during class sessions. Missing class sessions will lower your grade since your participation as a co-teacher and co-learner is essential to meet our shared learning goals. If you are not able to attend a particular class session, please notify the instructor prior to the class session so that arrangements can be made for you to address the material that you missed. If more than two
class sessions are missed—whatever the reason—the final grade at the end of the term will be lowered by 5 points for each session over two.

e. Grading

Letter grades ranging from “A” to “E” are earned, with “+” or “-“ distinguishing the degree of performance. Specific expectations for each assignment are provided in a later section of this syllabus.

Both content and format will be considered in assigning grades. Failure to follow APA guidelines for referencing will result in a lower grade. Each assignment will be given points and a corresponding letter grade. The criteria for each grade are as follows:

\[
\begin{align*}
A+ &= 99-100 \\
B+ &= 88-90 \\
C+ &= 78-80 \\
D &= 65-70 \\
A &= 95-98 \\
B &= 85-87 \\
C &= 75-77 \\
E &= \text{less than 65} \\
A- &= 91-94 \\
B- &= 81-84 \\
C- &= 71-74
\end{align*}
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Please note: A grade of “B” indicates mastery of the subject content at a level of expected competency for graduate study. A “B” grade indicates that the work has met the expectations of an assignment for graduate study performance. A grade in the “A” range is based on demonstration of skills beyond expected competency and at an exemplary, outstanding or excellent degree. A “C” grade range indicates minimal understanding of subject content and significant areas need improvement.

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