



Social Work Practice with Children and Youth
SW696-001
Thursday 9:00 AM to 12:00 Noon

Tammie B. Glenn (She/her/hers)

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Office Hours: By appointment (which I gladly offer – please email me!)

Required Texts:

Perry, B. and Szalavitz, M. (2017). *The Boy Who Was Raised as a Dog, Revised and Updated*. Basic Books

van der Kolk, B. (2014). *The Body Keeps the Score: Brain, Mind and Body in the Healing of Trauma*. Penguin Books

"What is done to children, they will do to society."

~Karl A. Menninger

"Courage is what it takes to stand up and speak; courage is also what it takes to sit down and listen."

~ Winston Churchill

Course Statement

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.

COVID-19 Statement - Required

For the safety of all students, faculty, and staff on campus, it is important for each of us to be mindful of safety measures that have been put in place for our protection. By returning to campus, you have acknowledged your responsibility for protecting the collective health of our community. Your participation in this course on an in-person/hybrid basis is conditional upon your adherence to all safety measures mandated by the state of Michigan and the University, including maintaining physical distancing of six feet from others, and properly wearing a face covering in class. Other applicable safety measures may be described in the [Wolverine Culture of Care](#) and the [University's Face Covering Policy for COVID-19](#). Your ability to participate in this course in-person/hybrid may be impacted by failure to comply with campus safety measures. Individuals seeking to request an accommodation related to the face covering requirement under the Americans with Disabilities Act should contact the [Office for Institutional Equity](#). If you are unable or unwilling to adhere to these safety measures while in a face-to-face class setting, you will be required to participate on a remote basis. I also encourage you to review the [Statement of Student Rights and Responsibilities](#) and the [COVID-related Addendum to the Statement of Student Rights and Responsibilities](#).

Health-Related Class Absences

Please evaluate your own health status regularly and refrain from attending class and coming to campus if you are ill. You are encouraged to seek appropriate medical attention for treatment. School of Social Work students who miss class due to illness of any kind will be given opportunities to access course materials online or provided with alternative learning opportunities. Please notify me by email about your absence as soon as practical, so that I can make accommodations. Please note that documentation (a Doctor's note) for medical excuses is *not* required.

Recording Class

Audio and video recording of in-class lectures and discussions is prohibited without the advance written permission of the instructor. Students with an approved accommodation from the Office of Services for Students with Disabilities permitting the recording of class meetings must present documentation to the instructor in advance of any recording being done. The instructor reserves the right to disallow recording for a portion of any class time where privacy is a special concern. If the instructor chooses to record a class, they will decide which classes, if any, are recorded, what portion of each class is recorded, and whether a recording is made available on the course management website. On days when classes are recorded, students will be notified in advance that a recording will occur and be provided with an option to opt-out. Class recordings and course materials may not be reproduced, sold, published or distributed to others, in whole or in part, without the written consent of the instructor.

Course Content:

Effective social work practice with children and youth requires a developmentally-sensitive, resiliency focused multisystems approach, an emphasis on prevention and early intervention, and the collaborative involvement of families, other primary caretaking adults, and involved professionals, in the identification, development, delivery, and evaluation of services. In addition to being able to assess and intervene with children and youth, social workers must also develop the skills necessary to assess the resources and the risk factors which may exist in the child's or youth's family, neighborhood, community, and in the larger social environment. In this course the emphasis of intervention is as much on the context as on the individual. Intervention strategies focus on ways to bring about change at levels such as the classroom or school, the peer group, and the community or population, as well as at the individual level. Mezzo and macro practice skills covered in this course are aimed at promoting interpersonal competence, self-esteem, self-efficacy, achievement, and moral development in children and youth by making the contexts within which they develop more responsive to their developmental needs.

Direct practice methods covered in this course provide students with the skills necessary to select and provide effective short-term interventions, evaluate direct practice, develop service delivery systems and work effectively with individuals, families and groups in families, institutions and communities. Skills for engagement, assessment, intervention, prevention, and evaluation relevant to contexts such as families, neighborhood and community, schools, group care facilities, residential care, hospitals, correctional programs and institutions, courts, governmental and

nongovernmental agencies will be covered. Intervention strategies may be derived from a variety of approaches and theoretical perspectives, self-help and peer support, group work, family life education, empowerment models, and family preservation. Students will learn to use evidence-based knowledge and skills to engage and communicate effectively with children and youth, families and community members, and other service providers. Assessment skills taught will emphasize the importance of being able to identify special needs, abuse and neglect, family violence, substance abuse, and circumstances of extreme stress, danger, or deprivation, and accurately assess the level of risk these circumstances present for the children or youths concerned. The student will learn how to design individual programs of intervention that are based on clearly articulated goals and priorities, reflect an examination of the evidence base and are consistent with social work ethics and values. Throughout the course, cultural competence and sensitivity to differences among families and the impact of worker/client differences in values, experiences, and power will be analyzed. In addition, the student will learn to understand the significance of “multiple identities” (the interaction of factors such as the diverse dimensions: including ability, age, class, color, culture, ethnicity, family structure, gender (including gender identity and gender expression), marital status, national origin, race, religion or spirituality, sex, and sexual orientation) in shaping the uniqueness of families and individuals and in shaping power and privilege differences.

Mezzo and macro practice methods covered in this course include skills applicable to the areas of community organization and development, administration, policy and planning, and research and evaluation in order to support the strengths of diverse children, families and communities and to promote social justice. Presentation of material from these areas recognizes the importance of working with multidisciplinary teams, service delivery agencies, and formal and informal community systems, in order to obtain necessary resources and support services for children and youth. Specific skills addressed include advocacy, needs assessment, working collaboratively with community agency and groups, administrative and supervisory issues impacting service delivery, budgeting and fiscal issues, program design and development, program and practice research and evaluation, and child and youth policy analysis.

Course Objectives:

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.

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.

1.2 Develop and implement a practice vision of social justice.

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

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.

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.

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

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.

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.

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.

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

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.

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.

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.

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.

Overall, the course will address Competency 2 (Engage Diversity and Difference in Practice) and Competency 8 (Intervene with Individuals, Families, Groups, Organizations, and Communities) of EPAS 2015.

Course Design

The course instructor will select readings and design assignments for the course. Various classroom teaching strategies will be used, including lecture, multimedia presentations, small and large group discussion, presentations by students and guest lecturers, role plays, and some experiential exercises. Students' experiences in the field will be utilized as much as possible in assignments and case presentations and discussions.

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

Course Requirements

Assignment	Due date	Percent of overall grade
Response to Herman and Hardy Video https://www.youtube.com/watch?v=h5mtPXRAKf8&t=4s https://www.youtube.com/watch?v=6GnvCA4Bs7M	10/8/20 Upload in Assignments #1	25% (rubric in Canvas)
Imagination Exercise	11/5/20 Upload in assignments #2	30% (rubric in Canvas)
Implicit Bias Response https://implicit.harvard.edu/implicit/selectatest.html	12/3/20 Upload in Assignments #3	25% (rubric in Canvas)
Attendance and Participation		20%

ASSIGNMENT DESCRIPTIONS:

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

Response to Hardy and Herman Video – 25 points

Practice Behaviors:

- Engage in the ongoing process of developing cultural competence.
- Understand and build Knowledge regarding the powerful impact of diversity factors in shaping trauma experiences, help-seeking behaviors, and responses to trauma at the micro, mezzo, and macro levels.
- Integrate the meaning of trauma and responses for individuals, families, and cultural and societal groups into all levels of social work practice grounded in cultural humility.

In an effort to share perspectives and to learn from each other, you will prepare a brief response to both the Hardy and Herman video's. Please prepare share at least one idea, reasonably elaborated idea of how the information gleaned can inform your practice. What practical application did you derive from listening to this scholar? Be specific, what questions might you ask more directly? What historical contexts might you pay more attention to? How might your identity intersect with clients who have suffered family, cultural and/or historical trauma and what will you "lean on" from your own history to connect with the people you will work with (that can be clients, staff, funders, community members, etc.)? There are four questions. To receive full credit for this assignment you must respond to each question(6.25 pts per questions).

Students will create and upload a summary document responding to the beforementioned question and be prepared to share the responses in class on 10/8/20.

Imagination Discussion Due – 30 points

Practice Behaviors:

- Critically select and implement developmentally and culturally appropriate trauma-informed evidence-based interventions in conjunction with practitioner expertise and client preferences to address the adverse consequences of trauma.
- Advocate for the advancement of trauma-informed systems of care, expanded access to effective trauma-focused interventions, and social justice for marginalized and oppressed people who are most at risk for experiencing trauma.
- Mobilize the strengths of clients and systems to increase individual, group, family, and community resilience.
- Develop and use self-care strategies that support resiliency and well-being, to address the impact of compassion fatigue and vicarious traumatization.

During an upcoming class, you will be presented with a brief scenario of a child's experience.

For the following week, the class will discuss responses to the scenario focusing on their imagination of one of the participant's experience (there is a woman, man and child) and what would be needed in response. The "need" in response can be focused interpersonally, from a practice perspective or from a policy perspective. Be specific...if you say the child would need therapy, make sure to address what you think the therapy would need to address. The aim in this assignment is to increase your collective understanding of the various ways we can understand the meaning of experiences and how to respond. As social workers, we can observe the same event and come to many different conclusions, based on our own lenses, biases, knowledge, experiences and exposure to socio-political influences. This exercise will, hopefully, illuminate that!

You will upload a summary document of your response to this scenario and be prepared to share your response in class on 11/5/20. 15% will be earned for the written document. Focus is on your thoroughness of your responses. Address how you would approach this scenario and why. 15% will be earned by your verbal response in class. Discuss how you would approach this scenario and why.

Implicit Attitude Test – 25 points

Practice Behaviors:

- Engage in the ongoing process of developing cultural competence.
- Develop cognitive self-awareness and affective self-regulation in response to the influence of personal biases and values in working inclusively with clients and constituencies.

In support of your capacity to work with a diverse range of clients, you may find examining your own, unconscious, implicit attitudes to be illustrative. To assist you, please complete at least two of the Implicit Attitude Tests offered through Harvard University. (<https://implicit.harvard.edu/implicit/selectatest.html>). You can choose any two tests you like. Each will take about 20 minutes. **The intro to the test notes that sometimes people do not like the "results" and they offer a disclaimer about any interpretations. Please read that section carefully before taking the tests.**

Please note that having an implicit bias is not the same as being actively prejudiced. I only hope to have you contemplate the biases you are likely to hold based on culture, ethnicity and environment.

Once done with two of the tests, please write a brief (three to four pages, double spaced) response. You do not have to report the findings of the test! That part is for your personal contemplation unless you want to share the findings with me. In the response, you can ponder the following (*but you are not limited to them*):

- What is your understanding of how the test measures implicit associations? (You may have to read the background material offered in the website to fully comprehend its construction).
- What did you notice about the test itself? I don't necessarily want a critique of the test, but more of an inquiry into your own internal reactions. Were you feeling worried, eager, curious, and defensive, put-off or neutral?
- When you saw the "results" did they make sense to you? Did either one or both match what you believe about yourself? What were your first thoughts as read what the "results" said about you? How do you make sense of them now? You can contemplate your own experiences, your family and community values and other influences.
- Moving forward, what are the ways in which you see having a window into your possible implicit biases informing your social work practice? What *specific* steps will you take to support your capacity to reduce the undue influence of any biases, or to support your continued growth? You may need to do your research/reading to think creatively and deeply about managing possible automatic associations and biases.
- Any other thoughts.

RUBRIC

22.5 - 25 points - Student shows exceptional insight, *offers salient links to course readings*, makes an astute observation or otherwise shows exceptional understanding of how automatic appraisals form, are expressed or are managed effectively. Student shows strong capacity to self-reflect, to challenge their self, and offers a strong plan for continued growth and development. Response is well organized and well-written.

20 - 22.4 points - This will be the most common grade range. Student shows insight, makes a basic link to a reading, and is showing mastery of course concepts. Student shows basic capacity to self-reflect, to challenge their self, and offers a basic plan for continued growth and development. Writing is professional.

19.9 and less - Student is nascent in either awareness of self or other. Response is somewhat psychologically shallow or lacks depth or insight in some noticeable way.

Student fails to apply content to practice behavior in meaningful ways. Writing is poor or contains multiple grammatical errors.

Attendance and Participation - 20 points

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

Professional Conduct and Class Participation

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

0 - 10 – Poor Participation

Absent more than 2 sessions

No effort, disruptive, disrespectful.

11 - 13 Infrequent participation

Two absences or multiple times of lateness

Multiple episodes of using computer for non- course related reasons; Present, not disruptive
Does not offer much, either visually or verbally. Demonstrates very infrequent involvement in class (visually or verbally).

Some episodes of using computer for non-course related reasons

14 – 16 Moderate Participation

One absence

Demonstrates adequate preparation. Offers straightforward information (e.g. straight from the case or reading), without elaboration or very infrequently (perhaps 1 – 2 times in semester).

Does not offer to contribute to discussion but contributes to a moderate degree when called on. Demonstrate moderate visual engagement with others - is respectful when others talk

Asks basic but helpful questions in class

Sometimes monopolizes conversation.

17 - 18 Good Participation

One Absence

Demonstrates good preparation: knows case or reading facts well, has thought through implications of them.

Offers interpretations and analysis of case material (more than just facts) to class or asks thoughtful questions

Contributes well to discussion in an ongoing way: responds to other students' points, thinks through own points, questions others in a constructive way, offers and supports suggestions that may be counter to the majority opinion.

Demonstrates consistent ongoing verbal and visual involvement.

19 – 20 Excellent Participation

No absences

Demonstrates excellent preparation: has analyzed material exceptionally well, relating it to readings and other material (e.g., readings, course material, discussions, experiences, etc.).

Offers analysis, synthesis, and evaluation of case material, e.g. puts together pieces of the discussion or asks incisive questions

Contributes in a very significant way to ongoing discussion: keeps analysis focused, responds very thoughtfully to other students' comments, contributes to the cooperative argument-building, suggest alternative ways of approaching material and helps class analyze which approaches were effective.

Demonstrates ongoing very active verbal or visual involvement.

**COURSE AGENDA SW 696
Fall 2020**

9/3/20

Zoom class begins at 9:30 AM

https://www.youtube.com/watch?v=z8vZxDa2KPM&list=PLDuKXs-gp_Gdau87_vA3hyNy1XzWkuwGF&index=1

https://www.youtube.com/watch?v=49GzqPP7YYk&list=PLDuKXs-gp_Gdau87_vA3hyNy1XzWkuwGF&index=6

- Introductions
- Course Overview and assignment discussion.
- Debrief video clips/discussion

9/10/20

School of Social Work at 9:00 AM

- Glossary of Terms Related to Trauma-Informed and Integrated Healthcare
- Required Readings and assigned readings in files:
 - Glossary of Terms Related to Trauma-Informed, Integrated Healthcare
 - Author's Note, Introduction and Chapter 1 Perry and Szalavitz
 - Ethical Dilemmas – Practice Case
 - PowerPoint in Canvas

9/17/20

Zoom class begins at 10:15 AM

Cultural Humility

- The Brain and Trauma - Watch video from 9:00 - 10:00 and prepare thoughts
 - Watch video before class, prepare thoughts to share in class
 - Discussion
- Required Readings and assigned readings in Files:
 - <https://www.youtube.com/watch?v=l2wNeENT63w>
 - Van der Kolk Prologue Chapters 1 and 2
 - PowerPoint in Canvas

9/24/20

Zoom Class begins at 10:30

- Watch assigned video before class and prepare thoughts
- Lessons from Veterans
- Neuroscience of trauma
- Required Readings and assigned readings in Files
 - <https://www.youtube.com/watch?v=xIMafy9W6pM>
 - Van der Kolk Chapters 3-6

10/1/20

School of Social Work at 9:00 AM

- Watch assigned video before class and prepare thoughts
- The Link between Types of Attachment and Childhood Trauma
- Ethical Dilemmas - Practice cases
- Required Readings (and assigned readings in files)
 - Perry – Chap. 2 & 4 van der Kolk – Chap. 7, 8 & 9
 - Watch Bruce Perry – The Roots of Empathy
<https://www.youtube.com/watch?v=5gU1wXbs5mc>
56 minutes

10/8/20

Zoom Class to begin at 10:00 AM

- Assignment 1 due/Discussion in class
- Watch assigned video before class and prepare thoughts
- SW in Child Welfare
- Systems of Care
- Attachment Theory cont.
- Required Readings (and assigned readings in files)
 - <https://www.youtube.com/watch?v=yxAwOv7BPFY>
 - Perry – Chap. 6 & 9 van der Kolk – Chap. 9
 - Mann, J. A Disorganized toddler in foster care: Healing and change from an attachment theory perspective. Zero to Three.
 - Cunningham and Page - A case study of a maltreated thirteen-year-old boy: Using attachment theory to inform treatment in a residential program. Child and Adolescent Social Work Journal. 18: 335-352.

10/15/20

Zoom Class to begin at 10:00 AM

- SW in Mental Health Settings
- Required Readings (and assigned readings in files)

- Listen to David Eagleman on NPR - Incognito - Neurobiology and Brain - looks at secrets, perception of time, justice systems and social policy - (37 minutes) Before class and prepare thoughts
 - <https://www.npr.org/transcripts/136495499>
- SAMSHA guidelines for Trauma-Informed Approach and SAMSHA guidelines for working with Native Americans post- disaster
- Wilkins, E ., Whiting, J ., Watson, M ., Russon, J ., & Moncrief, A .(2013) . Residual effects of slavery: What clinicians need to know.

10/22/20 9:00AM

School of Social Work

- Watch video before class and prepare thoughts
- Somatic Experiencing Trauma Institute . (2014, October 15). Nature's lessons in healing trauma: An introduction to somatic experiencing
- SW in Mental Health Settings
- Required Readings (and assigned readings in files)
 - Van Der Kolk – Chap. 13-16
 - Review TESI – C (Traumatic Events Screening Inventory- Children).
 - <https://www.youtube.com/watch?v=nmJDkzDMllc>
 - Dunn-Snow - Teaching art therapy techniques: Mask- making, A case in point.

10/29/20

Zoom Class starts at 10:00 AM

- SW LGBTQIA2S+ Youth
- Trauma informed Schools
- Required Readings (and assigned readings in files)
 - Watch videos and podcast before class and prepare thoughts
 - https://www.youtube.com/watch?v=aPV_UeEMZz0
 - https://www.youtube.com/watch?v=8zNbQ_8KRew
 - https://www.youtube.com/watch?v=QAGx2PyMh_o
 - Perry – Chap. 10
 - Van Der Kolk – Chap. 19 & 20
 - Helping young children who have experienced trauma: Policies and strategies for early care and education (Child Trends 2017, Publication 2017-19) . New York, NY: Columbia University, National Center for Children in Poverty . Retrieved from <https://www.childtrends.org/wp-content/uploads/2017/04/2017-19ECETrauma.pdf>
 - NPR Podcast – Nature, Nurture and Our Evolving Debates about Gender <https://www.npr.org/2017/10/09/556116385/nature-nurture-and-our-evolving-debates-about-gender>

11/5/20

Zoom Class to start at 10:00 AM

Watch Videos before class and prepare thoughts

Assignment 2 due/discussion in Class

- SW in Community Settings - Affinity Groups Settings
- Watch CBT Trauma treatment with Adolescents
- ACE Screens (Adverse Childhood Experience)
- Required Readings (and assigned readings in files)
 - Perry – Chapters 8 -11
 - McKay, Wood, & Brantley. Basic distress tolerance skills. The Dialectical Behavior Therapy Skills Workbook. Pg. 5- 30
 - <https://www.youtube.com/watch?v=00u2fwOtIPM>
 - <https://www.youtube.com/watch?v=sWzwP-f36iA>

11/12/20

School of Social Work at 9:00 AM

- Trauma and Ethics in Juvenile Justice Systems
- Watch Video before class and prepare thoughts
- Alternatives/solutions?
- Required Readings (and assigned readings in files)
 - Perry – Chapter 5
 - <https://www.youtube.com/watch?v=BYPDIlgIr9A>
 - Maschi, T., & Schwalbe, C. (2012) . Unraveling probation officers' practices with youths with histories of trauma and stressful life events. Oxford Social Work Research Journal, 36(1), 21–30.
 - Baumle, D. (2018). Creating the trauma-to- prison pipeline: How the U.S. justice system criminalizes structural and interpersonal trauma experienced by girls of color. Family Court Review, 56: 695-708.
- Optional:
 - Calleja, N. G. (2019). Translating research into practice: Designing effective reentry strategies for adolescent offenders. Aggression and Violent Behavior, 44, 18-23.

11/19/20

Zoom Class to start at 9:00 AM

- SW in Community Settings Psychology of Poverty
- Required Readings (and assigned readings in files)
 - Abelev - Advancing out of poverty: Social class worldview and its relation to resilience. Journal of Adolescent Research 24:114.
- Additional content to be added
- Ethical Dilemmas -Practice case

11/26/20

No Class Holiday Break

12/3/20

Zoom class starts at 10:00 AM

- Assignment #3 due/discussion
- SW in Medical Settings Medical Trauma
- Required Readings (and assigned readings in files)
 - Watch Video before class and prepare thoughts - Traumatic Childhood Grief
 - <https://www.nctsn.org/resources/courage-remember-training-video-child-traumatic-grief>
 - Stolbach, Psychotherapy of a dissociative 8-year-old boy burned at age 3. *Psychiatric Annals* 35: 685-694
- McDevitt-Murphy, et al., (2012). The Toll of traumatic loss in African Americans bereaved by homicide. *Psychological Trauma: Theory, Research, Practice and Policy*. 4: 303-311.
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12/10/20

Zoom Class to start at 9:00 AM

- Ethical Dilemma practice case discussions
- Review of course content - Questions?
- Wrap up!!

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