1. Course Statement

a. Course Description:
This course will present prevention, treatment, and rehabilitation practice theories and techniques emphasizing culturally responsive and evidence-informed interventions that address diverse groups of infants, children, and youth within their social contexts (e.g., peer group, school, family, neighborhood, and communities).

A variety of evidence-based interventions for engaging children, youth, and families (or other caretaking adults such as foster parents) will be presented. Particular attention will be paid to cultural, social, and economic factors that influence client functioning or the worker’s ability to accurately implement interventions that enhance client capacities. A range of evidence-based intervention approaches will be presented such as cognitive behavioral therapy, psychoeducation, behavioral therapy, parent management training and multi-tiered school-based interventions. Promising practices for children and adolescents across child serving settings will also be reviewed. The use of play therapy in working with young children and children who have been traumatized will be explored.

Content will focus on the early phases of intervention, including barriers to engagement that may result from client-worker differences, involuntary participation on the part of the child, youth, or family, and factors external to the client-worker relationship, such as policy or institutional decisions that may influence or shape intervention. Since work with children and youth almost always requires multiple intervention modalities, attention will be given to creating effective intervention plans through the integration of different modalities. Those intervention methods that have been empirically demonstrated to be effective will be given particular emphasis. Methods for monitoring and evaluating interventions are discussed and demonstrated in this course.

Intervention strategies taught in this course rely significantly on the social worker as a critical component of the change process, thus attention will be paid to the understanding of self as an instrument in the change process.
b. **Course Objectives and Competencies:**

- Based on assessment, select culturally responsive and evidence informed intervention strategies.
- Develop advanced intervention skills in working with children, adolescents and their families.
- Implement evidence-based prevention and intervention strategies that are compatible with infant/child/adolescent and family or caretaker goals, needs, circumstances, culture, and values.
- Understand and address the impact of diversity (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) of infants, children, adolescents, and families, and the social worker, on interventions and outcomes.
- Monitor and evaluate interventions regarding effectiveness and sensitivity to diversity factors.

**CSWE Competencies**

- Intervention: Social workers a) Initiate actions to achieve organizational goals; b) Help clients resolve problems; c) Negotiate, mediate, and advocate for clients; and d) Facilitate transitions and endings.
- Evaluation: Social workers a) critically analyze, monitor, and evaluate interventions.

c. **Course Design:**

The instructor will assign required and recommended readings. Class format will include lecture, discussion, case analysis, and skills development sessions. Presentations and written assignments will integrate theory, evidence-based research, and case analysis, and when possible, the student’s practicum work.

d. **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.

Intensive Focus on Privilege, Oppression, Diversity and Social Justice (PODS): This course integrates PODS content and skills with a special emphasis on the identification of theories, practice and/or policies that promote social justice, illuminate injustices and are consistent with scientific and professional knowledge. Using a variety of instructional methods, this course will support students developing a vision of social justice, learning to recognize and reduce mechanisms that support oppression and injustice, working toward social justice processes, applying intersectionality and intercultural frameworks and strengthening critical consciousness, self-knowledge and self-awareness to facilitate PODS learning. (Course Statement Approved By Governing Faculty 11/8/06).

PODS will be addressed through discussion of child/adolescent/family-worker differences and power/privilege differentials based on 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. Social Justice will also be addressed through discussion of differences between problems responsive to interpersonal practice interventions and those which result from poverty, discrimination, and disenfranchisement, requiring systemic as well as individual
interventions. Case advocacy for disadvantaged, deprived, victimized and underserved or inappropriately served children and adolescents and families will also be emphasized. Special attention will be given to issues of diversity as it relates to building therapeutic relationships and intervening. The interaction between environmental risk factors, protective factors, promotive and developmental factors as they contribute to coping, resiliency, and disorder, as well as how these might vary by child or adolescent diverse and intersecting factors, such as race, ethnicity, socio-economic status, gender, sexual orientation, sexual identity and culture.

Content on intervention planning will assist students in selecting interventions which are matched with client problems across diverse populations, cultural backgrounds, socio-political contexts, and available resources.

2. Class Requirements

a. Text and Class Materials:

The following texts are required for the course. When possible, links to online access to the text through the U-M Library have been included to assist students in obtaining the texts necessary for engagement in the course.

- **Required**: Please choose to obtain ONE of the following two textbooks:

Additional texts and other resources, which may be helpful in future practice or for assignments within the course, are included as an appendix to the syllabus (see pg. 10).
b. **Class Schedule:**

Below is a schedule of the course including weekly topics, required readings, and assignments. All materials that are expected to be read, viewed, or completed prior to class will be included within the Canvas Module for that specified week of class. Please note that additional content is included within the modules on our course canvas site for completion.

Any other changes to the course schedule will occur at least a week in advance (when circumstances permit) and will be shared over email and posted onto Canvas.

<table>
<thead>
<tr>
<th>Date &amp; Topic</th>
<th>Readings &amp; Assignments</th>
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</thead>
</table>
| **Week 1: January 11th**  
-Course Introduction | No Assigned Readings. |

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**January 18th—Martin Luther King Jr. Birthday Observance**  
**University Symposia—No Regular Classes**

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<thead>
<tr>
<th>Date &amp; Topic</th>
<th>Readings &amp; Assignments</th>
</tr>
</thead>
</table>
| **Week 2: January 24th**  
-Integrated Assessment & Cross-Cultural Social Work | **REQUIRED READING:**  
- Davies (2020) Chapter 1 (p. 9-41)  
- **CHOOSE ONE:**  

**IN CLASS:** Book Discussion Groups- Part 1  
- Please ensure that you have completed your reading assignment based upon your chosen book:  

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<tr>
<th>Date &amp; Topic</th>
<th>Readings &amp; Assignments</th>
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</table>
| **Week 3: January 31st**  
-Attachment-Oriented Treatment | **REQUIRED READING:**  
- Gil (2017) Chapters 1 and 2 (p. 3-36)  
- Davies (2020) Chapter 6 (p. 172-194) and Chapter 9 (p. 236-262)  

**IN CLASS:** Book Discussion Groups- Part 2  
- Please ensure that you have completed your reading assignment based upon your chosen book:  
**Week 4: February 7th - Treating Depression in Children & Adolescents**

**REQUIRED READING:**

**IN CLASS:** Book Discussion Groups - Part 3
- Please ensure that you have completed your reading assignment based upon your chosen book:

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**Week 5: February 14th - Treating Anxiety in Children & Adolescents**

**REQUIRED READING:**

**IN CLASS:** Book Discussion Groups - Part 4
- Please ensure that you have completed your reading assignment based upon your chosen book:

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**Week 6: February 21st - Treating Neurodevelopmental Disorders, Part 1**

**REQUIRED READING:**

**IN CLASS:** Book Discussion Groups - Part 5
- Please ensure that you have completed your reading assignment based upon your chosen book:
| Week 7: March 7<sup>th</sup>  
- Treating Neurodevelopmental Disorders, Part 2 | REQUIRED READING:  
- Davies (2020) Chapter 12 (p. 318-341)  
- **CHOOSE ONE:**  
| Week 8: March 14<sup>th</sup>  
- Treating Emotional & Behavioral Dysregulation, Part 1 | REQUIRED READING:  
- Davies (2020) Chapters 15 and 16 (p. 401-440)  
| Week 9: March 21<sup>st</sup>  
- Treating Emotional & Behavioral Dysregulation, Part 2 | REQUIRED READING:  

**IN CLASS:** Clinical Case Presentations-1<sup>st</sup> Team Member
### Week 10: March 28th - Trauma

**REQUIRED READING:**

**IN CLASS:** Clinical Case Presentations- 2nd Team Member

**Online Training Course & Reflection Paper Due by 11:59pm.**

### Week 11: April 4th - Trauma Interventions for Young Children

**REQUIRED READING:**
- Gil (2017) Chapter 5 (p. 74-86)
- **CHOOSE ONE:**
  - Gil (2017) Chapter 7 (p. 101-112)
  - Gil (2017) Chapter 13 (p. 172-184)
  - Gil (2017) Chapter 14 (p. 185-196)

**IN CLASS:** Clinical Case Presentations-3rd Team Member

**Treatment Implementation & Process Paper Due by 11:59pm.**

### Week 12: April 11th - Trauma Interventions for School-Aged Children & Adolescents

**REQUIRED READING:**
- **CHOOSE THREE:**
  - Gil (2017) Chapter 6 (p.87-100)
  - Gil (2017) Chapter 8 (p.113-123)
  - Gil (2017) Chapter 9 (p. 124-134)
  - Gil (2017) Chapter 10 (p.135-146)
  - Gil (2017) Chapter 11 (p. 147-160)

**IN CLASS:** Clinical Case Presentations- 4th Team Member

### Week 13: April 18th - Working with LGBTQ+ Youth

**REQUIRED READING:**

**IN CLASS:** Clinical Case Presentations-5th Team Member
c. Assignments:

Students are expected to complete all assigned course content prior to the appropriate class date and to use them as the basis for informed participation in class meetings. It is expected that students will complete and submit their work promptly on Canvas by the due date of each assignment. Late submission of assignments may result in a reduction in grade. There are three graded assignments in the course, as well as a grade given for course engagement. Additional details regarding each assignment including instructions, examples, and a grading rubric will be provided during the course.

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Due Date</th>
<th>Percent of Course Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>Clinical Case Presentation &amp; Reflection Paper</td>
<td>Date Varies (See Assignment Guide)</td>
<td>20%</td>
</tr>
<tr>
<td>Online Training Course &amp; Reflection Paper</td>
<td>March 28th by 11:59pm</td>
<td>20%</td>
</tr>
<tr>
<td>Treatment Implementation and Process Paper</td>
<td>April 4th by 11:59pm</td>
<td>40%</td>
</tr>
<tr>
<td>Class Engagement:</td>
<td>Ongoing Throughout the Course</td>
<td>20%</td>
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<tr>
<td>--Class Attendance</td>
<td></td>
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<tr>
<td>--Participation in Class Discussion</td>
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<tr>
<td>--Pre-Class &amp; In-Class Activities</td>
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d. Attendance and Class Participation:

Attendance at all class sessions is required. Participation in the class, including taking part in group activities, providing feedback, asking questions, and contributing to class discussions will be monitored throughout the course so that class engagement can be evaluated for grading purposes.

If personal or professional circumstances require your absence from class, please promptly inform your instructor via email. It is the responsibility of the student to ensure that any missed content is reviewed. Students may review the Policy on Class Attendance found in the MSW Student Guide.

e. Grading:

Final grades are based on 100 percentage points. Letter grades are assigned to point totals, based upon the following schedule:

<table>
<thead>
<tr>
<th>Grade</th>
<th>Percentage Range</th>
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<tbody>
<tr>
<td>A+</td>
<td>Above 100</td>
</tr>
<tr>
<td>A</td>
<td>94 to 100</td>
</tr>
<tr>
<td>A-</td>
<td>91 to 93</td>
</tr>
<tr>
<td>B+</td>
<td>88 to 90</td>
</tr>
<tr>
<td>B</td>
<td>84 to 87</td>
</tr>
<tr>
<td>B-</td>
<td>81 to 83</td>
</tr>
<tr>
<td>C+</td>
<td>78 to 80</td>
</tr>
<tr>
<td>C</td>
<td>74 to 77</td>
</tr>
<tr>
<td>C-</td>
<td>71 to 73</td>
</tr>
<tr>
<td>D+</td>
<td>68 to 70</td>
</tr>
<tr>
<td>D</td>
<td>64 to 67</td>
</tr>
<tr>
<td>E</td>
<td>63 and Below</td>
</tr>
</tbody>
</table>

Assignments that are submitted beyond the due date are subject to a 10% loss of credit, unless otherwise determined. For additional information, students may review the MSW Student Guide policies on Grades in Academic Courses and in Field Instruction as well as Student Grievance procedures and the policy for grading in special circumstances.
f. **Class Recording and Course Materials:**

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 a recording is occurring. 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. Additional information on class recordings can be found the Recording and Privacy Concerns FAQ.

g. **COVID-19 Statement:**

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. Your participation in this course is conditional upon your adherence to all safety measures mandated by the state of Michigan and the University, including properly wearing a face covering in class and compliance with the University COVID-19 Vaccination Policy. Other applicable and additional safety measures may be described in the Campus Maize & Blueprint. Your ability to participate in this course 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 and those seeking an exemption related to the vaccination requirement should submit an exemption request through WolverineAccess. 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.

h. **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.

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Additional School and University policies, information and resources are available here: [https://ssw.umich.edu/standard-policies-information-resources](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
**Additional Recommended Resources**

Below is a list of texts and other resources that I have found helpful to reference throughout my career. Although reading these texts is not required as a component of the course, these books may serve as meaningful guides for future intervention with children and families. Students are encouraged to explore these texts when completing course assignments, if applicable, or in their future clinical work.


