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, and indirect/macro practice methods used to address problems presented by or to children and youth in a variety of contexts. This course teaches the development of social work skills applicable to promotion, prevention, remediation and social rehabilitation activities with diverse child and youth populations at all levels of intervention. This course stresses the child and youth in context, and interventions based on this context. Intervention strategies focus on ways to bring about a change at various levels of the child’s ecosystem. The aim of the course is to promote 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.

Students will be taught assessment skills to be able to identify special needs, abuse and neglect, family violence, substance abuse, and circumstances of extreme stress, danger or deprivation. The students will learn how to design individual programs of intervention that are based on clearly articulated goals and priorities. Throughout the course, cultural competence and differences among families will be stressed.

The course format will combine lecture with multi media presentations, guest lecturers, and in-class student presentations.
COURSE OBJECTIVES

Upon completion of this course, students will be able to:

1. Apply an ecological systems perspective to social work practice with children and youth

2. Effectively communicate and establish collaborative relationships with children and youth, their families, and other significant members of their social environment

3. Apply collaboration building and consultation skills to strengthen families and organize communities in response to the needs of children and youth.

4. Assess risks to the child’s and youth’s safety, health and well-being and identify the strengths and resources available in the child’s environment to address these concerns.

5. Demonstrate an ability to conduct culturally sensitive and competent practice, which recognizes diversity across and within groups and the uniqueness of each individual and family.

6. Critically evaluate and monitor practice, programs and services provided to children and youth, their families and communities, involving, whenever possible, children and youth, their families and other care taking adults, their communities, and other service providers in the evaluation and monitoring of services.

7. Select, implement and justify research supported interventions, which are based on identifiable goals and priorities and a thorough evaluation of children, youth and families involved.

8. Describe roles, characteristics and responsibilities of the significant public and private agencies, which provide services to children, youth and their families.
COURSE DESIGN AND EXPECTATIONS

This course will use a combination of lecture, class discussion, case material, role-plays, group discussion and video material as appropriate. Students are expected to attend all class sessions. The instructor must be notified in the event of a possible absence due to illness or emergency. More than two unexcused absences will result in a reduction in the final grade. Assignments are expected to be on time. **Class participation is strongly encouraged and is worth 20% of your final grade.**

CLASS REQUIREMENTS

Progress in this course will be assessed by three assignments. The aim of the assignments is to give you an opportunity to focus on your own specific area of interest, or explore new areas that may not be covered in detail in the class. My hope is that you will draw from your personal experience and choose topics that will aid you in your current internship placement, or a specific personal interest related to children and youth that you hope to pursue professionally in the future. Hopefully, the more personally interesting to you, the more effort you will put into these projects. All papers are to be typed, double spaced, and written in professional, clinical style.

**Assignment 1: Due Monday, January 29, 2001**

This is an ungraded 3 to 5 page paper describing your own reasons for choosing “Children and Youth” as your area of specialization. This would include those parts of your own personal history that you feel are significant in making this choice. The purpose of this initial paper is twofold. First, I would like to encourage you to thoroughly examine your own personal motivators and deepen your sense of self-awareness as you prepare to enter into the intensity of professional social work relationships. Secondly, the purpose is to give you an opportunity to practice your professional writing style that will be required and graded in the final two assignments. **This paper will count as 10% of your final grade.**

**Assignment 2: Due Monday, February 26, 2001**

Read and critique a book of your choice on a topic related to course content. Your critique should be 4 to 6 pages in length and should include the following information:

1. Your reasons for choosing this book.
2. A brief summary of the book, no longer than a paragraph
3. To what readership the book is directed
4. Discuss the book's strengths: this should include what you liked about
   the book as a social worker, and strengths for its readership
5. Discuss the book's weaknesses: this should include your hesitations
   about recommending this book to clients, clinicians, other social
   workers, etc.
6. General discussion of the value of the book from a social work
   perspective.
7. Discussion of how the book relates to your practice area of “Children
   and Youth.”

Please do not use long quotations from the book, and do not choose a book designed
for children unless it is in conjunction with another book. Required texts for other
classes are not permissible for this assignment. All book selections must be
approved by me prior to completing the assignment.

This assignment is worth 30% of your final grade.

Assignment 3: Due Monday, April 5, 2000

This is a research project. You have a choice of two different formats for this
project: an in class presentation, or a paper. Your task for this project is to identify a
particular child or youth from your current placement (protecting confidentiality, of
course) and a particular issue or risk factor that affects this child’s development.

If you choose to do a paper, you are to create an assessment and interventive
strategy involving the child in the context of his/her environment. Your assignment is to
research the issue pertaining to this child, so as to plan the most effective intervention.
You must also decide which parts of the child’s environment will play a strategic part in
your intervention. Then you must design and plan an intervention strategy based on
clearly articulated goals and objectives. The paper must be 10 to 12 pages in length,
not including the bibliography.

If you choose to do an in-class presentation, the bulk of the presentation should
be about the particular risk factor you have identified, with a small amount of
information about the identified client. This presentation must include material that
would be valuable in planning a social work intervention, depending on your area of
concentration. You must present an outline of your work and a bibliography to
me on the day of your presentation. Please see me about a date for your
presentation. We will do presentations the last few weeks of class.

All projects must use at least 10 sources for your research, with no
more than 2 internet sources.

This assignment is worth 40% of your grade.
REQUIRED READING MATERIALS


Coursepak of related readings available at Excel, 1117 S. University, Ann Arbor.
COURSE OUTLINE AND READING SCHEDULE

January 8, 2001
Introduction to Course: expectations, format, etc.
Social Workers: Possibilities and Limitations

January 15, 2001
NO CLASS TODAY
Martin Luther King Day campus celebrations

January 22, 2001
Special Guest Presenter:
Sally Loughrin speaking on School Social Work

January 29, 2001
The Child as Individual and in Context
Gender Factors.
Attachment
Assessments

Assignment 1 due today
Readings: Webb, chapters 1 through 5
Coursepak:
The Role of Attachment in Personality Development pp. 270-287
Human Attachments and Trauma pp. 288-303
Attachment vs. Trauma Bonds pp. 304-307

February 5, 2001
Development
Social Class, Poverty, Racism

Readings: Coursepak:
Anatomy of Resilience pp48-56
Homeboys pp67-76
Young, Gifted and Trapped pp87-96
From a Dying Generation pp96-98
February 12, 2001

Families: Resources and Risks
Parenting

Readings: Webb, chapter 6, 12, 13

Coursepak:
Whatever Happened to Huckleberry Finn? Pp1-28
Raised in Jeopardy pp28-47
Facing the Problem pp101-125
Do Kids Need Prozac? Pp126-127

February 19, 2001

Educational Issues
ADD/ADHD, Learning disorders
Sensory Integration Disorder

Readings: Webb, chapter 9
Coursepak:
Teaching Kids to Care pp57-66
The Tornado Inside pp99-100

Assignment 2 due today.

February 26, 2001

NO CLASS SPRING BREAK

March 5, 2001

Families: Divorce and Single Parent Families

Readings: Coursepak
Identifying and Understanding Parental Alienation pp246-262
High Conflict Issues pp262-264
Confessions of a Stepmother pp265-269
March 12, 2001

Issues Affecting Adolescents

Readings: Coursepak
The Resounding Silence pp77-87
The Youngest Inmates pp215-220

March 19, 2001

Domestic Violence

Readings: Webb chapter 14
Coursepak:
The Faces of Hedda Nusbaum pp130-133
Anatomy of Violence pp134-142
The Film Makers and the Abuser pp143-151
It's A Community Affair pp152-159
Inside the Heart of Marital Violence pp160-169
What is Battering? Pp170-175
Prevalence and Effects of Child Exposure to Domestic Violence pp221-230
Impact of Federal and State Laws on Chidden Exposed to Domestic Violence pp232-245

March 26, 2001

Child Abuse, Childhood Trauma and Shame

Readings: Coursepak
Checklist for Determining Likelihood of Sexual Abuse pp176-186
Normal Child Sexual Development pp187-192
Magic Fingers pp193-198
Children as Victims of Violence pp199-208
Children and Guns pp209-214
Shame-Guilt Contrast pp308
Behaviors Associated with Shame pp309-310
The Signs of Psychological Trauma pp311-335

April 2, 2001

Foster Care and Adoption

Readings: Webb, Chapters 10, 11
Coursepak:
The Patterns that Disconnect
April 9, 2001
To be determined
In Class Presentations

Assignment 3 due today

April 16, 2001
To be determined
In-class presentations