THE UNIVERSITY OF MICHIGAN  
School of Social Work  

SW 696: SOCIAL WORK PRACTICE WITH CHILDREN AND YOUTH  
Winter, '01  
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COURSE DESCRIPTION  
This is an advanced level methods course in the Children and Youth in Families concentration. It is designed to build upon the foundation-level practice course (SW 516), to prepare students for employment in human service delivery systems which address the needs of children, youth and their families. This course encompasses both direct (micro-methods, e.g., assessment, intervention, prevention) and indirect (macro-methods, e.g., program design, administration, community organization, policy analysis) approaches used to address problems presented by or to children and youth in a variety of contexts. Emphasis is placed on the development of skills applicable to promotion, prevention remediation and social rehabilitation activities with diverse child and youth populations at all levels of intervention. For this section, special attention is given to system responsiveness to unique client system and cultural norms.  

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 with 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, security 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.  
(6) Critically examine practices, programs and services provided to children and youth, their families and communities.  
(7) Select, implement and justify research supported interventions which are based on identifiable goals and priorities.  
(8) Describe the roles, characteristics, and responsibilities of the significant public and private agencies which provide services to children, youth and their families.
REQUIRED TEXTS

RECOMMENDED TEXTS

ADDITIONAL READINGS
In addition to the assigned and recommended texts, assorted journal articles may be recommended. These readings will be identified in class and can be obtained from the original citation source.

PERIODICALS
As social work professionals interested in children and youth issues, you should familiarize yourself with the following journals (Note that some of the journals may be located in University libraries other than the Social Work library).

Child Abuse and Neglect  Jrln of Child and Adol. Group Therapy
Child and Adolescence  Jrln of Child and Youth Care
Child Development  Jrln of Clinical Child Psychology
Child: Health, Care and Dev.  Jrln of Marital and Family Therapy
Child Psych and Human Dev.  Jrln of Multicultural Social Work
Child Study Journal  Jrln. of Social Issues
Child Welfare  Jrln. of Social Service Research
Children and Youth Care Forum  Jrln of Socail Work Admin.
Children and Youth Services  Jrln of Social Work Education
Children’s Health Care Journal  Jrln of Teaching in Social Work
Children Today  Public Welfare
Early Child Research Quarterly  Smith College Studies in Social Work
Families in Society:  Jrln of Contemp. Human Services
Gifted Child Quarterly  Social Service Review
Health and Social Work  Social Work
Jrln of Ab. Child Psychology  Social Work Research and Abstracts
Jrln of the Am. Acad. Child and Adol. Psychiatry  
Social Work with Groups

**COURSE REQUIREMENTS**

1) Attend each session; absences will lower your grade since:
   a) some material considered essential to achieving the objectives of the course will only be presented in class
   b) class discussions and participation in exercises are considered an important part of your learning experience *(10% of the course grade)*

*Regarding attendance, please contact me about any absence PRIOR to class whenever possible or immediately thereafter.*

2) Complete assigned readings for each session and assume co-facilitator duties for at least one session *(10% of the course grade)*.

3) Complete the following assignments:
   a) **Assignment #1**: Discuss your reason(s) for choosing social work practice with children and youth. Include in your discussion:
      (1) your specific concerns being sure to indicate if your concerns focus on a particular *target problem* (e.g., increase in drug exposure to infants/children/youth, child abuse/neglect, school problems, high school dropout, youth violence, teen pregnancy, etc.), *target population* (e.g., children in poverty, youth gangs, etc.), a specific *service area* (mental health, medical health, school, child welfare, juvenile justice, etc.), or *social work domain* (e.g., interpersonal practice, community organization, policy / planning, research);
      (2) describe what you see as factors contributing to your concerns;
      (3) indicate what you would like your role to be in addressing these concerns;
      (4) identify at least three strengths and three gaps in our profession’s current efforts to address these concerns.

   (Paper should be typed (12-pt. font), double-spaced, proof-read and limited to 6 pages maximum, including references.) *(Due: February 5; 20% of the course grade)*

   b) **Assignment #2**: Using either a program from the readings or one in which you are familiar, discuss its strengths and limitations for serving culturally diverse populations (To be discussed further in class). *(Due: March 19; 25% of the course grade)*

   c) **Assignment #3: Student Paper / Presentation**: Identify a child or youth “program that works”. Briefly describe the program (in terms of the “critical elements” that make it successful). Discuss the way in which the program addresses the 4 A’s discussed in class (i.e., availability, accessibility, acceptability and accountability). (Paper should be typed (12-pt. font), double-spaced, proof-read and limited to 10 pages maximum, including references.) Provide a brief in-class presentation of the program you’ve identified. *(Due: April 9; 35% of the course grade)*
Note: I am open to modifying any of the above assignments to fit into your educational and career objectives. If you choose to modify an assignment, you must provide a written plan and schedule an appointment with me to discuss your plan PRIOR to proceeding. Also, regarding late assignments, please discuss with me PRIOR to due date.

UNITS OF STUDY: SUMMARY

1/8 I Introduction
1/15 NO CLASS - MLK, Jr. Day of Celebration
1/22 II Cultural Competence and Children's Interventions
1/29 Cultural Competence and Children's Interventions (cont.)
2/5 III Children, Youth and Society: Current Issues
2/12 IV Children, Youth and Well-Being: Risk and Protective Factors (Assignment #1 Due)
2/19 V Children in Families
2/26 NO CLASS - SPRING BREAK
3/5 VI Approaches that Work
3/12 VII Linking Children and Youth to Systems
  A. School Based (Assignment #2 Due)
  B. Child Welfare
  C. Mental Health
3/19
3/26
4/2 VIII Community Responsibility and Children’s Services
4/9 IX Effective Practice with Children
4/16 X Summary / Conclusion (Assignment #3 Due)

SESSION OUTLINE

Week 1: January 8
I. Introduction
Hill Chapter 1: Effective professional intervention in children's lives, pp. 7-48

Week 2: January 15: MLK, Jr. Day of Celebration (No Class)
L & H Chapter 1: Ethnic, cultural and language diversity in intervention settings by Hanson, pp. 3-22.

Week 3: January 22
II. Cultural Competence and Children's Interventions
L & H Chapter 1 (Review): Ethnic, cultural and language diversity in intervention settings, pp. 3-22.
Chapter 3: Developing cross-cultural competence by Lynch, pp.47-89

**Week 4: January 29**

*Cultural Competence and Children's Interventions (cont.)*

L & H  Chapters 4-11 (CHOOSE ONE)
Postlude: Children of many songs, pp. 483-488.
Chapter 12: Steps in the right direction: Implications for interventionists, pp. 491-512.

**Week 5: February 5 (Assignment #1 Due)**

**III Children, Youth and Society: Current Issues**

Chapter 2: Youth in Families, School and Communities, pp. 12-21.

Hill  Chapter 1 (Review): Effective professional intervention in children's lives, pp. 7-48

**Week 5: February 12**

**IV Children, Youth and Well-Being: Risk and Protective Factors**

Dryfoos  Chapter 3: Vulnerable Youth: Sex, Drugs and Violence, pp.24-42.
Chapter 7: Coping with Sex, Drugs and Violence, pp.112-133.

Hill  Chapter 3: Working with social networks: Key resources in helping children at risk by Gilligan, pp. 70-91.

**Week 6: February 19**

**V Children in Families**


Hill  Chapter 2: Working with families in the early years by Roberts and MacDonald, pp. 49-69
Chapter 3: Effective ways of working with children and their families by Gilligan, pp. 70-91.

**Week 8: February 26: Spring Break (No class)**

**Week 9: March 5**

**VI Approaches That Work**

Dryfoos  Chapter 4: Visits to Five Outstanding Safe Passage Programs, pp. 46-69.
Chapter 9 What doesn’t work and why? pp. 162-176

Optional:

**Week 10: March 12**
VII Linking Children and Youth to Systems
A. School-Based
Dryfoos  Chapter 5: Full Service Community Schools, pp. 71-89.
         Chapter 11: Safe Passages - Schools, pp. 192-201.
Hill    Chapter 8: Educational services for children with emotional or behavioural difficulties
        by Lloyd and Munn, pp. 163-178.
Week 11: March 19 (Assignment #2 Due)

B. Child Welfare

Hill  Chapter 11: Treatment issues in child sexual abuse by Murray, pp. 215-239.
       Chapter 12: Work with fostered children and their families by Berridge, pp. 240-255.

Week 12: March 26

C. Mental Health

Petr  Chapter 10: Overview of Social Work with Children and Families and Mental Health Settings, pp. 213-239.
       Chapter 11: Connections: How the Eight Pragmatic Perspectives Apply in Mental Health Settings, pp. 240-262.
       Chapter 12: Connections: Case Examples from Mental Health, pp. 263-290.

Session 13: April 2

VIII Community Responsibility and Children’s Services

Dryfoos  Chapter 12: Safe Passages in Communities, pp. 204-219.
         Chapter 13: Tracking Resources Through the State and Federal Maze, pp. 222-247.
         Chapter 14: Ensuring Safe Passages, pp. 250-268.

Hill  Chapter 4: Community work with children by Henderson, pp. 92-105.

Week 14: April 9 (Assignment #3 Due)

IX Effective Practice with Children

Hill  Chapter 14: Toward effective ways of working with children and their families, pp. 270-286.

L & H  Chapter 12: Steps in the right direction: Implications for interventionists, pp. 491-512.

Student Presentations

Week 15: April 16

X. Summary / Conclusion

Student Presentations