Social Work 696: Social Work Practice with Children and Youth
Spring/Summer 2002 (Mondays 8:10 am-noon)
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Class meets in room 3001 in the School of Education Building
* Please put adjunct lecturer on all correspondence turned into my mailbox

Course Description:
This advanced level methods course in the Children and Youth in Families concentration is designed to build upon the foundation level practice methods course and prepare students for employment in the many human service delivery systems which address the needs of children, youth and their families. This course encompasses both direct/macro and indirect/macro approaches used to address problems presented by or to children and youth in a variety of contexts. The development of social work skills applicable to promotion, prevention, treatment and social rehabilitation activities with diverse child and youth populations at all levels of intervention will be emphasized. Throughout the course, cultural competence and differences among families will be stressed. This course will utilize lectures, discussions/student participation, assigned readings, written assignments, guest speakers and videos.

Course Objectives: Upon completion of this course, students should 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 or 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. Plan and demonstrate micro and macro interventions which are based on identifiable goals and priorities in a culturally sensitive and culturally competent manner.
6. Incorporate social work values and ethical principles in planning and implementing interventions for children and youth.
Relationship to Curricular Themes:

a. *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 and how these may impact intervention relationships with children, youth and their families.

b. *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, child abuse) 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.

c. *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 direct 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 contexts. At the indirect practice level, 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.

d. *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 professionals 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. Social science research concepts and methods are described in relationship to both social work practice and program evaluation processes.

**Required Readings (both on reserve at the social work library):**
Course pack available at Excel, 1117 South University, Ann Arbor.
Assignment #1
Discuss your specific concerns about social work practice with children and youth. Include in your discussion:
1. Your specific concerns focusing on a particular target problem (teenage substance abuse, sexual abuse, neglect, school problems, etc.), target population (cults, gangs, children in poverty, juvenile delinquents, etc.), a specific service area (juvenile justice, public health, school, mental health, etc.) and social work domain (research, practice, community organization, policy/planning, etc.).
2. Describe what you see as factors contributing to your concerns.
3. What would you like your role to be to address these concerns.
4. What are at least 3 strengths and 3 growth areas in our profession’s current efforts to address these concerns.
- Paper should be typed (12-pt. font), double spaced, proof-read and 6 pages maximum (including references).

Assignment #2
Identify two different community/university/professional presentations/trainings that you will attend which focuses on a special issue facing children and youth. For each presentation or training, summarize the key points in the presentation/training. Discuss the presentation in context of the four curricular themes in this course (multicultural and diversity issues; social change and social justice issues; promotion and prevention and social science knowledge).
- Attach info. on the presentation you attend (flyer, etc.)
- Papers should be typed (12-pt. font), double spaced, proof-read and 3 pages per brief.

Assignment #3
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 (i.e. availability, accessibility, acceptability and accountability).
- Papers should be typed (12-pt. font), double spaced, proof-read and limited to 10 pages maximum, including references.
- You will provide a brief in-class presentation about the program you have identified.

Class Requirements:
10% Attendance
15% Class participation
15% Assignment #1 (due 5-20-02)
20% Assignment #2 (due anytime July 1 or before)
40% Assignment #3 (due 7-8-02)- Includes in class presentation that day
Course Schedule and Required Assignments:

May 6, 2002
Topic: Introduction, Prevention, Early Intervention
Assignment: None

May 13, 2002
Topic: Social Work Values & Ethics, Risk Factors and Attachment
Assignment: Webb Chapters 1-4, “Do The Right Thing” and “Plain Talk“ (handouts given out in class)
Course pack articles:
1. The Helping Relationship- pg. 1-11
2. Self-Disclosure- pg. 12-31

May 20, 2002
Topic: Early Development (Speaker= Mary Ruffolo, U of M Professor)
Assignment: Assignment #1, Webb Chapter 5
Course pack articles:
1. Programs That Mitigate the Effects of Poverty on Children- pg. 32-56
2. Preventing Conduct Problems in Head Start Children: Strengthen Parenting Competencies- pg. 57-72

May 27, 2002
NO CLASS...MEMORIAL DAY

June 3, 2002
Topic: Trauma
Assignment: Webb Chapter 7, 8, 12,13 and 14 (pages 295-304)
Course pack articles:
1. When the Helper is Hurting- pg. 177-183
2. Human Attachment and Trauma- pg. 184-199
3. The Signs of Psychological Trauma- pg. 200-224
4. You Carry the Cure In Your Own Heart- pg. 225-227

June 10, 2002
Topic: Domestic Violence (Speaker= Ellen Yashinsky, Director of Outpatient Clinical Services for Jewish Family Services)
Assignment: Webb Chapter 14 (pages 304-319)
Course pack articles:
1. The Impact of Violence on Children- pg. 228-244
2. The Impact of Federal and State Laws of Children Exposed to Domestic Violence- pg. 245-258
3. Child Protective Services and Domestic Violence- pg. 259-271
4. It’s a Community Affair- pg. 272-279
June 17, 2002  
**Topic:** Children and Families  
**Assignment:** Webb Chapter 6, 10 (pages 115-127) and -11  
Course pack articles:  
1. The Patterns That Disconnect- pg. 73-74  
2. The Conceptual Framework for Wraparound: Definition, Values, Essential Elements and Requirements for Practice- pg. 75-82  
4. Raised in Jeopardy- pg. 110-129  
5. Valuing Families: Social Work Practice With Families From a Strengths Perspective- pg. 130-142  
6. The Anatomy of Resilience- pg. 143-151  
7. Facing the Problem- pg. 152-176  

June 24, 2002  
**Topic:** Children and Youth in Schools (Speaker: Claudia Williamson, Principal for Canton Charter Academy)  
**Assignment:** Webb Chapter 6 (pages 126-137) and 9  
Course pack article:  
1. Teaching Kids to Care- pg. 280-289  

July 1, 2002  
**Topic:** Diversity and Cultural/ Sexuality Sensitivity.  
**Assignment:** Course pack articles:  
1. Cultural Competency in the Field of Child Maltreatment- pg.290-298  
2. Racial/ Ethnic Representation Across 5 Public Sectors of Care for Youth- pg.299-309  
3. The Rights of Children and Adolescents of Color in Mental Health Systems- pg.310-319  
5. Generating Stories of Resilience: Helping Gay and Lesbian Youth and Their Families- pg. 335-344  
6. Psychotherapy With Gay and Lesbian Adolescents-pg. 345-355  

July 8, 2002  
**Topic:** Program Design, Evaluation and Supervision  (Speaker: Nancy Calley, Clinical Director of Spectrum Human Services)  
**In-class presentations of programs**  
**Assignment:** Assignment #3
July 15, 2002

Topic: Juvenile Justice

Calumet Residential Treatment- Treatment program that works!!!!!
Future directions of social work with children and youth
Stress and burnout
Closure, evaluations, etc.

Assignment: Webb Chapter 15

Course pack articles:
1. Youth Crime, Public Policy and Practice in the Juvenile Justice System:
   Recent Trends and Needed Reforms- pg. 356-361
2. Safe Passages- Chapter 4 (pg. 362-387), 8 (pg. 388-410) and 9 (pg. 411-426)
3. Crime Timebomb- pg. 427-433
4. OJJDP- Truancy- pg. 434-440
5. Best Practices in Juvenile Justice- pg. 441-469
6. Multidimensional Treatment for Foster Care- pg. 470-479
7. The Young Inmates- Sentencing Children as Adults- pg. 480-485