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 one unexcused absence will result in a reduction in the final grade.

- Assignments are expected to be on time. Assignments that are turned in late will result in an automatic reduction in the grade.

- Class participation is strongly encouraged and is worth 10% of your final grade. If for cultural or other personal reasons you find class participation to be difficult, please see me.

Grading:
The requirements listed below are the minimal expectations for class assignments, and if followed precisely will result in an “A-” grade for the assignment. A grade higher than “A-” will be given to work that has gone above and beyond the minimal qualifications. This would reflect more thorough, thoughtful and thought provoking work on your part. This will be discussed in detail in class. Feel free to ask questions about this policy!

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 with page numbers, double spaced, and written in professional, clinical style.
Assignment 1:

This assignment is a self assessment and is confidential. Think back to a time when you were a child or adolescent and you were, or might have been, the “client” of a mental health professional. Please write a 2 to 3 page assessment (not including the Genogram and ecomap) and include the following information about you.

1. Precipitating event
2. Environmental stressors
3. Family dynamics
4. What were your needs?
5. What were your strengths?
6. What were your abilities?
7. What were your preferences?
8. What would have helped you?
9. 2 to 3 generation Genogram
10. Your ecomap at the time

The purpose of this assignment is to help you to think about interventions with children and youth from the point of view of the “help-ee,” rather than the helper.

This assignment is worth 10% of your grade and is due on May 12, 2003.

Assignment 2:

This assignment is a group presentation involving 3 to 4 people. Your task is to identify a child or adolescent “client” from the media. You will be creating an assessment of this “client” and then creating an intervention plan. The information you will present to the class is:

1) Basic psychosocial history, including presenting problem, symptomatology
2) Family information: life cycle stage, Beaver’s Scale Level, risk factors, resources, family dynamics
3) Client’s strengths, needs, abilities, preferences
4) Genogram
5) Ecomap
6) Interventions from 3 different levels: micro, mezzo, macro

Please be prepared to show a video clip of your “client” to the class. Your group should form a treatment team of social workers with different interventive philosophies. You will design interventions for the “client” you have chosen, and if desired for the family or other members of the client’s environment.

This assignment is worth 30% of your grade and the due date will be determined in class.
Assignment 3:

This assignment is a case study. You may chose a child or adolescent that you know or are working with, or chose one from your readings. The goal of the assignment is to relate the concepts presented in class readings and lectures to the client in your case study. Depending on your particular client, certain of the topics presented will not be relevant. This paper will be turned in on the last day of class and should include:

1. A brief description of the client
2. A description of how the following concepts pertain to the client:
   a. Gender
   b. Attachment issues
   c. Social Justice issues
   d. Level on the Beavers Scale
   e. Abuse, shame and trauma issues
   f. Divorce, single parenting, or other family composition issues
   g. Domestic Violence, or power and control issues
   h. Educational Issues
   i. Adoption or Foster Care issues
3. A description of how the following intervention strategies would be applicable to your client:
   a. Case management
   b. Wraparound Approach
   c. Multisystemic Therapy
   d. Treatment Foster Care
   e. Mentoring
   f. Family Education

This is not a research paper; however, you must reference and cite 3 articles from the Coursepack that relate to the child or adolescent in your case study.

This paper should be typed, double spaced and written in professional clinical style. It should be sub-headed with each of the various required elements. Paper length is not as important as thoughtful application of the concepts.

This assignment is worth 50% of your grade and is due on July 21, 2003.

REQUIRED READING MATERIALS

Burns, Barbara J., and Hoagwood, Kimberly, Community Treatment for Youth, Oxford University Press, New York, 2002

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

May 5, 2003

*Introduction to Course: expectations, format
Assessment*

Assignment: self assessment
Genogram, ecomap, etc.

Social Workers: Possibilities and Limitations

May 12, 2003

*The Child as Individual and in Context
Gender Factors*

Readings:
Text: Chapters 1-3

May 19, 2003

*Attachment*

Readings:
Text: Chapter 4

May 26, 2003

*No Class: Memorial Day*

June 2, 2003

*Families: Resources and Risks
Parenting*

Readings:
Text: Chapter 5

June 9, 2003

*Child Abuse, Childhood Trauma and Shame*

Readings:
Text: Chapter 8
June 16, 2003

Domestic Violence

Readings:
Text: Chapter 10

June 23, 2003

Divorce and Single Parent Families

Readings:
Text: Chapter 7

June 30, 2003

Foster Care and Adoption

Readings:
Text: Chapter 6

July 7, 2003

The Criminal Justice System

Readings:
Text: Chapter 12

July 14, 2003

Educational Issues

Readings:
Text: Chapter 9

July 21, 2003

Wrap-up

Assignment 3 due today