THE UNIVERSITY OF MICHIGAN
SCHOOL OF SOCIAL WORK

Social Work 696
Social Work Practice with
Children and Youth
Fall, 2003
Fridays, 2:00pm to 5:00pm
Office Hours: by appointment

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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 2 unexcused absences 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. Cultural factors?
5. What were your needs?
6. What were your strengths?
7. What were your abilities?
8. What were your preferences?
9. What would have helped you?
10. 2 to 3 generation Genogram
11. 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 September 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) Environmental information: risk factors, resources, family dynamics, cultural factors
3) 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.

Please limit your presentations to 30 minutes.

This assignment is worth 20% of your grade and the due date will be determined in class.

Assignment 3:

This assignment involves completing an interview with a Master’s level social worker who is working with children and/or youth. Please obtain the following information from this social worker:
1. Do you like your job?
2. What are the best parts about it?
3. What are the worst parts about it?
4. What did you learn in your Master’s level Social Work program that helps you in your job?
5. How has the supervisory relationship been a help/hindrance to your work?
6. What are your thoughts about the kids/adolescents you work with/for?
   a. Do you like them?
   b. Feel sorry for them?
   c. Other feelings....
7. How do you think you are helpful to them?
8. What is your goal in working with/for them?
9. Any other information that this social worker thinks is relevant?

After you have reported this information, please do a 1 to 2 page personal reflection of your interview and findings including your own thoughts and feelings about the interview. The total paper length should be 4 to 6 pages.

This assignment is worth 30% of your grade and is due on October 24, 2003.

Assignment 4:

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. Please disguise the name and other pertinent identifying information to maintain the confidentiality of this client. 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, but please list each one and state why it would 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 and Gender Socialization Issues
   b. Attachment issues: infancy and childhood
   c. Social Justice issues: Does your client have equal access to society’s resources?
   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
   j. Present or future juvenile justice issues
3. A description of how the following intervention strategies would be applicable to your client: (Please list each strategy and describe the strategy and state why or why not it would be an appropriate intervention for your client.)
   a. Case management
   b. Wraparound Approach
   c. Multisystemic Therapy
   d. Treatment Foster Care
   e. Mentoring
   f. Family Support and 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 40% of your grade and is due on December 5, 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

September 5, 2003

Introduction to Course: expectations, format

Assessment

September 12, 2003

The Child as Individual and in Context

- Readings
- Coursepack: On Being K’ed

Assignment 1 due today.

September 19, 2003

Social Justice, Culture

- Readings
- Text: Chapters 1, 2, 13, 14

September 26, 2003

Families: Resources and Risks

Parenting

- Readings
- Text: Chapters 1,2
- Coursepack: The Anatomy of Resistance

October 3, 2003

Gender, Gender Socialization

- Readings
- Coursepack:
- When Male Behavior is the Norm
- Perpetrating Masculinity
- The Hidden Culture of Aggression in Girls
October 10, 2003

Attachment

- Readings
- Text: Chapter 3, 4
- Coursepack:
  - Human Attachments and Trauma
  - Attachment vs. Trauma Bonds

October 17, 2003

Child Abuse, Childhood Trauma and Shame
Grief and Loss

- Readings
- Text: Chapter 5
- Coursepack:
  - Teaching Kids to Care
  - Grand Central: Early Brain Anatomy and Violence
  - Violence in the Lives of Young Children

October 24, 2003

Domestic Violence

- Readings
- Text: Chapter 8
- Coursepack:
  - The Criminalization of Domestic Violence

Assignment 3 due today

October 31, 2003

Divorce and Single Parent Families

- Readings
- Text: Chapter 7
- Coursepack:
  - Identifying and Understanding Parental Alienation
  - Reconstructing the Stepfamily
November 7, 2003

Foster Care and Adoption

- Readings
- Text: Chapter 6
- Coursepack:
  - Understanding and Supporting Parent Child Relationships During Foster Care Visits
  - Welcome to our World

November 14, 2003

Issues of Adolescence
- LGBT
- Eating Disorders
- Substance Abuse
- Self Mutilation

- Readings
- Text: Chapter 10
- Coursepack:
  - The Master Aptitude
  - Children and Reluctance

November 21, 2003

The Criminal Justice System

- Readings
- Text: Chapters 9,12

November 28, 2003

No Class, Thanksgiving Break

December 5, 2003

Wrap Up

Assignment 4 due today
Coursepack Articles

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1. On Being K’ed .................................................................................................................. 1
2. The Nature of Environmental Stress and the Nurture of the Individual ....... 13
3. The Anatomy of Resilience ............................................................................................. 41
4. Teaching Kids to Care ..................................................................................................... 50
5. Grand Central, Early Brain Anatomy and Violence ................................................. 60
6. Human Attachments and Trauma .................................................................................. 88
7. Attachment vs. Trauma Bonds ..................................................................................... 104
8. When Male Behavior is the Norm ................................................................................ 136
9. Perpetrating Masculinity ............................................................................................... 151
10. The Hidden Culture of Aggression in Girls ................................................................. 174
11. Violence in the Lives of Young Children .................................................................... 197
12. The Master Aptitude ...................................................................................................... 224
13. The Criminalization of Domestic Violence ................................................................. 241
14. Children and Reluctance .............................................................................................. 251
15. Reconstructing the Stepfamily .................................................................................... 275
16. Welcome to our World ................................................................................................. 284
17. Understanding and Supporting Parent Child Relationships During Foster Care Visits ......................................................................................................................... 300
18. Identifying and Understanding Parental Alienation .................................................. 313