

WORKING WITH AND FOR YOUTH

The *Phylis Lan Lin* Program of Social Work

Working with and For Youth
SOWK 200-01
Good Hall, Room 206
Tues/Thurs 12:30 - 2

Fall, 2004
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General Course Description:

This course is designed to orient students to the needs, problems, strengths, and services associated with child and adolescent clients. Specific topics covered will be at the discretion and interests of the students, and will be determined on the first day of class.

Prerequisites/Co requisites:

There are no prerequisites for this course.

Resources:

There is one book required for this course:

Child Welfare: Clinical Theory and Practice, 1999.
Elaine S. LeVine and Alvin L. Sallee

Course Evaluation:

Students have multiple opportunities for evaluation, and may choose from the first three options listed; in other words, they must successfully complete three of the five graded items. Each choice is equally weighted, comprising 30% of the final grade.

Three scheduled examinations (30% each)

The first examination is mandatory for all students. If you are choosing not to take the remaining two scheduled exams, you simply do not attend class that day. However, you must be present when going through the study guide prior to the exam, and are expected to participate.

Paper (30%)

Students may choose to complete a research paper in lieu of one of the exams, or perhaps to improve a grade earned on a previously taken exam. Any student choosing to submit a paper can use the pre-grade option. See attached handout for guidelines and criteria for the paper.

Class Presentation (30%)

Students may choose to complete a class presentation in lieu of one of the exams, or perhaps to replace a grade earned on a previously taken exam. All presentations must be planned and scheduled with the professor no later than September 14. See attached handout for guidelines and criteria for the paper.

Class Performance (10% of grade)

The final 10% of each student's grade will be based on attendance, participation, and efforts in the classroom. Points for the following comprise the class performance grade:

- attendance: students lose points for missing class. Any field trip (other than optional invitations) missed will count as two class absences. (5 of 10 points)
 - participation in class discussions (3 points)
 - participating in class exercises activities, including those associated with another student's presentation (2 points)
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Course Policies:

1. Much of the learning in this course is acquired and/or further developed through the use of experiential exercises. Therefore, regular attendance at every class session is mandatory, and failure to do so will impact the student's overall performance as well as the class performance grade.
2. Papers and assignments are due on assigned dates. Late work will not be accepted without significant penalty, and no make-up exams will be given.
3. Pre-grading of the paper, with opportunities to revise in order to improve the grade, is available to all students. However, students may only take advantage of this prior to the pre-grade deadline. All pre-graded entries must be submitted with the final revision. Students are encouraged to utilize the University's Writing Lab if needed, as they are expected to be proficient writers.
4. All University policies regarding academic integrity and misconduct will be strictly followed. Any student who violates these policies will receive an F in the course and will be reported to the Provost per University policies.
5. Students are welcome to come by the instructor's office with or without an appointment. Office hours at this time are as follows: Tuesdays, 11-12:30 and Thursdays 3-4 pm. Other hours will be determined and announced soon. When the need to meet is anticipated by the student, scheduling an appointment is suggested in order to minimize waiting and to prevent missing the instructor. Please be aware that the professor is generally not on campus on Mondays.
6. The instructor can also be reached on Email (address above) and Voice mail. Every effort will be made to return your message promptly.

Class Schedule:

Content to be determined on first day of class; with students selecting topics of interest to them. The completed schedule will be promptly disseminated.

Course Outline As Determined by this Class:

Week 1

Tu Aug 31

Introduction to Course
Development of Syllabus

DEVELOPMENT UNIT

Th Sept 2

Approval of Syllabus
Begin Development

Week 2

Tu Sept 7

Development

Read: Ch. 3, "Relevant Developmental Issues"

Th Sept 9

Development

Read: Ch. 9, "Child Assessment"

Week 3

Tu Sept 14

Development
Developmental Histories

Read: Ch. 1, Who are the Children in Need?

Ch. 13, "Special Needs Children"

VULNERABLE CHILDREN: SPECIAL POPULATIONS

Th Sept 16

Children with Physical Disabilities
Children with Developmental Disabilities

Read: Gustavsson & Segal, "The Juvenilization of Poverty"

Week 4

Tu Sept 21

Children of Poverty

Read: Rose and Fatout, "Cultures, Communities, and Families"

Th Sept 23

Children of Color
Receive Study Guide 1

Week 5

Tu Sept 28

Conclusion of Vulnerable Child Unit
Review for Exam

Th Sept 30

Exam 1

Read: Ch. 2, "Children in Historical Perspective"

POPULAR CULTURE AND YOUTH

Week 6

Tu Oct 5

The Evolution of "Childhood"
Demographic view of today's youth

Read: Ch. 5, "Behavioral and Cognitive Contributions to Child Theory"

Th Oct 7

Effects of Media on Children:

- Violence
- Eating Disorders
- the pursuit of Beauty
- Chemical Use/Abuse
- Sexuality

Read: Ch. 10, "Family Assessment and Case Management"

FAMILY UNIT

Week 7

Tu Oct 12

Overview of American Families, Then and Now

Th Oct 14

Family Assessment
What do Kids "Get" from their families?

Week 8

Tu Oct 19 -

Fall Break, No Class!

Th Oct 21

Dealing with Death, Loss, Terminal Illness

Read: Ch. 14, "Children with New Families"
Sugarman, "Single-Parent Families"

Week 9

Tu Oct 26

Divorce: Myth and Fact
Effects of Divorce on Kids

Th Oct 28

Families in Transition
Receive Study Guide 2

Read: Ch. 7, "Family Therapy"

Week 10

Tu Nov 2

Family Intervention
Review for Exam 2

Th Nov 4

Exam 2

Read: Rose & Fatout, "Methods and Practices in School Systems"

Week 11

Tu Nov 9

The Educational System - what *else* kids learn

Th Nov 11

Serving Kids in the Schools

Read: Ch. 12, Physical Abuse, Sexual Abuse, and Neglect

ABUSE AND NEGLECT UNIT

Week 12

Tu Nov 16

Types of Abuse and Neglect
Indicators of Abuse and Neglect
Demographic Overview

Th Nov 18

Runaway (or Throwaway?) Kids

Read: Berrick et al, "From Child Maltreatment to Placement"

Week 13

Tu Nov 23

The Child Welfare System: Reporting, Investigating, Disposition

Read: Berrick et al, "Foster Care, Reunification, and Adoption"

Berrick et al, "Group Care"

Hegar & Scannapieco, Kinship Foster Care in Context"

Th Nov 23 Thanksgiving -No Class!

Week 14

Tu Nov 30

Placement of Abused Kids

Outcomes of Abuse

Pregrade Deadline for Optional Paper

Th Dec 2

Intervention with Abused or Neglected Kids

Read: Rose and Fatout, "The Process of Helping Children and Adolescents"

Week 15

Tu Dec 7

Intervention with Abused or Neglected Kids

receive Study Guide 3

Paper Final Deadline

Th Dec 9

Open for Presentation or Creativity!

review for Final Exam

Finals Week

Final Exam Date and Time TBA