I. Catalogue Description
This course addresses multi-level interventions with children, youth and families across multiple service systems, with an emphasis on practice innovations.

II. Course Overview
This advanced concentration course analyzes interventions for children, youth, and families in various systems including – but not limited to - child welfare, education, and the juvenile justice system. Students will be exposed to a variety of formalized interventions and develop their assessment skills in terms of determining which ones meet the needs of individuals, families, and client groups (if intervening at the policy level). Throughout the course, students will be expected to evaluate existing social services and think critically about new directions for intervening with families.

III. Course Competencies & Practice Behaviors & Assignments

<table>
<thead>
<tr>
<th>Competencies Addressed in Course</th>
<th>Practice Behaviors Addressed in Course</th>
<th>Assignment(s) Measuring Behavior</th>
</tr>
</thead>
<tbody>
<tr>
<td>2.1.1: Identify as a professional social worker and conduct oneself accordingly.</td>
<td>* To advocate with and/or on behalf of clients for access to services.</td>
<td>Analysis Paper</td>
</tr>
</tbody>
</table>
| 2.1.3: Apply critical thinking to inform and communicate professional judgments | * Identify & synthesize multiple sources of knowledge to understand policy/practice issues related to advanced practice  
* Identify and evaluate models of assessment, prevention, intervention and evaluation that are appropriate to advanced practice | Intervention Resources Paper & Final Intervention Research Paper  
Analysis Paper, Intervention Resources Paper, Critical Analysis |
| 2.1.4: Engage diversity and difference in practice | * Demonstrate an understanding of how culture and values affect diverse conceptualizations and constructions of social problems and solutions in the concentration  
* Demonstrate knowledge and skills to practice without discrimination and with respect, towards people of diverse backgrounds. | Paper & Final Intervention Research Paper  
Analysis Paper, Intervention Resources Paper, & Critical Analysis Paper  
Intervention Resources Paper, Critical Analysis Paper, & Final Intervention Research Paper |
| 2.1.6: Engage in research-informed practice and practice-informed research | * Demonstrate ability to evaluate practice in the concentration area  
* Critically evaluate and utilize theoretical and empirical research relevant to the problems and/or populations addressed in advanced practice | Intervention Resources Paper, Critical Analysis Paper  
Intervention Resources Paper, Critical Analysis Paper, & Final Intervention Research Paper |
| 2.1.10.a Engage with individuals, families, groups, organizations and communities. | * Employ diverse strategies to engage with individuals, families, groups, organizations and communities related to the area of concentration. | Intervention Resources Paper, Critical Analysis Paper, & Final Intervention Research Paper |
| 2.1.10b Assess individuals, families, groups, organizations, and communities | * Assess individuals, families, groups, organizations and communities to determine a range of potentially effective and appropriate interventions to improve practice outcomes related to the concentration | Intervention Resources Paper & Final Intervention Research Paper |
| 2.1.10d: Evaluation | * Apply research skills to analyze, monitor, and evaluate interventions in advanced practice | Intervention Resources Paper, Critical Analysis Paper, & Final Intervention Research Paper |

**IV. Course Content**

Students are required to complete all outside readings for each week prior to each class including review of the various websites assigned. This course is designed as an interactive seminar that uses a variety of formats to integrate class with practice experiences that students encounter in field training. It will include some lecture, use of media, outside guests, and considerable input and interactions with the focus being “critical thinking and discussion”. We will use a structured
process to assess the usefulness of each intervention and whether it meets the standards of evidence-based practice, cultural competence, and in general fits with the NASW code of ethics. Further analysis will focus on system issues that limit either the use – or effectiveness – of each intervention.

Be prepared each class to discuss the following questions regarding the reading assignments, websites provided and/or guest lecturers:

- What is the Intervention?
- Who is it meant to help?
- What is the goal?
- Does it work? (i.e. Is this an effective intervention? Why? Why not?)
- Does it meet the standard of evidence-based practice?
- Does it meet the standard of culturally competent practice?
- Do the “politics” of your agency or society in general affect the implementation or success of this intervention?

<table>
<thead>
<tr>
<th>Week Date</th>
<th>Agenda/Required Readings</th>
</tr>
</thead>
<tbody>
<tr>
<td>Week #1</td>
<td>Hand out Syllabus</td>
</tr>
<tr>
<td></td>
<td>Icebreaker/Introductions</td>
</tr>
<tr>
<td></td>
<td>Plagiarism, Student Attendance and Student Behavior Policies</td>
</tr>
<tr>
<td></td>
<td>Framework for Evaluating Interventions and Services</td>
</tr>
<tr>
<td>Sept. 10</td>
<td>Required Reading:</td>
</tr>
<tr>
<td>Week #2</td>
<td>Evidence Based Practice (EBP)</td>
</tr>
<tr>
<td></td>
<td>What is it? Why do we care?</td>
</tr>
<tr>
<td>Sept. 17</td>
<td>Required Reading:</td>
</tr>
</tbody>
</table>

Highly Recommended Readings:

<table>
<thead>
<tr>
<th>Week #3</th>
<th>Client Centered Interventions and Early Intervention and Prevention Programs</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sept. 24</td>
<td>• Parent Education Programs</td>
</tr>
<tr>
<td></td>
<td>• Home Visiting Programs</td>
</tr>
<tr>
<td></td>
<td>• Alternative Response in Child Welfare</td>
</tr>
</tbody>
</table>

Required Readings:


Intervention Website Resources:
The Exchange Center for the Prevention of Child Abuse:
http://www.thexchangecenter.org

<table>
<thead>
<tr>
<th>Weeks #4 &amp; #5</th>
<th>Child Maltreatment- specific forms, what is best? Why?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Oct. 1 &amp; Oct. 8</td>
<td>• Interventions for Victims and Maltreaters</td>
</tr>
</tbody>
</table>

Readings for Oct. 1:


**Readings for Oct. 8:**


**Intervention Website Resources:**

Canopy Center: Oasis Family Sexual Abuse Treatment: [http://www.canopycenter.org/programs](http://www.canopycenter.org/programs)

Hancock Center for Dance/Movement Therapy: [www.hancockcenter.net](http://www.hancockcenter.net)


**Week #6 Oct. 15**

**Intervening Through a Trauma Informed Lens**

**Required Readings:**


Highly Recommended Reading:


**Intervention Website Resources:**
The Child Trauma Academy:
[www.childtrauma.org](http://www.childtrauma.org)

National Child Traumatic Stress Network:

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**Week #7 Oct. 22**

**Domestic Violence Interventions**

**Required Readings:**


**Highly Recommended Readings:**
<table>
<thead>
<tr>
<th>Week #8</th>
<th>Collaboration and Teaming:</th>
</tr>
</thead>
</table>
| Oct. 29 | • Wrap Around Services 
|         | • Multi-Disciplinary Teaming |

**Required Readings:**


**Intervention Website Resources:**


<table>
<thead>
<tr>
<th>Week #9</th>
<th>Intervention within the Juvenile Delinquency System:</th>
</tr>
</thead>
</table>
| Nov. 5  | • Restorative Justice 
|         | • Corrections 
|         | • Youth Court/Time Bank |

**Required Readings:**


Intervention Website Resources: http://www.ojjdp.gov/pubs/implementing/rolechanges.html

Time Bank: http://www.danecountytimebank.org/youth-court.html

<table>
<thead>
<tr>
<th>Week #10</th>
<th>Nov. 12</th>
</tr>
</thead>
</table>

**Interventions Addressing Peer Interactions:**
- Bullying and Harassment
- LGBTQ Interventions
- At-Risk Youth

**Required Readings:**


**Highly Recommended Readings:**

**Intervention Website References:**
G.S.A for Safe Schools: www.gsafewi.org

The Gay, Lesbian and Straight Education Network:
<table>
<thead>
<tr>
<th>Week #11</th>
<th>Nov. 19</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Interventions Addressing Adolescent AODA Use &amp; Peer Counseling Programs</strong></td>
<td></td>
</tr>
<tr>
<td><strong>Required Readings:</strong></td>
<td></td>
</tr>
<tr>
<td><strong>Highly Recommended Readings:</strong></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td>Nov. 26</td>
<td><strong>No Class- Thanksgiving Break</strong></td>
</tr>
<tr>
<td>Week #12</td>
<td>Dec 3</td>
</tr>
<tr>
<td><strong>Alternate Care</strong></td>
<td></td>
</tr>
<tr>
<td>• Termination of Parental Rights, Adoption and Safe Families Act (ASFA)</td>
<td></td>
</tr>
<tr>
<td>• Kinship care</td>
<td></td>
</tr>
<tr>
<td>• Permanency Planning</td>
<td></td>
</tr>
<tr>
<td><strong>Required Readings:</strong></td>
<td></td>
</tr>
</tbody>
</table>


**Highly Recommended Readings:**

### Week #13
**Dec. 10**

**Interventions for Persons with Developmental Disabilities**
- Family Support 360
- Dane County Time Bank
- Disability Rights Wisconsin
- Wisconsin Family Ties

***Begin presentations (3 students)***

**Required Readings:**


**Highly Recommended Readings:**
Zajicek-Farber, M. L. (2012). Caring and coping: Helping the family of a child with

**Intervention Website Resources:**


<table>
<thead>
<tr>
<th>Week #</th>
<th>Dec. 17</th>
<th>Academic Advancement and Intervening w/ Families Living in Poverty:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>● School Response to Homelessness</td>
</tr>
<tr>
<td></td>
<td></td>
<td>● AVID and PEOPLE Programs</td>
</tr>
<tr>
<td></td>
<td></td>
<td><strong>Conclude final presentations (3 students)</strong></td>
</tr>
</tbody>
</table>

**Required Readings:**


**Required Website Reading:**

**Highly Recommended Reading:**

**Intervention Website Resources:**
AVID website:
http://www.avid.org/

Information Technology Website:
http://ita.wisc.edu/about/about.html

PEOPLE Program Website:
http://www.peopleprogram.wisc.edu/
V. Texts and Required Materials for the Course
All readings are available at the SW741 Learn @UW course site.

VI. Evaluation of Competencies and Practice Behaviors: Assignments, Grading and Methods

Students’ final grade will be based on the following:

<table>
<thead>
<tr>
<th>Points</th>
<th>Grade</th>
<th>What the point totals &amp; subsequent grade generally indicate</th>
</tr>
</thead>
<tbody>
<tr>
<td>94-100</td>
<td>A</td>
<td>Outstanding, excellent work in all areas</td>
</tr>
<tr>
<td>88-93</td>
<td>AB</td>
<td>Outstanding, excellent work in many areas</td>
</tr>
<tr>
<td>82-87</td>
<td>B</td>
<td>Meets expectations in all areas</td>
</tr>
<tr>
<td>76-81</td>
<td>BC</td>
<td>Meets expectations in most areas; below in others</td>
</tr>
<tr>
<td>70-75</td>
<td>C</td>
<td>Below expectations in most areas; not acceptable graduate work</td>
</tr>
<tr>
<td>64-69</td>
<td>D</td>
<td>Below expectations in all areas</td>
</tr>
<tr>
<td>&lt;64</td>
<td>F</td>
<td>Course failure</td>
</tr>
</tbody>
</table>

Assignments:

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Due</th>
<th>Points/Percentages</th>
</tr>
</thead>
<tbody>
<tr>
<td>Analysis Paper #1</td>
<td>9/17</td>
<td>10 points</td>
</tr>
<tr>
<td>Intervention Resources Paper #2</td>
<td>10/15</td>
<td>20 points</td>
</tr>
<tr>
<td>Critical Analysis Paper #3</td>
<td>11/12</td>
<td>30 points</td>
</tr>
<tr>
<td>Final Presentation #4</td>
<td>12/10 or 12/17</td>
<td>40 points</td>
</tr>
<tr>
<td>Total Points</td>
<td></td>
<td>100 points</td>
</tr>
</tbody>
</table>

Assignment Instructions & Grading Rubrics:

Note: The paper requirements for this course cannot be a paper that is used in whole, or in part, for another course.

**Analysis Paper #1:** Must be uploaded to the Learn@UW before class on September 17
You will write an analysis paper to one or more of the readings from Week 1 or Week 2. This paper is due no later than the beginning of the class session. The paper is to be not less than two pages and not more than three pages in length. Total possible points to be earned are ten points.

In this paper, you should formally and critically evaluate (not summarize) what you have read and respond by discussing the following:
1. What important points arise from the reading?
2. Can these points be generalized to individuals of diverse backgrounds (with respect to gender, ethnicity, culture, disability, spirituality, or sexual orientation)? If so, how? If not, why not?
3. What question(s) do you think the reading should have addressed, but did not?
4. Overall, what do you, not the authors, think are the reading’s implications for social work practice or policy? Be specific.

**Intervention Resources Paper #2: Must be uploaded to the Learn@UW before class on October 15**

The purpose of this paper is to use one of the various web sites that are resources for finding evidence-based interventions, see below. You need to review these websites and select a specific intervention that you haven’t used before and would like to learn more about – preferably one that you anticipate being relevant to your future employment.

In addition, it is to help in increasing your comfort level researching various services/interventions that might be useful to the families/individuals that you intend to work with. Many agencies do not have the funding for continued training and it will be up to you to advocate for innovative and effective services – and service delivery systems – for the families you intend to work with. In order to keep abreast of new treatment approaches, you need to actively seek them out.

**This paper must comply with the following:**
1. Be 4-6 pages in length, double-spaced (title page and bibliography page do not count as a page)
2. Be clear and well organized
3. Grammar, wording, and spelling count and it must be completed on time (3 points will be deducted for every day a paper is late.)
4. Cite the websites you accessed
5. (First) Describe the intervention you chose. Demonstrate that you fully delved into the intervention and have at least a basic understanding of its applications, limitations, efficacy, etc.
6. Demonstrate critical thinking. In other words, your job is NOT to simply relay information as stated by other authors and sources. Rather, you should carefully analyze the information you collect and your writing should reflect that you have independently considered the strengths and shortcomings of available information, as well as gaps or areas in need of improvement related to current models of the intervention.

As you think critically about your chosen intervention, you MUST answer the following:
1. Is this intervention feasible for the type of agency or work you anticipate doing after graduation? Why/why not?
2. Does a similar type of intervention exist either at your internship site or where you hope to work? If so, how do they compare?
3. What are the barriers to this intervention? Benefits?
4. Does it benefit different groups of people differently? For example, helpful for the middle class, but not the poor? Advocates on behalf of straight teens, but ignore realities of LGBTQ? Does it address the experiences of women and various religious and ethnic groups?
5. How might agency culture factor into the implementation and/or success of this type of intervention? For example, would funding limitations or sources “water down” or change the protocol in a way that could affect efficacy? What agency infrastructure
would need to be in place to implement the program? For example, if it were a therapeutic modality, would you have to provide training to local therapists? Would you have to hire only master’s level social workers?

6. Do you anticipate using these reference web sites (or others like them) in your professional life? Do you already have experience using them? To what extent do you find them useful? In what way did you use them and how do you intend to integrate them into your practice? (For example, sign up for newsletters)

California Evidence-Based Clearinghouse for Child Welfare
http://www.cebc4cw.org/
National Registry of Evidence-based Programs and Practices
http://nrepp.samhsa.gov/AllPrograms.aspx

Blueprints for Violence Prevention
http://www.colorado.edu/cspv/blueprints/index.html

The Cochrane Collaboration
http://www.cochrane.org/index0.htm

The Campbell Collaboration
http://www.campbellcollaboration.org/index.html

Strengthening America's Families: Effective Family Programs for Prevention of Delinquency
http://www.strengtheningfamilies.org

**Grading Rubric for Paper #2:**

<table>
<thead>
<tr>
<th>Criteria</th>
<th>Point Value</th>
</tr>
</thead>
<tbody>
<tr>
<td>Grammar and Spelling</td>
<td>3 points</td>
</tr>
<tr>
<td>Depth</td>
<td>3 points</td>
</tr>
<tr>
<td>Critical analysis. This can be achieved through analysis of the intervention itself, its “real life” application, or the basis for it meeting evidence-based (or evidence-informed) standards… or all of the above.</td>
<td>4 points</td>
</tr>
<tr>
<td>Answering all of the required questions</td>
<td>10 points</td>
</tr>
<tr>
<td><strong>Total Points</strong></td>
<td><strong>20 Total Points</strong></td>
</tr>
</tbody>
</table>

**Critical Analysis Paper #3:** *Must be uploaded to the Learn@UW before class on Nov. 12*

The purpose of this paper is to pick two evidence-based interventions/practices/tools (not one in which you already used) for one of three case studies to be handed out in class (I will also give you the option of choosing your own case). This paper should go into depth as to the pros and cons of each intervention. Compare the two interventions (either concurrently or separately in your paper). Why did you choose these two interventions for the case study? How would you apply the intervention? You must also use relevant research to determine why these interventions are evidence-based. (I.e. use the most recent articles attached to the intervention). **For example,** if you were researching Incredible Years, it has a Scientific Rating Scale of “1” which means the program is well-supported by evidence. Discuss why this is true. Does it matter? There is no single approach to a problem/situation—one size does not fit all.
For this assignment, you can also pick one intervention your agency/school uses for a particular child/family, critique that intervention, then pick one intervention on our websites that has not been tried with the family, critique this intervention and why or why not this intervention would be a better fit for the child/family.

This paper must comply with the following:
1. Be 6-8 pages in length, double-spaced (title page and bibliography page do not count as a page)
2. Be clear, well organized, and demonstrate critical thinking and analysis.
3. Grammar and writing clarity count and it must be completed on time (3 points will be deducted for every day a paper is late.)

Grading Rubric for Paper #3:

<table>
<thead>
<tr>
<th>Criteria</th>
<th>Point Value</th>
</tr>
</thead>
<tbody>
<tr>
<td>Grammar and Spelling</td>
<td>5 points</td>
</tr>
<tr>
<td>Depth</td>
<td>10 points</td>
</tr>
<tr>
<td>Critical Analysis</td>
<td>15 points</td>
</tr>
<tr>
<td>Total Points</td>
<td>30 Total Points</td>
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</tbody>
</table>

FINAL ASSIGNMENT (#4)

**Intervention Presentation:** Please send me a copy of your outline, any PowerPoint (optional), and Fact Sheet 48 hours in advance of your scheduled presentation. Please provide paper copy of requirements 1-4 (listed below) to me before class on December 10 or 17th, depending on date you are signed up to present.

Students will conduct a 15-20 minute presentation related to field placements or a specific social work interest and/or intervention (i.e. you should choose an intervention that is being used – or could be used - with the population you are currently working with in your field placement or population that you hope to work with). Explain what the problem is and then provide how you will address the problem with your chosen intervention. You can use the discussion questions below as a guide to help you with your presentation. The audience you are presenting to is the County Board.

**Requirements:**

1. Outline of your presentation (If you are doing a PowerPoint, I need those slides as well)
2. Fact Sheet on the problem to be addressed
3. Brief synopsis paper about the Intervention (1-2 pages)
4. List of references (minimum of 8)

**The presentation must include the following components:**

1. *Introduction:* The introduction should include a brief statement of the problem to be addressed by a social intervention and information concerning the prevalence (i.e., the number of people in a population who have the problem) and costs (social and financial)
of the problem (Ex: Although African American children represent 14% of the general U.S. children population, they make up 27% of the foster care population). This section should conclude a discussion of why the problem is important to the field of social work (Choose and explain the intervention).

2. Literature Review: Empirical research pertaining to the problem should be reviewed concisely and critically (i.e. you should conduct a Lit Review of the “problem/issue” you are addressing). For example, if your problem was “an increase in juvenile incarceration”, you would conduct a lit review of juvenile incarceration and then choose a specific intervention to combat an increase in juvenile incarceration. Also, in one or two sentences describe your plan for addressing the problem with the chosen intervention.

3. Discussion: This section should include a thorough discussion of the following:
   a. Strengths and limitations of the intervention.
   b. Think critically about the barriers, challenges, and benefits to actually implementing the intervention for your chosen problem.
      i. Does this intervention take in to account issues of cultural competency and social work values and ethics? For example, might various social, ethnic, and demographic groups experience this intervention differently?
      ii. How might an agency (or community’s) culture factor into the implementation and/or success of this type of intervention?
      iii. Might funding limitations “water down” or change the protocol in a way that might affect efficacy?
      iv. What agency infrastructure would need to be in place to implement the program? If not currently in place, would change of the infrastructure be a realistic possibility?
      v. How would community values factor into efficacy?
      vi. What type of resistance might you encounter if you were to advocate to change/add this intervention to current practice?
      vii. Would you be able to show efficacy if you implemented this intervention? If not, how would you justify continuing to allocate resources to this effort?
   c. If the intervention is already used in your agency, provide a brief case example (no real names or identifying information) of how it is being implemented. Critique how well you think the intervention addresses the problems or issues the family presents.
   d. If the intervention is not used in your agency, why not? (you could use a case example to illustrate why this intervention might be more effective than (or an appropriate addition to) your agency’s current practice.
   e. Evaluate your agency’s overall use of evidence-based practice. Is this an organization in which research and innovative ideas are actively sought out? Why? Why not? What will this mean for you as a practitioner when you begin working in this type of agency?

4. References: Provide an accurate list of all cited sources in APA format (minimum of 8).
Grading Rubric for Final Assignment:

<table>
<thead>
<tr>
<th>Criteria</th>
<th>Point Value</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Organization</strong></td>
<td>Information is presented in a logical sequence.</td>
</tr>
<tr>
<td><strong>Content</strong></td>
<td>-Introduction: (attention-getting, lays out the problem well, and establishes a framework for the rest of the presentation) 4 pts -Literature review: (concise, clearly illustrates critical thinking, please see #2 above) 4 pts -Discussion: (please see #3 above) 4 pts -Conclusion: (obvious conclusion summarizing the presentation, suggested next steps, articulation of the student’s learning of this intervention) 4 pts -Overall: (material is relevant to the overall message/purpose, appropriate amount of material is prepared and points made reflect their relative importance) 4 pts</td>
</tr>
<tr>
<td><strong>Presentation</strong></td>
<td>Speaker maintains good eye contact with the audience and is appropriately animated (e.g., gestures, moving around, etc.). Speaker uses a clear, audible voice. Information was well communicated. Length of presentation is within the assigned time limits.</td>
</tr>
<tr>
<td><strong>Visual Aids</strong></td>
<td>(factsheet and any other handouts) Visual aids are well prepared, informative, effective, gain viewers attention, creative and not distracting. Audio/Visual components support the main points.</td>
</tr>
<tr>
<td><strong>References</strong></td>
<td>Presentation appropriately cites required number of references in proper APA format.</td>
</tr>
<tr>
<td><strong>Total Points</strong></td>
<td>40 Total Points</td>
</tr>
</tbody>
</table>
All assignments must be completed on time prior to the class period it was due. For every day an assignment is late, it will be deducted three points.

VII. Course Policies

If you require accommodations to obtain equal access to this class or to any assignments that I may give, please contact me as soon as possible. I want all my students to have an excellent learning experience.

Attendance Policy:
Due to the accelerated nature of courses in the University of Wisconsin-Madison Part-Time MSW Program, students are expected to attend all scheduled classes and to arrive on time.

Promptness
Prompt arrival to all courses is required.
- Instructors may take actions they deem appropriate if a student is consistently tardy
- Instructors may also consider a significantly late arrival or early departure as an absence

Absence
To ensure a quality educational experience, students must attend and participate in classes.
- Attendance will be taken at each class and students’ level of participation noted
- Excused & Unexcused Absences:
  ~ Two unexcused absences will result in a student’s grade being dropped one full grade
  ~ Three unexcused absences will place the student at risk for failing the course
  ~ On a case by case basis, it is left to the instructor’s discretion as to what is defined as an excused absence, as well as to determine appropriate follow up plans
- If a student is absent from class, it is his/her responsibility to create a plan with the instructor to demonstrate competency in the content from the missed class.
- Students are responsible for completing any class requirements for the day missed, and for obtaining from a fellow classmate any assignments, materials, and communications missed due to absence, late arrival, or early departure.
- Students who must be absent due to inclement weather or other emergencies must contact the instructor prior to the start of class to be considered for an excused absence.
- Inclement Weather Policy
  ~ If there is inclement weather across the Program area, students will be expected to check their email prior to leaving for class to confirm whether classes are cancelled.
  ~ If classes are not cancelled but an individual student concludes he/she cannot safely travel to reach his/her class site, the student must contact his/her instructor(s) regarding his/her plan to not travel. This absence will be considered excused and the student must contact the instructor to develop a plan of how to demonstrate competency in the content area discussed that day.
  ~ In the event that classes must be cancelled due to inclement weather, students should check their email for instructions from the instructor about how to actively engage in the material for that missed week, in lieu of meeting in person.
Student Behavior Policy
In order to learn, we must be open to the views of people different from ourselves. Each and every voice in the classroom is important and brings with it a wealth of experiences, values and beliefs. In this time we share together over the semester, please honor the uniqueness of your fellow classmates, and appreciate the opportunity we have to learn from each other. Please respect your fellow students’ opinions and refrain from personal attacks or demeaning comments of any kind. Finally, remember to keep confidential all issues of a personal or professional nature discussed in class.

Code of Ethics, Student Rights and Responsibilities & Plagiarism
BSW and incoming MSW students read and signed electronic forms of the NASW Code of Ethics, the School of Social Work Plagiarism Policy and the Student Rights and Responsibilities. In doing so, they agreed that while in the BSW or MSW Program they would honor the NASW Code of Ethics and Student’s Rights and Responsibilities, as well as adhere to the Plagiarism Policy and that should they not do so, sanctions would be imposed. BSW and MSW students are expected to adhere to these policies in the classroom, in the field and in the preparation of course assignments.