School of Social Work
University of Wisconsin-Madison
1350 University Avenue
Madison, WI 53706
SW 741: Interventions with Children, Youth and Families
Fall 2016

Instructor: Alice Egan, MSSW
Class Time & Location: Tuesdays, 6:00-8:00pm, Room 114, School of Social Work
Office hours & Location: Tuesdays, 5:00-6:00pm, Room 220
Phone: 608-575-3937
E-mail: abpearson@wisc.edu

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

III. Course Competencies & Practice Behaviors & Assignments

<table>
<thead>
<tr>
<th>Competencies addressed in course</th>
<th>Advanced Practice Behaviors for Focus Area and Advanced Elective Courses</th>
<th>Assignment(s) measuring behavior</th>
</tr>
</thead>
<tbody>
<tr>
<td>2.1.1: Identify as a social worker and conduct oneself accordingly.</td>
<td>• Apply knowledge of social services, policies and programs relevant to the focus area, to advocate with and/or on behalf of clients for access to services. • Develop a plan for continuing professional education and development. • Collaborate with and articulate the mission of Social Work to others (e.g., interdisciplinary team members, volunteers, the broader community, the news media, and political leaders).</td>
<td>All papers Class participation Class participation In-Class Activities Group Presentation Final Paper Reflection/Response Papers</td>
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<tr>
<td>2.1.2: Apply SW ethical principles to guide</td>
<td>• Recognize and manage personal values in a way that allows professional values to guide practice.</td>
<td>Class Participation Group Presentation Final Paper</td>
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<tr>
<td>professional practice</td>
<td>• Make ethical decisions by applying standards of the NASW and, as applicable, the International Federation of Social Workers.</td>
<td>Final Paper</td>
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| 2.1.3: Apply critical thinking to inform and communicate professional judgments | • Distinguish, appraise and integrate multiple sources of knowledge, including research-based knowledge and practice wisdom.  
• Analyze models of assessment, prevention, intervention and evaluation.  
• Demonstrate effective oral and written communication in working with individuals, families, groups, organizations, communities and colleagues. | All papers  
Class participation  
Group Presentation  
All papers  
Class participation  
Group Presentation | In-class activities  
All papers  
Class Participation  
Group Presentation |
| 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. | Reflection/Response Papers  
Final Paper  
Class participation  
Group presentation | Final Paper  
In-class activities  
Group presentation |
| 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. | Reflection/Response Paper  
Final Paper  
Class participation | All papers |
| 2.1.10: Engage, assess, intervene, and evaluate individuals, families, groups, organizations, and communities | • Employ diverse strategies to engage with individuals, families, groups, organizations and communities related to the area of concentration.  
• 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.  
• Apply research skills to analyze, monitor and evaluate interventions in advanced practice. | Final Paper  
Class Participation  
Group presentation  
Final Paper  
Class participation  
Group presentation  
Trauma Paper  
Final Paper |
IV. Course Content

Students are required to complete all outside readings for each week prior to class, including review of assigned websites. 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. Active, meaningful participation in class sessions is essential for an optimum learning experience. The course will include some lecture, use of media, outside guest speakers, visits to service providers, and considerable opportunity for discussion and critical thinking.

We will examine interventions for children, youth, and families through a variety of lenses, the most prominent being diversity and trauma. Students should come to class prepared to discuss interventions described in readings, websites and by guest speakers. Questions to consider for discussion include:

- *Is this an effective intervention and does it meet the standards of evidence-based practice?*
- *Are there diversity/cultural considerations for implementation? What roles do power, privilege, and oppression have in the need for and/or implementation of the intervention?*
- *Is the intervention appropriate for survivors of trauma (e.g. is it trauma-informed)?*

Course outline, topics and readings:

**Week 1: September 6, 2016**

**Topics:** Syllabus, Introductions, Warm-Up  
**Course focus:** Evidence Based Practice, Diversity and Trauma

**Required Readings**


**Week 2: September 13, 2016**

**Topics:** Evidence Based Practice  
**Early Intervention and Prevention Panel Presentation**

**Required Readings:**


Required Listening:

Week 3: September 20, 2016
*Reflection and response paper due
*First group presentation
Topics: Early Intervention and Prevention

Required Readings


Week 4: September 27, 2016
Topics: School-based Interventions with Children and Families

Required Readings:


Week 5: October 4, 2016
*Second group presentation
Topics: Innovations in Culturally Relevant Interventions
Guest Speaker: Ananda Mirilli, Family Engagement Coordinator, MMSD
Required Readings:


**Week 6: October 11, 2016**
*Third group presentation*

**Topics: Domestic Violence & Intervening Through a Trauma-Informed Lens**

Site Visit and Lecture at Domestic Abuse Intervention Services (DAIS)

Required Readings:


Required Listening:

**Week 7: October 18, 2016**
*Fourth Group Presentation*

**Topics: Collaborative and Multi-Disciplinary Approaches to Intervention**

Required Readings:


**Week 8: October 25, 2016**
*Childhood Traumatic Stress Paper Due*
**Topics: Mentoring as an Intervention**

**Required Readings:**


**Week 9: November 1, 2016**
**Topics: Interventions with Adolescents**
**Guest Speakers: Lilada Gee, Lilada’s Living Room**
Laura Almond, UW Adolescent Alcohol/Drug Assessment Intervention Program

**Required Readings:**


**Week 10: November 8, 2016**

*Fifth group presentation*

**Topics:** Intervention in the Juvenile Justice System

**Guest Speaker:** Ali Treviño-Murphy, YWCA Madison Restorative Justice

**Required Readings:**


**Week 11: November 15, 2016**

Site visit to Dane County Juvenile Reception Center, 6:00-7:30pm

**Week 12: November 22, 2016**

*Sixth group presentation*

*2nd Reflection and Response Paper Due (can be based on week 9, 10 or 11)*

**Topics:** Intervention with LGBTQ Youth, Families and the Systems that Impact Them

**Required Readings:**


**Week 13: November 29, 2016**
*Seventh Group Presentation*
Topics: Academic Advancement and Intervening with Families Living in Poverty

Required Readings:


**Week 14: December 6, 2016**
*Topics: Alternative Care and TPR*
*Guest Speaker: Anu Family Services*

Required Readings:


**Week 15: December 13, 2016**
*Topic: Building Resilience*
*Final Papers Due*

Course Wrap-Up

Required Readings:
V. Texts and Reading Materials for the course
Articles will be available through LEARN@MyUW, provided in class, or available on the internet. While not assigned, it is expected that students have read the NASW Code of Ethics and can draw upon their understanding of the Code in discussions and assignments.

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

Grades are assigned according to the following criteria:

<table>
<thead>
<tr>
<th>Grade</th>
<th>Minimum</th>
<th>Description</th>
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<tbody>
<tr>
<td>A</td>
<td>94-100</td>
<td>outstanding; excellent work in all areas</td>
</tr>
<tr>
<td>AB</td>
<td>88-93</td>
<td>outstanding; excellent work in many areas</td>
</tr>
<tr>
<td>B</td>
<td>82-87</td>
<td>meets expectations in all areas</td>
</tr>
<tr>
<td>BC</td>
<td>76-81</td>
<td>meets expectations in some areas; below in others</td>
</tr>
<tr>
<td>C</td>
<td>70-75</td>
<td>below expectations in most areas, not acceptable graduate work</td>
</tr>
<tr>
<td>D</td>
<td>64-69</td>
<td>below expectations in all areas</td>
</tr>
<tr>
<td>F</td>
<td>&lt;64</td>
<td>fails to meet minimal expectations in all areas, not acceptable work</td>
</tr>
</tbody>
</table>

**Grade Points:**

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Points</th>
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</thead>
<tbody>
<tr>
<td>Course Contribution-Professional Participation</td>
<td>10 points</td>
</tr>
<tr>
<td>Group Presentation Assignment</td>
<td>15 points</td>
</tr>
<tr>
<td>Reflection and Response Papers (2)</td>
<td>30 points (15 each)</td>
</tr>
<tr>
<td>Childhood Traumatic Stress Paper</td>
<td>20 points</td>
</tr>
<tr>
<td>Final Paper</td>
<td>25 points</td>
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Assignments and Grading

1. **Course Contribution-Professional Participation** (10% of grade)
   Students are expected to attend class weekly, read assigned material ahead of time, come to class with questions and comments, and participate professionally in class discussions. This class will utilize a number of guest speakers, and students are expected to engage professionally with the guest speakers. Participation is viewed qualitatively rather than quantitatively (emphasis on the quality of participation more than quantity).

2. **Group Presentation/Facilitation** (15% of grade, due date varies depending on sign-up)
   In groups of 2-4, determined by interest, prepare a 20 minute (minimum)-30 minute (maximum) interactive presentation that addresses an innovative intervention related to the topic for the week you sign up for. This intervention could be something that group members have firsthand experience with, or could be an intervention that students learn about.
through other means, such as the California Evidence-Based Clearinghouse for Child Welfare or the National Registry of Evidence-Based Programs and Practices.

Present the intervention to the class with consideration to the following questions:

- What is the intervention, the goal, and who is it meant to help?
- Where did you learn about it (references)?
- Does it work? (i.e., is this an effective intervention? Why or why not?)?
- Does it meet the standard of evidence-based practice?
- Are there culture/diversity considerations related to the implementation of the intervention? What role does power, privilege, and oppression have in the need for or implementation of the intervention?
- In your estimation, is this intervention trauma-informed? Why or why not?
- What are agency or societal factors that could affect the implementation or success of this intervention?
- Are there any ethical considerations regarding this intervention?
- Are there drawbacks to this intervention?

The in-class presentation should be interactive and engaging, and incorporate collaborative learning with your peers. One grade will be issued to the whole group, and it is the responsibility of the group to divide tasks and to set up a system for all group members to participate.

**Grading Rubric for Group Presentation/Facilitation:**

<table>
<thead>
<tr>
<th>Criteria</th>
<th>Point Value</th>
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<tbody>
<tr>
<td>Instructions were followed including staying within the time limit,</td>
<td>3</td>
</tr>
<tr>
<td>choosing a relevant and innovative intervention that fits with the weekly</td>
<td></td>
</tr>
<tr>
<td>topic, and sharing presentation responsibilities among the group.</td>
<td></td>
</tr>
<tr>
<td>As a part of the presentation, the group answered each of the questions</td>
<td>9</td>
</tr>
<tr>
<td>above, and showed evidence of both research and critical thinking about</td>
<td></td>
</tr>
<tr>
<td>the questions.</td>
<td></td>
</tr>
<tr>
<td>The presentation was interactive and engaged the class in discussion and</td>
<td>3</td>
</tr>
<tr>
<td>in learning about the chosen intervention.</td>
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3. **Reflection and Response Papers** (30% of grade-15% each, **due 9/20, 11/15**)
   The reflection and response paper is a brief paper that demonstrates the student’s ability to reflect upon and think critically about information presented in class. For the paper, students are asked to connect the material presented to their past, current or future field work, to incorporate in their reflection the important themes of the course (diversity, trauma, and evidence-based practice), and to connect material presented in the classroom with assigned weekly readings.

   These papers should be 2-3 pages, double spaced. It is acceptable for the reflection and response papers to be written in a casual, first-person manner, but must include proper grammar and be clearly written. Most importantly the paper should demonstrate reflection and critical thinking (e.g. not simply reiterating what the instructor/guest speaker said).
Grading Rubric for Reflection and Response Papers:

<table>
<thead>
<tr>
<th>Criteria:</th>
<th>Point Value:</th>
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<tbody>
<tr>
<td>Paper meets basic requirements of length, clarity and strong writing.</td>
<td>2</td>
</tr>
<tr>
<td>Paper addresses connection of materials to field work, important themes of the class, and weekly readings.</td>
<td>10</td>
</tr>
<tr>
<td>Paper includes evidence of critical thinking and analysis.</td>
<td>3</td>
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4. **Childhood Traumatic Stress Paper** (20% of grade, **due 10/24/16**)

For this paper you will become a member of the National Child Traumatic Stress Network Learning Center (http://learn.nctsn.org/login/signup.php) and watch one of the web based presentations. You will learn about how child traumatic stress affects the development of children and write a response paper addressing how this information will impact your practice.

For the paper, students will describe the presentation that they viewed, and the critical pieces of information that will impact their practice. They will use critical analysis to determine whether the interventions commonly used in their field agency take into account this information about trauma. Finally, students will discuss how the information could impact current practice standards in their field of interest.

This paper must be 3-4 pages in length, double-spaced, well organized, clearly written, and include appropriate citations. It must demonstrate critical thinking and analysis.

Grading Rubric for Childhood Traumatic Stress Paper:

<table>
<thead>
<tr>
<th>Criteria:</th>
<th>Point Value:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Paper meets basic requirements of length, clarity and professional writing.</td>
<td>5</td>
</tr>
<tr>
<td>Paper includes a brief description of the presentation that the student watched.</td>
<td>5</td>
</tr>
<tr>
<td>Paper includes an effective critical analysis of how the information will impact the student’s own practice, and how the information is currently or could be impacting practice standards.</td>
<td>10</td>
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5. **Final Paper** (25% of grade, **due 12/13/16**)

For this final paper of the semester, please develop a scenario, real or imagined, that takes place in the context of your field placement. You have completed an assessment and have determined that your client has a specific need or problem. You are aware of two resources in your community that provide services that address that problem. You know it is important to research these interventions to determine if they are evidence based or informed. Describe your client (and their family, if appropriate). Clearly describe the presenting problem and the interventions you are considering. Consider your client’s specific cultural needs and how that may impact the interventions considered. Consider how you will be transparent with your client about the efficacy of these programs and describe how you will include your client in
deciding which program s/he will participate in. Describe how you proceed and how you will consider real-world issues that might pose a barrier to your client receiving these services. Use this paper to describe the above, and to demonstrate your:

- Understanding of evidence based practice
- Understanding of trauma and trauma-informed care
- Examination of diversity and the cultural needs of a client, as well as factors of power, oppression and privilege.
- Ability to share with your client, a) what interventions you are recommending and how you would support that recommendation and b) what you have learned from the research, in a way that is clearly understood.
- Ability to use practice skills to engage your client in the processes of understanding and decision-making regarding service interventions (specific skills and support their use)
- Knowledge of the NASW Code of Ethics and any ethical issues present

This paper must be 7-8 pages in length, double-spaced. It must be well organized, clearly and professionally written, and include appropriate citations with a minimum of four references. This paper must demonstrate critical thinking and analysis.

**Grading Rubric for Final Paper:**

<table>
<thead>
<tr>
<th>Criteria</th>
<th>Point Value</th>
</tr>
</thead>
<tbody>
<tr>
<td>Paper meets basic requirements of length, clarity and professional writing.</td>
<td>3</td>
</tr>
<tr>
<td>Student uses critical thinking to examine and incorporate the themes of the course, including Evidence-Based Practice, Diversity, and Trauma.</td>
<td>15</td>
</tr>
<tr>
<td>Student describes a realistic scenario and appropriate practice skills for working with a client to select an intervention.</td>
<td>3</td>
</tr>
<tr>
<td>Student provides an analysis of the client situation that includes thoughtful discussion of ethical issues and a connection to the Code of Ethics.</td>
<td>4</td>
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**VII. Course Policies**

**Reading Assignments:** Students are expected to have read all assigned material prior to the class date under which the readings are listed above. Reading and critically evaluating what you have read is necessary so that you can learn, actively participate in class discussions, and successfully complete written assignments.

**Written Assignment Policy:**

All written assignments are to be either typed or computer-generated, and are due prior to the start of class on the due date indicated in the outline in this syllabus. Assignments should be submitted via LEARN@UW. Please format these assignments using one-inch margins, double-spacing, and a Times New Roman 12-point font. Always include a cover sheet (not counted as one of the required pages) with the title of the paper, your name, the date turned into the instructor, course number, and course title (do not put this information on the first page of your paper). All assignments should be checked thoroughly for correct spelling and grammar.
Late Assignment Policy:
The assignments listed above are due at the beginning of the class period on the date specified. Students who will be turning in a late assignment should contact the instructor prior to the due date. Unapproved late assignments will be marked down two points for each day they are late.

Students with Disabilities
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.

Student Professionalism:
In order to learn, we must be open to the views of everyone in the classroom. Each and every voice is important and brings with it a wealth of experiences, values and beliefs. 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. The following is a list of additional expectations of student professionalism.

- Be on time to class each week, and stay for the duration of the class. Utilize breaks so that there is no need to disrupt class time.
- Respect another person’s viewpoint with which you may disagree, and respect each student’s right to be heard in the classroom.
- Demonstrate a capacity to embrace diversity and difference.
- Actively participate in classroom discussion.
- Refrain from technology use during class.
- Write email correspondence with the instructor in a manner that is respectful and timely.
- If you miss class, obtain class materials and other notes from a classmate.
- If you have any concerns with the course, contact the instructor promptly.

Attendance Policy:
This course is highly interactive and attendance is required. Attendance is defined as arriving on time, staying through the entire class, and leaving only for scheduled breaks. In order for you and your fellow classmates to benefit from this course, attendance and active participation are expected. If you are unable to attend class, please email me prior to class so that you can receive an excused absence; you may receive one per semester. Arriving late to class or leaving class early, without prior approval from the instructor, will result in an unexcused absence. Two points will be deducted from your participation grade for each unexcused absence incurred.

Technology in the Classroom:
A minimal level of external distractions is essential to a productive learning environment. Cellphones, smart phones, iPods, iPads, laptops and any other electronic devices are not to be used during class except in unusual circumstances and with the consent of the instructor.

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.