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 COMPETENCY, DESCRIPTION AND DIMENSIONS CHART
Social Work Education is framed by a competency-based approach to curriculum design. At the conclusion of their education, social work students are expected to be competent in 9 core areas. Competency is achieved through mastery of course content as measure through course activities, readings and assignments and behaviors learned in field experiences, and which are derived from social work knowledge, values, skills and cognitive and affective processes. The competencies addressed in this course can be found in Appendix A.

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 12, 2017**
- Syllabus, Introductions, Warm-Up
- Course focus: Evidence Based Practice, Diversity and Trauma

**Required Readings**


**Week 2: September 19, 2017**
- Evidence Based Practice
- Prevention and Early Intervention Panel Presentation, 6-7pm
  - Panelists from Early Childhood Initiative, REACH Dane, Birth to Three

**Required Readings**


**Required Listening:**

**Week 3: September 26, 2017**
*Reflection and response paper due
*First group presentation
- Engaging with Diverse Families and Communities for Early Intervention and Prevention
- Assessing for Developmental Assets in Children and Families
Required Readings


Week 4: October 3, 2017
- School-based Engagement, Assessment and Intervention with Children and Families
- Power, Privilege and Oppression in Schools and Education
- Activity: Bully Documentary Video Clip and Small/Large Group Discussion

Required Readings:


Week 5: October 10, 2017
*Second group presentation*
- Innovations in Culturally Relevant Engagement and Intervention
- Guest Speaker: Ananda Mirilli, Educational Equity Consultant, Department of Public Instruction, 6-7pm

Required Readings:


**Week 6: October 17, 2017**
- Domestic Violence and Intervening with a Trauma-Informed Lens
- Assessing for Domestic Violence in Children and Families
- Culturally Relevant Engagement with Youth, Families and Communities to Prevent Domestic Violence
- Guest Speaker: Lorena Guimaraens, Unidos Against Domestic Violence, 6-7pm

**Required Readings:**


**Required Listening:**

**Week 7: October 24, 2017**
*Third Group Presentation*
- Collaborative and Multi-Disciplinary Approaches to Assessment and Intervention of Children, Youth and Families
- Mentoring as an Intervention Technique

**Required Readings:**


**Week 8: October 31, 2017**

*Childhood Traumatic Stress Paper Due*

- Special Considerations for Engagement, Assessment and Intervention with Adolescents
- Activity: Case Vignette and Collaborative Problem-Solving

**Required Readings:**


**Week 9: November 7, 2017**

*Fourth group presentation*

- Intervention in the Juvenile Justice System
- Restorative Justice as a Method for Addressing and Preventing the “School to Prison Pipeline”
- Guest Speaker: Ali Treviño-Murphy, YWCA Restorative Justice Program, 6-7pm

**Required Readings:**


**Week 10: November 14, 2017**
Site visit to Dane County Juvenile Reception Center, 6:15-7:30pm
Meet at 6:10 in Lobby of City County Building, 210 Martin Luther King Blvd., Madison

**Week 11: November 21, 2017**
*Fifth group presentation*
*2nd Reflection and Response Paper Due (can be based on week 8, 9 or 10)*
- Intervention with LGBTQ Youth, Families and the Systems that Impact Them
- Engaging Parents and Caregivers as Allies
- Activity: Video Clip (John’s Story: Growing Up Trans) and Small Group Processing

**Required Readings:**


**Week 12: November 28, 2017**
- Engaging with Youth and their Families for Academic Advancement
- Intervening with Families Living in Poverty

**Required Readings:**


Week 13: December 5, 2017
- Alternative Care and TPR
- Engaging with Birthparents
- Activity: James Foster Care Case Example: Small Group Processing regarding Engagement, Assessment and Intervention with an Adolescent in Treatment Foster Care

Required Readings:


Week 14: December 12, 2017
Topic: Building Resilience in Children, Youth and Families
Activity: Celebrating Resilience Video Clip and Discussion
*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:
A  94-100 outstanding; excellent work in all areas
AB  88-93 outstanding; excellent work in many areas
B  82-87 meets expectations in all areas
BC  76-81 meets expectations in some areas; below in others
C  70-75 below expectations in most areas, not acceptable graduate work
D  64-69 below expectations in all areas
F  <64 fails to meet minimal expectations in all areas, not acceptable work

Grade Points:
Course Contribution-Professional Participation  10 points
Group Presentation Assignment  15 points
Reflection and Response Papers (2)  30 points (15 each)
Childhood Traumatic Stress Paper  20 points
Final Paper/Project  25 points
100 points

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>
</tr>
</thead>
<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>
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<tr>
<td>The presentation was interactive and engaged the class in discussion and</td>
<td>3</td>
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<tr>
<td>learning about the chosen intervention.</td>
<td></td>
</tr>
</tbody>
</table>

3. Reflection and Response Papers (30% of grade-15% each, due 9/26, 11/21)
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>
</tr>
</thead>
<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</td>
<td>10</td>
</tr>
<tr>
<td>of the class, and weekly readings.</td>
<td></td>
</tr>
<tr>
<td>Paper includes evidence of critical thinking and analysis.</td>
<td>3</td>
</tr>
</tbody>
</table>

4. Childhood Traumatic Stress Paper (20% of grade, due 10/31/17)
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>
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</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>
</tr>
</tbody>
</table>

5. **Final Paper/Project (25% of grade, due 12/12/17)**

For this final paper/project, students have two options. They may select whichever option feels the most useful/relevant to them.

**OPTION ONE: SCENARIO PAPER**

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>
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</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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</tbody>
</table>

**OPTION TWO: INTERVENTIONS RESOURCE GUIDE**

Students will select eight high-quality intervention resources that are relevant to their field placement or career goals, and write a brief, one-page critical summary about each resource. Resources may be from classroom content, class readings, group presentations, or resources located outside of class. Ideally the guide would be a combination of the above. Each resource should be either a specific intervention that you could carry out (such as a middle school antibullying curriculum), or an agency/program that provides a specific intervention that you may refer to. In some circumstances, an information-rich website or particularly useful reading assignment may be acceptable, if they are directly relevant to interventions with children, youth and families. A high level of specificity is preferred. For instance, instead of using “Restorative Justice” as a resource, you would want to utilize a specific agency’s Restorative Justice program.

Each critical summary page should include:

- The name of the resource, and location/contact information if applicable
- A brief description of the resource, including what is and who it is intended for
- A brief description of the role that evidence/research has in this intervention, as well as how this intervention has been evaluated
- A “practice notes” section, in which you indicate your critical analysis of when and with whom this intervention might be most appropriate, benefits and limitations, considerations for evaluating the effectiveness of the intervention, etc. (hint: this is also a time to show your knowledge and thoughtfulness about trauma and culturally relevant interventions)
- Citations/references

Students may use their best judgment about formatting this guide (use of headings, etc.), and should do so in a way that will be useful to themselves or others in the future. *All resource guides will be compiled and provided to the class in an electronic format for future use. By submitting this resource guide, students give permission to have their work disseminated to the entire class.*
Grading Rubric for Final Assignment:

<table>
<thead>
<tr>
<th>Criteria</th>
<th>Point Value</th>
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</thead>
<tbody>
<tr>
<td>Guide meets that basic criteria described above, choosing eight resources and including the required sections, clear and professional writing, and citing sources.</td>
<td>3</td>
</tr>
<tr>
<td>Guide includes eight relevant intervention resources (that meet the assignment criteria) that will assist the student in selecting and/or carrying out interventions in their chosen practice area. Student demonstrates an understanding of each resource, including whether or not it is based on solid evidence/research.</td>
<td>16</td>
</tr>
<tr>
<td>Student demonstrates critical thinking and clear understanding regarding the course concepts of trauma and culturally relevant interventions, as well as other practice considerations.</td>
<td>6</td>
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</tbody>
</table>

Total Points: 25

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
The University of Wisconsin-Madison supports the right of all enrolled students to a full and equal educational opportunity. The Americans with Disabilities Act (ADA), Wisconsin State Statute (36.12), and UW-Madison policy (Faculty Document 1071) require that students with disabilities be reasonably accommodated in instruction and campus life. Reasonable accommodations for students with disabilities is a shared faculty and student responsibility. Students requiring accommodation, as approved by the McBurney Center, are expected to provide the instructor with
a copy of their Verified Individualized Services and Accommodation (VISA) by the second week of the semester, or as soon as possible after a disability has been incurred or recognized. For more information, please contact the McBurney Center at mcburney@odos.wisc.edu; Phone at 608-263-2741; Text messaging at 608-225-7956; or by FAX at 608-265-2998, 711 (Via relay); Address is 1305 Linden Drive, Madison, WI 53706

I want all of my students to have an excellent learning experience. If you require accommodations to obtain equal access to this course, please contact me as soon as possible by phone (608.575.3937) or by email (abpearson@wisc.edu). I will work either directly with you or in coordination with the McBurney Center to identify and provide reasonable instructional accommodations. Disability information, including instructional accommodations as part of a student's educational record, is confidential and protected under FERPA.

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 communication with 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 expect 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.
### Appendix A

<table>
<thead>
<tr>
<th>Competencies and Description</th>
<th>Course Content relevant to Dimensions that Comprise the Competency*</th>
<th>Location in Syllabus</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>2.1.2 Engage Diversity and Difference in Practice</strong>&lt;br&gt;Advanced practice social workers demonstrate in a focus area an advanced understanding of how diversity and difference characterize and shape the human experience and are critical to the formation of identity. They demonstrate comprehension that dimensions of diversity are understood as the intersectionality of multiple factors including but not limited to age, class, color, culture, disability and ability, ethnicity, gender, gender identity and expression, immigration status, marital status, political ideology, race, religion/spirituality, sex, sexual orientation, and tribal sovereign status.&lt;br&gt;Advanced practice social workers recognize that, as a consequence of difference, a person’s life experiences may include oppression, poverty, marginalization, and alienation, as well as privilege, power, and acclaim, and apply this recognition in their practice. They also demonstrate in practice their understanding of the forms and mechanisms of oppression and discrimination, and a recognition of the extent to which a culture’s structures and values, including social, economic, political, and cultural exclusions, may oppress, marginalize, alienate, or create privilege and power.</td>
<td>Lecture, guest speakers, site visits, reading, videos and video clips, and discussion related to dimensions of diversity and the delivery of services to Children, Youth and Families. (K, V, S, C &amp; A) Purposeful, weekly incorporation of dimensions of diversity, through use of the “course lens” of diversity, as evidenced by the weekly “questions for consideration” (V, C&amp;A) Readings and guest speaker about Innovations in Culturally Relevant Interventions (K, V, C&amp;A) Lecture, Video, Small and Large Group Discussion about LGBTQ youth and intersectionality (K, V, C&amp;A) Assignment: Reaction Papers (K, V, C&amp;A) Assignment: Group Facilitation/Presentation (K, V, S, C&amp;A) Assignment: Final Paper and Final Project (K, V, S, C&amp;A)</td>
<td>Weeks 1, 3, 4, 5, 6, 9, 11 Pages 1-2, Weeks 1-14 Week 5 Week 11 Page 9 Page 8 Pages 9-10</td>
</tr>
<tr>
<td>Competencies and Description</td>
<td>Course Content relevant to Dimensions that Comprise the Competency*</td>
<td>Location in Syllabus</td>
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<tr>
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<tr>
<td><strong>2.1.4 Engage In Practice-informed Research and Research-informed Practice</strong></td>
<td>Course introduction Lecture and Discussion related to Evidence-Based Practice (K, V, C&amp;AP)</td>
<td>Weeks 1 &amp; 2</td>
</tr>
<tr>
<td></td>
<td>Assignment: Listen to Jonathan Singer Podcast (K, V)</td>
<td>Page 2, Week 2</td>
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<tr>
<td></td>
<td>Assignment: Group Facilitation/Presentation (K, S, C&amp;AP)</td>
<td>Page 8</td>
</tr>
<tr>
<td></td>
<td>Assignment: Final Paper/Project (K, V, S, C&amp;AP)</td>
<td>Pages 9-10</td>
</tr>
<tr>
<td><strong>2.1.6 Engage with Individuals, Families, Groups</strong></td>
<td>Guest speakers, site visits, classroom lectures, readings, videos and small/large group discussions related to skills and knowledge in facilitating engagement with individuals, families, and groups, as it relates to Children, Youth and Families. (K, S, V, C&amp;A)</td>
<td>Weeks 2, 3, 4, 5, 6, 8, 10, 11, 12 &amp; 13</td>
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<td></td>
<td>Prevention and Early Intervention Panel Presentation (K, V)</td>
<td>Week 2</td>
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<tr>
<td></td>
<td>In class activity: Adolescent Case Vignette (K, S, C&amp;A)</td>
<td>Page 5, Week 8</td>
</tr>
<tr>
<td></td>
<td>In class activity: Treatment Foster Care Case Example &amp; Processing (K, S, C&amp;A)</td>
<td>Page 6, Week 13</td>
</tr>
<tr>
<td>Competencies and Description</td>
<td>Course Content relevant to Dimensions that Comprise the Competency*</td>
<td>Location in Syllabus</td>
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</tr>
<tr>
<td>Advanced Generalist social workers demonstrate advanced understanding of how their personal experiences and affective reactions may impact their ability to effectively engage with diverse clients and constituencies in the focus area.</td>
<td>Assignment: Final Scenario Paper (K, V, S, C&amp;A)</td>
<td>Page 9</td>
</tr>
<tr>
<td>They value and employ principles of relationship-building and inter-professional collaboration to facilitate engagement with clients, constituencies, and other professionals in the focus area.</td>
<td>Guest lectures, site visits, reading, videos and small/large group discussions addressing assessment knowledge and skills (K, S, V, C&amp;A)</td>
<td>Weeks 3, 4, 6, 7, 8, 11 &amp; 13</td>
</tr>
<tr>
<td><strong>2.1.7 Assess Individuals, Families, Groups</strong></td>
<td>Assignment: Reaction Papers (K, V, C&amp;A)</td>
<td>Page 9</td>
</tr>
<tr>
<td>Advanced Generalist social workers independently engage and apply their understanding of theories of human behavior and the social environment in the ongoing assessment of diverse individuals, families, groups, organizations and communities in the focus area.</td>
<td>Assignment: Childhood Traumatic Stress Paper (K, S)</td>
<td>Page 9</td>
</tr>
<tr>
<td>They engage in inter-professional collaboration and utilize methods of assessment appropriate to their focus area to advance practice effectiveness.</td>
<td>Assignment: Final Scenario Paper (K, V, S, C&amp;A)</td>
<td>Page 10</td>
</tr>
<tr>
<td>Advanced Generalist social workers demonstrate an understanding of how their personal experiences and affective reactions may affect their assessment and decision-making.</td>
<td>Lectures, reading, videos and small/large group discussions, and case studies focused on evidence-informed interventions for Children, Youth and Families. (K, V, S, C&amp;A)</td>
<td>Weeks 2, 3, 4, 5, 7, 8, 9, 11, 12 and 13</td>
</tr>
<tr>
<td><strong>2.1.8 Intervene with Individuals, Families, Groups,</strong></td>
<td>Guest speakers and site visits to obtain firsthand knowledge.</td>
<td>Week 2, Week 5,</td>
</tr>
<tr>
<td>Competencies and Description</td>
<td>Course Content relevant to Dimensions that Comprise the Competency*</td>
<td>Location in Syllabus</td>
</tr>
<tr>
<td>---------------------------------------------------------------------------------------------</td>
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<td>---------------------</td>
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<tr>
<td>families, groups, organizations, and communities.</td>
<td>values and skills related to specific interventions with Children, Youth and Families</td>
<td>Week 6, Week 7, Week 9, Week 10</td>
</tr>
<tr>
<td>They independently identify, analyze and implement evidence-informed interventions</td>
<td>Assignment: Group Facilitation/Presentation (K, V, S, C &amp; A)</td>
<td>Page 8</td>
</tr>
<tr>
<td>to achieve the goals of clients and constituencies in a focus area.</td>
<td>Assignment: Final Paper/Project (K, V, S, C &amp; A)</td>
<td>Pages 9-10</td>
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<tr>
<td>Advanced Generalist social workers incorporate their knowledge of theories of human behavior</td>
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<td>and the social environment when selecting and implementing interventions in a focus area.</td>
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<td>They also engage in interdisciplinary, inter-professional, and inter-organizational</td>
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<td>collaboration as appropriate, in evaluating and implementing interventions.</td>
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<td><strong>2.1.9 Evaluate Practice with Individuals, Families, Groups</strong></td>
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<tr>
<td>Advanced Generalist social workers recognize the importance of ongoing</td>
<td>Lecture, readings, and class discussions relevant to evaluating work with</td>
<td>Weeks 1 and 2</td>
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<tr>
<td>evaluation in the dynamic and interactive process of social work practice with, and on</td>
<td>▪ Individuals (K, V, S)</td>
<td>Page 2, Week 2</td>
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<tr>
<td>behalf of, diverse individuals, families, groups, organizations, and communities.</td>
<td>▪ families, groups (K, V, S)</td>
<td>Page 8</td>
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<tr>
<td>They are knowledgeable about various methods of evaluating outcomes and practice</td>
<td>Assignment: Listen to Jonathan Singer Podcast (K, V)</td>
<td>Pages 9-10</td>
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<tr>
<td>effectiveness in a focus area and incorporate their knowledge of theories of human behavior</td>
<td>Assignment: Group Facilitation/Presentation (K, V, S, C &amp; A)</td>
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<td>and the social environment when evaluating outcomes.</td>
<td>Assignment: Final Scenario Paper/Final Project (K, S)</td>
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<td>Advanced Generalist social workers employ qualitative and quantitative methods as</td>
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<td>appropriate for evaluating outcomes and practice effectiveness in a focus area.</td>
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</table>
*K=Knowledge; V=Values; S=Skills; C & AP=Cognitive and Affective Processes