I. Catalogue Description
The course is concerned with physical, emotional and sexual abuse of children, child neglect and exploitation.

II. Course Overview
This is an elective course open to undergraduate BSWs, Social Welfare majors and MSW students. Social Work 646 is a required course for graduate students in the Title IV-E Program, and is an elective in the Child, Youth, and Family Welfare focus area.

This course is concerned with the physical, emotional, and sexual abuse of children, and child neglect. The course is designed to foster critical thinking about child maltreatment as a social phenomenon. Students will be exposed to conceptual, theoretical, and state-of-the-art empirical literature on the causes and consequences of different forms of child maltreatment; historical and current perspectives on child maltreatment intervention; system-and-family-level prevention models; policies that relate to or affect child maltreatment rates; cultural issues in child maltreatment system responses; and issues unique to particular subgroups who are overrepresented in the Child Welfare system, for example, families who live in poverty and families of color.

This exposure to Child Abuse and Neglect is not intended as a specific forum for clinical training in work with children, families or systems that deal with child maltreatment issues. Rather, it will expose students to current policy and practice strategies, cases, and ethical dilemmas that face practitioners in social work settings where children are in the client pool. Students will gain a broad understanding of the scope, causes, ethical issues, and consequences to children and families related to child abuse and neglect, and will be able to apply this knowledge in a wide range of social work settings that deal with child development, child protection and the companion systems that exist to serve
children and their families.

In addition, the course will serve as a forum to enhance skills to become critical consumers of research about and media stories of child abuse and neglect. This will occur when students:

- Develop awareness of personal values and biases related to child maltreatment that will likely influence their and others’ ethical professional practice;
- Increase awareness of the complex nature of child maltreatment and how this complexity engenders ethical issues and affects professional work with children and families;
- Appreciate the roles of historical, societal, and cultural values intertwined with child maltreatment, with a particular emphasis on those related to race, class, religion, culture, gender, and sexual orientation;
- Consider the role of poverty in the etiology of child maltreatment;
- Understand the history and power vested in the institutional systems that form the basis for child welfare practice and structure in the United States;
- Learn common safety, risk and protective factors for assessing different forms of child maltreatment;
- Gain sensitivity to the impact of child maltreatment and social welfare policies on diverse groups of children and families (e.g., from various racial, cultural, and ethnic backgrounds, people who identify as LGBTQ, single parents, etc.);
- Identify gaps in knowledge within the social work profession and allied professions who are partners in responding to child abuse and neglect, and understand implications for practice and advocacy with children and families and the systems that have been created to respond to their needs.

III. Course Competencies & Practice Behaviors & Assignments

The Council on Social Work Education 2017 competencies and dimensions required of all BSW and/or MSW accredited programs to be covered in this course are highlighted in the Chart found in Appendix A. They include course content relevant to the required dimensions and where they can be located in the syllabus.

IV. Course Content

Below is an outline of topics and required readings that will be covered in this course, in order of their presentation. Unless otherwise specified by the instructor, these topics and readings will correspond to the dates in the outline. Please note all readings and
video clips listed are required, unless otherwise specified in this section; additional recommended readings may be posted from time to time on the course Canvas site.

Please note that I may adjust certain components of the syllabus, such as the schedule, readings, or due dates as the semester progresses due to guest availability, current events, weather events or student needs. Students will be promptly notified of any changes through communications in the SW 646 Canvas site.

Any guest lecturers will be announced the week prior or in the course Syllabus.

**Week 1: September 7, 2017**
**Introduction and Overview of Course**

In class we will:
- Introduce ourselves
- Review the course syllabus and establish our Learning Community guidelines and agreement
- Examine a brief history of the child protection field
- Engage our first Guest: Teresa Nicholas, MSW, Social Worker for the Oregon, WI School system. She identifies as a CPS worker (she worked for Dane County Human Services for many years) and she’ll share why that perception functions well for her in a school location, and how she engages children and families to create change and support successful functioning.

**Week 2: September 14, 2017**
**Systems involved with child well-being: How they interact**

*Surveys distributed for the Values Assignment*


In class we will:
- Identify the systems that regularly intersect in the service of children and families, and explore that intersection: schools, privately/publicly funded welfare agencies, juvenile court, youth services, adoption services, medical, and more
• Discuss the impact funding and policy intent has on Child Welfare system design, e.g. foster care vs. family maintenance or reunification, including disproportionality and the impact on families of color
• Consider the significance, ethics and responsibility of the Child Welfare System in the contemporary context of the adversarial legal system in the US and our role as social justice advocates

**Week 3: September 21, 2017**

**Defining, measuring, and identifying child maltreatment**


In class we will:

• Discuss the principles, ethics and legal origins of mandated reporting
• Review the federal and Wisconsin statutory definitions of abuse and neglect
• Explore the influence of societal and personal values on definitions of maltreatment and the impact on children and families of color.
• Examine child abuse and neglect prevalence in the U.S. and the various sources used to estimate these trends.
• Identify cultural or other gaps in our knowledge base about child maltreatment
• Understand the implications of these knowledge deficits on our ethical SW practice

**Week 4: September 28, 2017**

**Physical and Sexual Abuse**


[https://www.youtube.com/watch?v=AB1Erb0wMCU](https://www.youtube.com/watch?v=AB1Erb0wMCU) and [https://www.youtube.com/watch?v=moMPYTQ4iBw](https://www.youtube.com/watch?v=moMPYTQ4iBw) Disclosures of sexual abuse of two Hassidic boys in Rockland Co., NY, by a teacher and the teacher’s brother, both of them Rabbi’s.
In class we will:

- Discuss how children experience sexual abuse: intrafamilial and extrafamilial
- Address the process of disclosure for victims of sexual abuse
- Focus on physical abuse including a review of common visual signs of abuse and various conditions and folk remedies that may be confused with physical abuse.
- Discuss how racial and class biases influence definitions and reporting activity, creating imbalances in social accountability within social groups

**Week 5: October 5, 2017**

**Neglect and Child Deaths**


In class we will:

- Be visited by our second guest: Dr. Barbara Knox, M.D, Director of the Child Protection Team at UW-Children’s Hospital. She will share her view of child abuse/death from a medical perspective
- Explore the role of poverty in Child neglect
- Review reactive responses of the media and others to CPS Departments where a child dies and how that influences policy and rule formation
- Discuss ‘Turning Stones’ author Marc Parent’s CW system and case experiences, including ethical challenges in his work

**Week 6: October 12, 2017**

**Emotional Abuse and Neglect**

*Values assignment: Due by 11:59am on October 12, 2017 (see p. 12 for details)*


Watch [https://www.youtube.com/watch?v=_LsaaUTyc2E](https://www.youtube.com/watch?v=_LsaaUTyc2E)

Watch: The Science of Neglect [https://www.youtube.com/watch?v=bF3j5UVCSCA](https://www.youtube.com/watch?v=bF3j5UVCSCA) (5:57mins)
In class we will:

- Consider the invisible wounds inflicted by caretakers who emotionally batter children
- Share how the architecture of the brain is affected by emotional battering and the absence of nurturing stimuli
- Rare case example: Folie a deux
- Explore the difficulty in defining this abuse typology
- Discuss practice implications for people working in Child Protective Services

**Week 7: October 19, 2017**

**Resiliency, Prevention of Child Maltreatment, and Cultural Humility**

*Reflection #1 due by 11:59 a.m. on October 19, 2017 (see p. 11 for details)*


In class we will:

- Hear from our third guest: Dr. Kristin Slack re: her extensive work in prevention
- Examine child maltreatment prevention programs
- Inquire about our own cultural stance and ways we can challenge ourselves to be conscious of our automatic responses to others and our role as social justice advocates

**Week 8: October 26, 2017**

**Risk and Safety Assessments, and Protective Capacities**

View the pre-service training Wisconsin Child Protective Services workers receive regarding the assessment of child safety. The assigned portion is: Section 1: The Basics (21 mins). [http://wcwpds.wisc.edu/preservice/safety/s01/presentation.html](http://wcwpds.wisc.edu/preservice/safety/s01/presentation.html)


In class we will:
• Review the trajectory of Logan Marr’s short life, and identify places in the system where deeper information might have been learned that could have interrupted the path to this child’s death

• Review the current elements in Wisconsin’s CPS protocols that are designed to assess each child’s safety and parental capacities exhaustively to control for safety in every home, including foster placements. We will explore the consistent application of ethical standards throughout CPS practice. [http://wcwpds.wisc.edu/preservice/access/docs/safety-intervention-standards.pdf](http://wcwpds.wisc.edu/preservice/access/docs/safety-intervention-standards.pdf)

• Discuss how certain risk/safety assessment tools may combat or contribute to racial disproportionality in the child welfare system

**Week 9: November 2, 2017**

**Parental Substance Abuse and Mental Health**


In class we will:

• Discuss effects of prenatal substance exposure on the fetus and developing child

• Consider the debates on child welfare policies related to mandatory reporting of substance-exposed infants and universal screening for fetal substance exposure

• Explore how the use of various types of substances may affect parenting/caregiving behaviors

• Discuss how parental substance abuse and recovery present unique challenges to meeting timely reunification standards mandated by the Adoption and Safe Families Act

**Week 10: November 9, 2017**

**Trauma informed Practice, Secondary Trauma and Self-care**


68-81.
Watch: Through Our Eyes: Children, Violence and Trauma – Introduction
https://www.youtube.com/watch?v=z8vZxDa2KPM

In class we will:
• Identify what Trauma-informed practice is, how it has emerged in current policy formation, and will visit examples from our practice knowledge and reading materials

Week 11: November 16, 2017
Consequences and Effects of CPS System Involvement
*Reflection #2 due by 11:59am, November 16, 2017 (see p. 12 for details)
Watch: ‘Tough Love’ A film by Stephanie Wang-Breal (83 mins.) Available for purchase on Vimeo ($3.99) and YouTube ($1.99).

In class we will:
• Review the outcomes for the two families in ‘Tough Love’ based on what we’ve learned about child abuse and neglect and the system that exists to address it
• Sum up our exploration of Child Abuse and Neglect and share the path forward for each of us in the ethical practice of our professional roles and to make a difference the lives of the children and families we serve as social justice advocates
• Answer or pose any final questions

Week 12: November 23, 2017
Fall Holiday: no class

Week 13: November 30, 2017
Investigation/Differential Response and Domestic/Intimate Partner Violence
Read the Wisconsin Child Protective Services Access and Initial Assessment Standards, Appendix 5: Domestic Violence (p.103-111).
TED talks: 1. “What’s up with men?”
https://www.ted.com/talks/jackson_katz_violence_against_women_it_s_a_men_s_issue (17:40 mins.) and 2. https://www.ted.com/talks/tony_porter_a_call_to_men (11.10 mins.)

In class we will:
• Review the co-occurrence of domestic violence and child maltreatment
• Focus on how Child Protective Services processes cases of alleged maltreatment when domestic violence is a co-occurring factor
• Explore the growing availability of two-track CPS response systems: investigations and assessments.
• Engage representative case studies to explore CPS responses
• Explore alternative/differential response initiatives for responding to reported concerns about children and families.

Week 14: December 7, 2017
Disproportionality in the CPS/CW System
*Enrichment activity due by 11:59am on December 7, 2017 (see p. 14 for details)
*Final Assignment due by December 21, 2017 11:59pm (see p. 14 for details)

White Bison Wellbriety: Watch: Journey to Forgiveness https://www.youtube.com/watch?v=vZwF9NnQbWM (1:13:02 hours)
Listen to podcast: How Governments and Corporations Made the Criminal Justice System Profitable http://www.irp.wisc.edu/publications/media/podcasts/PC54-2017-May.mp3 (21:08 mins.)

In class we will:
• Hear our fourth and final guest: Lonnie Berger, PhD, who is the Director of the Institute for Research on Poverty and a Professor in the School, will share his knowledge about disproportionality and intersection of this powerful reality to our study of Child Abuse and Neglect.
• Discuss the impact on the children and families affected by the US policies on Native American citizens, the legacy of slavery that impacts each generation of African American citizens, and the impact of constantly changing immigration policies that affect every community
• Discuss how the rates of incarceration of families of color create burdens for children in those families across generations
• Reflect on the significance of the “Perceptions of Child Maltreatment” values exercise
• Sum up our exploration of Child Abuse and Neglect and share the path forward for each of us in the ethical practice of our professional roles and to make a difference the lives of the children and families we serve as social justice advocates
• Answer or pose any final questions
V. Texts and Reading Materials for the Course

Readings are available through the course Canvas site at the UW-Madison. Other course material (e.g., handouts, further instructions on course assignments, etc.) will be posted to the course website. Students will check the course website frequently for course materials.

Throughout the semester, students are encouraged to share articles and news reports they have found pertaining to listed course topics. By incorporating media reports on child abuse and neglect, students explore the relevance of the course in every-day life. When a student identifies an article to share, please email the link to the instructor by noon the day prior to class.

The book Turning Stones, by Marc Parent, will be read by Week 5, October 12, 2017. It is available through a number of booksellers. There are also a few copies at area libraries.

The final assignment requires students to view the film Spotlight (2015). Spotlight is available on Netflix. The Madison library also has a copy.

You are expected to have read, viewed and listened to all assigned material prior to the class date under which the required readings are listed above. Reading and critically evaluating what you have read is necessary so that you can process new information, actively participate in class discussions, and successfully complete written assignments. Canvas: All students are required to access Canvas for course content and assignments. If you have difficulty with Canvas, you should contact the DoIT helpdesk.

Late assignment policy:
Assignments are due on the date specified by midnight. If you are not able to be in class the day a written assignment is due, you are still responsible for turning in your assignment on the due date.

If you a) communicate with me at least 48 hours prior to the due date, b) provide me with a reasonable justification for an extension, and c) we come to an agreement about a revised deadline, the assignment handed in by the new date will be considered “on time.” Unapproved late assignments will be marked down 1 point for each day the assignment is late.

Academic Writing Criteria:
Specific attention should be given to paper organization, paragraph and sentence structure, clarity and correct citation using APA format. Before turning in any assignment, consider whether you have met the following criteria:
1. Each paper should have a logical flow from the introduction, to a coherent and in-depth discussion of the questions in the body of your paper, to the conclusion.
2. Each paragraph should have a clear and concise topic sentence that reflects the content of the paragraph it introduces.
3. A consistent tense should be used within sentences and throughout the paper.
4. Triangulation: Incorporate lectures, discussion, relevant readings and experiences from practice into your formulation of ideas discussed in your paper.
5. Use critical thinking in your reflections. The comments “It was good” and “I liked it” are NOT examples of critical thinking.
6. Do NOT be repetitious in your writing. Your papers should be polished and carefully edited. Do NOT use run-on sentences.
7. When references are required, the majority must be from class readings or other peer-reviewed journal articles. You may use information from a website if you include a live link or hyperlink to the source so that I may access it as well to assess content relevance and legitimacy. References in the paper need to be woven into the discussion in a seamless manner. DO NOT insert a quote into the paper without skillful writing that incorporates the quote into your discussion of its significance.

VI. *Assignments

1. Weekly Participation (15 points total)

To demonstrate you are prepared for class and have thought critically about the weekly readings and topics of discussion, your grade for class participation will be evaluated based on the extent to which you demonstrate the following each week:

- Attend class, and
- Participate in class discussion and/or small group activity

2. Reflections (2 total, 15 points/each)

Jessica Rinaldi, from the Boston Globe, won the 2016 Pulitzer Prize Feature Photography for, “The life and times of Strider Wolf,” described as: “...the raw and revealing photographic story of a boy who strives to find his footing after abuse by those he trusted.”

Students will view Ms. Rinaldi’s work twice during the semester and will submit a related reflection. The first reflection will be submitted at the beginning of the course, and the second close to its end. The purpose of the assignment is to provoke thought and reflection, and to mark changes in perceptions based on exposure to the course material, your thoughtful, personal processing of that material, and shared conversations.

Reflection #1- due by 11:59 a.m. on October 12, 2017
To complete this written assignment the student will:
1. Read the assignment description to be prepared for what you’ll capture in your reflection paper.
2. View Ms. Rinaldi’s photography at: http://www.pulitzer.org/winners/jessica-rinaldi
3. Write a 3 to 4-page reflection after viewing the images.
4. Questions to address in your reflection exercise:
   • How did you perceive these images? Describe your impressions, thoughts and feelings.
   • What story did the images tell you?
   • What remains unsaid/unknown about this ‘story’ in your mind?
   • What questions did the images stimulate for you?
   • Record your perceptions at this juncture in the course re: why this assignment might have been included?

Reflection # 2 due by 11:59 a.m. on November 16, 2017
To complete this written assignment you will:

1. View Ms. Rinaldi’s photography again at:
http://www.pulitzer.org/winners/jessica-rinaldi

2. Read the cover letter submitted by Mr. Brian McGrory to the judges of the Pulitzer Prize on behalf of Ms. Rinaldi.

3. Review your initial reflection, submitted at the beginning of the course.

4. Write a second 3 to 4-page reflection after completing steps 1-3. Include the following in your reflection:

1. Your opinion about how Mr. McGrory’s statement can be used to advocate for populations of children who experience maltreatment: “In its broadest meaning, this story is about more than one family. It is a devastating and uniquely revealing portrait of poverty and the power of trauma to transcend generations. It is also, ultimately, a beautiful, complex and painful story about the yearnings of the human spirit.”

2. Compare the response you submitted at the beginning of the semester with your current reflection:
   a. What is different about your responses; what is similar?
   b. What is different for you in how you think and respond to information about child abuse presented in media?
   c. Include in your second reflection how class content and discussion has influenced your experience the second time you viewed the images.

3. “Perceptions of Child Maltreatment” Values Exercise (15 points)
Due by 11:59 a.m. on October 12, 2017
As we will learn in class and from our readings, our religious upbringing, race, culture, socio-economic status, ethnicity, and even geographic location all inform our values on what constitutes child abuse and neglect outside of legal definitions. These values impact how we do our jobs, and impact how policy is made, how and which interventions are carried out, what and to whom legal sanctions are applied, and what is reported to authorities by mandated reporters of child abuse and neglect.

To become a critical consumer of research and media stories that address child abuse and neglect, it is crucial to begin at the beginning: with you. A vital first step in becoming an effective change agent is enhancing self-awareness. Being self-aware includes understanding your personal beliefs, values, expectations and biases. You must be aware of how your own past experiences (your ‘filing cabinet’) will influence your beliefs about yourself, others and the world.

Without a well-developed sense of self, you may be at risk of unconsciously imposing your own values, beliefs, assumptions or expectations on your clients. You are also at increased risk for burnout in your career as a social worker. This assignment is intended to increase your self-awareness as it relates to this often troubling and upsetting subject matter. It is also an opportunity to consider how one’s own perspective differs from another’s, and to reflect on how the exercise increased your self-awareness.

Your assignment is twofold:

1. Complete the survey from your own experience and world view. Then administer the survey to a person who is not a member of this class, and who identifies her/himself differently than you in terms of race, ethnicity, class, gender, or sexual orientation.

2. Share your responses with each other. Discuss significant differences and similarities, or issues that struck either of you as important, and write a short (maximum 4 pages, double spaced) paper in which you:

   a.) Discuss how you and your respondents’ view of: 1. Parenting and 2. child abuse/neglect differ and possible reasons for these differences. What are implications for your practice?

   b.) Identify and discuss criteria you believe policymakers could use to distinguish between poor parenting/‘amoral’ behavior and child abuse and neglect.

Turn in the summary as well as the surveys themselves. The partner survey can be completed via interview format, but the partner’s response must be submitted as well (with non-identifying information).

4. **Enrichment activity (10 points)**
Due by 11:59 a.m. on December 7, 2017
Each student will attend an event outside of class related to child abuse and neglect, produce a short summary of the event and connect it to course content. The event can be anything broadly relating to the course, and might include a lecture seminar, webinar, field trip, training, or professional conference. Students will turn in a maximum 500-word description of the event, reflect on content and make connections with relevant assigned readings. The assignment will demonstrate your ability to connect reading material to relevant content. Students are encouraged to share what they have learned with the class. I will provide students with a few ideas of available events in our area during class throughout the semester. Some formal options include:

- Title IV-E Dialogue Series: socialwork.wis.edu/title-iv-e-dialogue-series
- TED talks

5. Major assignment (30 points)
Due: by 11:59 a.m. on Wednesday, December 21, 2017 (See p. 15 for details)
Primary Objective: Demonstrate critical consumption of media
Value: 45 points
Length: not to exceed 10 pages, use one-inch margins, double-spaced, and select a 12-point Times New Roman font
Specific considerations: When it is necessary to reference the literature, note it. In the absence of guidance assume you can exercise discretion.

This assignment provides an opportunity to apply knowledge gained in this course to the film, Spotlight (2015). The primary objective of the assignment is to demonstrate enhanced skills as a critical consumer of research and media stories of child abuse and neglect. (Note: ‘Trigger Warning’: If you were raised Catholic or are currently Catholic, this assignment may have additional meaning and/or reverberations for you. If you experience unexpected reactions to the movie or your subsequent exploration of the content, please do what is necessary to take care of yourself. Our responsibility as ethical and responsible social work practitioners includes being self-aware and addressing our own mental and emotional reactivity so we can provide healthy responses to our client’s needs. In addition, please be sensitive to the fact that this is but one example of a systemic issue within a particular organization. In other words, this abusive and illegal behavior is not limited to Roman Catholicism or to religious institutions.)
You will excel at this assignment when you:

1. Read the questions, watch the film, take notes (if it helps), and make connections to the assigned readings (when requested).
2. Answer the five questions listed, incorporate personal reflections grounded in professional research you read throughout the course and any personal realizations you wish to share about this revelation of systemic sexual abuse in this particular large institution, the American (and Italian) Roman Catholic Church.
3. Before answering, appropriately assess how to respond to each question. Remember, the primary objective of this assignment is to demonstrate skills as a critical consumer of research and media. An important aspect includes knowing your audience and forum.
4. Grading rubric for this assignment:

<table>
<thead>
<tr>
<th>Element</th>
<th>Points Value (30)</th>
</tr>
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<tbody>
<tr>
<td>Introduction</td>
<td>2</td>
</tr>
<tr>
<td>Response to Q.1</td>
<td>4</td>
</tr>
<tr>
<td>Response to Q.2</td>
<td>4</td>
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<td>Response to Q.3</td>
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<td>Response to Q.4</td>
<td>4</td>
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<tr>
<td>Response to Q.5</td>
<td>4</td>
</tr>
<tr>
<td>Conclusion – depth of response</td>
<td>4</td>
</tr>
<tr>
<td>Overall organization and paragraph structure</td>
<td>2</td>
</tr>
<tr>
<td>Grammar and sentence structure</td>
<td>2</td>
</tr>
</tbody>
</table>

Each question is designed to include context (i.e., a scene or scenes from the film) and inquiry. Embedded in each question is information about your audience and the mode of your communication. For example, in the first question you are asked to provide a response to a phone call you receive from one of the reporters on the Spotlight team. In this scenario your written response will have the tone and context you would provide if you received such a call with a request for your expertise.

General description of the film:
Spotlight won the 2015 Academy Award for Best Picture. It is the true story of how the Boston Globe uncovered the scandal of child sexual abuse, and the Boston Catholic Archdiocese’s efforts to conceal it.

Specifically, throughout 2002, the Spotlight team at the Boston Globe published close to 600 stories about the scandal. Two hundred and forty-nine priests and brothers were accused publically of child sexual abuse; there are an estimated number of survivors in Boston that exceeds one thousand.

At the end of the year, in December 2002, Cardinal Law resigned from the Boston Archdiocese. He was reassigned to the Basilica di Santa Maria Maggiore in Rome, one
Questions:

1. When Spotlight staff begins to interview survivors, Sasha Pfeiffer meets with Joe at a coffee shop to discuss what happened to him. They exchange the following dialogue:

Sasha: “Can you tell me specifically what happened?”
Joe: “Specifically, he molested me.”

Sasha: “Joe, I think language is going to be so important here. We can’t sanitize this. Just saying molest, isn’t enough, people actually need to know what happened.”

Sasha and Joe leave the coffee shop and walk. During it, Joe discloses some specific details of the abuse scenario. Afterwards Sasha responds: “Joe, did you ever try and tell anyone?” Joe responds, “Yeah, who a priest?”

Consider this scene and then imagine Ms. Pfeiffer calling you for your expert opinion about the process of disclosure. She suspects some of the Boston Globe readers will hear Joe’s account, and question why he didn’t tell someone after it happened. Draw from the readings assigned in week 14 to answer her question: “Based on what you know about how kids tell, how come Joe did not tell anyone about the abuse?”

Please write as though you would respond to such an inquiry over the phone, casual; and yet, professional - reference relevant literature you have accessed via this course, or materials you have discovered on your own.

2. At one point in the film, attorney Mitchell Garadino and reporter Michael Rezendes share dinner. During their dinner, Mr. Garadino states:

“This city [Boston], these people, makes the rest of us feel like we don’t belong. But they are no better than us. Look at how they treat their children. Mark my words Mr. Rezendes, if it takes a village to raise a child, it takes a village to abuse one.”

Imagine Mr. Rezendes went on to quote Mitchell Garadino in an article with the headline, “It Happened on Our Watch.” After reading the on-line article, you scan the comments section and one in particular stands out to you:

“Mr. Garadino is absurd. To imply I’m responsible for what those men did is insulting. It’s ridiculous he suggested the average citizen in Boston would let such an abominable thing occur to its children; it’s even worse that the Boston Globe would agree with him in the form of a headline. What happened to responsible news reporting?”
Discern what is at the heart of the reader’s offense. Then respond to it as if you were providing a comment to a comment. Since the response is likely to be succinct, use readings to inform your response, but do not feel the need to reference them in the response.

Once you provide your comment, list the articles that informed your response. With each assigned reading you list, provide 2-3 sentences to explain how it influenced what you wrote.

3. As the Spotlight reporters uncover more, it becomes increasingly personal for them:

- When scanning the names of priests who have been categorized as unassigned, or on sick leave, Matt Carroll states: “Holy sh*t,” and then runs down the street. He stands in front of a house and states, “No frickin’ way.” He then returns home and tapes a picture of the house on the refrigerator and a piece of paper that states: “Kids. Stay away from the house at 276 Pelton Street and stay away from the men inside it.”

- Robbie Robertson realizes that one of the priests from his Catholic school was one of the priests listed as being on “sick leave.”

- Sasha Pfeiffer stops going to church with her Nana.

Think about what you have learned in this course, and the content of the film. Fast forward three months from now, imagine a friend or family member brings something to your attention, breaking news, and it reminds you of your experience with the class and this particular assignment.

Write what you would say about the course, the film, and how it has impacted you personally. Specifically address how it has influenced your consumption of media accounts of child abuse and neglect. If you have an idea of how you will engage in an effort to respond to or prevent child sexual abuse, include that as well.

4. After working hard to uncover the scandal, Michael Rezendes meets with a Judge to request assistance accessing public records that will confirm it. The Judge reviews the records and comments, “These exhibits you’re after, Mr. Rezendes, are very sensitive records.” When Mike retorts that the records are public, the Judge asks: “Where is the editorial responsibility in publishing records of this nature?” Michael responds, “Where is the editorial responsibility in not publishing them?”

Consider the responsibilities of both individuals. Reflect on their respective roles in our democratic society, and then provide a written argument that supports both positions. Identify which position you endorse and why.
5. As evidence mounts, the pressure to report the news to the public increases. When discussing the story, and when to publish, the editor, Marty Barron, comments “...the bigger story” includes “…going after the system.”

Mr. Barron was talking about the Catholic Church when he said “the system;” however, earlier in the film other institutions were implicated. For example, Sasha Pfeiffer interviewed a police officer who stated: “Sure the chief knows, everybody knows; but nobody wants to cut for priests.” Likewise, when asked about whether the prosecutors knew, the officer ended the conversation, stating: “You shouldn’t talk about this sh*t.”

Reflect on the reality that a number of institutions concealed what occurred in Boston and elsewhere (for example, Penn State’s coach, Jerry Sandusky, who sexually abused children and Penn State covered it up). Consider how typical news about child abuse and neglect includes individual reports. Then, craft a response to the question: How does one examine an individual account of child abuse or neglect reported in the news and further evaluate the context in which it occurred (i.e., systems) and how they may have contributed? This response will be instructive. In other words, tell the reader what skills are necessary and how to demonstrate when the goal is to move beyond an individual account of maltreatment to system analysis.

VI. Evaluation: Assignments, Grading and Methods

The assignments for SW646 offer some flexibility so that each student can focus their coursework on topics of personal and/or professional interest.

The issues covered in class are likely to be relevant across interest areas. Students are expected to read weekly material ahead of time, come to class with questions and comments, and participate in class discussion. Please see section VII: Expectations, for details on how missed classes affect your grade.

Students will be evaluated on the following assignments:

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Weekly readings, submission and participation</td>
<td>15</td>
</tr>
<tr>
<td>Reflection #1</td>
<td>15</td>
</tr>
<tr>
<td>Reflection #2</td>
<td>15</td>
</tr>
<tr>
<td>Perceptions of child maltreatment assignment</td>
<td>15</td>
</tr>
<tr>
<td>Enrichment activity</td>
<td>10</td>
</tr>
<tr>
<td>Major assignment</td>
<td>30</td>
</tr>
</tbody>
</table>

Final course grades will be assigned as follows:

A   94-100         Outstanding; surpasses expectations in most areas
AB  88-93  Surpasses expectations in many areas
B   82-88  Meets minimum expectations in all areas
BC  76-81  Meets expectations in some areas; falls below in others
C   70-75  Falls below expectations in most areas, not acceptable
D   64-69  Below expectations in all cases
F   <64   Fails to meet minimal expectations, not acceptable work

Format: All written assignments (except email questions) are to be computer-generated and compatible with Microsoft Word (.doc, pdf, or .docx, formats). Format these assignments using one-inch margins, double-spacing, and a 12-point Times New Roman font. Always include a cover sheet (not counted as one of the required pages) with the title of the assignment, your name, the date turned into the instructor, course number, and course title. All assignments should be reviewed thoroughly for spelling, grammar, and style. Citations must be in the APA style, but papers need not have APA-style headers and title pages.

Consult the UW writing center’s guide for APA formatting:  http://writing.wisc.edu/Handbook/DocAPA.html. Reference pages must be on a separate sheet from the paper (not counted as one of the required pages). When required to use references, you must use peer-reviewed journals. Websites may be used as references, but must by referenced with a live link/hyperlink so that I may access it as well for content relevance and legitimacy. Papers should be placed in the Learn@UW Dropbox by midnight of the due date. You will receive a confirmation e-mail when your paper is successfully downloaded to the drop box. It is your responsibility to be sure your paper has been downloaded properly. The instructor will adhere to the policy on late assignments if an assignment is not received in the drop box by the time it is due.

Clarification:
If there is something about an assignment that is unclear to you, it is your job to bring this to my attention in advance of the due date.

Appealing a Grade:
If you wish to object to a grade you receive in this course, the following guidance assists in your decision to appeal and details the process:

Your goal for this and other courses should be to make the most of your learning experience, and not to simply “get an A.” Grade expectations cannot be based on what you have received in other courses—especially from your previous undergraduate school. If you have an issue with a grade that you receive in this course, please document the reasons for your appeal in writing and email this to me no later than two weeks after the assignment grade has been issued to you.

The reasons for your appeal should include a discussion of (1) the extent to which you
responded to assignment objectives, (2) the quality of your writing (to include grammar and spelling, organization, flow and clarity), and (3) your ability to demonstrate depth and critical thinking.

I will give careful consideration to your appeal.

*Timeliness:*
Late assignments will be deducted 1 point per day they are late. If you anticipate a problem turning an assignment in on time, contact me before the assignment is due. I may make exception, on a case-by-case basis, if circumstances merit.

**VII. Course Policies**

Students are expected to:
- Attend class weekly and read required materials prior to class.
- Participate in class discussion, during class or in Canvas discussions.
- Use mobile devices such as phones, tablets, and computers as described below during class.
- Complete and submit all assignments as required.
- Advocate for themselves and present any questions or concerns to me that may require me to adjust course presentations to enhance learning for all.
- Tell me what accommodations are necessary to obtain equal access to the class.
- Maintain standards of academic integrity as described by the School of Social Work and University.
- Encourage an atmosphere of respect and open communication in furtherance of an inclusive culture of respect and learning.

As the instructor of this course, I will be expected to:
- Be available to students to answer questions and respond to student concerns.
- Be prepared for each class and begin and end classes on time.
- Create a comfortable and open atmosphere conducive to learning.
- Assure that course objectives are met.
- Assure that the classroom and course materials are accessible (per ADA requirements) to all students.
- Tell students of any changes to the syllabus or course requirements.

*Promptness:*
Prompt arrival to all classes is required.
I may take actions deemed appropriate by the School and the University if a student is consistently tardy.

I may also consider a significantly late arrival or early departure as an absence without prior warning of why you may be late or need to leave early.
Repeated tardiness will impact your grade. I will consider a late arrival or early departure of more than 20 minutes an absence.

**Class Attendance and Professional Participation:**
To ensure a quality educational experience, students must attend and participate in classes.

Attendance will be noted at each class and students’ level of participation noted.

**Excused and Unexcused absences:**
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.

Additional graded make-up work appropriate for the content missed will be assigned from excused and unexcused absences. Students in SW 646 will be required to complete a 3-page reaction paper on the missed week’s readings.

**Absence:**
If you must miss class, you are required to inform your instructor via email in advance. 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 me prior to the start of class. Students who are absent three or more times in the semester will be required to schedule a meeting with the instructor to discuss their performance and continuation in the course. Three or more absences may lead to a student receiving a failing grade.

**Inclement weather policy:**
If there is inclement weather, students will be expected to check their email or the Canvas course site prior to leaving for class to confirm whether classes are cancelled.

If classes are not cancelled but an individual student concludes travel is not safe, the student must contact the instructor regarding the plans to not travel. This absence will be considered excused and makeup work will be assigned.

If class is cancelled by the University due to inclement weather or by me, students should check their email for a message from the instructor about how to engage with the class material for the day.

**Code of Ethics, Student Rights, and Responsibilities & Plagiarism:**
BSW and incoming MSW students have 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 so honor these agreements, 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.

**Americans with Disabilities Act:**
Students requiring accommodations pursuant to the Americans with Disabilities Act (ADA) should disclose their needs at the beginning of the course. I want all students to have an excellent learning experience and am committed to providing whatever learning support I can to meet your needs.

The McBurney Center provides services and classroom accommodations to students with differing abilities. These might include vision and hearing difficulties, learning difficulties and mental health disorders. McBurney is located at 701 W Johnson Street suite 2104. Call for an appointment at 608-263-274. [http://mcburney.wisc.edu](http://mcburney.wisc.edu)

Information regarding participation by students with differing abilities, accommodations for religious observances, academic conduct, complaint procedure, grade appeals procedures, sexual harassment policy, safety policy and other standing policies/procedures is available in the student handbook.

**Classroom Climate:**
Classroom climate, or the way a classroom space feels to everyone in the room based on communication, norms, values and processes, impacts participation, motivation and learning. Meeting course objectives requires that the instructor and students actively work to create a learning environment that is respectful and safe so that ideas can be examined honestly, diverse viewpoints shared, and in-class activities approached with maximum curiosity and enthusiasm. In order to learn, we must be open to the views of people different from ourselves. Diversity in beliefs, ideas and lived experiences are highly valued here. Each student has knowledge and experience that will enhance the learning of their colleagues and each voice is important. In the 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.

I am firmly committed to diversity and equality in all areas of campus life and building an inclusive classroom space where everyone feels honored and welcome. I recognize that we all have biases, whether we admit it or not. Discrimination can be direct or indirect and take place at both institutional and personal levels. I believe that such discrimination is unacceptable and I am committed to providing equality of opportunity for all by eliminating any discrimination, harassment, bullying, or victimization. The success of this policy relies on the support and understanding of everyone in this class. We all have a responsibility not to be offensive to each other, or
to participate in, or condone harassment or discrimination of any kind. We all have a responsibility to hold in our minds the disproportionate impact systems and “isms” have on marginalized people. I invite you to bring any concerns in this regard to my attention.

Brave spaces do not exist accidentally; we must work to create them. We will develop learning community and discussion guidelines in our first meeting and revisit them as needed throughout the course. We will share the challenges of upholding our guidelines and responding to moments when we fail to abide by them. Students will be held accountable for what they are expressing verbally and nonverbally. Students are expected to keep confidential all issues of a personal or professional nature discussed in class.

**Student Wellness:**
As a student you may experience a range of issues that can cause barriers to learning. These might include strained relationships, anxiety, family issues at home, high levels of stress, alcohol/drug problems, racism, feeling down, and/or loss of motivation. University Health Services (UHS) can help with these or other issues you may be experiencing. You can learn about the free, confidential mental health services available on campus by calling (608)265-5600 or visiting [www.uhs.wisc.edu](http://www.uhs.wisc.edu).

As social workers, we often expect others to access therapeutic services, and then we don’t allow ourselves the same right. Please validate your right to feel supported in your own life journey.

Other student support services and programs include:
- Multicultural Student Center [https://msc.wisc.edu/](https://msc.wisc.edu/)
- LGBT Campus Center [https://lgbt.wisc.edu/](https://lgbt.wisc.edu/)
- Dean of Students Office [https://www.students.wisc.edu/doso/20](https://www.students.wisc.edu/doso/20)

**Out-of-Class Communication with Instructor:**
I encourage students to meet with me outside of class to discuss concerns, answer questions and provide comments and feedback. I am usually available to meet before class, during break and right after class ends. Rather than holding office hours, I prefer to meet with students by appointment. Please email me with a request to arrange a time to meet. I am happy to meet students in the Social Work Library, the Wisconsin Institutes for Discovery coffee shop, or at a location closer to your home if that is a more comfortable and welcoming space for you.

**Electronics:**
To minimize disruptions to class processes, and to respect yourselves, your colleagues and me, all personal devices must be turned to mute and set aside during the class period unless I give instructions to utilize electronic devices for a class activity. If you wish to use your computer to take notes, I expect that the view your classmates have of your screen will not be distracting to them (i.e. they see an open browser tab that is not your note page
for this class). If I become aware that you are accessing social media on your computer
during class, you may lose the privilege of using your computer to take and share class
notes. You will have one short break during this two-hour class, and you can plan to check
your personal devices at that time. However, it is true that ‘life happens’. If you have an
urgent reason to leave your phone on, please inform me. If there is a medical or other
serious need for access to your personal devices during class time regularly or
occasionally, please speak to me before class. Audio recording of classes will be allowed
only after full disclosure to the class that an audio recorder is operating and for ADA
reasons, also disclosed ahead of time.

Appendix A

<table>
<thead>
<tr>
<th>CSWE Competency Description Addressed in Course</th>
<th>Course Content relevant to Dimensions that Comprise the Competency*</th>
<th>Location in Syllabus</th>
</tr>
</thead>
<tbody>
<tr>
<td>2.1.1 Demonstrate ethical and professional behavior</td>
<td>Lecture, reading, assignments and discussion related to dimensions of ethics in CPS practice and the intersectionality of multiple factors affecting those ethics, using NASW Code of Ethics. (K, V, C &amp; AP)</td>
<td>Weeks 2, 3, 5, 8, and 14</td>
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<tr>
<td></td>
<td>Instructor will provide examples of ethical challenges, potential and actual responses, and consequences for choosing each.</td>
<td>Weeks 1, 3, 6, 8, 10</td>
</tr>
<tr>
<td></td>
<td>Values exercise</td>
<td>(p. 12)</td>
</tr>
</tbody>
</table>

Advanced Generalist social workers demonstrate awareness of their personal values and an ability to distinguish them from professional values. They also possess and employ an understanding as to how their personal experiences and affective reactions influence their professional judgment and behavior.

Advanced Generalist social workers understand the role of other professions and use this understanding to engage effectively in inter-professional teams. They have a commitment to life-long learning and
continually update their skills to ensure they are relevant and effective.

Advanced Generalist social workers also are knowledgeable about the emerging forms of technology and ethically use this technology in social work practice.

### 2.1.2 Engage Diversity and Difference in Practice

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.

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.

### 2.1.3 Advance Human Rights and Social, Economic and Environmental Justice

Advanced Generalist social workers demonstrate in a focus area an understanding that every person regardless of position in

<table>
<thead>
<tr>
<th>Course Activity</th>
<th>Weeks</th>
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<tbody>
<tr>
<td>Lecture, readings, videos, assignments and discussion related to dimensions of diversity and the delivery of services. (K, S, C &amp; AP)</td>
<td>Weeks 2, 3, 4, 8, and 13</td>
</tr>
<tr>
<td>Videos, reading and small group activities exploring structural and cultural barriers to services for abused and neglected children and their families and skills required to recognize them. (K, V, S, C &amp; AP)</td>
<td>Weeks 1, 4, 5, 7, 12 (p. 12)</td>
</tr>
<tr>
<td>Values Exercise: written self-analysis and interview activity to explore personal biases and dimensions of diversity in relation to race, culture, gender, sexual identity, poverty and privilege (K, S, C &amp; AP)</td>
<td>Weeks 1, 6 (p. 14)</td>
</tr>
<tr>
<td>Lectures on Definitions, Emotional Abuse, History of Child Abuse and Neglect (K, V, C &amp; AP)</td>
<td></td>
</tr>
<tr>
<td>Final Paper/Assignment (K, V, S, C &amp; AP)</td>
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</table>
society has fundamental human rights such as freedom, safety, privacy, an adequate standard of living, health care, and education.

Advanced generalist social workers incorporate in practice an understanding of the global interconnections of oppression and human rights violations, and knowledgeable about theories of human need and social justice and strategies to promote social and economic justice and human rights.

Advanced generalist social workers employ strategies designed to eliminate oppressive structural barriers to ensure that social goods, rights, and responsibilities are distributed equitably and that civil, political, environmental, economic, social, and cultural human rights are protected.

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<tr>
<th>2.1.4 Engage in Practice-informed Research and Research-informed Practice</th>
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<tbody>
<tr>
<td><strong>Advanced Generalist social workers</strong> understand and apply quantitative and qualitative research methods to advance the science of social work and practice in the focus area.</td>
</tr>
<tr>
<td>They know and apply the principles of logic, scientific inquiry and culturally informed and ethical approaches to building knowledge in the focus area.</td>
</tr>
<tr>
<td>Advanced Generalist social workers understand and demonstrate that evidence informed practice derives from multidisciplinary sources and multiple ways of knowing, demonstrate the processes for translating research findings into their focus area of practice.</td>
</tr>
<tr>
<td>Lecture, readings, videos, assignments and discussion related to dimensions of evidence based resources and approaches within CPS practice. (K, S, V, C &amp; AP)</td>
</tr>
<tr>
<td>Focus on assessment strategies, intervention paradigms, and response types in CPS practice. (K, S, V, C &amp; AP)</td>
</tr>
<tr>
<td>Reflection #2</td>
</tr>
<tr>
<td>Major assignment</td>
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<tr>
<td>Weeks 1, 5, 7, 13 and 14</td>
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<tr>
<td>Weeks 4, 5, 6, 8, 12</td>
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<td>(p. 11)</td>
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<td>(p. 14)</td>
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<tr>
<th>2.1.5 Engage in Policy Practice</th>
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<tbody>
<tr>
<td><strong>Advanced Generalist social workers</strong> demonstrate a developed understanding that human rights, social justice, social welfare and services in a focus area are mediated by policy and its implementation at the federal, state, and local levels. They understand the history and in relation to other systems that affect children touched by child abuse and neglect. Identification of inequities re: access to services and programs, disproportionate treatment of families of color within the CPS system. (K, S, V, C &amp; AP)</td>
</tr>
<tr>
<td>Reflection papers (2)</td>
</tr>
<tr>
<td>Weeks 2, 5, 7, 10, 13 and 14</td>
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</tbody>
</table>
and current structures of social policies and services in a focus area, the role of policy in service delivery, and the role of practice in policy development in a focus area.

Advanced Generalist social workers understand, demonstrate, and engage policy development and implementation within a focus area practice setting at the micro, mezzo, and macro levels to affect change within those settings. They recognize and understand the historical, social, cultural, economic, organizational, environmental, and global influences that affect social policy in a focus area. They also demonstrate advanced levels of knowledge about policy formulation, analysis, implementation, and evaluation in a focus area.

**2.1.6 Engage with Individuals, Families, Groups**

Advanced Generalist social workers understand and demonstrate that engagement is an ongoing component of the dynamic and interactive process of social work practice in the focus area with, and on behalf of, diverse individuals, families, groups, organizations, and communities. They value the importance of human relationships.

Advanced Generalist social workers understand and apply theories of human behavior and the social environment, and critically evaluate and apply this knowledge in the focus area to facilitate engagement with clients and constituencies, including individuals, families, groups, organizations, and communities. They understand and demonstrate an array of strategies to engage diverse clients and constituencies to advance practice effectiveness in the focus area.

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.

| Investigations as well as Assessment responses. (K, S, V, C & AP) |
| Lectures, readings, videos and small/large group discussions related to skills, strategies, and guest speakers will share knowledge about facilitating engagement with individuals, families, and groups to maintain or secure safety for children in their homes and in alternate care placements. (K, S, V, C & AP) | Weeks 1, 5, 7, 13 and 14 |
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.

<table>
<thead>
<tr>
<th>2.1.7 Assess Individuals, Families, Groups</th>
<th>Lecture, reading, videos and small/large group discussions covering assessment strategies and acquisition of knowledge and skills to support family strengths and successful care of children. (K, S, V, C &amp; AP)</th>
<th>Weeks 5, 6, 7, 13 and 14</th>
</tr>
</thead>
<tbody>
<tr>
<td>Advanced Generalist social workers</td>
<td>They engage in inter-professional collaboration and utilize methods of assessment appropriate to their focus area to advance practice effectiveness.</td>
<td>Reflection papers</td>
</tr>
<tr>
<td>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></td>
<td></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></td>
<td></td>
</tr>
<tr>
<td>Advanced Generalist social workers</td>
<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>Lecture, reading, videos and small/large group discussions, and case studies focused on evidence-informed interventions and assessments. (K, V, S, C &amp; AP)</td>
</tr>
<tr>
<td>demonstrate an understanding of how their personal experiences and affective reactions may affect their assessment and decision-making.</td>
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<td>Final Paper</td>
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</tbody>
</table>

Advanced Generalist social workers recognize and understand intervention is an ongoing component of the dynamic and interactive process of social work practice with, and on behalf of, diverse individuals, families, groups, organizations, and communities.

They independently identify, analyze and implement evidence-informed interventions to achieve the goals of clients and constituencies in a focus area.

Advanced Generalist social workers incorporate their knowledge of theories of human behavior and the social environment
when selecting and implementing interventions in a focus area.

They also engage in interdisciplinary, interprofessional, and inter-organizational collaboration as appropriate, in evaluating and implementing interventions.

<table>
<thead>
<tr>
<th>2.1.9 Evaluate Practice with Individuals, Families, Groups</th>
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<tbody>
<tr>
<td>Advanced Generalist social workers recognize the importance of ongoing evaluation in the dynamic and interactive process of social work practice with, and on behalf of, diverse individuals, families, groups, organizations, and communities.</td>
</tr>
<tr>
<td>They are knowledgeable about various methods of evaluating outcomes and practice effectiveness in a focus area and incorporate their knowledge of theories of human behavior and the social environment when evaluating outcomes.</td>
</tr>
<tr>
<td>Advanced Generalist social workers employ qualitative and quantitative methods as appropriate for evaluating outcomes and practice effectiveness in a focus area.</td>
</tr>
<tr>
<td>Our guest lecturers will demonstrate how they evaluate children, families or systems in the context of their individual roles as practitioners or researchers</td>
</tr>
<tr>
<td>- Individuals (K,S)</td>
</tr>
<tr>
<td>- families, groups (K,S)</td>
</tr>
<tr>
<td>Final assignment (K, V, S, C &amp; AP)</td>
</tr>
</tbody>
</table>

*K=Knowledge; V=Values; S=Skills; C & AP=Cognitive and Affective Processes*