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

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

III. Course Competencies & Practice Behaviors & Assignments

<table>
<thead>
<tr>
<th>Competencies addressed in course</th>
<th>Advanced Practice Behaviors for Focus Area and Advanced Elective Courses</th>
<th>Assignment(s) measuring behavior</th>
</tr>
</thead>
</table>
| 2.1.1: Identify as a social worker and conduct oneself accordingly. | • Apply knowledge of social services, policies and programs relevant to the focus area, to advocate with and/or on behalf of clients for access to services.  
• Develop a plan for continuing professional education and development.  
• Collaborate with and articulate the mission of Social Work to others (e.g., interdisciplinary team members, volunteers, the broader community, the news media, and political leaders). | All papers  
Class participation  
Class participation  
In-Class Activities  
Group Presentation  
Final Paper  
Reflection/Response Papers |
| 2.1.2: Apply SW ethical principles to guide professional | • Recognize and manage personal values in a way that allows professional values to guide practice.  
• Make ethical decisions by applying standards | Class Participation  
Group Presentation  
Final Paper |
<table>
<thead>
<tr>
<th>Practice</th>
<th>Final Paper</th>
<th>All papers</th>
<th>Class participation</th>
<th>Group Presentation</th>
<th>All papers</th>
<th>Class participation</th>
<th>Group Presentation</th>
</tr>
</thead>
<tbody>
<tr>
<td>2.1.3: Apply critical thinking to inform and communicate professional judgments</td>
<td>Distinguish, appraise and integrate multiple sources of knowledge, including research-based knowledge and practice wisdom.</td>
<td>All papers</td>
<td>Class participation</td>
<td>Group Presentation</td>
<td>All papers</td>
<td>Class participation</td>
<td>Group Presentation</td>
</tr>
<tr>
<td></td>
<td>Analyze models of assessment, prevention, intervention and evaluation.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Demonstrate effective oral and written communication in working with individuals, families, groups, organizations, communities and colleagues.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2.1.4: Engage diversity and difference in practice</td>
<td>Demonstrate an understanding of how culture and values affect diverse conceptualizations and constructions of social problems and solutions in the concentration.</td>
<td>Reflection/Response Papers</td>
<td>Final Paper</td>
<td>Class participation</td>
<td>Group presentation</td>
<td>Final Paper</td>
<td>In-class activities</td>
</tr>
<tr>
<td></td>
<td>Demonstrate knowledge and skills to practice without discrimination and with respect, towards people of diverse backgrounds.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2.1.6: Engage in research-informed practice and practice-informed research.</td>
<td>Demonstrate ability to evaluate practice in the concentration area.</td>
<td>Reflection/Response Paper</td>
<td>Final Paper</td>
<td>Class participation</td>
<td>All papers</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Critically evaluate and utilize theoretical and empirical research relevant to the problems and/or populations addressed in advanced practice.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2.1.10: Engage, assess, intervene, and evaluate individuals, families, groups, organizations, and communities</td>
<td>Employ diverse strategies to engage with individuals, families, groups, organizations and communities related to the area of concentration.</td>
<td>Final Paper</td>
<td>Class Participation</td>
<td>Group presentation</td>
<td>Final Paper</td>
<td>Class participation</td>
<td>Group presentation</td>
</tr>
<tr>
<td></td>
<td>Assess individuals, families, groups, organizations and communities to determine a range of potentially effective and appropriate interventions to improve practice outcomes related to the concentration.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Apply research skills to analyze, monitor and evaluate interventions in advanced practice.</td>
<td>Trauma Paper</td>
<td>Final Paper</td>
<td>Final Paper</td>
<td>Final Paper</td>
<td>Class Participation</td>
<td>Group presentation</td>
</tr>
</tbody>
</table>
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?
- Does the intervention meet the standard of culturally competent practice, and are there diversity considerations for implementation?
- Is the intervention appropriate for survivors of trauma (e.g. is it trauma-informed)?

Course outline, topics and readings:

Week 1: September 8, 2016
Topics: Syllabus, Introductions, Warm-Up
Setting the stage for the course: Evidence Based Practice, Diversity and Trauma

Required Readings


Week 2: September 15, 2016
Topics: Evidence Based Practice
Early Intervention and Prevention

Required Readings:


Required Listening:
**Week 3: September 22, 2016**
*Reflection and response paper due
*First group presentation
Topics: Early Intervention and Prevention

**Required Readings**


**Week 4: September 29, 2016**
Topics: Domestic Violence & Intervening Through a Trauma-Informed Lens
Site Visit and Lecture at Domestic Abuse Intervention Services (DAIS)

**Required Readings:**


**Required Listening:**
**Week 5: October 6, 2016**  
*Reflection & Response Paper Due*  
*Second group presentation*  
**Topics: Innovations in Culturally Responsible Interventions**

**Required Readings:**


**Week 6: October 13, 2016**  
*Third group presentation*  
**Topics: School-based Interventions with Children and Families**

**Required Readings:**


Week 7: October 20, 2016
Topics: Collaborative and Multi-Disciplinary Approaches to Intervention

Required Readings:


Week 8: October 27, 2016
*Childhood Traumatic Stress Paper Due
Topics: Mentoring as an Intervention
Site Visit and Lecture at Mentoring Program

Required Readings:


Week 9: November 3, 2016
Topics: Interventions with Adolescents
Guest Lecturer

Required Readings:


**Week 10: November 10, 2016**
*Fifth group presentation*
**Topics: Field Trip to Juvenile Reception Center 11:00-12:00**

**Required Readings:**


**Week 11: November 17, 2016**
*Sixth group presentation*
*Third Reflection and Response Paper Due (can be based on week 9 or 10)*
**Topics: Intervention with LGBTQ Youth, Families and the Systems that Impact Them**

**Required Readings:**


Week 12: November 24, 2016
Thanksgiving

Week 13: December 1, 2016
*Seventh Group Presentation
Topics: Alternate Care and TPR
Guest Lecturer

Required Readings:


Week 14: December 8, 2016
Topics: Academic Advancement and Building Resilience

Required Readings:


Week 15: December 15, 2016
*Final Papers Due
Course Wrap-Up
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 (3)   30 points (10 each)
Childhood Traumatic Stress Paper 20 points
Final Paper  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 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?
- Does it meet the standard of culturally competent practice, and how are issues of diversity related to the implementation of the intervention?
- In your estimation, is this intervention trauma-informed?
- 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>
</tr>
<tr>
<td>The presentation was interactive and engaged the class in discussion and</td>
<td>3</td>
</tr>
<tr>
<td>in learning about the chosen intervention.</td>
<td></td>
</tr>
</tbody>
</table>

3. **Reflection and Response Papers** (30% of grade-10% each, due 9/20, 10/4, 11/15)

The reflection and response paper is a brief paper that demonstrates the student’s ability to reflect upon and think critically about information presented in class. For the paper, students are asked to connect the material presented to their past, current or future field work, to incorporate in their reflection the important themes of the course (diversity, trauma, and evidence-based practice), and to connect material presented in the classroom with assigned weekly readings.

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

<table>
<thead>
<tr>
<th>Criteria:</th>
<th>Point Value:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Paper meets basic requirements of length, clarity and strong writing.</td>
<td>1</td>
</tr>
<tr>
<td>Paper addresses connection of materials to field work, important themes of the class, and weekly readings.</td>
<td>6</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 10/24/16)

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

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

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

Grading Rubric for Childhood Traumatic Stress Paper:

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

5. Final Paper (25% of grade, due 12/13/16)

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

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

Grading Rubric for Final Paper:

<table>
<thead>
<tr>
<th>Criteria</th>
<th>Point Value</th>
</tr>
</thead>
<tbody>
<tr>
<td>Paper meets basic requirements of length, clarity and professional writing.</td>
<td>5</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>2</td>
</tr>
</tbody>
</table>

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 by 5:00 pm 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 in to 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:**
Unapproved late assignments will be marked down a ½ grade for each day they are late, and approval for a late assignment must be requested prior to the time the assignment is due. You are in charge of keeping track of when your assignments are due, and are responsible for handing them in on time. Please contact me as soon as possible if any unusual circumstances arise.
LEARN@UW
All students in the class are required to access Learn UW for additional communication and information regarding the course. Please check Learn@UW on Wednesday evenings for student Power Points/Outlines when available and other resources pertinent to class the next day. I will respond to email communication every 24 hours (to be checked once per day, most likely in the evening). Please let me know if you have trouble accessing information in this way.

At times there have been issues with Word document compatibility, so open documents early to check for problems, and let me know if you need docs saved in a different version of Word.

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

Student Professionalism:
In order to learn, we must be open to the views of everyone in the classroom. Each and every voice is important and brings with it a wealth of experiences, values and beliefs. Please respect your fellow students’ opinions and refrain from personal attacks or demeaning comments of any kind. Finally, remember to keep confidential all issues of a personal or professional nature discussed in class. The following is a list of additional expectations of student professionalism.

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

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.
A Note on Plagiarism

Plagiarism involves the use of others’ words, ideas, or evidence without clearly acknowledging the source. Plagiarism in this class (and other classes) is unacceptable and will be treated as serious ethical breach with possible penalties including: a failing grade on the assignment, failing the class, and/or referral to the Dean of Students Office.

Maintaining ownership of your work is often challenging when writing papers using multiple sources. Nevertheless, intentional plagiarism is academic dishonesty. Plagiarism occurs when you do any of the following in an assignment:

- Use someone else’s words either verbatim or almost verbatim without citation (even if the work does not have a clear author—for instance in a website)
- Use someone else’s evidence, line of thinking or idea without citation
- Turn in someone else’s work as your own, as in copying a peer’s paper or purchasing a readymade paper
- Turn in previously submitted work as if new, without the instructor’s approval

Attendance Policy:

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

Absence

To ensure a quality educational experience, students must attend and participate in classes.

- Excused & Unexcused Absences:
  1) The first unexcused absence will result in a student’s grade being dropped one full grade
  2) The second unexcused absence will place the student at risk for failing the course
  3) 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 for excused and unexcused absences.
- 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 should contact the instructor prior to the start of class to be considered for an excused absence.
- Inclement Weather Policy
  1) For weather concerns, check your email Wednesday night and/or Thursday morning prior to class, in the event that class might be cancelled due to dangerous weather.

  2) If classes are not cancelled but an individual student concludes he/she cannot safely travel to reach his/her class site, the student must contact his/her instructor(s) regarding his/her plan to not travel. This absence will be considered excused and makeup work may be assigned.

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.

Ongoing Feedback
I want to be an asset to your learning process. I will be available to discuss any aspect of the course or your work. I will plan to check email on a daily basis and make every effort to respond to emails within 24 hours. If you would like to schedule a phone consultation or meeting on campus, please inform me in advance so we can allow time for this to be scheduled.

I greatly appreciate on-going student input regarding reactions, suggestions, and/or concerns about the course. Feedback and suggestions for improving this course are always welcomed. Feel free to see me personally if you have any concerns about any part of the course. In-person or written comments are always welcome (anonymous or identified).

Final Note: I very much hope together we can make this class interesting and useful for your future endeavors.
<table>
<thead>
<tr>
<th>Week</th>
<th>Date</th>
<th>Spring 2016</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>9/8</td>
<td>Introduction and Overview, review syllabus(course content, requirements, and expectations), introductions, Evidence Based Practice, Diversity and Trauma.</td>
</tr>
<tr>
<td>2</td>
<td>9/15</td>
<td>Evidence Based Practice (Cont'd), Early Intervention and Prevention Panel Presentation</td>
</tr>
</tbody>
</table>
| 3    | 9/22  | Early Intervention and Prevention (Cont'd)  
*Reflection and Response Paper Due  
*First Group Presentation                                                                                                                            |
| 4    | 9/29  | Domestic Violence & Intervening Through a Trauma-Informed Lens  
Site Visit and Lecture at Domestic Abuse Intervention Services (DAIS)                                                                                   |
| 5    | 10/6  | Innovations in Culturally Responsible Interventions  
*Reflection & Response Paper Due  
*Second group presentation                                                                                                                           |
| 6    | 10/13 | School-based Interventions with Children and Families  
*Third group presentation                                                                                                                                |
| 7    | 10/20 | Collaborative and Multi-Disciplinary Approaches to Intervention                                                                                                                                            |
| 8    | 10/27 | Topics: Mentoring as an Intervention  
Site Visit and Lecture at Mentoring Program  
*Childhood Traumatic Stress Paper Due                                                                                                                |
| 9    | 11/3  | Interventions with Adolescents  
Guest Lecturer                                                                                                                                                                                                |
| 10   | 11/10 | Topics: Field Trip to Juvenile Reception Center 11:00-12:00  
*Fifth group presentation                                                                                                                             |
| 11   | 11/17 | Topics: Intervention with LGBTQ Youth, Families and the Systems that Impact Them  
*Sixth group presentation  
*Third Reflection and Response Paper Due (can be based on week 9 or 10)                                                                              |
| 12   | 11/24 | Thanksgiving                                                                                                                                                                                                    |
| 13   | 12/1  | Alternate Care and TPR  
Guest Lecturer  
*Seventh Group Presentation                                                                                                                                |
| 14   | 12/8  | Academic Advancement and Building Resilience                                                                                                                                                                |
| 15   | 12/15 | *Final Papers Due                                                                                                                                                                                               |