I. Catalogue Description
Develops advanced practice knowledge and skills for social workers practicing in health and health care settings.

II. Course Overview
This course meets the Advanced Practice requirement for the Advanced Generalist Curriculum. The focus or context for this Advanced Practice course is Health. For non-Health students, this course may be taken as a free elective. The purpose of this advanced practice year course is to develop the knowledge, skills, and practice approaches needed to function successfully as an autonomous social worker in a health care setting. It is a required advanced generalist specialization focus area course.

Within this learning framework, the course has the following practice goals:

- An understanding of the values and ethics of the profession in relation to health care practice.
- An understanding of issues in health care that are present across the life span.
- An awareness of the issues in health care and social work practice in relation to age, gender, sexual orientation, disability, socioeconomic class, and ethnicity.
- An understanding of health care disparity and social, economic, and cultural factors that impact access, quality, and outcome of health care services.
- An awareness of ethical dilemmas in health care.

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

Week: 1  September 12  
Topic:  Introduction and Review of Course Objectives

In Class Activities  
- Class Exercise-Current Important Issues in Health Care  
- Class Exercise-Incorporating Diversity into Practice

Week: 2  September 19  
Topics:  The Economics of Health Care  
- Insurance Basics  
- Affordable Care Act  
- People Not Covered by Insurance  
- Disparity Factors that Influence Health Care Access, Quality, and Outcomes

In Class Activities  
- Video-How Health Insurance Works  
- Class Exercise-Current and Future Status of Affordable Care Act  
- Class Exercise-Disparities in Health Insurance  
- Class Exercise-Medical Term Definitions

Required Readings:  

Week: 3  September 26  
Topics:  Social Work Role in Perinatal Care  
- Prenatal Care  
- Neonatal Care
In Class Activities
- Class Exercise-Prenatal Risk Factors and Health Care Outcomes
- Class Discussion-Research Informed Effective Interventions in Perinatal Care
- Class Exercise-Culturally Competent Perinatal Care

Required Readings:

Week: 4 October 3
Topics: Practice Issues in the Care of Children and Families
- Engaging with Children and Families Coping with Chronic Illness
- Children with Developmental Disabilities
- Transition to Adult Healthcare

Guest Speaker: Kristin McArdle, MSW, American Family Children’s Hospital

In Class Activities
- Video-UW Parent and Child Health Care
- Class Exercise-Case Examples
- Class Exercise-Culturally Competent Practice in a Children’s Hospital
- Video-Research Based Practice in Transitions to Adult Care

Required Readings:
Week: 5 October 10
Topics: Health Care Issues for Young Adults
   • Engaging with Young Adults Coping with Acute and Chronic Illness
   • Mental Health and Substance Use
   • Intervening Effectively with Suicide Risk Assessment and Screening
   • Understanding Boundaries and Evaluating Practice with Young Adults

In Class Activities
   • Class Exercise-Case Examples
   • Video-Columbia Suicide Prevention Screening
   • Class Discussion-Effective Research Informed Interventions in Risk Reduction for High Risk Sexual Behavior
   • Class Exercise-Cancer Distress Screening
   • Class Exercise-Culturally Competent Practice with Young Adults

Required Readings:

Turn in practice paper summary to Learn@UW by start of class
Due date for completion of Columbia Suicide Severity Rating Scale (CSSRS) Training

Week: 6 October 17
Topics: Engaging Effectively with Patient and Families in Advance Care Planning
Intervening with Patients and Families in Ethical Dilemmas
Self Determination in Health Care
   • Advance Care Planning
   • Advance Directives and Do Not Resuscitate Orders
   • Guardianship
Social Work Practice on an Ethics Committee
Effective Teamwork in Health Care
Self Evaluation of Practice

In Class Activities
   • Class Exercises-Medical Ethics
• Class Exercise-Research Based Practice in Guided Decision Making for Individuals with Developmental Disabilities
• Video-Advance Care Planning
• Class Discussion-Culturally Competent Practice in Advance Care Planning

**Required Readings:**

**Distribution of Practice Interview Case #1**

**Week:** 7  
**October 24**
**Topics:** Engaging in Effective Health Care Practice for People with Neurological Disorders  
Research Based Screening and Assessment Tools  
Social Security and Disability  
• Medicare  
• Private and Supplemental Insurance

**In Class Activities**
• Class Exercise-Neurologic Functional Assessments  
• Class Exercise-Case Examples  
• Video-Persistent Vegetative State Assessment

**Required Readings:**

**Interview #1 Practice Video and Journal Due by Start of Class This Date**

**Week:** 8  
**October 31**
**Topic:** Social Work Practice in Emergency Room Care  
Engaging with Patients, Families, and Allied Legal and Social Services in Emergency Room Services

**In Class Activities**
• Class Exercise-Case Examples  
• Class Discussion-Culturally Competent Emergency Room Social Work Practice

**Required Readings:**


**Test #1 administered this date**

Week: 9 November 7  
Topics: Hospital Based Social Work Practice  
- Discharge Planning  
- Care Management Models  
- Facilitation of Patient/Family Conferences

**In Class Activities**  
- Class Discussion-Strategies for Inpatient Case Management  
- Video-Culturally Competent Language Interpretation in Hospital Settings

**Required Readings:**  


Week: 10 November 14  
Topics: Social Work Practice in Geriatrics  
- Geriatric Evaluation  
- Research Based Screening and Assessment Tools  
- Geriatric Practice with Adults with Developmental Disabilities  
- Elder Abuse and Neglect  
- Engaging with Caregivers in Geriatric Health Care

**In Class Activities**  
- Class Activity-Geriatric Assessment Case Examples  
- Class Discussion-Culturally Competent Geriatric Assessment and Practice  
- Video-Cognitive Assessment

**Required Readings:**  

Week: 11  November 21
Topics: Social Work Practice in Long Term Care
      Engaging with Patients and Families in Long Term Care Counseling
      Evaluation of Intervention Strategies
      • Home Care
      • Assisted Living
      • Skilled Nursing Facility Care

In Class Activities
• Video-Quality Ratings for Skilled Home Care and Skilled Nursing Facility Care
• Class Discussion-Home and Institutional Care of LGBT Persons
• Class Discussion-Evaluation of Research Based Effective Intervention Practices

Required Readings:

Distribution of Practice Interview Case #2

Week: 12  November 28
Topics: Social Work Practice in Palliative and Hospice Care
        Self Evaluation in Professional Practice

In Class Activities
• Video-Hospice Care Services
• In Class Discussion-Culturally Competent Hospice Care Practice
• In Class Activity-Personal Evaluation of Practice

Required Readings:

Interview #2 Practice Video and Journal Due by Start of Class This Date
Test #2 administered this date
Week:  13  December 5
Topics:  Social Work Practice in Cancer Treatment
        Distress Screening and Assessment

Guest Speaker:  Kirsten Norslien, MS, LPC  Program Director, Gilda’s Club Madison

In Class Activities
•  Panel Discussion

Required Readings:


Week:  14  December 12
Topic:  Student Poster Presentations of Research Based Practice Paper

In Class Activities
•  Student Presentations
•  Class Discussion-Culturally Competent Public Health Practice

Community Learning report is due by start of class this date
Practice Paper is due by start of class this date

V.  Reading Materials for the Course


Additional required readings will be available through the SW873 Canvas course site

VI. EVALUATION: Assignments, Grading and Methods

Assignments are to be submitted to Canvas by the start of class on the due date.  Tests are administered in class.  A make-up test (alternate test materials) can only be completed during the office hours of the following week.

No extra credit assignments or advanced review of any assignment or paper are offered for this course.  All assignments, projects, field logs, and learning plans will only be accepted at Canvas.  No assignment will not be accepted as paper copies or to email.  Consistent with university policy, all email contact will only be with student UW email account.
Late Assignment Policy: Late submission of any assignment results in reduction of the total available points for the assignment (-3 point per day). Unexcused absence resulting in the postponement of a test results in a five point deduction.

1. Attendance and Active Participation. Students are expected to attend all classes, with reasonable accommodations (regarded as excused absence) being made as specified in University policy or for other situations such as illness, emergencies and, especially for those commuting from outside Dane County, weather advisories encouraging travel restrictions. Students are responsible for informing me of absences from class in advance if possible, and for following up with me as soon as possible regarding that day’s class content. Unexcused absences from class and/or failure to follow up after an excused absence will result in a grade reduction for this course. Completion of required readings and active participation in class, including arriving on time and demonstrating an ability to listen to and ask questions of your peers, will also figure importantly into this portion of your overall grade. More specifically, class participation is evidence of thoughtful reading of assigned materials, curiosity, ability to examine assumptions, values and practice challenges, and the ability to contribute to the learning process.

2. Community Learning. To further increase the student’s knowledge of health care practice issues, attendance at community lectures or grand rounds is expected. The subject of the presentation is at the student’s discretion, with any questions regarding the appropriateness of the program directed to the instructor. The forum can be a live event or an online program, but should allow the student to participate in any group exercises or ask questions of the speaker. An accounting of participation at community learning opportunities will be tabulated at the end of the semester. The student is expected to briefly report their community learning within class. Community learning can be within the scope of the student’s field work, but should be in addition to any community learning requirements for the field seminar.

Community Learning Report
Five hours of community learning submitted by the due date, two points per hour (-3 points for each day late).

<table>
<thead>
<tr>
<th>Community Program</th>
<th>Date</th>
<th>Related Competency</th>
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3. Research Based Practice Paper. The student will prepare a paper that demonstrates their understanding of a complex health care issue and its implications for social work practice. A summary of the subject will be completed by the student for instructor review early in the semester. Submission of the practice paper prior to the due date with a request for feedback is not a provided option.
Research Based Practice Paper-Assignment Description and Grading Elements
The practice paper will contain the following elements:

a. 8-12 pages long, double spaced.
b. APA format with use of references.
c. A demonstrated relationship between the topic and at least two specific professional competencies.
d. The format will include:
   • a summary section
   • brief literature review
   • analysis of the issue
   • consideration of issues of diversity and/or disparity
   • implications for social work engagement, assessment, and intervention,
   • policy and practice implications.
e. A poster presentation

The practice paper is graded on the following elements:

a. Summary and Practice Paper submitted by due dates -3 per day late
b. Requirements for length and APA format with references 5
c. Clarity of relationship to social work competencies 5
d. Format and content that follows assignment guidelines 10
e. Clear analysis and implications for practice 10
f. Poster presentation (22”x28”) 5

4. Case Practices and Journal. The student will videotape two practice interviews and complete a journal detailing self-evaluation and reflection. The completed journal entries detailing student progress and understanding will be submitted to the instructor by the due date using the journal format.

Taped Interview Practice and Journal
The Interview Practice is graded on the following elements:

a. Submitted by due date -3 per day late
b. Introduction, use of unbiased language, and closing of interview 4
c. Attention to interview goals 4
d. Clearly stated areas for improvement in journal, and consideration of dimensions of diversity and cultural factors. An understanding of the values of the profession in health care practice 1
e. Plan for improvement in journal 1

5. Tests. Tests will be administered in class. Test material will focus on practical practice skills and topics from lectures, readings, and in class assignments.

6. Columbia Suicide Severity Rating Scale Training. The student will complete this research based online training program.
Columbia Suicide Severity Rating Scale (CSSRS) Training

1. Access the CSSRS website:  http://cssrs.columbia.edu
2. Review the training materials
3. Access “Training”
   “Training for Communities and Healthcare”
   “Certificates”
   “Training Campus”
   Register for the training
4. Complete the following two trainings
   a. RFMG-Z01-Administration Training for the C-SSRS – Screener Version
   b. RFMH-101- The Suicide Scale C-SSRS-English-USA
5. Download the training completion certificates and submit at Canvas by the due date

The CSSRS Training is graded on the following elements:

<table>
<thead>
<tr>
<th>Element</th>
<th>Points</th>
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</thead>
<tbody>
<tr>
<td>Completion by due date</td>
<td>-3 per date late</td>
</tr>
<tr>
<td>Completion of zero or one of the two trainings</td>
<td>0</td>
</tr>
<tr>
<td>Completion of both trainings</td>
<td>5</td>
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**Grading Structure**

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<thead>
<tr>
<th>Element</th>
<th>Points</th>
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<tbody>
<tr>
<td>Attendance and Active Participation</td>
<td>-2 points for unexcused absence</td>
</tr>
<tr>
<td>Assignment Turned in Late</td>
<td>-3 points per day</td>
</tr>
<tr>
<td>Test delayed due to unexcused absence</td>
<td>-5 points</td>
</tr>
<tr>
<td>Community Learning (five hours)</td>
<td>10 (2 point per hour)</td>
</tr>
<tr>
<td>Practice Paper</td>
<td>35</td>
</tr>
<tr>
<td>Case Practice and Journal (10 points each)</td>
<td>20</td>
</tr>
<tr>
<td>Test #1</td>
<td>15</td>
</tr>
<tr>
<td>Test #2</td>
<td>15</td>
</tr>
<tr>
<td>Columbia Suicide Severity Rating Scale Training</td>
<td>5</td>
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</table>

**Grading Scale**

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

Student Behavior Policy, Classroom Climate & Expectations
In order to learn, we must be open to the views of people different from ourselves. Each and every voice in the classroom is important and brings with it a wealth of experiences, values and beliefs. In this time we share together over the semester, please honor the uniqueness of your fellow classmates, and appreciate the opportunity we have to learn from each other. Please respect your fellow students’ opinions and refrain from personal attacks or demeaning comments of any kind. Finally, remember to keep confidential all issues of a personal or professional nature discussed in class. The following is a list of expectations of student’s display of personal integrity and professionalism, and successful adherence to these expectations will be measured and incorporated into the course grade.

- Use of cell phones is limited to scheduled breaks. Phones will not be used during class, and must be on vibrate.
- Laptops will not be utilized during class, except for note taking and giving presentations. The browser should be turned off.
- Respect is displayed for viewpoints with which you may disagree.
- Respect is displayed for each student and colleague’s right to be heard.
- A capacity to respect and appreciate diversity is displayed.
- Appropriate materials are brought to class.
- Student has read materials and prepared for class.
- Student displays qualities of an active learner, including taking notes when appropriate.
- Student actively and constructively participates in classroom discussion.
- Careful, respectful language is utilized in all verbal and written communication with classmates, field faculty member, and agency supervisor.
- Student solicits and incorporates feedback when there are questions about performance.
- The student proactively seeks clarification (prior to assignment due dates) if guidance or assistance is needed.

Students are expected to maintain a level of professional behavior in and out of the classroom. Disrespectful and unprofessional behavior in the classroom will not be tolerated and will be reflected in the final course grade. Disrespectful behavior will be determined at the discretion of the instructor. Some examples of this behavior are, but not limited to, talking while others are speaking, sleeping in class and not being respectful to peers, the instructor, or to guest speakers. The grade, in part, is based on successful completion of the competencies and behaviors. It is important to review the section, Professional Conduct in All the Social Work Degree Programs, which can be found in the Student Rights and Responsibilities Handbook. If you have any concerns with this policy, or a concern that needs to be brought to the class’s attention, please speak with this instructor. It is the student’s responsibility to contact the instructor for any clarification on disrespectful and unprofessional behavior.

Code of Ethics, Professional Conduct & Plagiarism
Incoming BSW and MSW students read and signed electronic forms of the NASW Code of Ethics, the School of Social Work Plagiarism Policy and the School’s Principles of Professional Conduct. In doing so, they agreed that while in the BSW or MSW Program they would honor the Code of Ethics and Principles of Professional Conduct, 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 and in the preparation of course assignments.

**Plagiarism**
Plagiarism is a form of academic misconduct, which is not tolerated by the University or the School of Social Work. Plagiarism seeks to claim credit for the work or effort of another without citation or authorization.

The School of Social Work defines plagiarism as:
1. The appropriation of passages or complete works of another person and submitting them as one’s own work – in either written materials or speeches.
2. The presentation of ideas of others as one’s own without giving credit.

There are two major forms of plagiarism:
1. Using direct quotes from others’ written or spoken work and presenting them as one’s own words without using proper quotation marks or offsetting and/or with failure to identify the source of the ideas.

2. Paraphrasing the ideas or research findings of another person(s), with failure to identify the source of the ideas.

Note that slight changes to the author’s original text, even with a citation, is plagiarism. Please see [http://writing.wisc.edu/Handbook/QPA_paraphrase.html](http://writing.wisc.edu/Handbook/QPA_paraphrase.html)

**Process:**
- If an instructor suspects a student has plagiarized, the instructor will contact the student to discuss their concern.
- If the instructor determines that the student has plagiarized, the instructor will decide on a sanction in accordance with the misconduct rules in UWS 14.

**Sanction:**
- Based on the seriousness of the sanction, the instructor may inform the Dean of Student’s Office. The only sanctions that can be imposed without notifying the Dean of Students Office are: 1) oral reprimand; 2) written reprimand presented only to the student; and 3) an assignment to repeat the work on its merits.
- More serious sanctions may include a zero on the assignment or exam, a lower grade in the course or failure in the course. The School of Social Work will inform the Dean of Student’s Office when imposing any of these sanctions. This action is taken so the Dean of Student’s Office can decide whether to seek additional sanctions.
- Repeated acts of academic misconduct may result in more serious actions such as removal from the course in progress, disciplinary probation or suspension, or expulsion ([http://www.students.wisc.edu/doso/acadintegrity.html](http://www.students.wisc.edu/doso/acadintegrity.html)).
- Note: Students can appeal any sanctions.
For more information:
Academic misconduct rules procedures can be found in UWS 14:

For guidelines on quoting and paraphrasing:
UW-Madison Writing Center http://writing.wisc.edu/Handbook/QuotingSources.html

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

The instructor will work either directly with the student or in coordination with the McBurney Center to identify and provide reasonable instructional accommodations. Disability information, including instructional accommodations as part of a students’ education record, is confidential and protected under FERPA.
### Competency Description and Dimensions

#### 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.

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<thead>
<tr>
<th>Competencies and Description</th>
<th>Course Content relevant to Dimensions that Comprise the Competency*</th>
<th>Location in Syllabus</th>
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<tbody>
<tr>
<td><strong>2.1.2 Engage Diversity and Difference in Practice</strong></td>
<td>Lecture, readings, class exercises, and discussion related to dimensions of diversity and the delivery of services. (K, V, S, C &amp; A) Assignment: Practice Paper (K, S, C&amp;A) Assignment: Case Practice and Journal (K, S, C&amp;A)</td>
<td>Weeks 1, 2, 3, 4, 5, 6, 8, 9, 10, 11, 12 &amp; 14 Pages 9-10 Page 10</td>
</tr>
<tr>
<td>Competencies and Description</td>
<td>Course Content relevant to Dimensions that Comprise the Competency*</td>
<td>Location in Syllabus</td>
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<td><strong>2.1.4 Engage In Practice-informed Research and Research-informed Practice</strong></td>
<td>Lecture, readings, case examples, assignments, tests, and discussion related to dimensions of research methods, research informed practice, critical thinking (K, S, C &amp; A)</td>
<td>Weeks 3, 4, 5, 6, 7, 10, 11 &amp; 14</td>
</tr>
<tr>
<td>Advanced Generalist social workers understand and apply quantitative and qualitative research methods to advance the science of social work and practice in the focus area.</td>
<td>Assignment: Practice Paper (K, S, C&amp;A)</td>
<td>Pages 9-10</td>
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<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>
<td>Assignment: CSSRS training and certificate (K, S, C&amp;A)</td>
<td>Page 10</td>
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<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>
<td>Lecture, readings, case examples, assignments, and discussion related to interview strategies, and engagement techniques, (K, S, C &amp; A)</td>
<td>Weeks 4, 5, 6, 7, 8, 10 &amp; 11</td>
</tr>
<tr>
<td><strong>2.1.6 Engage with Individuals, Families, Groups</strong></td>
<td>Assignment: Practice Paper (K, S, C&amp;A)</td>
<td>Page 9-10</td>
</tr>
<tr>
<td>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.</td>
<td>Assignment: Case Practices and Journal Practice (K, V, S, C&amp;A)</td>
<td>Page 10</td>
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<tr>
<td>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</td>
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<tr>
<td>Competencies and Description</td>
<td>Course Content relevant to Dimensions that Comprise the Competency*</td>
<td>Location in Syllabus</td>
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<td>diverse clients and constituencies to advance practice effectiveness in the focus area.</td>
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<td>Advanced Generalist social workers demonstrate advanced understanding of how their personal experiences and affective reactions may impact their ability to effectively engage with diverse clients and constituencies in the focus area.</td>
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<td>They value and employ principles of relationship-building and inter-professional collaboration to facilitate engagement with clients, constituencies, and other professionals in the focus area.</td>
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<td><strong>2.1.7 Assess Individuals, Families, Groups</strong></td>
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<td>Advanced Generalist social workers independently engage and apply their understanding of theories of human behavior and the social environment in the ongoing assessment of diverse individuals, families, groups, organizations and communities in the focus area.</td>
<td>Lecture, readings, case examples, assignments, and discussion related to assessment strategies (K, S, C &amp; A)</td>
<td>Weeks 5, 7, 10 &amp; 13</td>
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<td>They engage in inter-professional collaboration and utilize methods of assessment appropriate to their focus area to advance practice effectiveness.</td>
<td>Assignment: Practice Paper (K, S, C&amp;A)</td>
<td>Pages 9-10</td>
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<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>Assignment: CSSR online training (K,S)</td>
<td>Page 10</td>
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<td><strong>2.1.8 Intervene with Individuals, Families, Groups,</strong></td>
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<td>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,</td>
<td>Lecture, readings, assignments, and discussion related to intervention strategies (K, V, S, C &amp; A)</td>
<td>Weeks 5, 6 &amp; 9</td>
</tr>
<tr>
<td>Competencies and Description</td>
<td>Course Content relevant to Dimensions that Comprise the Competency*</td>
<td>Location in Syllabus</td>
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<td>families, groups, organizations, and communities. They independently identify, analyze and</td>
<td>Assignment: Practice Paper (K, S, C&amp;A)</td>
<td>Pages 9-10</td>
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<tr>
<td>implement evidence-informed interventions to achieve the goals of clients and constituencies</td>
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<td>in a focus area. Advanced Generalist social workers incorporate their knowledge of theories of</td>
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<tr>
<td>human behavior and the social environment when selecting and implementing interventions in a</td>
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<td>focus area. They also engage in interdisciplinary, interprofessional, and inter-organizational</td>
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<tr>
<td>collaboration as appropriate, in evaluating and implementing interventions. 2.1.9 Evaluate</td>
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<td>Practice with Individuals, Families, Groups</td>
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<tr>
<td>Advanced Generalist social workers recognize the importance of ongoing evaluation in the</td>
<td>Lecture, readings, assignments, and discussion related to evaluation</td>
<td>Weeks 3, 5 &amp; 11</td>
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<td>dynamic and interactive process of social work practice with, and on behalf of, diverse</td>
<td>of practice (K, S, C &amp; A)</td>
<td>Page 10</td>
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<tr>
<td>individuals, families, groups, organizations, and communities. They are knowledgeable about</td>
<td>Assignment: Case Practices and Journal (K, V, S, C&amp;A)</td>
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<td>various methods of evaluating outcomes and practice effectiveness in a focus area and</td>
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<td>incorporate their knowledge of theories of human behavior and the social environment when</td>
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<td>evaluating outcomes. Advanced Generalist social workers employ qualitative and quantitative</td>
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<td>methods as appropriate for evaluating outcomes and practice effectiveness in a focus area.</td>
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*K=Knowledge; V=Values; S=Skills; C & AP=Cognitive and Affective Processes