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

II. COURSE OVERVIEW
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. 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 is 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 measure through course activities, readings and assignments and behaviors learned in field experiences, and which are derived from social work knowledge, values, skills and cognitive and affective processes. The competencies addressed in this course can be found in Appendix A.

IV. COURSE CONTENT

<table>
<thead>
<tr>
<th>Week/ Date</th>
<th>Topics</th>
<th>Readings</th>
<th>Assignment Due</th>
</tr>
</thead>
</table>
| 1 9/9/17   | Introductions
Course Objectives Review
NASW Health Care Standards | NASW Healthcare Standards pgs 5-15 (on Canvas)
Allen pgs 7-25; pgs 31-45; pgs 46-62 | (Continued on next page) |
<table>
<thead>
<tr>
<th>Week/Date</th>
<th>Topics</th>
<th>Readings</th>
<th>Assignment Due</th>
</tr>
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<tbody>
<tr>
<td></td>
<td>In-class handouts:</td>
<td>UW-Madison partnership works to improve birth outcomes in Wisconsin</td>
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</tr>
<tr>
<td></td>
<td>• Syllabus</td>
<td><a href="http://news.wisc.edu/uw-madison-works-to-improve-birth-outc">http://news.wisc.edu/uw-madison-works-to-improve-birth-outc</a> ...</td>
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<tr>
<td></td>
<td>• NASW Healthcare Standards</td>
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<tr>
<td></td>
<td>• Lecture Outline</td>
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<td></td>
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<tr>
<td></td>
<td>In-class activities:</td>
<td></td>
<td></td>
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<tr>
<td></td>
<td>• Video: “If You Could See Others’ Hearts”</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>3 9/23/17</strong></td>
<td>Evidence informed interventions related to:</td>
<td>NASW Healthcare Standards pgs 22-24 (on Canvas)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Spirituality</td>
<td>Watch video (link on Canvas)</td>
<td></td>
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<tr>
<td></td>
<td>• Spiritual Assessment Tool Kit</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Lecture Outline</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>In-class activities:</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Practice with FICA tool</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Watch Language Access Public Service Announcement</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Discussion: Working with an interpreter</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Discussion: Microaggressions and Disability video</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Week/Date</td>
<td>Topics</td>
<td>Readings</td>
<td>Assignment Due</td>
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<tr>
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</tbody>
</table>
| 4 9/30/17 | Evidence informed care of children and families:  
- Practice Issues in the Care of Children and Families  
- Assessment and history gathering  
- PHQ 2 & 9, GAD 7  
- How to incorporate effective family involvement  
- Child Abuse, rights of minors  
- How to use assessment tools to evaluate interventions with individuals and families.  
In-class handouts:  
- Lecture Outline  
- Psychosocial Assessment Tool  
- PHQ 9 Tool  
- GAD Tool  
- Consents, Agreements, and Refusals: Minors  
- Sample Intake Form  
- Documentation Standard of Care Sample  
- Family Conference Functions Grid  
In-class activities:  
- Discuss video: “Growing up Trans” | Allen pgs 315-351  
| 5 10/7/17 | Evidence informed assessment and interventions related to:  
- Health Care Issues for Young Adults  
- Suicide Assessments and planning  
- Using CSSR to evaluate efficacy of evaluation  
- Substance Abuse  
In-class handouts:  
- Lecture Outline  
- CSSRS Short Version  
- CSSRS Long Version  
- Safety Plan Adults  
- Safety Plan Adolescents  
- WI Statutes 51.15 & 51.45  
In-class activities:  
- Discuss video: “The Teenage Brain” | Allen pgs 362-377  
Watch video online:  
Grubin, D. (Producer). (2001). *The Teenage Brain A World of Their Own*[Motion picture]. United States: PBS. (link on Canvas) | CSSR online training and certificate due |
| 6 10/14/17 | Evidence informed assessment and interventions related to:  
- Perinatal Care | Allen, pgs 82-84, 362 | Mini Ethnography |

(Continued on next page)
<table>
<thead>
<tr>
<th>Week/Date</th>
<th>Topics</th>
<th>Readings</th>
<th>Assignment Due</th>
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</thead>
</table>
|           | • Motivational Interviewing  
• Crisis intervention  
|           | In-class handouts:  
• Lecture Outline  
• SPIKES tool for delivering bad news  
• Components of BNI (Brief Negotiation Interview) | | |
|           | In-class activities:  
• Watch movie “When the Bough Breaks” – re: Black Infant Mortality Rate | | |
| 7  
10/21/17 | Evidence informed Hospital Based & Emergency Department Social Work interventions  
• Care Coordination  
• Discharge planning  
• Multidisciplinary teams  
• How social work interventions are evaluated in hospitals | Allen pgs 96-120  
|           | In-class handouts:  
• Lecture Outline | | |
|           | In-class activities:  
• Case studies with various cultural scenarios  
• Discussion on ethical considerations in hospital setting | | |
| 8  
10/28/17 | Evidence informed Social Work interventions in primary care  
How social work interventions are evaluated in primary care | Allen, pgs 175-208  
Explore website: [www.theaimsmodel.org](http://www.theaimsmodel.org) | |
|           | In-class handouts:  
• Lecture Outline  
• AIMS Model Tool | | |
|           | In-class activities:  
• Discussion: How social workers can improve health by impacting nonmedical needs (ie. Social determinants of health)  
• Watch Video: “Unnatural Causes: Bad Sugar” – video about diabetes on Native American Indian Reservation in Arizona | | |
<table>
<thead>
<tr>
<th>Week/Date</th>
<th>Topics</th>
<th>Readings</th>
<th>Assignment Due</th>
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</thead>
</table>
| 9 11/4/17 | Evidence informed interventions and assessments related to:  
- Palliative Care  
- End of Life Care - Hospice | Allen, pgs 239-257 |  |
|          | In-class handouts:  
- Lecture Outline  
|          | In-class activities:  
| 10 11/11/17 | Evidence based assessments and interventions related to:  
- Gerontological Health care  
- Dementia  
- Elders at risk for abuse and neglect | Allen, pgs 287-311 |  |
|          | In-class handouts:  
- Lecture Outline  
|          | In-class activity:  
| 11 11/18/17 | Self Determination in Health Care:  
- Advance Directives  
- Do Not Resuscitate Orders  
- Guardianships | Allen pgs 225-227 | Book/  
Movie Essay  
Questions due |
|          | In-class handouts:  
- Lecture Outline  
- Living Will  
- Power of Attorney for Healthcare  
- The Basics of Guardianship  
- WI DNR Order  
|          | In class activity:  
- Complete Power of Attorney for Health Care | *(Continued on next page)* |  |
<table>
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<th>Week/Date</th>
<th>Topics</th>
<th>Readings</th>
<th>Assignment Due</th>
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<td>11/25/17</td>
<td><strong>THANKSGIVING BREAK – NO CLASS</strong></td>
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</table>
| 12 12/2/17 | Evidence informed Social Work Practice in Long Term Care  
• Assisted Living  
• Skilled Nursing Facility Care  
In-class handouts:  
• Lecture Outline  
• MDS 3.0  
In-class activities:  
• Discussion on Kelsey Simons reading – evaluating social work in long-term care settings  
• Practice with MDS 3.0  
Kelsey Simons PhD MSW, Nancy Shepherd MEd & Jean Munn PhD MSW (2008) Advancing the Evidence Base for Social Work in Long-Term Care: The Disconnect between Practice and Research, Social Work in Health Care, 47:4, 392-415, DOI: 10.1080/00981380802258458  
| 13 12/9/17 | Evidence informed interventions in Public & Community Health and Population Health Management  
Wrap up  
Presentations start  
In-class activities:  
• Watch TED Talk video: Joseph Ravenell: How Barber Shops Can Keep Men Healthy; Discussion | Allen, pgs 259-283  
| 14 12/16/17 | Presentations  
Evaluations | | |
V. TEXT AND READING MATERIALS FOR THE COURSE

Required textbook can be purchased online through www.amazon.com or www.barnesandnoble.com:


Course Web Site

Articles and additional class materials will be available on the class web site available through Canvas.

VI. EVALUATION: Assignments, Grading and Methods

Assignments Due Dates and Points:

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Due Date</th>
<th>Max Points</th>
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<tbody>
<tr>
<td>Attendance and Participation</td>
<td>Ongoing</td>
<td>20</td>
</tr>
<tr>
<td>CSSRS Training and Certificate</td>
<td>October 7, 2017</td>
<td>10</td>
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<tr>
<td>Mini-Ethnography Interview &amp; Paper</td>
<td>October 14, 2017</td>
<td>25</td>
</tr>
<tr>
<td>Essay Questions on book or video</td>
<td>November 18, 2017</td>
<td>20</td>
</tr>
<tr>
<td>Health Equity Research Presentation</td>
<td>December 9, 2017</td>
<td>25</td>
</tr>
<tr>
<td><strong>Total Points</strong></td>
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<td><strong>100</strong></td>
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</table>

Assignment Descriptions, Instructions and Grading Criteria:

**Class Participation (Ongoing, 20 points)**

Your presence and active engagement in this seminar throughout the semester will allow us to collectively establish an intellectually and emotionally safe environment for learning. In addition to class attendance expectations, you are also expected to participate through class discussions, inquiry, and being actively and thoughtfully engaged in class exercises. Net of attendance, highest participation grades will go to students who achieve an effective balance of speaking/inquiring and actively listening to others.

Rubric:

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<tr>
<td>Participation in small group discussions</td>
<td>5</td>
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**Mini Ethnography Interview and Paper (Due: October 14, 2017, 25 points)**

A mini-ethnography is a process of learning from people by putting oneself in the position of the person they are interviewing. This assignment will help you deepen your understanding and empathy for clients that are experiencing or have experienced an acute life-threatening injury or illness or who live with a chronic illness or condition. It will also provide you with experience in interviewing patients. Research shows that the way in which a person believes and experiences their health greatly influences how they proceed with health treatment. The goal of this assignment is to learn how to understand patients from their perspective.
and use that information to inform how to move through the progression of their illness. This interview process will also provide an opportunity to use some of the skills needed in medical social work interviews. This is called the Patient Explanatory Model. For further information on this model, read Kleinman A, Benson P (2006) Anthropology in the Clinic: The Problem of Cultural Competency and How to Fix It. PLOS Medicine 3(10): e294. https://doi.org/10.1371/journal.pmed.0030294

Instructions:
1) Select a person who has experienced an acute life-threatening injury or illness or who lives with a chronic illness or condition. The experience may have happened to them or a close family member such as a spouse, life partner, child, or parent. It may be someone you know in your personal life, a client, or a family member. Allow sufficient time for the interview – likely will take at least an hour.

2) Interview this person using the following as an interview guide.
   a. Explain the purpose of the interview and assure confidentiality.
   b. Use active listening skills and encourage details. Ask follow-up questions to gain a full understanding of the events, locations, and others involved.
   c. Ask open-ended questions vs. evaluative questions – i.e. What kinds of things does your family do together versus how do you get along with your family.
   d. Ask clarifying questions to ensure your understanding and clarity.
   e. Areas to explore include:
      i. The story of the illness:
         1. What did the person notice first about their illness?
         2. Why do they think it started when it did?
         3. How did they manage the symptoms before professionals became involved?
         4. What did they think their sickness does/did to them?
         5. What did they think their symptoms meant?
         6. What do they think caused their illness?
         7. How severe did they view their sickness? Did they think it would last a long time?
         8. What was the experience of involving others in the understanding their symptoms?
         9. What did they fear the most about their sickness?
        10. How did the different systems involved treat them?
        11. Who did they perceive to be helpful or not and why?
        12. What were the chief problems your sickness has caused for you?
      ii. The illness and relationships
         1. How does the illness affect their relationships with others such as family, friends, and strangers?
         2. What messages did/does this person receive from the larger society about their illness?
      iii. Impact of the illness
         1. How did/does the illness affect their daily life?
         2. What is their perceived quality of life?
         3. What are their hopes for the future?
         4. What role does the illness play in their expectations?
      iv. Experience with health care settings
         1. Did professionals seek to understand the information shared with you? If so, how did the person respond? If not, what does the person think may have been different had the health professionals asked these types of questions.
2. Does the person feel that they were part of the shared decision making process when deciding courses of treatment? What made them feel included or not included?

3) Required Paper components
   a. Introduction – who was interviewed; background of illness
   b. Story of the Illness
   c. Illness and Relationships
   d. Impact of the illness
   e. Experience in health care settings
   f. Conclusion – how will this experience influence your interaction with patients moving forward?

Layout: The completed assignment should contain 1) a title page (containing a useful title, your full name, the course topic, the name of the professor, and the submission date); 2) the body texts (5-7 pages) and 3) a “References” page, which lists any formal or scholarly sources you cited.

Rubric

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<td>Story of illness – depth of response utilizing instructions above</td>
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<tr>
<td>Illness and relationships – depth of response utilizing instructions above</td>
<td>4</td>
</tr>
<tr>
<td>Impact of the illness – depth of response utilizing instructions above</td>
<td>4</td>
</tr>
<tr>
<td>Experience in health care settings – depth of response utilizing instructions above</td>
<td>4</td>
</tr>
<tr>
<td>Conclusion – depth of response</td>
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<td>Overall organization and paragraph structure</td>
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<tr>
<td>Grammar and sentence structure</td>
<td>2</td>
</tr>
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</table>

Columbia Suicide Severity Rating Scale (10 points; Due October 7, 2017)

The CSSR Scale is a scale used in healthcare settings to assess the severity of suicidality. It is vital that all social workers in the health care field have the skill to assess patients for suicidality and know how to help get the patient to the appropriate level of care.

Instructions: Browse the website http://cssrs.columbia.edu; after browsing around website to get familiar with the CSSRS, click on ‘Training’ and then ‘Training for Communities and Healthcare’. Scroll all the way down to the bottom of the page where there is a link for ‘certificates’. Click on ‘Training Campus’. Please follow instructions to register for the website. Please complete the following two trainings and print or screen shot your certificate: RFMG-Z01-Administration Training for the C-SSRS – Screener Version and RFMH-101- The Suicide Scale C-SSRS-English-USA.

Please turn copies of the certificate to receive credit for the assignment.
Essay Questions on Book or Video/Group Discussion (20 points; Due November 18, 2017)

Purpose: It is crucial for social workers in the health care field to be able to apply critical thinking and ethical decision making in their work. This assignment requires the student to critically think about scenes in a book or movie and reflect on implications for social workers and clients as well as how to apply ethical decision making to difficult situations.

Instructions: Choose one from the following list of books and movies and answer essay questions based on your thinking about that particular book or movie.

*The Cost of Hope* by Amanda Bennet

1) Discuss observations about health care system, collaboration, and the experiences of the author.
2) What are the implications for social work practice?
3) What lessons would you take away about understanding any give patient or family’s decision-making around treatment decisions.
4) Were there elements in this book that surprised you?
5) What could have been an ethical dilemma in the book? How would you have worked through this dilemma using the social work code of ethics?

*Being Mortal* by Atul Gawande

1) What is the authors argument?
2) Do you see any examples in your field, work, or life experiences that speak to this argument?
3) Has your thinking changed in any way after reading this book?
4) How is Gawande’s argument related to social work values and ethics?
5) Will you do anything different in your practice as a result of reading this book?

*Wit* (movie 2001 available for free on YouTube)

1) Discuss observations of how bad news was broken – what didn’t go well?
2) Discuss scenes in which the interactions did not go well – what could have been done differently to have a better outcome?
3) How did communication (or lack of) impact patient care?
4) What are the implications for social work practice? What role could a social worker have played in patient care in this movie? Will you do anything different in your practice as a result of watching this movie?
5) What could have been an ethical dilemma for a social worker in the movie? How would you have worked through this dilemma using the social work code of ethics?

Rubric

<table>
<thead>
<tr>
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<tr>
<td>Question 2 answered completely with good sentence structure, grammar, and mechanics.</td>
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</tr>
<tr>
<td>Question 3 answered completely with good sentence structure, grammar, and mechanics.</td>
<td>4</td>
</tr>
<tr>
<td>Question 4 answered completely with good sentence structure, grammar, and mechanics.</td>
<td>4</td>
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</table>
Pathways to Health Equity Community Intervention Research and Presentation (25 points; due December 9, 2017)

It is essential that social workers in health care settings understand the impact that social determinants of health have on clients. According to the NASW Standards for Social Work Practice in Health Care Settings,

“People living in poverty and communities of color continue to experience disproportionately higher rates of acute and chronic illness, due to unequal access to health care services, lack of health insurance coverage, poverty, discrimination, and other social determinants of health. Social workers recognize that reducing health disparities can only be accomplished by addressing the biopsychosocial-spiritual needs of individuals and families, as well as the systemic issue that contribute to poor health outcomes.”

This research assignment will provide students in-depth knowledge of evidence-based Interventions that aim to reduce social determinants of health.

Instructions: Chose one of the nine community examples starting on page 211 of the RWJ Pathways to Health Equity report. Please sign up with instructor to avoid duplication. Use information from RWJF report as well as at least 2 other sources to answer the following:

- Background and History of program
- Solutions to Address Social Determinants of Health
- Data and Outcomes
- Challenges and Lessons Learned/Key Takeaways
- Evaluation and Sustaining Success (Was this model successful? Could this model be replicated? What changes would you suggest for this intervention to be successful in your community?)

9 Community Examples to chose from:
   1) Magnolia Place Community Initiative
   2) West Harlem Environmental Action
   3) Blueprint for Action
   4) Dudley Street Neighborhood Initiative
   5) Mandela MarketPlace
   6) The Delta Health Center
   7) People for Sustainable Housing
   8) Eastside Promise Neighborhood
   9) Indianapolis Congregation Action Network

Presentation Requirements
- 15-20 minutes in length
- Use visual aides (powerpoint, poster, pictures, videos)
- Site sources/research

Rubric

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<td>Visual aides used effectively</td>
<td>4</td>
</tr>
<tr>
<td>Sources were cited and or verbally sourced</td>
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<tr>
<td>Presenter engaged with audience (ie. making eye contact, walking around, asking questions)</td>
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Grading Scale: Final grades will be assigned with the following grading scale for graduate courses:

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<thead>
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<th>Range</th>
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<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>
</tbody>
</table>

VII. COURSE POLICIES

Attendance Policy
To ensure a quality educational experience, students are expected to attend all scheduled classes and to arrive on time.

- Attendance will be taken at each class and students’ level of participation noted.
- Excused and Unexcused Absences:
  - Two unexcused absences will result in a student’s grade being dropped one full grade.
  - Three unexcused absences will place the student at risk for failing the course.
  - On a case by case basis, it is left to the instructor’s discretion as to what is defined as an excused absence. You will not have the opportunity to complete make-up work to compensate for unexcused absences.
  - Additional graded make-up work appropriate for the content missed during an excused absence may be assigned. This make-up work may consist of an analysis of the required reading, as well as a summary of any power point lecture material and how one might integrate this material into one’s practice.
- 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 the instructor prior to the start of the class to be considered for an excused absence.
- Inclement Weather Policy
  - If there is inclement weather across the Program area, students will be expected to check their email prior to leaving for class to confirm whether classes are cancelled.
  - If classes are not cancelled, but an individual student concludes that s/he cannot safely travel to reach her/his class site, the student must contact her/his instructor(s) regarding her/his plan to not travel. This absence will be considered excused and make up work may be assigned.

Support for students needing ADA accommodation
The instructor supports students’ needs to request academic accommodations due to disabilities. Please advise me if you have such a need early in the term so the class can work as well as possible for you. If you have a McBurney Visa, please provide it to me as additional guidance for arranging the accommodations you may need for this class.

Student behavior policy
It is expected that students conduct themselves ethically and professionally in all aspects of this seminar. This includes confidentiality, proper respect for all members of the class and their clients and agencies, and support and contributions to the learning environment.
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 classmates, and demonstrate appreciation for the opportunity we have to learn from one another. Please respect your fellow students’ opinions and viewpoints even if you disagree with them, and refrain from personal attacks or demeaning comments. Finally, remember to keep confidential all issues of a personal or professional nature discussed in class.

**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**
The School, University and I take plagiarism very seriously. At any time when you use the words of another person verbatim or even paraphrase them, you must give that person credit. Students found to have plagiarized, **intentionally or not**, will be disciplined according to University and School policies.

**Technology in class**
A minimal level of external distraction is essential to a productive learning environment. Mobile devices are not to be used in class and must be either silenced or turned off completely. Laptop and tablet computers may be used only for **unobtrusive** note-taking (and only if there are no complaints from other students). If you choose to use a computer in class for this purpose, you may not have a web browser open at any time.

**Late Assignments**
All assignments are due on the date required by the instructor. Assignments turned in late may be docked 5 percentage points (on a 100-point scale) for each day past due. (For example, an assignment worth 40 points may be docked 2 points for each day past due; an assignment worth 5 points may be docked 0.25 points for each day past due.)

**Incompletes**
An incomplete may be given only when the student has been in full attendance and has done satisfactory work to within 2 weeks of the end of the semester. Evidence must be furnished that the work cannot be completed because of illness or other circumstances beyond the student’s control.
### Appendix A

<table>
<thead>
<tr>
<th>Competencies and Description</th>
<th>Course Content relevant to Dimensions that Comprise the Competency*</th>
<th>Location in Syllabus</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>2.1.2 Engage Diversity and Difference in Practice</strong>&lt;br&gt;Advanced practice social workers demonstrate in a focus area an advanced understanding of how diversity and difference characterize and shape the human experience and are critical to the formation of identity.&lt;br&gt;They demonstrate comprehension that dimensions of diversity are understood as the intersectionality of multiple factors including but not limited to age, class, color, culture, disability and ability, ethnicity, gender, gender identity and expression, immigration status, marital status, political ideology, race, religion/spirituality, sex, sexual orientation, and tribal sovereign status.&lt;br&gt;Advanced practice social workers recognize that, as a consequence of difference, a person’s life experiences may include oppression, poverty, marginalization, and alienation, as well as privilege, power, and acclaim, and apply this recognition in their practice.&lt;br&gt;They also demonstrate in practice their understanding of the forms and mechanisms of oppression and discrimination, and a recognition of the extent to which a culture’s structures and values, including social, economic, political, and cultural exclusions, may oppress, marginalize, alienate, or create privilege and power.</td>
<td>Lecture, reading and discussion related to dimensions of diversity and the delivery of services. (K, S, C &amp; A)&lt;br&gt;Videos, reading and small group activities exploring structural and cultural barriers to health care services and skills required to recognize them. (K, V, S, C &amp; A)&lt;br&gt;Assignment: Ethnography Paper (K, S, C&amp;A)</td>
<td>Weeks 3, 4, 5, 6, 8, and 13&lt;br&gt;Weeks 2, 3, 4, 5, 6, 8, and 13</td>
</tr>
<tr>
<td><strong>2.1.4 Engage In Practice-informed Research and Research-informed Practice</strong>&lt;br&gt;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.&lt;br&gt;They know and apply the principles of logic, scientific inquiry and culturally informed and ethical approaches to building knowledge in the focus area.&lt;br&gt;Advanced Generalist social workers understand and demonstrate that evidence informed practice derives from multi-disciplinary sources and multiple ways of knowing, demonstrate the processes for translating research findings into their focus area of practice.</td>
<td>Assignment: Pathways to Health Equity Paper (K, V, S, C&amp;A)&lt;br&gt;Assignment: CSSRS training and certificate (K, S, C&amp;A)</td>
<td>Page 10&lt;br&gt;Week 2&lt;br&gt;Page 11&lt;br&gt;Page 12</td>
</tr>
<tr>
<td><strong>2.1.6 Engage with Individuals, Families, Groups</strong>&lt;br&gt;Lectures, readings, videos and small/large group discussions related to skills and</td>
<td>Weeks 3, 4, 5, 6, 7, 8, 9, 10, 11</td>
<td></td>
</tr>
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<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><em>Course Content relevant to Dimensions that Comprise the Competency</em></td>
<td>11, and 12</td>
</tr>
<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 diverse clients and constituencies to advance practice effectiveness in the focus area.</td>
<td>Knowledge in facilitating engagement with individuals, families, and groups.  (K, S, V, C&amp;A)</td>
<td>Week 11</td>
</tr>
<tr>
<td>Advanced Generalist social workers demonstrate advanced understanding of how their personal experiences and affective reactions may impact their ability to effectively engage with diverse clients and constituencies in the focus area.</td>
<td>In class activity: Complete Power of Attorney for Health Care (K, S, V)</td>
<td>Page 12</td>
</tr>
<tr>
<td>They value and employ principles of relationship-building and inter-professional collaboration to facilitate engagement with clients, constituencies, and other professionals in the focus area.</td>
<td>Assignment: Video/Book Essay (K, V, C&amp;A)</td>
<td></td>
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</table>

### 2.1.7 Assess Individuals, Families, Groups

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.

They engage in inter-professional collaboration and utilize methods of assessment appropriate to their focus area to advance practice effectiveness.

Advanced Generalist social workers demonstrate an understanding of how their personal experiences and affective reactions may affect their assessment and decision-making.

### 2.1.8 Intervene with Individuals, Families, Groups

Advanced Generalist social workers recognize and understand intervention is an ongoing component of the dynamic and interactive process of social work practice.
<table>
<thead>
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<tr>
<td>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, inter-professional, and inter-organizational collaboration as appropriate, in evaluating and implementing interventions.</td>
<td>Presentation assignment (K, V, S, C &amp; A)</td>
<td>Page 11</td>
</tr>
</tbody>
</table>
| **2.1.9 Evaluate Practice with Individuals, Families, Groups** 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. 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. Advanced Generalist social workers employ qualitative and quantitative methods as appropriate for evaluating outcomes and practice effectiveness in a focus area. | Lecture, readings, and class discussions relevant to evaluating work with  
- Individuals (K,S)  
- families, groups (K,S)  
Presentation assignment (K, V, S, C & A) | Weeks 4, 5, 7, 8, 12, and 13 |

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