

**School of Social Work
University of Wisconsin-Madison
1350 University Avenue
Madison, WI 53706**

**SW 741 (001): Interventions with Children, Youth and Families
Fall, 2018**

Instructor: Alice Egan, MSSW **Office Hours:** Tuesdays, 9:45-10:45am, Rm 110
Contact Information: abpearson@wisc.edu; 608.575.3937
Class Time & Location: Tuesdays, 7:45-9:40am, Room 110, School of Social Work
Credits: 2 credits **Instructional Mode:** Face-to-Face
CANVAS Site URL: <https://canvas.wisc.edu/courses/119450>

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.

Attributes: This course counts toward the 50% graduate coursework requirement

Requisites: Graduate or professional standing

How credit hour is met: This class meets for one two-hour class period each week over the fall 14-week semester and carries the expectation that students will work on course learning activities (reading, writing, studying) for about 4 hours out of classroom each week. The syllabus includes additional information about meeting times and expectations for student work.

II. Course Overview

This required advanced generalist specialization focus area 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. Learning Outcomes: Competency Descriptions and Dimensions

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 objective of this course is to help students to demonstrate understanding and mastery of the knowledge,

values, skills and cognitive and affective processes relevant to the competencies described in Appendix A.

IV. Course Content

Students are required to complete all outside readings for each week prior to class, including review of assigned websites. This course is designed as an interactive seminar that uses a variety of formats to integrate class with practice experiences that students encounter in field training. Active, meaningful participation in class sessions is essential for an optimum learning experience. The course will include some lecture, use of media, outside guest speakers, visits to service providers, and considerable opportunity for discussion and critical thinking.

We will examine interventions for children, youth, and families through a variety of lenses, the most prominent being diversity and trauma. Students should come to class prepared to discuss interventions described in readings, websites and by guest speakers. Questions to consider for discussion include:

-Is this an effective intervention and does it meet the standards of evidence-based practice?

-Are there diversity/cultural considerations for implementation? What roles do power, privilege, and oppression have in the need for and/or implementation of the intervention?

-Is the intervention appropriate for survivors of trauma (e.g. is it trauma-informed)?

Course outline, topics and readings:

Week 1: September 11, 2018

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

Required Readings

Barth, R. P., Lee, B. R., Lindsey, M. A., Collins, K. S., Strieder, F., Chorpita, B. F., Becker, K. D. & Sparks, J. A. (2012). Evidence-based practice at a crossroads: the timely emergence of common elements and common factors. *Research on Social Work Practice*, (22)1, 109-119.

Drisko, J. (2014). Research Evidence and Social Work Practice: The Place of Evidence-Based Practice. *Clinical Social Work Journal*, 42(2), 123-133.

Week 2: September 18, 2018

- **Evidence Based Practice Expanded**
- **Prevention and Early Intervention Panel Presentation**

Required Readings:

Gambrill, E. (2008). Providing More Effective, Ethical Services: The Philosophy and Process of Evidence-Based (-Informed) Practice. In Lindsey, D. & Shlonsky, A. (Eds.), *Child Welfare Research* (p. 51-65). New York: Oxford University Press.

Small, S., Cooney, S., & O'Connor, C. (2009). Evidence-Informed Program Improvement: Using Principles of Effectiveness to Enhance the Quality and Impact of Family-Based Prevention Programs. *Interdisciplinary Journal of Applied Family Studies* (58), 1–13.

Required Listening:

Singer, Jonathan, The Process of Evidence based Social Work: Interview with Danielle E Parrish, PhD, The Social Work Podcast

Week 3: September 25, 2018

***Reflection and response paper due**

***First Group Presentation**

- **Engaging with Diverse Families and Communities for Early Intervention and Prevention**
- **Assessing for Developmental Assets in Children and Families**

Required Readings

Adams, E.J. (2010). Healing invisible wounds: Why investing in trauma-informed care for children makes sense. *Justice Policy Institute*. Retrieved from www.justicepolicy.org

Crane, J., & Barg, M. (2003, April). Do early childhood intervention programs really work? Coalition for Evidence-Based Policy. Retrieved on August 27, 2015, from <http://evidencebasedprograms.org/wp-content/uploads/2012/12/Do-Early-Intervention-ProgramsReally-Work7.pdf>

Shapiro, C.J., Prinz, R.J., & Sanders, M.R. (2012). Factors and barriers to implementation of an evidence-based parenting intervention to prevent child maltreatment: The Triple P-Positive Parenting Program. *Child Maltreatment*, 17(1), 86-95

Week 4: October 2, 2018

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

Required Readings:

Adelman, M. & Woods, K. (2006). Identification Without Intervention: Transforming the Anti-LGBTQ School Climate. *Journal of Poverty*, 10(2), 5-26.

Bauman, S. (2008). The Role of Elementary School Counselors in Reducing School Bullying. *Elementary School Journal*, 108(5), 362-375.

Frey, A., Kelly, M.S., Raines, J.C. & Stone, S. (2010). Empirically Supported Tier 2 Interventions. In Frey, Kelly, M.S., Raines, J.C. & Stone, S. (Eds.), *School Social Work: An Evidence-Informed Framework for Practice* (p.52-65). New York: Oxford University Press.

Horner, R., Sugai, G., & Anderson, C. (2010). Examining the Evidence Base for School-Wide Positive Behavior Support. *Focus on Exceptional Children*, 42(8), 1-10.

Week 5: October 9, 2018

***Second group presentation**

- **Innovations in Culturally Relevant Engagement and Intervention**
- **Creating “Consent Culture” in families, schools and communities**
 - **Guest Speaker: Ali Muldrow, Co-Director of GSAFE**

Required Readings:

BigFoot, D.S., & Braden, J. (2007). Adapting Evidence-Based Treatments for Use with American Indian and Native Alaskan Children and Youth. *Focal Point*, 21(1), 19-22.

Coard, S.I., Wallace, S.A., Stevenson, H.C., & Brotman, L.M. (2004). Towards culturally relevant preventive interventions: The consideration of racial socialization in parent training with African-American families. *Journal of Child and Family Studies*, 13(3), 277-293.

Michaels, C. (2010). Historical trauma and microaggressions: A framework for culturally-based practice. Center for Excellence in Children’s Mental Health, Child Welfare Series, 1-9.

Parra Cardona, J.R., Domench-Rodriguez, M., Forgatch, M., Sullivan, C., Bybee, D., Holtrop, K., Escobar-Chew, A.R., Tams, L., Dater, B., & Bernal, G. (2012). Culturally adapting an evidence-based parenting intervention for Latino immigrants: The need to integrate fidelity and cultural relevance. *Family Process*, 51(1), 56-72.

Week 6: October 16, 2018

****Field Trip to Domestic Abuse Intervention Services, meet at 8:00am at the main entrance at 2101 Fordem Ave in Madison.**

- **Domestic Violence and Intervening with a Trauma-Informed Lens**
- **Assessing for Domestic Violence in Children and Families**
- **Culturally Relevant Engagement with Youth, Families and Communities to Prevent Domestic Violence**

Required Readings:

Hines, L. (2015). Children’s Coping with Family Violence: Policy and Service Recommendations. *Child and Adolescent Social Work Journal*, 32(20), 109-119.

National Child Traumatic Stress Network, Domestic Violence Collaborative Group. (2010). Domestic violence and children: Questions and answers for domestic violence project advocates. Los Angeles, CA, and Durham, NC: National Center for Child Traumatic Stress.

Spears, L. (2000). Building bridges between domestic violence organizations and child protective services. National Resource Center on Domestic Violence
<http://www.vaw.umn.edu/documents/dvcps/dvcpspdf.pdf>

Thompson, E. & Trice-Black, S. (2012). School Based Interventions for Children Exposed to Domestic Violence. *Journal of Family Violence* 27(3), 233-241.

Week 7: October 23, 2018

***Third Group Presentation**

- **Collaborative and Multi-Disciplinary Approaches to Assessment and Intervention of Children, Youth and Families**
- **Family Group Conferencing**
 - **Guest Speakers: Jeanne Ferguson and Sara Kissinger, Dane County Human Services**

Required Readings:

Palmer, S., Vang, T., Bess, G., Baize, H., Moore, K., De La Torre, A., Simpson, S., Holbrook, K., Wilson, D. & Gonzales, J. (2011). Implementing Culture-Based Wraparound. In E. J. Bruns & J. S. Walker(Eds.), *The resource guide to wraparound*. Portland, OR: National Wraparound Initiative, Research and Training Center for Family Support and Children's Mental Health.

*Additional Readings to be provided by guest speakers prior to class date

Week 8: October 30, 2018

***Childhood Traumatic Stress Discussion Post Due**

- **Special Considerations for Engagement, Assessment and Intervention with Adolescents**
 - **Guest Speaker: Laura Almond, UW Hospitals and Clinics, “Multi-Dimensional Family Therapy as an Intervention Technique with Adolescents and their Families”**
- **Activity: Case Vignette and Collaborative Problem-Solving**

Required Readings:

Caldwell, S. (2008). Ten Elements of Effective Programs and Corresponding Best Practices. In *Adolescent Treatment Framework and Practice Guidelines*. (16-35).

<http://www.docstoc.com/docs/45523773/Adolescent-Treatment-Framework-and-Practice-Guidelines--Project-doc>

Winters, K., Botzet, A., Fahnhorst, T., Stinchfield, R., & Koskey, R. (2009). Adolescent Substance Abuse Treatment: A Review of Evidence-Based Research. *Adolescent Substance Abuse Issue in Children's and Families' Lives*, (9)4, 73-96.

Week 9: November 6, 2018

***Childhood Traumatic Stress Discussion Responses Due**

***Fourth group presentation**

- **Intervention in the Juvenile Justice System**
- **Restorative Justice as a Method for Addressing and Preventing the “School to Prison Pipeline”**

Required Readings:

Buffington, K., Dierkhising, C., & Marsh, S. (2010). Ten things every juvenile court judge should know about trauma and delinquency. *National Council of Juvenile and Family Court Judges*. Retrieved August 27, 2015 from http://www.ncjfcj.org/sites/default/files/trauma%20bulletin_1.pdf

Earle, M. (2018). The Complex Maze of the Juvenile Justice System in Wisconsin and Its Impact on Youth of Color. *Race to Equity*. Retrieved from: <http://kidsforward.net/assets/The-Complex-Maze-of-the-Juvenile-Justice-System.pdf>.

Rodriguez, N. (2007). Restorative Justice at Work: Examining the Impact of Restorative Justice Resolutions on Juvenile Recidivism. *Crime and Delinquency*, 53(3), 355-379.

Week 10: November 13, 2018

Site visit to Dane County Juvenile Reception Center

Meet at 8:30am in Lobby of City County Building, 210 Martin Luther King Blvd., Madison

Week 11: November 20, 2018

***Fifth group presentation**

***2nd Reflection and Response Paper Due (can be based on week 8, 9 or 10)**

- **Intervention with LGBTQ Youth, Families and the Systems that Impact Them**
- **Engaging Parents and Caregivers as Allies**
- **Activity: Video Clip (John's Story: Growing Up Trans) and Small Group Processing**

Required Readings:

Chesir-Teran, D. & Hughes, D. (2009). Heterosexism in high school and victimization among lesbian, gay, bisexual, and questioning students. *Journal of Youth & Adolescence*, 38(7), 963-975.

Rosenwald, M. (2009) A Glimpse Within: An Exploratory Study of Child Welfare Agencies' Practices with LGBTQ Youth, *Journal of Gay & Lesbian Social Services*, 21:4, 343-356, DOI: 10.1080/10538720802498124

Substance Abuse and Mental Health Services Administration (2014). *A Practitioner's Resource Guide: Helping Families to Support their LGBT Children*. HHS Publication No. Pep14-LGBTKIDS. Rockville, MD: Substance Abuse and Mental Health Services Administration.

Week 12: November 27, 2018

- **Engaging with Youth and their Families for Academic Advancement**
- **Intervening with Families Living in Poverty**
 - **Guest Speaker: Sarita Foster, PEOPLE Program, UW-Madison**

Required Readings:

Erickson, D. & Mosiman, D. (2016, July 17). Shelter to school: For homeless 6-year-old,

kindergarten provides stability in an otherwise chaotic life. *Wisconsin State Journal*. Retrieved from http://host.madison.com/wsj/news/special/homeless/shelter-to-school-for-homeless--year-old-kindergarten-provides/article_733e3bc6-6888-5bf7-a326-e009a4b1f9cf.html.

Kreisher, K. (2002, September/October). Educating Homeless Children. Child Welfare League of America. Children's Voice Article. Retrieved August 1, 2009 from <http://www.cwla.org/printable/printpage.asp>

Linver, M. R., Fuligni, A. S., Hernandez, M., & Brooks-Gunn, J. (2004). Poverty and Child Development: Promising Interventions. In P. Allen-Meares & M.W. Fraser (Eds.), *Intervention with Children and Adolescents: An Interdisciplinary Perspective* (p. 106-129). MA: Allyn and Bacon.

Monastersky, R. (2008). Researchers probe how poverty harms children's brains. *Chronicle of Higher Education*, 54(25), A8.

Week 13: December 4, 2018

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

Required Readings:

Concurrent Planning: What the Evidence Shows. (2012). US Department of Health and Human Services. Retrieved August 27, 2015 from Child Welfare Information Gateway: https://www.childwelfare.gov/pubPDFs/concurrent_evidence.pdf. 1-14

Locust, C. (2000). Adult American Indians who were placed in non-Indian families as children. *OACAS Journal*, 44(3), 11-16.

Tilbury, C. & Osmond, J. (2006). Permanency Planning in Foster Care: A Research Review and Guidelines for Practitioners. *Australian Social Work*, (59)3, 265-280.

Week 14: December 11, 2018

Topic: Building Resilience in Children, Youth and Families

Activity: Celebrating Resilience Video Clip and Discussion

***Final Papers Due**

Course Wrap-Up

Required Readings:

Walsh, F. (2009). A Family Resilience Framework. In A.R. Roberts (EDd.), *Social Workers' Desk Reference* (p. 423-428). New York: Oxford University Press.

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	20 points
Reflection and Response Papers (2)	30 points (15 each)
Childhood Traumatic Stress Discussion Post	15 points
Final Paper/Project	<u>25 points</u>
	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 (20% of grade, due date varies depending on sign-up)
In groups of 2-4, determined by interest, prepare a 20 minute (minimum)-30 minute (maximum) interactive presentation that addresses an innovative intervention related to the topic for the week you sign up for. This intervention could be something that group members have firsthand experience with, or could be an intervention that students learn about through other means, such as the California Evidence-Based Clearinghouse for Child Welfare or the National Registry of Evidence-Based Programs and Practices.

Present the intervention to the class with consideration to the following questions:

- What is the intervention, the goal, and who is it meant to help?

- Where did you learn about it (references)?
- Does it work? (i.e., is this an effective intervention? Why or why not?)?
- Does it meet the standard of evidence-based practice?
- Are there culture/diversity considerations related to the implementation of the intervention? What role does power, privilege, and oppression have in the need for or implementation of the intervention?
- In your estimation, is this intervention trauma-informed? Why or why not?
- What are agency or societal factors that could affect the implementation or success of this intervention?
- Are there any ethical considerations regarding this intervention?
- Are there drawbacks to this intervention?

The in-class presentation should be interactive and engaging, and incorporate collaborative learning with your peers. One grade will be issued to the whole group, and it is the responsibility of the group to divide tasks and to set up a system for all group members to participate.

Grading Rubric for Group Presentation/Facilitation:

Criteria:	Point Value:
Instructions were followed including staying within the time limit, choosing a relevant and innovative intervention that fits with the weekly topic, and sharing presentation responsibilities among the group.	5
As a part of the presentation, the group answered each of the questions above, and showed evidence of both research and critical thinking about the questions.	10
The presentation was <u><i>interactive and engaged the class</i></u> in discussion and in learning about the chosen intervention.	5

3. Reflection and Response Papers (30% of grade-15% each, **due 9/25, 11/20**)

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:

Criteria:	Point Value:
Paper meets basic requirements of length, clarity and strong writing.	2

Paper addresses connection of materials to field work, important themes of the class, and weekly readings.	10
Paper includes evidence of critical thinking and analysis.	3

4. Childhood Traumatic Discussion Post (15% of grade, **post due 10/30/18, responses due 11/06/18**)

For this assignment, you will become a member of the National Child Traumatic Stress Network Learning Center (<http://learn.nctsn.org/login/signup.php>) and watch one of the web-based presentations. You will learn about how child traumatic stress affects the development of children/families in a particular area and create a discussion post based upon what you learned.

Discussion posts should include a descriptive yet concise summary of the content in the web presentation, including important findings, conclusions and practice implications shared by the presenter. This should be 1-2 detailed paragraphs. Discussion posts should also include at least two questions posed to the rest of the class, meant to generate thought and discussion about the concept of childhood trauma and how it relates to advanced social work practice.

In the week following the discussion post, students should respond to at least three of their classmates' posts, with thoughts, feedback and answers to the questions that they posed, OR in response to other classmates' responses to the original post. Responses should be based upon the student's practice experiences (not personal) as well as classroom or school content, and should be rooted in social work values.

Grading Rubric for Childhood Traumatic Stress Discussion Post/Participation:

Criteria:	Point Value:
Student had a cohesive, concise, accurate summary of the web-based presentation that they watched. The summary was sufficient for a person who had not watched the presentation to have a solid understanding of the content and any conclusions drawn by the presenters.	5
At the end of the summary, student posed at least two thought-provoking, practice-based questions about the topic area that they selected. Questions were designed to generate productive conversation and thought about how the topic of childhood traumatic stress impacts advanced social work practice.	4
Student responded to at least three discussion posts, with thoughts and feedback that are rooted in practice experience, classroom (or other class) content and social work values.	6

5. Final Project: Interventions Resource Guide (25% of grade, **due 12/11/18**)

Students will select eight high-quality intervention resources that are relevant to their field placement or career goals, and write a brief, one-page critical summary about each resource. Resources may be from classroom content, class readings, group presentations, or resources located outside of class. Ideally the guide would be a combination of the above. Each resource

should be either a specific intervention that you could carry out (such as a middle school anti-bullying curriculum), or an agency/program that provides a specific intervention that you may refer to. In some circumstances, an information-rich website or particularly useful reading assignment may be acceptable, if they are directly relevant to interventions with children, youth and families. **A high level of specificity is preferred.** For instance, instead of using “Restorative Justice” as a resource, you would want to utilize a specific agency’s Restorative Justice program.

Each critical summary page should include:

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

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

Grading Rubric for Final Assignment:

Criteria:	Point Value:
Guide meets that basic criteria described above, choosing eight resources and including the required sections, clear and professional writing, and citing sources.	3
Guide includes eight relevant intervention resources (that meet the assignment criteria) that will assist the student in selecting and/or carrying out interventions in their chosen practice area. Student demonstrates an understanding of each resource, including whether or not it is based on solid evidence/research.	16
Student demonstrates critical thinking and clear understanding regarding the course concepts of trauma and culturally relevant interventions, as well as other practice considerations.	6
Total Points:	25

VII. Course Policies

Reading Assignments: Students are expected to have read all assigned material prior to the class date under which the readings are listed above. Reading and critically evaluating what you have read is necessary so that you can learn, actively participate in class discussions, and successfully complete written assignments.

Written Assignment Policy:

All written assignments are to be either typed or computer-generated, and are due prior to the start of class on the due date indicated in the outline in this syllabus. Assignments should be submitted via LEARN@UW. Please format these assignments using one-inch margins, double-spacing, and a Times New Roman 12-point font. Always include a cover sheet (not counted as one of the required pages) with the title of the paper, your name, the date turned into the instructor, course number, and course title (do not put this information on the first page of your paper). All assignments should be checked thoroughly for correct spelling and grammar.

Late Assignment Policy:

The assignments listed above are due at the beginning of the class period on the date specified. Students who will be turning in a late assignment should contact the instructor prior to the due date. **Unapproved late assignments will be marked down two points for each day they are late.**

Students with Disabilities

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

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

Student Professionalism:

In order to learn, we must be open to the views of everyone in the classroom. Each and every voice is important and brings with it a wealth of experiences, values and beliefs. Please respect your fellow students' opinions and refrain from personal attacks or demeaning comments of any kind. 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 and value diversity and difference.
- Actively participate in classroom discussion.
- Refrain from any technology use during class, unless specific instructions have been given such as laptop use during a group project
- 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.

A final note regarding professionalism: This class does meet early in the morning. There is another section of the course that meets at a later hour, if that is preferable for students. Students who are enrolled in this class should plan appropriately each week so that the early hour does not impact their ability to be on time, be alert, engage with community professionals and guest speakers, and to participate professionally in course discussions.

Attendance Policy:

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

Inclement Weather Policy:

It is extremely rare for the University to cancel classes due to weather. If there is inclement weather, students should check email prior to leaving for class to confirm whether classes are cancelled. If classes are not cancelled, but an individual student concludes that they cannot safely travel to reach the class site, the student must contact their instructor regarding their plan not to attend. This absence will be considered excused and make-up work will 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 except in unusual circumstances and with the consent of the instructor.

Code of Ethics, Student Rights and Responsibilities & Plagiarism

BSW and incoming MSW students read and signed electronic forms of the NASW Code of Ethics, the School of Social Work Plagiarism Policy and the Student Rights and Responsibilities. In doing so, they agreed that while in the BSW or MSW Program they would honor the NASW Code of

Ethics and Student's Rights and Responsibilities, as well as adhere to the Plagiarism Policy and that should they not do so, sanctions would be imposed. BSW and MSW students are expected to adhere to these policies in the classroom, in the field and in the preparation of course assignments.

Appendix A

Competencies and Description	Course Content relevant to Dimensions that Comprise the Competency*	Location in Syllabus
<p>2.1.2 Engage Diversity and Difference in Practice</p> <p>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.</p> <p>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.</p> <p>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.</p> <p>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.</p>	<p>Lecture, guest speakers, site visits, reading, videos and video clips, and discussion related to dimensions of diversity and the delivery of services to Children, Youth and Families. (K, V, S, C & A)</p>	<p>Weeks 1, 3, 4, 5, 6, 9, 11</p>
	<p>Purposeful, weekly incorporation of dimensions of diversity, through use of the “course lens” of diversity, include instructor lectures, activities and guest lectures. (V, C&A)</p>	<p>Pages 1-2, Weeks 1-14</p>
	<p>Readings and guest speaker about Innovations in Culturally Relevant Interventions (K, V, C&A)</p>	<p>Week 5</p>
	<p>Lecture, Video, Small and Large Group Discussion about LGBTQ youth and intersectionality (K, V, C&A)</p>	<p>Week 11</p>
	<p>Assignment: Reaction Papers (K, V, C&A)</p>	<p>Page 9</p>
	<p>Assignment: Group Facilitation/Presentation (K, V, S, C&A)</p>	<p>Page 8-9</p>
	<p>Assignment: Final Paper and Final Project (K, V, S, C&A)</p>	<p>Pages 10-11</p>

Competencies and Description	Course Content relevant to Dimensions that Comprise the Competency*	Location in Syllabus
<p>2.1.4 Engage In Practice-informed Research and Research-informed Practice</p> <p>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.</p>	<p>Course introduction Lecture and Discussion related to Evidence-Based Practice (K, V, C&AP)</p> <p>Assignment: Listen to Jonathan Singer Podcast (K, V)</p> <p>Assignment: Group Facilitation/Presentation (K, S, C&AP)</p> <p>Assignment: Final Paper/Project (K, V, S, C&AP)</p> <p>Purposeful, weekly incorporation of practice-informed research and research-informed practice, through use of the “course lens” of evidence-based practice, including instructor lectures, activities and focused guest lectures. (K, C&AP)</p>	<p>Weeks 1& 2</p> <p>Page 2, Week 2</p> <p>Page 8-9</p> <p>Pages 10-11</p> <p>Pages 1-2, Weeks 1-14</p>
<p>2.1.6 Engage with Individuals, Families, Groups</p> <p>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.</p> <p>Advanced Generalist social workers understand and apply theories of human behavior and the social environment, and</p>	<p>Guest speakers, site visits, classroom lectures, readings, videos and small/large group discussions related to skills and knowledge in facilitating engagement with individuals, families, and groups, as it relates to Children, Youth and Families. (K, S, V, C&A)</p> <p>Prevention and Early Intervention Panel Presentation (K, V)</p>	<p>Weeks 2-13</p> <p>Week 2</p>

Competencies and Description	Course Content relevant to Dimensions that Comprise the Competency*	Location in Syllabus
<p>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.</p> <p>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.</p> <p>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.</p>	<p>In class activity: Adolescent Case Vignette (K, S, C&A)</p> <p>In class activity: Treatment Foster Care Case Example & Processing (K, S, C&A)</p> <p>Assignment: Childhood Traumatic Stress Discussion Board (K, V, S, C&A)</p>	<p>Page 5, Week 8</p> <p>Page 7, Week 13</p> <p>Page 10, Week 8</p>
<p>2.1.7 Assess Individuals, Families, Groups</p> <p>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.</p> <p>They engage in inter-professional collaboration and utilize methods of assessment appropriate to their focus area to advance practice effectiveness.</p> <p>Advanced Generalist social workers demonstrate an understanding of how their personal experiences and affective reactions may affect their assessment and decision-making.</p>	<p>Guest lectures, site visits, reading, videos and small/large group discussions addressing assessment knowledge and skills (K, S, V, C&A)</p> <p>Assignment: Reaction Papers (K, V, C&A)</p> <p>Assignment: Childhood Traumatic Stress Discussion Board (K, S)</p> <p>Guest lecture on Family Group Conferencing, including interactive scenarios (K, V, S, C&A)</p>	<p>Weeks 3, 4, 6, 7, 8, 11 & 13</p> <p>Page 9, Weeks 3&11</p> <p>Page 9</p> <p>Week 7</p>

Competencies and Description	Course Content relevant to Dimensions that Comprise the Competency*	Location in Syllabus
<p>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 with, and on behalf of, diverse individuals, families, groups, organizations, and communities.</p> <p>They independently identify, analyze and implement evidence-informed interventions to achieve the goals of clients and constituencies in a focus area.</p> <p>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.</p> <p>They also engage in interdisciplinary, inter-professional, and inter-organizational collaboration as appropriate, in evaluating and implementing interventions.</p>	<p>Lectures, reading, videos and small/large group discussions, and case studies focused on evidence-informed interventions for Children, Youth and Families. (K, V, S, C&A)</p> <p>Guest speakers and site visits to obtain firsthand knowledge, values and skills related to specific interventions with Children, Youth and Families</p> <p>Assignment: Group Facilitation/Presentation (K, V, S, C & A)</p> <p>Assignment: Final Project (K, V, S, C & A)</p>	<p>Weeks, 2, 3, 4, 5, 7, 8, 9, 11, 12 and 13</p> <p>Week 2, Week 5, Week 7, Week 9, Week 10, Week 12</p> <p>Page 8-9</p> <p>Pages 10-11</p>
<p>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.</p> <p>They are knowledgeable about various methods of evaluating outcomes and practice</p>	<p>Lecture, readings, and class discussions relevant to evaluating work with</p> <ul style="list-style-type: none"> ▪ Individuals (K, V, S) ▪ families, groups (K, V, S) <p>Assignment: Listen to Jonathan Singer Podcast (K, V)</p>	<p>Weeks 1 and 2</p> <p>Page 2, Week 2</p>

Competencies and Description	Course Content relevant to Dimensions that Comprise the Competency*	Location in Syllabus
<p>effectiveness in a focus area and incorporate their knowledge of theories of human behavior and the social environment when evaluating outcomes.</p> <p>Advanced Generalist social workers employ qualitative and quantitative methods as appropriate for evaluating outcomes and practice effectiveness in a focus area.</p>	<p>Assignment: Group Facilitation/Presentation (K, V, S, C & A)</p> <p>Assignment: Final Project (K, S)</p>	<p>Page 8-9</p> <p>Pages 10-11</p>

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