School of Social Work
University of Wisconsin-Madison
1350 University Avenue
Madison, WI 53706
SW 741: Interventions with Children, Youth and Families (002)
Fall 2018

Instructor:	Martin Keane, MSSW, LCSW	**Office hours:**	Before Class by Appt
Contact Information:	**Phone:** 608-628-8732 **E-mail:** mtkeane@wisc.edu	**Class Time & Location:**	Thursdays, 1:20-3:15, Room 114 , School of Social Work
Credits:	**2**	**Instructional Mode:**	Face-to-face
Canvas Course URL:	**https://canvas.wisc.edu/courses/119453**		

I.   Course Description

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

II. Course Overview

This Course meets the Advance Practice requirement for the Advance Generalist Curriculum. The focus or content for this Advance Practice course is Children Youth and Families(CYF). For non-CYF students, this course may be taken as a free elective. This advanced practice 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, DESCRIPTION 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?

-Does the intervention meet the standard of culturally competent practice, and are there diversity considerations for implementation?

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

Course outline, topics and readings:

Week 1: September 6, 2018
Topics: Syllabus, Introductions, Warm-Up
        Setting the stage for the course: Evidence Based Practice, Diversity and Trauma
<u>Required Readings</u>
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.

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

Week 2: September 13, 2018
Topics: Evidence Based Practice
        Evidence Based Programs
<u>Required Readings:</u>
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.

<u>Required Listening:</u>
Singer, Jonathan, The Process of Evidence based Social Work: Interview with Danielle E Parrish, PhD, The Social Work Podcast

Week 3: September 20, 2018
*Reflection and response paper due
Topics: Intervention with LGBTQ Youth, Families and the Systems that Impact Them
          Guest Lecturer (Darla Lannert, OutReach)

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.

Ryan, Caitlin. (2014). A Practitioner's Resource Guide: Helping Families to Support Their
    LGBT Children. 2-15.

Mitchell Rosenwald (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.

Week 4: September 27, 2018
Topics: Innovations in Culturally Responsible Interventions
          Guest Lecturer(?)

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 5: October 4, 2018
*Reflection & Response Paper Due
Topics: Domestic Violence & Intervening Through a Trauma-Informed Lens
         Site Visit and/or Lecture (DAIS)(?)

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.

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.

Required Listening:
Perry, B. (2010, July 19). Beyond Consequences. Ask the expert series. Podcast
   Retrieved from http://www.beyondconsequences.com/asktheexpert/drperry/
   drperry.html

Week 6: October 11, 2018
Topics: **Prevention/Early Intervention and Trauma Informed Care**
         Guest Lecture (Toni Schriver, Pawws to Heal)

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 7: October 18, 2018
Topics: School-based Interventions with Children and Families
*First group presentation
Film: Bully (2001)

<u>Required Readings:</u>
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 8: October 25, 2018
*Childhood Traumatic Stress Paper Due
*Second group presentation
Topics: Interventions with Adolescents

<u>Required Readings:</u>
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-](http://www.docstoc.com/docs/45523773/Adolescent-Treatment-Framework-and-Practice-Guidelines--Project-doc)
    [Practice-Guidelines--Project-doc](http://www.docstoc.com/docs/45523773/Adolescent-Treatment-Framework-and-Practice-Guidelines--Project-doc)

Gerten, A. (2000). Guidelines for intervention with children and adolescents diagnosed with
conduct disorder. Social Work in Education, 22(3), 132-144.

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 1, 2018
Topics: Alternate Care and TPR as Interventions
**   Guest Lecturer**

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 10: November 8, 2018
*Third group presentation
 **Topics: Teaming with Clients (Collaborative and Multi-Disciplinary Approaches to
             Intervention)**

Required Readings:

Munsell, E.P., Cook, J.R., Kilmer, R.P., Vishnewsky, T., & Strompolis, M. (2011).
    The impact of child and family team composition on wraparound fidelity: Examining
    the links between team attendance consistency and functioning. Journal of Child and
    Family Studies, 20(6), 771-781.

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.

Whittaker, J.K. (2009). Evidence-based intervention and services for high-risk youth: a
    North American perspective on the challenges of integration for policy, practice and
    research. Child and Family Social Work, 14, 166-177.

Week 11: November 15, 2018
Topics: Field Trip to Juvenile Reception Center 2:20-3:30
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

Juvenile Justice Bulletin. (2001). Research on the effects of child maltreatment. National
    Criminal Justice Reference Service. *Office of Justice Programs Juvenile Justice Bulletin.*
    Retrieved from: http://www.ncjrs.gov/html/ojjdp/jjbul2001_7_1/page1.html

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 12: November 22, 2018
Thanksgiving

Week 13: November 29, 2018
Topics: Mentoring as an Intervention
 Guest Lecturer (Coty Roberts, Big Brother/Big Sister)
Required Readings:
Bruster, B., Foreman, K. (2012). Mentoring Children of Prisoners: Program Evaluation. *Social
    Work in Public Health.* 27(1-2), 3-11.

Farber, M. L. Z. (2009). Parent mentoring and child anticipatory guidance with Latino and
    African American families. *Health & Social Work, 34*(3), 179-89

Park, H., Yoon, J., & Crosby, S. (2016). A pilot study of big brothers big sisters programs
    and youth development: An application of critical race theory. *Children and Youth
    Services Review. Vol.* 61, 23-29.

Week 14: December 6, 2018
*Fourth/Fifth group presentation
*Final Papers Due
Course Wrap-Up
Required Readings:
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

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

Week 15: December 13, 2018
Finals Week

V. Texts and Reading Materials
Articles will be available through Canvas, 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: Assignments, Grading and Methods

Grade Points:

Course Contribution-Professional Participation	10 points
Group Presentation Assignment	15 points
Reflection and Response Papers (2)	30 points (15 each)
Childhood Traumatic Stress Paper	20 points
Final Paper	25 points
	100 points

Assignments and Grading
1. Course Contribution-Professional Participation (10% of grade)
    Students are expected to attend class weekly, read assigned material ahead of time, come to class with questions and comments, and participate professionally in class discussions. This class will utilize a number of guest speakers, and students are expected to engage professionally with the guest speakers. Participation is viewed qualitatively rather than quantitatively (emphasis on the quality of participation more than quantity).

2. Group Presentation/Facilitation (15% of grade, due date varies depending on sign-up)
    In groups of 2-4, determined by interest, prepare a 20 minute (minimum)-30 minute (maximum) interactive presentation that addresses an innovative intervention related to the topic for the week you sign up for. This intervention could be something that group members have firsthand experience with, or could be an intervention that students through other means, such as the California Evidence-Based Clearinghouse for Child Welfare or the National Registry of Evidence-Based Programs and Practices.

    Present the intervention to the class with consideration to the following questions:
    *   What is the intervention, the goal, and who is it meant to help?
    *   Where did you learn about it (references)?
    *   Does it work? (i.e., is this an effective intervention? Why or why not?)?
    *   Does it meet the standard of evidence-based practice?
    *   Does it meet the standard of culturally competent practice, and how are issues of diversity related to the implementation of the intervention?
    *   In your estimation, is this intervention trauma-informed?
    *   What are agency or societal factors that could affect the implementation or success of this intervention?
    *   Are there any ethical considerations regarding this intervention?
    *   Are there drawbacks to this intervention?

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

Grading Rubric for Group Presentation/Facilitation:

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.	3
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.	9
The presentation was interactive and engaged the class in discussion and in learning about the chosen intervention.	3

3. Reflection and Response Papers (30% of grade-15% each, **due 9/20 and 10/4**)
   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.	1
Paper addresses connection of materials to field work, important themes of the class, and weekly readings.	6
Paper includes evidence of critical thinking and analysis.	3

4. Childhood Traumatic Stress Paper (20% of grade, **due 10/25**)
   For this paper you will become a member of the National Child Traumatic Stress Network Learning Center (NCTSN.org) and watch one of the web based presentations. You will learn about how child traumatic stress affects the development of children and write a response paper addressing how this information will impact your practice.

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

information about trauma. Finally, students will discuss how the information could impact current practice standards in their field of interest.

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

Grading Rubric for Childhood Traumatic Stress Paper:

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

5. Final Paper (25% of grade, **due 12/6/17**)
    For this final paper/project, students have two options. They may select whichever option feels the most useful/relevant to them.

    Option One: Scenario Paper
    Develop a scenario, real or imagined, that takes place in the context of your field placement. You have completed an assessment and have determined that your client has a specific need or problem. Select two resources in your community that provide services that address that problem. Research and evaluate these interventions using Evidence Based Practice to determine if they are informed, appropriate for the client, and the outcomes are evidence based. Describe your client (and their family, if appropriate). Clearly describe the presenting problem and the interventions you are considering. Consider your client's specific cultural needs and how that may impact the interventions considered. Consider how you will be transparent with your client about the efficacy of these programs and describe how you will include your client in deciding which program s/he will participate in. Describe how you proceed and how you will consider real-world issues that might pose a barrier to your client receiving these services. Use this paper to describe the above, and to demonstrate your:
    *   Understanding of evidence based practice
    *   Understanding of trauma and trauma-informed care
    *   Examination of diversity and the cultural needs of a client.
    *   Ability to share with your client, a) what interventions you are recommending and b) what you have learned from the research, in a way that is clearly understood.
    *   Ability to use practice skills to engage your client in the processes of understanding and decision-making regarding service interventions.
    *   Knowledge of the NASW Code of Ethics and any ethical issues present

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

Grading Rubric for Final Paper:

Criteria:	Point Value:
Paper meets basic requirements of length, clarity and professional writing.	5
Student uses critical thinking to examine and incorporate the themes of the course, including Evidence-Based Practice, Diversity, and Trauma.	15
Student describes a realistic scenario and appropriate practice skills for working with a client to select an intervention.	3
Student provides an analysis of the client situation that includes thoughtful discussion of ethical issues and a connection to the Code of Ethics.	2

Option Two: Interventions Resource Guide:

Students will select and evaluate <u>eight</u> 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, culture, trauma, etc. has in this intervention
- 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, etc. (hint: this is 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

Grading Scale: Final grades are assigned according to the following criteria:

A   94-100   outstanding; surpasses expectations excellent work in all areas
AB   88-93   Surpasses expectations 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

VII. Course Policies

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

Written Assignment Policy:
All written assignments are to be either typed or computer-generated, and are due by 11:59 pm on the due date indicated in the outline in this syllabus. Assignments should be submitted via *Canvas*. 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:
Unapproved late assignments will be marked down a ½ grade for each day they are late, and approval for a late assignment must be requested prior to the time the assignment is due. You are in charge of keeping track of when your assignments are due, and are responsible for handing them in on time. Please contact me as soon as possible if any unusual circumstances arise.

CANVAS
All students in the class are required to access Canvas for additional communication and information regarding the course. Please check Canvas on Wednesday evenings for student Power Points/Outlines when available and other resources pertinent to class the next day. I will respond to email communication every 24 hours (to be checked once per day, most likely in the evening). Please let me know if you have trouble accessing information in this way.

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

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

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 are 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 702 W Johnson St #2104, Madison, WI 53706

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

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

Code of Ethics, Professional Conduct & 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 School's Principles of Professional Conduct. In doing so, they agreed that while in the BSW or MSW Program they would honor the NASW 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, in the field and in the preparation of course assignments.

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

Maintaining ownership of your work is often challenging when writing papers using multiple sources. Nevertheless, intentional plagiarism is academic dishonesty. Plagiarism occurs when you do any of the following in an assignment:
- Use someone else's words either verbatim or almost verbatim without citation (even if the work does not have a clear author—for instance in a website)
- Use someone else's evidence, line of thinking or idea without citation
- Turn in someone else's work as your own, as in copying a peer's paper or purchasing a readymade paper
- Turn in previously submitted work as if new, without the instructor's approval

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

Absence
To ensure a quality educational experience, students must attend and participate in classes.
- Excused & Unexcused Absences:

  1) The first unexcused absence will result in a student's grade being dropped one full grade

  2) The second unexcused absence will place the student at risk for failing the course

3) On a case by case basis, it is left to the instructor's discretion as to what is defined as an excused absence as well as to determine appropriate follow up plans

- Additional graded make-up work appropriate for the content missed will be assigned for excused and unexcused absences.
- Students are responsible for completing any class requirements for the day missed, and for obtaining from a fellow classmate any assignments, materials, and communications missed due to absence, late arrival, or early departure.
- Students who must be absent due to inclement weather or other emergencies should contact the instructor prior to the start of class to be considered for an excused absence.
- Inclement Weather Policy
  1) For weather concerns, check your email Wednesday night and/or Thursday morning prior to class, in the event that class might be cancelled due to dangerous weather

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

Technology in the Classroom:
A minimal level of external distractions is essential to a productive learning environment. Cellphones, smart phones, iPods, iPads, laptops and any other electronic devices are not to be used during class expect in unusual circumstances and with the consent of the instructor.

Ongoing Feedback
I want to be an asset to your learning process. I will be available to discuss any aspect of the course or your work. I will plan to check email on a daily basis and make every effort to respond to emails within 24 hours. If you would like to schedule a phone consultation or meeting on campus, please inform me in advance so we can allow time for this to be scheduled.
I greatly appreciate on-going student input regarding reactions, suggestions, and/or concerns about the course. Feedback and suggestions for improving this course are always welcomed. Feel free to see me personally if you have any concerns about any part of the course. In-person or written comments are always welcome (anonymous or identified).

Final Note: I very much hope together we can make this class interesting and useful for your future endeavors.

Week	Date	Spring 2016
1	9/6	Introduction and Overview, review syllabus(course content, requirements, and expectations), introductions, Evidence Based Practice, Diversity and Trauma.
2	9/13	Evidence Based Practice (Cont'd) and Evidence Based Programs
3	9/20	Intervention with LGBTQ Youth, Families and the Systems that Impact Them Guest Lecturer (Darla Lannert, OutReach) *Reflection and Response Paper Due*
4	9/27	Innovations in Culturally Responsible Interventions
5	10/4	Domestic Violence & Intervening Through a Trauma-Informed Lens Site Visit and/or Lecture by Domestic Abuse Intervention Services *Reflection & Response Paper Due*
6	10/11	Early Intervention and Prevention Guest Lecturer (Toni Schriver, Pawws To Heal)
7	10/18	School-based Interventions with Children and Families *First Group Presentation*
8	10/25	Interventions with Adolescents *Childhood Traumatic Stress Paper Due* *Second Group Presentation*
9	11/1	Alternate Care and TPR Guest Lecturer
10	11/8	Collaborative and Multi-Disciplinary Approaches to Intervention *Third Group Presentation*
11	11/15	Field Trip to Juvenile Reception Center 1:20-2:30
12	11/22	Thanksgiving-*NO CLASS*
13	11/29	Mentoring as an Intervention Guest Lecturer (Coty Roberts, BBBBS)
14	12/6	*Last day of class* *Fourth/Fifth Group Presentation* *Final Papers Due*
15	12/13	*Finals Week*

Appendix A

Competencies and Description	Course Content relevant to Dimensions that Comprise the Competency*	Location in Syllabus
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.	Lectures, reading, video and video clips, and discussion related to dimensions of diversity and the delivery of services to children, youth, and families.(K, V, S, & A) Overall, purposeful, weekly incorporation of discussion of intersectionality, and dimensions of diversity, through use of the "course lens" & specifically examining: Gender Identity and Expression Sexual Orientation Race, Culture and Ethnicity Gender and trauma Age, Disability, and Class diversity (V, C&A) Site visits to Juvenile Reception Center, Domestic Abuse Intervention Services(K,V,C&A) Readings and guest speaker about Gender Identity and Expression Sexual Orientation Race, Culture and Ethnicity Gender and trauma Age, Disability, and Class (K, V, C&A) Assignments:	Weeks 1-14 Weeks 1-14 Week 2&3 Week 4 Week 5 Week 6 Week 5&9 Week 3 Week 3 Week 4 Week 5&10 Week6,8,9,10,13 Page 8 Page 9

Competencies and Description	Course Content relevant to Dimensions that Comprise the Competency*	Location in Syllabus
	Group Presentation (K, V, S, C&A) Reflection Response Paper (K, V, C &A) Final Paper (K, V, S, C&A)	Page 10
2.1.4 Engage In Practice-informed Research and Research-informed Practice 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. They know and apply the principles of logic, scientific inquiry and culturally informed and ethical approaches to building knowledge in the focus area. 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.	Course introduction Lecture and Discussion related to Evidence-Based Practice (K, V, C&AP) Assignment: Listen to Jonathan Singer Podcast. (K,V) Assignment: Reflection Response Paper (K, V, C &A) Assignment: Group presentation (K, V, S, C&A) Assignment: Final Paper (K, V, S, C&A)	Weeks 1&2 Week 2 Page 9 Page 8 Page 10
2.1.6 Engage with Individuals, Families, Groups Advanced Generalist social workers understand and demonstrate that engagement is an ongoing component of the dynamic and interactive process of social work practice in the focus area with, and on behalf of, diverse individuals, families, groups, organizations, and communities. They value the importance of human relationships.	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)	Weeks 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12 & 13

Competencies and Description	Course Content relevant to Dimensions that Comprise the Competency*	Location in Syllabus
Advanced Generalist social workers understand and apply theories of human behavior and the social environment, and critically evaluate and apply this knowledge in the focus area to facilitate engagement with clients and constituencies, including individuals, families, groups, organizations, and communities. They understand and demonstrate an array of strategies to engage diverse clients and constituencies to advance practice effectiveness in the focus area. Advanced Generalist social workers demonstrate advanced understanding of how their personal experiences and affective reactions may impact their ability to effectively engage with diverse clients and constituencies in the focus area.	In Class Activity: Case Vignettes. (K, S, C&A) Assignments: Group Presentation (K, V, S, C&A) Assignment: Trauma Paper (K, V, S, C&A) Assignment: Final Paper (K, V, S, C&A) Assignment: Final Paper (K, V, S, C&A)	Weeks 9-13 Page 8 Page 9 Page 10 Page 10
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.	In Class Activity: Case Vignettes. (K, S, C&A)	Weeks 9-13
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.	Small/large group discussions related to skills and knowledge in facilitating engagement with individuals, families, and groups, as it relates to Children, Youth&Families(K,S,V,C&A) In Class Activity: Case Vignettes. (K, S, C&A) Assignment: Reflection Response Paper (K, V, C &A) Guest Speakers to obtain knowledge of services and programs	Weeks 3-14 Weeks 9-13 Page 9 Weeks 3-6,9,10&13 Weeks 9-13

Competencies and Description	Course Content relevant to Dimensions that Comprise the Competency*	Location in Syllabus
Advanced Generalist social workers demonstrate an understanding of how their personal experiences and affective reactions may affect their assessment and decision-making.	In Class Activity: Case Vignettes. (K, S, C&A) Site visits to JRC, DAIS (K,V,C&A) Assignments: Trauma Paper (K, V, S, C&A) Group Presentation (K, S) Final Paper (K, V, S, C&A)	Weeks 5&9 Page 9 Page 8 Page 10
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. 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.	Lecture, reading, videos and small/large group discussions, and case studies focused on evidence-informed interventions and assessments. (K, V, S, C&A) Guest speakers and site visits to obtain firsthand knowledge, values and skills related to specific interventions with Children, Youth, and Families (K, V, S, C&A) Assignment: Trauma Paper (K, V, S, C&A) Assignment: Group Presentation (K, V, S, C&A) Assignment: Final Paper (K, V, S, C&A)	Weeks, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, and 13 Weeks 3-6,5,9,10&13 Page 9 Page 8 Page 10
2.1.9 Evaluate Practice with Individuals, Families, Groups Advanced Generalist social workers	Lecture, readings, and class discussions relevant to evaluating work with	Weeks 1 and 2

Competencies and Description	Course Content relevant to Dimensions that Comprise the Competency*	Location in Syllabus
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.	▪ Individuals (K,V,S) ▪ families, group(K, V, S) Assignment: Listen to Jonathan Singer Podcast. (K,V) Assignments: Trauma Paper (K, V, S, C&A) Group Presentation (K, V, S, C&A) Assignment: Final Paper (K, S)	Week 2 Page 9 Page 8 Page 10

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