

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

**SW 873 Social Work Practice in Health Care (Section 001)
Fall 2018**

Instructor: Tim Latimer, MSSW/LCSW, Associate Lecturer Class Day: Tuesday
Office: Room 208 Class Time: 6:00-8:00 pm
Phone: 669-3793 Class Location: SSW Room 106
Email: twlatime@wisc.edu
Office Hours: Tuesday 8:00-9:00 pm and by appointment
Credits: 2
Instructional Mode: Face-to-Face
Canvas Course URL: <https://canvas.wisc.edu/courses/117075>

I. Catalogue Description

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

Attributes and Designations: 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 semester and carries the expectation that students will work on course learning activities (reading, writing, studying) for about four hours out of classroom each week. The syllabus includes additional information about meeting times and expectations for student work.

II. Course Overview

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

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

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

III. 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 measured through course activities, readings and assignments and behaviors learned in field experiences, and which are derived from social work knowledge, values, skills and cognitive and affective processes. The 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

Week: 1 September 11
Topic: Introduction and Review of Course Objectives

In Class Activities

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

Week: 2 September 18
Topics: The Economics of Health Care

- Insurance Basics
- Affordable Care Act
- People Not Covered by Insurance

Disparity Factors that Influence Health Care Access, Quality, and Outcomes

In Class Activities

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

Required Readings:

- Clemans-Cope, L, Kenney, G.M, Buettgens, M., Carroll, C., Blavin, F. (2012). The affordable care act's coverage expansions will reduce differences in uninsured rates by race and ethnicity. *Health Affairs*, 31(5), 920-930.
- Reid, K. W., Vittinghoff, E., Kushel, M. B. (2008). Association between the level of housing instability, economic standing, and health care access: A meta regression. *Journal of Health Care for the Poor and Underserved*, 19(4), 1212-1228.
- Robert, S. A., Bookes, B. C., Rigby, E., & Rohan, A. M. (2008). Public views on determinants of health interventions to improve health and priorities of government. *Wisconsin Medical Journal*, 107(3), 124-130.

- Rose, S. M., & Hatzenbuehler, S. (2009). Embodying social class: The link between poverty, income, inequity, and health. *International Social Work*, 52(4), 459-471.
- Center for Disease Control, (2008). Racial/ethnic disparities in self-rated health status among adults with and without disabilities-United States, 2004-2006. *Morbidity and Mortality Weekly*, 57(39), 1069-1073.

Week: 3 September 25
 Topics: Social Work Role in Perinatal Care

- Prenatal Care
- Neonatal Care

In Class Activities

- Class Exercise-Prenatal Risk Factors and Health Care Outcomes
- Class Discussion-Research Informed Effective Interventions in Perinatal Care
- Class Exercise-Culturally Competent Perinatal Care

Required Readings:

- Watkins, D.C., Hartfield, H.A., (2008). Health education for social workers: a primer. *Social Work in Health Care*, 51: 680-694
- Wilhelms Van Dijk, J.A., Anderko, L., Stetzer, F., (2011). The impact of prenatal care coordination on birth outcomes. *Journal of Obstetric, Gynecologic, and Neonatal Nursing*, (40), 98-108.
- Green, S., Ion, A., et al (2016). Why are you pregnant? What were you thinking?: How women navigate experiences of HIV related stigma in medical settings during pregnancy and birth. *Social Work in Health Care*, 55:2, 161-179.

Week: 4 October 2
 Topics: Practice Issues in the Care of Children and Families

- Engaging with Children and Families Coping with Chronic Illness
- Children with Developmental Disabilities
- Transition to Adult Healthcare

Guest Speaker: Craig Becker, MSW, American Family Children’s Hospital

In Class Activities

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

Required Readings:

- Ciporen, H. (2012). Social workers’ role in combating the new epidemic of type 2 diabetes in children: clinical interventions at the Hall Family Center for pediatric endocrinology and diabetes. *Social Work in Health Care*, 51(1), 22-35.

- Goldberg, Alon, Wiseman, Hadas (2016). Parental resolution and the adolescent's health and adjustment: the case of adolescents with type 1 diabetes. *Social work in Health Care*, 55:2, 87-100.
- Levine, K. A. (2009). Against all odds: Resilience in single mothers of children with disabilities. *Social Work in Health Care*, 48(4), 402-419.
- Campbell, M., Benton J. M., Werk, L.N., (2011). Parent perceptions to promote a healthier lifestyle for their obese child. *Social Work in Health Care*, 50(10), 787-800.

Week: 5 October 9

Topics: Health Care Issues for Young Adults

- Engaging with Young Adults Coping with Acute and Chronic Illness
- Mental Health and Substance Use
- Intervening Effectively with Suicide Risk Assessment and Screening
- Understanding Boundaries and Evaluating Practice with Young Adults

In Class Activities

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

Required Readings:

- Van Den Bergh, N., & Crisp, C. (2004). Defining culturally competent practice with sexual minorities: implications for social work education and practice. *Journal of Social Work Education*, 40(2), 221-239.
- Johnson, C. N., Navas-Macho, P (2013). Need for disability in medical education. *Ohio State University, Nisonger Center*, 1-14.
- Center for Disease Control (2011). Vital signs: binge drinking prevalence, frequency, and severity among adults-United States, 2010. *Morbidity and Mortality Weekly*, 61(01) 14-19.
- Center for Disease Control (2011). CDC Grand Rounds: prescription Drug Overdoses — a U.S. Epidemic. *Morbidity and Mortality Weekly*, 61(01), 10-13.
- Ervin, D. A., Hennen, B., et al. (2014). Healthcare for persons with intellectual and developmental disability in the community. *Frontiers in Public Health*, 15/7, 1-8.

Upload practice paper summary to Canvas by start of class
Due date for completion of Columbia Suicide Severity Rating Scale (CSSRS) Training

Week: 6 October 16

Topics: Engaging Effectively with Patient and Families in Advance Care Planning
 Intervening with Patients and Families in Ethical Dilemmas
 Self Determination in Health Care

- Advance Care Planning

- Advance Directives and Do Not Resuscitate Orders
- Guardianship

Social Work Practice on an Ethics Committee

Effective Teamwork in Health Care

Self Evaluation of Practice

In Class Activities

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

Required Readings:

Pence, G. E. (2000). Comas: Karen Quinlan and Nancy Cruzan. In G. E. Pence: *Classic cases in medical ethics: accounts of cases that have shaped medical ethics with philosophical, legal, and historical backgrounds*. (pp. 29-55). McGraw-Hill, Boston.

Distribution of Practice Interview Case #1

Week: 7 October 23
 Topics: Engaging in Effective Health Care Practice for People with Neurological Disorders
 Research Based Screening and Assessment Tools
 Social Security and Disability

- Medicare
- Private and Supplemental Insurance

In Class Activities

- Class Exercise-Neurologic Functional Assessments
- Class Exercise-Case Examples
- Video-Persistent Vegetative State Assessment

Required Readings:

Gorin, S. H., Armstrong, R. (2012). The truth about Social Security and Medicare. *Social Work in Health Care*, 37(1), 1-7

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

Week: 8 October 30
 Topic: Social Work Practice in Emergency Room Care
 Engaging with Patients, Families, and Allied Legal and Social Services in
 Emergency Room Services

In Class Activities

- Class Exercise-Case Examples
- Class Discussion-Culturally Competent Emergency Room Social Work Practice

Required Readings:

Auerbach, C., and Mason, S. E. (2010). The value of the presence of social work in emergency departments, *Social Work in Health Care*, 49(4), 314-326.

Mason, Susan E. and Auerbach, C. (2009). Factors related to admissions to a psychiatry unit from a medical emergency room: the role of social work, *Social Work in Mental Health*, 7(5), 429-441.

Nicholas, D. B., Zwaigenbaum, L., et al. (2016). Experiences of emergency care from the perspective of families in which a child has autism spectrum disorder, *Social Work in Health Care*, 55:6, 409-426.

Test #1 administered this date

Week: 9 November 6

Topics: Hospital Based Social Work Practice

- Discharge Planning
- Care Management Models
- Facilitation of Patient/Family Conferences

In Class Activities

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

Required Readings:

Reisch, Michael (2012). The challenges of health care reform for hospital social work in the United States. *Social Work in Health Care*, 51(10), 873-893.

Monterio, C., Arnold, J., et al. (2016). Social workers as care coordinators: leaders in ensuring effective, compassionate care, *Social Work in Health Care*, 55:3, 195-213.

Week: 10 November 13

Topics: Social Work Practice in Geriatrics

- Geriatric Evaluation
- Research Based Screening and Assessment Tools
- Geriatric Practice with Adults with Developmental Disabilities
- Elder Abuse and Neglect
- Engaging with Caregivers in Geriatric Health Care

In Class Activities

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

Required Readings:

- Spitzer, W.J., & Davidson, K.W. (2013). Future trends in health and health care: implications for social work practice in an aging society. *Social Work in Health Care*, (52) 959-986.
- Hall, J., Karch, D. L., Crosby, A. (2016). Elder abuse surveillance: Uniform definitions recommended core data elements. *Center for Disease Control, Division of Violence Prevention*, 25-39.

Week: 11 November 20

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

In Class Activities

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

Required Readings:

- Duffy, F., Healy, J.P., (2014). A social work practice reflection on issues arising for LGBT older people interacting with health and residential care: rights, decision making and end of life care. *Social Work in Health Care*, 53:6, 568-583.
- Lee, A.A., Lee, S.N. et al. (2016). Drivers of change: learning from the lived experiences of nursing home social workers. *Social Work in Health Care*, 55:3, 247-264.
- Wilson, K., Bachman, S. S., (2015). House calls: the impact of home-based care for older adults with Alzheimer's and dementia. *Social Work in Health Care*, 54:6, 547-558.

Distribution of Practice Interview Case #2

Week: 12 November 27 Megan Minster, Heartland Hospice
Topics: Social Work Practice in Palliative and Hospice Care
Self Evaluation in Professional Practice

In Class Activities

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

Required Readings:

- Ve'lez, D., Marinez, R.O., Espino, D. V., (2015). Framing effects on end-of-life preferences among Latino elders. *Social Work in Health Care*, 54:8, 708-724.
- Dennis, M. K., Washington, K. T., Koenig, T. L., (2014). Ethical dilemmas faced by hospice social workers. *Social Work in Health Care*, 53:10, 950-968.

**Interview #2 Practice Video and Journal Due by Start of Class This Date
Test #2 administered this date**

Week: 13 December 4
Topics: Social Work Practice in Cancer Treatment
 Distress Screening and Assessment

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

In Class Activities

- Panel Discussion

Required Readings:

Wagner, R. W., Pritzker, S., (2016). Cancer survivorship care-planning: practice, research, and policy implications for social work. *Social Work in Health Care*, 55:3, 181-194.

Boerger-Knowles, K., Ridley, T., (2014). Chronic cancer: counseling the individual. *Social Work in Health Care* 53:1, 11-30.

Week: 14 December 11
Topic: Student Poster Presentations of Research Based Practice Paper

In Class Activities

- Student Presentations
- Class Discussion-Culturally Competent Public Health Practice

Community Learning report is due by start of class this date

Practice Paper is due by start of class this date

V. Reading Materials for the Course

Required journal articles are available on the SW873 Canvas course site

VI. EVALUATION: Assignments, Grading and Methods

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

No extra credit assignments or advanced review of any assignment or paper are offered for this course. All assignments, projects, field logs, and learning plans will only be accepted at Canvas. No assignment will not be accepted as paper copies or to email. Consistent with university policy, all email contact will only be with student UW email account.

Late Assignment Policy: Late submission of any assignment results in reduction of the total available points for the assignment (-3 point per day). Unexcused absence resulting in the postponement of a test results in a five point deduction.

- 1. Attendance and Active Participation.** Students are expected to attend all classes, with reasonable accommodations (regarded as excused absence) being made as specified in University policy or for other situations such as illness, emergencies and, especially for those commuting from outside Dane County, weather advisories encouraging travel restrictions. Students are responsible for informing me of absences from class in advance if possible, and for following up with me as soon as possible regarding that day's class content. Unexcused absences from class and/or failure to follow up after an excused absence will result in a grade reduction for this course. Completion of required readings and active participation in class, including arriving on time and demonstrating an ability to listen to and ask questions of your peers, will also figure importantly into this portion of your overall grade. More specifically, class participation is evidence of thoughtful reading of assigned materials, curiosity, ability to examine assumptions, values and practice challenges, and the ability to contribute to the learning process.
- 2. Community Learning.** To further increase the student's knowledge of health care practice issues, attendance at community lectures or grand rounds is expected. The subject of the presentation is at the student's discretion, with any questions regarding the appropriateness of the program directed to the instructor. The forum can be a live event or an online program, but should allow the student to participate in any group exercises or ask questions of the speaker. An accounting of participation at community learning opportunities will be tabulated at the end of the semester. The student is expected to briefly report their community learning within class. Community learning can be within the scope of the student's field work, but should be in addition to any community learning requirements for the field seminar.

Community Learning Report

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

<u>Community Program</u>	<u>Date</u>	<u>Related Competency</u>
1.		
2.		
3.		
4.		
5.		

- 3. Research Based Practice Paper.** The student will prepare a paper that demonstrates their understanding of a complex health care issue and its implications for social work practice. A summary of the subject will be completed by the student for instructor review early in the semester. Submission of the practice paper prior to the due date with a request for feedback is not a provided option.

Research Based Practice Paper-Assignment Description and Grading Elements

The practice paper will contain the following elements:

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

The practice paper is graded on the following elements:	<u>Points</u>
a. Summary and Practice Paper submitted by due dates	-3 per day late
b. Requirements for length and APA format with references	5
c. Clarity of relationship to social work competencies	5
d. Format and content that follows assignment guidelines	10
e. Clear analysis and implications for practice	10
f. Poster presentation (22"x28")	5

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

Taped Interview Practice and Journal

The Interview Practice is graded on the following elements:	<u>Points</u>
a. Submitted by due date	-3 per day late
b. Introduction, use of unbiased language, and closing of interview	4
c. Attention to interview goals	4
d. Clearly stated areas for improvement in journal, and consideration of dimensions of diversity and cultural factors. An understanding of the values of the profession in health care practice	1
e. Plan for improvement in journal	1

5. **Tests.** Tests will be administered in class. Test material will focus on practical practice skills and topics from lectures, readings, and in class assignments.
6. **Columbia Suicide Severity Rating Scale Training.** The student will complete this research based online training program.

Columbia Suicide Severity Rating Scale (CSSRS) Training

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

The CSSRS Training is graded on the following elements:	<u>Points</u>
Completion by due date	-3 per date late
Completion of zero or one of the two trainings	0
Completion of both trainings	5

Grading Structure

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

Grading Scale

A	94-100	outstanding; surpasses expectations 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

Student Behavior Policy, Classroom Climate & Expectations

In order to learn, we must be open to the views of people different from ourselves. Each and every voice in the classroom is important and brings with it a wealth of experiences, values and beliefs.

In this time we share together over the semester, please honor the uniqueness of your fellow classmates, and appreciate the opportunity we have to learn from each other. Please respect your fellow students' opinions and refrain from personal attacks or demeaning comments of any kind. Finally, remember to keep confidential all issues of a personal or professional nature discussed in class. The following is a list of expectations of student's display of personal integrity and professionalism, and successful adherence to these expectations will be measured and incorporated into the course grade.

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

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

Code of Ethics, Professional Conduct & Plagiarism

Incoming BSW and MSW students read and signed electronic forms of the NASW Code of Ethics, the School of Social Work Plagiarism Policy and the School's Principles of Professional Conduct. In doing so, they agreed that while in the BSW or MSW Program they would honor the Code of Ethics and Principles of Professional Conduct, as well as adhere to the Plagiarism Policy and that should they not do so, sanctions would be imposed. BSW and MSW students are expected to adhere to these policies in the classroom and in the preparation of course assignments.

Plagiarism

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

The School of Social Work defines plagiarism as:

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

There are two major forms of plagiarism:

1. Using direct quotes from others' written or spoken work and presenting them as one's own words without using proper quotation marks or offsetting and/or with failure to identify the source of the ideas.
2. Paraphrasing the ideas or research findings of another person(s), with failure to identify the source of the ideas.

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

Process:

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

Sanction:

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

For more information:

Academic misconduct rules procedures can be found in UWS 14:

<http://www.students.wisc.edu/doso/docs/UWS14.pdf>

For guidelines on quoting and paraphrasing:

UW-Madison Writing Center <http://writing.wisc.edu/Handbook/QuotingSources.html>

Disability Accommodations

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

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

Appendix A
Competency Description and Dimensions

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 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, readings, class exercises, and discussion related to dimensions of diversity and the delivery of services. (K, V, S, C & A)</p> <p>Assignment: Practice Paper (K, S, C&A)</p> <p>Assignment: Case Practice and Journal (K, S, C&A)</p>	<p>Weeks 1, 2, 3, 4, 5, 6, 8, 9, 10, 11, 12 & 14</p> <p>Pages 9-10</p> <p>Page 10</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 apply quantitative and qualitative research methods to advance the science of social work and practice in the focus area.</p> <p>They know and apply the principles of logic, scientific inquiry and culturally informed and ethical approaches to building knowledge in the focus area.</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>Lecture, readings, case examples, assignments, tests, and discussion related to dimensions of research methods, research informed practice, critical thinking (K, S, C & A)</p> <p>Assignment: Practice Paper (K, S, C&A)</p> <p>Assignment: CSSRS training and certificate (K, S, C&A)</p>	<p>Weeks 3, 4, 5, 6, 7, 10, 11 & 14</p> <p>Pages 9-10</p> <p>Page 11</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 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</p>	<p>Lecture, readings, case examples, assignments, and discussion related to interview strategies, and engagement techniques, (K, S, C & A)</p> <p>Assignment: Practice Paper (K, S, C&A)</p> <p>Assignment: Case Practices and Journal Practice (K, V, S, C&A)</p>	<p>Weeks 4, 5, 6, 7, 8, 10 & 11</p> <p>Page 9-10</p> <p>Page 10</p>

Competencies and Description	Course Content relevant to Dimensions that Comprise the Competency*	Location in Syllabus
<p>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>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.</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>Lecture, readings, case examples, assignments, and discussion related to assessment strategies (K, S, C & A)</p> <p>Assignment: Practice Paper (K, S, C&A)</p> <p>Assignment: CSSR online training (K,S)</p> <p>Assignment: Case Practices and Journal (K, V, S, C&A)</p>	<p>Weeks 5, 7, 10 & 13</p> <p>Pages 9-10</p> <p>Page 10</p> <p>Page 10</p>
<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,</p>	<p>Lecture, readings, assignments, and discussion related to intervention strategies (K, V, S, C & A)</p>	<p>Weeks 3 5, 6 & 11</p>

Competencies and Description	Course Content relevant to Dimensions that Comprise the Competency*	Location in Syllabus
<p>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>Assignment: Practice Paper (K, S, C&A)</p>	<p>Pages 9-10</p>
<p>2.1.9 Evaluate Practice with Individuals, Families, Groups</p> <p>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 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>Lecture, readings, assignments, and discussion related to evaluation of practice (K, S, C & A)</p> <p>Assignment: Case Practices and Journal (K, V, S, C&A)</p>	<p>Weeks 5 & 11</p> <p>Page 10</p>

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