SW662-001: Social Work Policy and Practice with Young Children
Spring 2019 Section 01

Instructor Name and Title: Alejandra Ros Pilarz, Ph.D.
Assistant Professor

Office Hours: Tuesdays 3:30-4:30pm and by appointment

Instructor Contact Information: School of Social Work, Room 307
608-265-8269
pilarz@wisc.edu

Class Time and Location: Thursdays 10:00am-12:00pm
School of Social Work, Room 220

Credits: 2 (graduate) or 3 (undergraduate)

Instructional Mode: All Face-to-Face

Canvas Course URL: https://canvas.wisc.edu/courses/140055

I. COURSE DESCRIPTION

Examines theoretical perspectives on early childhood development, the most salient micro-, mezzo-, and macro-level contexts that influence early childhood development, and interventions and policies for promoting early childhood development.

Attributes and Designations: For Undergraduates, this course counts as Liberal Arts and Sciences credit in L&S. This course also counts toward the 50% graduate coursework requirement for graduate students.

Requisites: Junior Standing, social work/welfare major

How credit hours are met: Graduate students take this course for two credits. This class meets for one 2-hour class period each week over the spring semester and carries the expectation that students will work on course learning activities (reading, writing, studying) for about 4 hours out of classroom for every class period. The syllabus includes additional information about meeting times and expectations for student work. For 3 credits, undergraduates are expected to participate in supplementary undergraduate course activities as outlined in the syllabus.

II. COURSE OVERVIEW

This course introduces students to multiple theoretical perspectives on early childhood development with implications for social work practice and policy. Using a multidisciplinary lens, we will examine the latest knowledge and research on biopsychosocial development in early childhood, the most salient micro-, mezzo-, and macro-level contexts that influence early childhood development, and interventions and policies for promoting early childhood development. This is an elective course open to undergraduate BSW students, Social Welfare majors, MSW, and PhD students.
III. COURSE COMPETENCY, DESCRIPTION AND DIMENSIONS CHART

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

IV. COURSE CONTENT

<table>
<thead>
<tr>
<th>Week/Date</th>
<th>Topics</th>
<th>Readings</th>
<th>Assignment Due</th>
</tr>
</thead>
</table>
| Wk. 1 1/24 | **Introduction to the Course**  
- Review syllabus, course goals, & class expectations | | |
| Wk. 2 1/31 | **Early Childhood Development: Part 1**  


Readings:  

| Wk. 3 2/7 | **Early Childhood Development: Part 2**  
|---|---|---|
| Wk. 4 2/14 | **Poverty and early childhood development**  
Cosse et al. (2018). *Building strong foundations: Racial inequity in policies that impact infants, toddlers, and families*. Washington, DC: Zero to Three and CLASP.  
| Wk. 5 2/21 | **Early Experiences, Adversity, and Resilience**  
- Theoretical perspectives on how early experiences shape gene expression and development  
<table>
<thead>
<tr>
<th>Wk. 6</th>
<th>2/28</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Parenting and Early Childhood Development</strong></td>
<td></td>
</tr>
<tr>
<td>• Theoretical perspectives on how parenting influences early childhood development</td>
<td></td>
</tr>
<tr>
<td>• How parenting differs across groups by parental education and race/ethnicity</td>
<td></td>
</tr>
<tr>
<td>• Parenting interventions</td>
<td></td>
</tr>
</tbody>
</table>

29-38.


<table>
<thead>
<tr>
<th>Week</th>
<th>Date</th>
<th>Topic</th>
<th>Details</th>
<th>References</th>
</tr>
</thead>
<tbody>
<tr>
<td>Spring Break</td>
<td>3/21</td>
<td>No Class</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
| Wk. 9 3/28 | **Early childhood care and education**  
- How does early care and education influence early childhood development?  
- Theoretical perspectives and research evidence  
Chaudry, A., Morrissey, T., Weiland, C., & Yoshikawa, H. *Cradle to Kindergarten: A new plan to combat inequality.* New York: Russell Sage Foundation. Chapter 3 Affordable, High-Quality Care and Education  
| Wk. 10 4/4 | **Fathers and Child Development**  
Guest Speaker: Pajarita Charles, Assistant Professor, School of Social Work, University of Wisconsin-Madison | Webinar: The Unique Contributions of Fathers to their Children’s Development, Tova Walsh  
Additional readings TBD |
| Wk. 11 4/11 | **Developmental Disabilities in Early Childhood**  
Guest speakers: Elizabeth Wahle & Eric Miller, Bridges for Families Birth to Three Program | Readings TBD |
| Wk. 12 4/18 | **Neighborhoods and Housing**  
- Role of housing and neighborhoods in influencing early childhood development  

### V. READING MATERIALS FOR THE COURSE

See Weekly Class Descriptions for the required readings for each class. Required readings can be accessed on the course Canvas site (https://canvas.wisc.edu/courses/140055). Required readings may change somewhat no later than one week before the class session for which they are assigned; changes will be announced by email and on Canvas.

### VI. EVALUATION: Assignments, Grading and Methods

**Assignment Due Dates and Points:**

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Due Date</th>
<th>Percentage of Grade (Grad)</th>
<th>Percentage of Grade (Undergrad)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Policy/Practice Research Brief Proposal</td>
<td>2/21 at 10:00am</td>
<td>n/a</td>
<td>n/a</td>
</tr>
<tr>
<td>Reaction Paper #1</td>
<td>1/30 at 11:59pm</td>
<td>15</td>
<td>15</td>
</tr>
<tr>
<td>Reaction Paper #2</td>
<td>Weeks 3-12 (day before class at 11:59pm)</td>
<td>15</td>
<td>15</td>
</tr>
<tr>
<td>Midterm</td>
<td>3/7 at 10:00am</td>
<td>25</td>
<td>15</td>
</tr>
<tr>
<td>In-Class Presentation</td>
<td>4/25 or 5/2 at 10:00am</td>
<td>15</td>
<td>15</td>
</tr>
<tr>
<td>Policy/Practice Research Brief Brief</td>
<td>5/9 10:05am</td>
<td>25</td>
<td>25</td>
</tr>
<tr>
<td>Attendance and Class Participation</td>
<td>On-going</td>
<td>5</td>
<td>5</td>
</tr>
<tr>
<td>Research Article Reflections</td>
<td>Weeks 3-12 at 9:00am</td>
<td>---</td>
<td>10</td>
</tr>
<tr>
<td><strong>Total Points</strong></td>
<td></td>
<td><strong>100</strong></td>
<td><strong>100</strong></td>
</tr>
</tbody>
</table>

Assignment Descriptions, Instructions and Grading Criteria:
Reaction Papers

Students will complete two reaction papers. The purpose of this assignment is for students to critically reflect on the assigned readings and how the applications of the course content to social work policy and practice, as well as allow the instructor to assess students’ understanding of the material and questions for discussion. Everyone will complete a reaction paper due in Week 2 based on the assigned readings for Week 2. Students can choose to complete another reaction paper for Weeks 3-12. Reaction papers are due by 11:59pm the day before class.

Instructions:

Address each of the following questions in 3 double-spaced pages maximum (1-inch margins, 12-point, Times New Roman font).
1. Summarize what you learned (1-1.5 pages maximum)
   - What are three key points that you learned from each of the assigned readings/videos/podcast? What themes were apparent across all of these sources? Describe the theoretical perspectives, research evidence, etc.
2. Apply what you learned (about 1 page)
   - How does what you learned apply to social work policy and practice? For example, which did you find most relevant for the area of social work you’re most interested in? How would this impact your clients, etc.?
3. Remaining questions (about ½ page)
   - What questions do you have about the assigned readings/videos/podcast? Is there anything that was unclear? What would you like to learn more about? What discussion questions do you have for the class?

Grading Criteria:

- Demonstrates understanding of the readings, applications to social work, and includes thoughtful questions
- Followed the assignment instructions (formatting, length, etc.)
- Writing (clarity, logic, and good organization)

Midterm Exam

One take-home midterm exam will be given in Week 6 and will be due in Week 7. The midterm will cover content from Weeks 2-6, including readings, lectures, and in-class discussion. The Midterm Exam will be graded on a 100 point scale and multiplied by the potential points for each student, depending on credit option. For instance, a student who earned 88 points on the final examination would earn 22 total points (0.88 x 25 = 22) if taking SW662 for two credits and 13.2 total points (0.88 x 15 = 13.2) if taking SW662 for three credits.

Policy/Practice Research Brief and Presentation

Students will select a policy or evidence-based practice topic on which to complete a research brief and in-class presentation. Examples of topics include: child maltreatment prevention programs; paid family leave policies; father engagement programs; universal pre-kindergarten programs; home visiting programs, etc. The purpose of these assignments is for students to focus their learning in a topic area in which they are most interested, increase the breadth of policy and practice topics covered in class for all students, and allow students to practice and get feedback on their presentation skills. The process for selecting the policy/practice topic will be described on the first day of class and will be due by Week 5.
1. Research Brief Instructions:
The purpose of a Policy/Practice Research Brief is to communicate the practical implications of research to an audience of non-researchers to help readers decide how to act. In this assignment, students will research, analyze, and synthesize research in a particular policy or practice area relevant for social workers working with young children and will provide a set of best practice or policy recommendations. The Research Brief will include the following elements:

• Title page: Title, your name, and date
• Executive summary: Summarize key content from each section of the brief. A reader should be able to read only the Executive Summary and understand the main points of the brief.
• Overview of the issue: Introduce the policy/practice topic
• Significance of the issue: Why the policy/practice topic is important for early childhood development
• Effectiveness of current policy/practice: Describe the current policy/practice in the area and what we know from research evidence about what is effective or ineffective
• Recommendations: Based on your assessment of the effectiveness of current policy/practice and theories on child development, provide detailed recommendations for improving current policy/practice
• Conclusion: Briefly and succinctly reiterate your conclusions from your assessment of the policy/practice area and your recommendations. Remind the reader of the big picture and why this matters.

Formatting requirements: Papers must be typed, double-spaced with 1" margins, with Times New Roman, 12 point font. Citations and a reference page using APA style are required. If you include a direct quote or a figure/table from a source, you must include the page number in your in-text citation (Author, year, page number). The maximum page limit is 8 double-spaced pages, not including the title page, executive summary, reference page, or table/figures (optional).

Grading Criteria:
• Following the assignment instructions (followed format, page limits, etc.; sufficient and appropriate references; single reference style; etc.)
• Includes all elements of the brief (executive summary, overview, etc).
• Demonstrates thorough understanding of the theoretical perspectives and research evidence in the the policy/practice area
• Provides clear, logical, thoughtful, and detailed recommendations
• Writing (clarity, logic, and good organization)

2. In-Class Presentation
Students will give a presentation on their policy/practice topic. This provides an opportunity for students to demonstrate their knowledge in oral form, gives you feedback on your presentation skills, and lets the whole class learn about a wide range of policies.

Content of presentation: Your audience will be interested social workers, agency directors/administrators, and/or funders. Your job is to convince these decision makers in your policy/practice area to heed your recommendations. Your presentation should include similar elements as the Research Brief: overview of policy/practice area, significance, effectiveness of current policy/practice, recommendations, and conclusion. Each presentation will be no more than 10 minutes long.
Include in-text citations in your presentation slides and a reference page with the sources cited using APA style. It is recommended, but not required, to use Powerpoint or some other software program to present slides or visual supporting material. Your presentation slides are due to the Canvas dropbox by 8am on the day of your presentation. This is so that I have enough time to download all presentations and have them ready for class.

Grading criteria:
• Content of presentation: how well you addressed each of the elements of the presentation. It is better to present a smaller amount of content very clearly than a lot of content in a rushed manner.
• Delivery (presentation skills): This includes whether you made eye contact, the pace and volume of your presentation, the use of visuals, whether the presentation held our interest, etc.

Research Article Reflections (For Undergraduate Students Only)
Beginning in Week 3 of the course, undergraduate students are expected to participate in the weekly Research Article Reflection activity on Canvas to satisfy requirements for the three-credit course. Each week by 9:00am, students will post a link to a research article that they see as being related to the course content or readings for that week. Students will post a brief summary of why the article is relevant and related to course readings and content. Students will then read their classmates’ posts and choose one article posted by a classmate to read and provide a second brief reflection. There are no right answers! This weekly assignment is designed to help students engage with course material and connect it to other relevant sources of information, as well as become more familiar with current research.

Expectations for posting a link to an article: Students will find a peer-reviewed, scholarly article that presents data within the body of the article and is published in an academic journal. Literature reviews are not appropriate; meta-analyses and systematic reviews are appropriate. I recommend that students identify articles using an academic search engine, such as Google Scholar (see this link for list: https://search.library.wisc.edu/search/database). Articles should be related to each week’s content in a substantive way. This means that appropriate articles are topically or theoretically relevant to course material for a given week. Students should then write a brief description of the major findings of the article (2-6 sentences) and provide an explanation of how the article is related to course material (2-6 sentences). This description should be specific enough that a person unfamiliar with an article could get the basic gist of the article and how it connects to course material. At the end of each response, students should post a provocative discussion question related to social work research, policy, or practice.

Expectations for responding to a peer article: Students will choose an article to read based on a peer’s summary and then respond to the discussion question posed by the peer using content from the article. Responses should be 2-6 sentences and directly address the discussion question and content of the article.

Missing posts: Students will lose one half of a point for each week that an article OR reflection is missing. For example, in a given week, a student would lose .5 points if missing an article posting, .5 points if missing a response posting, or 1 point if missing both an article posting and a response posting.

Grading criteria (10 points total):
• Provides link to research article each week in Weeks 3-12—5 points
• Responds to peer article each week in Weeks 3-12—5 points

Grading Scale: Final grades will be assigned with the following grading scale for graduate courses:
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

Expectations

Students are expected to:
• Attend class each session, actively participating in the in-class exercises and discussions. If you cannot attend class, you are responsible for knowing what occurred and for getting any handouts.
• Read critically (and think about) all required assignments before coming to class. Many students find it useful to take notes.
• Complete all assignments by the due dates and times (thus you are expected to plan your life so that you can make the required deadlines in the course).
• Be respectful of the instructor and other class members—a diversity of views and opinions may be articulated during discussions.
• Conduct yourselves as professionals during class and during interactions with the instructor outside of class. This includes such conduct as:
  o Turning off (or silencing) cell phones (and pagers) during class.
  o Refrain from taking calls, texting, and using social media, or from using the internet for anything other than directed class work.
  o Write email correspondence to the instructor and other students in a manner that would be considered professional, respectful, and timely.
• Use laptops and other electronic devices only for taking notes. Taking handwritten notes is strongly recommended and has been associated with better learning outcomes compared to note-taking on laptops (see the 2014 article “The Pen is Mightier than the Keyboard” by Mueller and Oppenheimer: http://pss.sagepub.com/content/25/6/1159)

The instructor is expected to:
• Co-create a classroom environment that facilitates learning.
• Assure that course objectives are being met.
• Hold regular office hours.
• Be available to address student questions through emailed correspondence.
• Give reasonable guidance on preparing for the exams and assignments.
• Provide prompt feedback on evaluation materials for the course

Attendance Policy
In order for you and your fellow classmates to benefit from this course, attendance and prompt arrival to class are expected. Attendance will be taken at the beginning of class. A significantly late arrival or early departure may be counted as an absence. If you are unable to attend class, please email the instructor as soon as possible and prior to class. On a case by case basis, it is
left to the instructor’s discretion as to what is defined as an excused absence. In order for an absence to be excused, you must notify the instructor prior to class. You may receive no more than two excused absences per semester. You will receive a warning for the first unexcused absence; two points will be deducted from your grade for each unexcused absence incurred after the first. 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.

Grading Questions and Late Assignment Policy

- Any requests for extensions on assignments must be made and approved in advance of the due date. Late assignments without prior approval will be penalized and may not be accepted.
- If there is something about an assignment that is unclear to you, it is your job to bring this to the instructor’s attention.
- Your grade on written assignments will be based on (1) the extent to which you respond to assignment objectives, (2) the quality of your writing (to include grammar and spelling, organization, and clarity), and (3) your ability to demonstrate critical thinking.
- You may appeal a grade on a particular exam or assignment, but you must do so in writing, support your position with substantive arguments (addressing each of the three points above), and do so within one week of when the exam or assignment is returned.
- I expect written portions of all assignments to be typed, spell-checked, proofed for grammatical errors, and well-organized. Points will be deducted from your grade for sloppy work. If you need assistance with your writing, the Campus Writing Center is available as a free resource to all students.

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 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 702 W. Johnson St, #2104, 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 student's educational record, is confidential and protected under FERPA.

Student Wellness

As a student you may experience a range of issues that can cause barriers to learning. These might include strained relationships, anxiety, high levels of stress, alcohol/drug problems, racism, feeling down, and/or loss of motivation. University Health Services (UHS) can help with these or other issues you may be experiencing. You can learn about the free, confidential mental health services available on campus by calling (608-265-5600) or visiting www.uhs.wisc.edu. Help is always available.
Other student support services and programs include:
• Multicultural Student Center https://msc.wisc.edu/
• Gender and Sexuality Campus Center https://lgbt.wisc.edu/
• Dean of Students Office https://www.students.wisc.edu/doso/

Below are resources for reporting and responding to incidences of bias and hate on campus.
• Report incidences of bias or hate online: https://students.wisc.edu/doso/services/bias-reporting-process
• UW-Madison Police Department: http://uwpd.wisc.edu
• Office of Equity and Diversity: www.oed.wisc.edu/

You may also report incidents in-person to the Dean of Students Office, 70 Bascom Hall, during normal business hours. Reportable incidents include crimes such as vandalism or physical assault, as well as non-academic misconduct, slurs, and intimidation. Anyone who files a report will have the opportunity to meet with the Bias Response and Advocacy Coordinator, so that we can meet their needs and ensure their safety.

**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.

While adherence to the social work code of ethics is required only of social workers and social work students, issues of academic misconduct affect all students and are considered extremely serious. Academic dishonesty, including cheating, plagiarism, and misrepresentation or fabrication of assignments, can result in course failure as well as disciplinary actions. It is your responsibility to ensure that all documents and material used to inform your assignments are appropriately cited. Students found to have plagiarized, **intentionally or not**, will be disciplined according to University and School policies. The Writing Center has a helpful guide to the difference between plagiarism and paraphrasing – see http://writing.wisc.edu/Handbook/QPA_paraphrase.html. The School’s plagiarism policy is posted at Learn@UW.

**Writing Resources**
The Writing Center at UW-Madison, 6171 Helen C. White Hall, 600 N. Park St., (608) 263-1992, has a wealth of resources for students. The website address is: www.writing.wisc.edu. Students can expect a response on their paper within 48 hours. (Times may vary depending on the Center’s work load/time of the semester.) The website also has information about free writing workshops and instructional materials on effective writing, APA style, etc.
### APPENDIX A

<table>
<thead>
<tr>
<th>Competencies and Description</th>
<th>Course Content relevant to Dimensions that Comprise the Competency*</th>
<th>Location in Syllabus</th>
</tr>
</thead>
</table>
| 2: Engage Diversity and Difference in Practice | Social workers understand how diversity and difference characterize and shape the human experience and are critical to the formation of identity. The 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. Social workers understand 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. Social workers also understand the forms and mechanisms of oppression and discrimination and recognize 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. | Lecture, reading, and discussion on theoretical frameworks for understanding early childhood development among vulnerable groups: children of color, immigrant children, children in low-income families. (K, V)  
Lecture, readings, and discussion on structural factors that contribute to oppression and discrimination. (K, V)  
Assignment: Midterm Exam (K, V, S, C & AP)  
Lecture, readings, and discussion related to the history and current structures of policies and services impacting young children, the role of policy in service delivery, and the role of practice in policy development. (K, V)  
Assignment: In-Class Presentation (K, V, S, C & AP)  
Assignment: Policy/Practice Research Brief (K, V, S, C & AP) | Week 3-6  
Weeks 3, 4, 8, 12  
pg. 8 |
| 5. Engage in Policy Practice | Social workers understand that human rights and social justice, as well as social welfare and services, are mediated by policy and its implementation at the federal, state, and local levels. Social workers understand the history and current structures of social policies and services, the role of policy in service delivery, and the role of practice in policy development. Social workers understand their role in policy development and implementation within their practice settings at the micro, mezzo, and macro levels and they actively engage in policy practice to effect change within those settings. Social workers recognize and understand the historical, social, cultural, economic, organizational, environmental, and global influences that affect social policy. They are also knowledgeable about policy formulation, analysis, implementation, and evaluation. | Lecture, readings, and discussion related to the history and current structures of policies and services impacting young children, the role of policy in service delivery, and the role of practice in policy development. (K, V)  
Assignment: In-Class Presentation (K, V, S, C & AP)  
Assignment: Policy/Practice Research Brief (K, V, S, C & AP) | Weeks 7-12  
pg. 8-9  
pg. 8-9 |
| 8: Intervene with Individuals, Families, Groups, Organizations, & Communities | Social workers understand that 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. Social workers | Lecture, readings, and discussion on theories of early childhood development and implications for social work practice and interventions. (K, V)  
Lecture, readings, and discussion on | Weeks 2-6  
Weeks 6, |
<table>
<thead>
<tr>
<th>Competencies and Description</th>
<th>Course Content relevant to Dimensions that Comprise the Competency*</th>
<th>Location in Syllabus</th>
</tr>
</thead>
<tbody>
<tr>
<td>are knowledgeable about evidence-informed interventions to achieve the goals of clients and constituencies, including individuals, families, groups, organizations, and communities. Social workers understand theories of human behavior and the social environment, and critically evaluate and apply this knowledge to effectively intervene with clients and constituencies. Social workers understand methods of identifying, analyzing and implementing evidence-informed interventions to achieve client and constituency goals. Social workers value the importance of interprofessional teamwork and communication in interventions, recognizing that beneficial outcomes may require interdisciplinary, interprofessional, and inter-organizational collaboration.</td>
<td>evidence-based interventions for supporting young children. (K, V) Assignment: Reaction Paper #1 (K, V, S, C &amp; AP) Assignment: Reaction Paper #2 (K, V, S, C &amp; AP) Assignment: Midterm Exam (K, V, S, C &amp; AP) Assignment: In-Class Presentation (K, V, S, C &amp; AP) Assignment: Policy/Practice Research Brief (K, V, S, C &amp; AP)</td>
<td>7, 8, 11 &amp; 8 &amp; 8 &amp; 8 &amp; 8-9 &amp; 8-9</td>
</tr>
<tr>
<td>9. Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities</td>
<td>Lecture and discussion on evaluating policies and practices for young children (K, V) Assignment: In-Class Presentation (K, V, S, C &amp; AP) Assignment: Policy/Practice Research Brief (K, V, S, C &amp; AP)</td>
<td>Weeks 6-12 &amp; pg. 8-9 &amp; pg. 8-9</td>
</tr>
</tbody>
</table>