

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

**SW741: Interventions with Children, Youth & Families, Section 010
Fall 2018**

Instructor Name: Teresa Thomas, MSSW

Credits: 2

Class Location: Medical Sciences Building, MSC 1010

Class Day(s) & Time: Saturdays, 12:00pm-2:00pm

Instructional Mode: All Face-to-Face

Canvas Course URL: <https://canvas.wisc.edu/courses/119451>

Office hours & Location: By appointment

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I. Course Description

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

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 fall 14-week semester and carries the expectation that students will work on course learning activities (reading, writing, studying) for about 4 hours out of classroom each week.

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 Children, Youth and Family Welfare (CYFW). For non-CYFW 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 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

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

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

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

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

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

Week Date	Course Outline, topics, and readings
Week #1 Sept. 8	<p>Topics: Syllabus, Introductions, Warm-Up Course focus: Evidence Based Practice (EBP), Diversity and Trauma</p> <p><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. <i>Research on Social Work Practice</i>, (22)1, 109-119.</p> <p>Drisko, J. (2014) Research Evidence and Social Work Practice: The Place of Evidence-Based Practice. <i>Clinical Social Work Journal</i>, 42(2), 123-133.</p>
Week #2 Sept. 15	<p>Topics: Evidence Based Practice Engagement, Assessment & Evidence Informed Intervention considerations</p> <p><u>Required Readings:</u> Gambrell, E. (2008). Providing More Effective, Ethical Services: The Philosophy and Process of Evidence-Based (-Informed) Practice. In Lindsey, D. & Shlonsky, A. (Eds.), <i>Child Welfare Research</i> (p. 51-65). New York: Oxford University Press.</p>

	<p>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. <i>Interdisciplinary Journal of Applied Family Studies</i> (58), 1–13.</p> <p>Soydan, Mullen, Alexandra, Rehnman & Li (2010). Evidence-based clearinghouses in social work. <i>Research on Social Work Practice</i>, 20(6), 690-700.</p> <p><u>Required Listening:</u> Singer, Jonathan, The Process of Evidence based Social Work: Interview with Danielle E Parrish, PhD, The Social Work Podcast: http://socialworkpodcast.blogspot.com/2011/03/process-of-evidence-based-practice.html</p>
<p>Week #3 Sept. 22</p>	<p>*Reflection and response paper due *First group presentation Topics: Early Intervention and Prevention Cont. CPS Approach Engagement, Assessment & Evaluation of Evidence Informed Interventions <i>Guest Speaker: Holly Pagel, Director Outpatient Mental Health, Jefferson County</i></p> <p><u>Required Readings:</u> Adams, E. J. (2010). Healing invisible wounds: Why investing in trauma-informed care for children makes sense. <i>Justice Policy Institute</i>. Retrieved from www.justicepolicy.org</p> <p>Fuller, T., Pacey, M., & Schreiber, J. (2015). Differential Response family assessments: Listening to what parents say about service helpfulness. <i>Child Abuse & Neglect</i>, 39, 7-17.</p> <p>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. <i>Child Maltreatment</i>, 17(1), 86-95.</p>
<p>Week #4 Sept. 29</p>	<p>*Second group presentation Topics: Innovations in Culturally Relevant Interventions Engagement, Assessment & Evaluation of Evidence Based Interventions <i>Guest Speaker: Centro Hispano of Dane County</i></p> <p><u>Required Readings:</u> BigFoot, D.S., & Braden, J. (2007). Adapting Evidence-Based Treatments for Use with American Indian and Native Alaskan Children and Youth. <i>Focal Point</i>, 21(1), 19-22.</p>

	<p>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. <i>Journal of Child and Family Studies</i>, 13(3), 277-293.</p> <p>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.</p> <p>Para 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. <i>Family Process</i>, 51(1), 56-72.</p>
<p>Week #5 Oct. 6</p>	<p>*Third group presentation Topics: Domestic Violence & Intervening Through a Trauma- Informed Lens Engagement, Assessment & Evidence Informed Intervention considerations <i>Documentary</i></p> <p><u>Required Readings:</u> Hines, L. (2015). Children’s Coping with Family Violence: Policy and Service Recommendations. <i>Child and Adolescent Social Work Journal</i>, 32(20), 109-119.</p> <p>National Center on Domestic Violence, Trauma, and Mental Health, Research Brief, http://www.nationalcenterdvtraumamh.org/wp-content/uploads/2014/09/Research20Brief20IPV20Final.pdf</p> <p>Douglas, H. & Walsh, T. (2010). Mothers, Domestic Violence, and Child Protection. <i>Violence Against Women</i>. 16(5) 489-508.</p> <p>Thompson, E. & Trice-Black, S. (2012). School Based Interventions for Children Exposed to Domestic Violence. <i>Journal of Family Violence</i> 27(3), 233-241.</p>
<p>Week #6 Oct. 13</p>	<p>*Fourth Group Presentation Topics: Collaborative and Multi-Disciplinary Approaches to Intervention & Mentoring as an Intervention Engagement, Assessment & Evaluation of Evidence Informed Interventions <i>Guest Speaker: Emily Peterson, Family Engagement Coordinator, MMSD</i></p> <p><u>Required Readings:</u> 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. <i>Journal of Child and Family Studies</i>, 20(6), 771-781.</p>

	<p>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.), <i>The resource guide to wraparound</i>. Portland, OR: National Wraparound Initiative, Research and Training Center for Family Support and Children’s Mental Health.</p> <p>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. <i>Child and Family Social Work</i>, 14, 166-177.</p>
<p>Week #7 Oct. 20</p>	<p>*Childhood Traumatic Stress Paper Due Topics: School-based Interventions with Children and Families Engagement, Assessment & Evaluation of Evidence Based Interventions <i>Activity: Bully Documentary Video and Small/Large Group Discussion</i></p> <p><u>Required Readings:</u> Adelman, M. & Woods, K. (2006). Identification Without Intervention: Transforming the Anti-LGBTQ School Climate. <i>Journal of Poverty</i>, 10(2), 5-26.</p> <p>Bauman, S. (2008). The Role of Elementary School Counselors in Reducing School Bullying. <i>Elementary School Journal</i>, 108(5), 362-375.</p> <p>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.), <i>School Social Work: An Evidence-Informed Framework for Practice</i> (p.52-65). New York: Oxford University Press.</p> <p>Horner, R., Sugai, G., & Anderson, C. (2010). Examining the Evidence Base for School-Wide Positive Behavior Support. <i>Focus on Exceptional Children</i>, 42(8), 1-10.</p>
<p>Week #8 Oct. 27 (Alice Eagan)</p>	<p>Topics: Interventions with Adolescents Engagement, Assessment & Evaluation of Evidence Based Interventions <i>Activity: Case Vignette and Group Problem-Solving</i></p> <p><u>Required Readings:</u> Caldwell, S. (2008). Ten Elements of Effective Programs and Corresponding Best Practices. In <i>Adolescent Treatment Framework and Practice Guidelines</i>. (16-35). http://www.docstoc.com/docs/45523773/Adolescent-Treatment-Framework-and-Practice-Guidelines--Project-doc</p> <p>Hettema, J., Steele, J., & Miller, W. (2005). Motivational Interviewing. <i>Annu. Rev. Clin. Psychol</i>, 1, 91–111</p>

	<p>Winters, K., Botzet, A., Fahnhorst, T., Stinchfield, R., & Koskey, R. (2009). Adolescent Substance Abuse Treatment: A Review of Evidence-Based Research. <i>Adolescent Substance Abuse Issue in Children's and Families' Lives</i>, (9)4, 73-96.</p>
<p>Week #9 Nov. 3</p>	<p>*Fifth group presentation Topics: Interventions in the Juvenile Justice System Engagement, Assessment & Evidence Informed (and Evidence Based) Intervention considerations <i>Guest Speaker: Barron County Restorative Justice Program</i></p> <p><u>Required Readings:</u> Mmari, K.N., Blum, R.W., & Teufel-Shone, N. (2010). What increases risk and protection for delinquent behaviors among American Indian youth? Findings from three tribal communities. <i>Youth and Society</i>, 41(3), 382-413.</p> <p>Swenson, M. (2016). What makes MST such an effective intervention? www.mstservices.com, Mount Pleasant, SC.</p> <p>Rodriguez, N. (2007). Restorative Justice at Work: Examining the Impact of Restorative Justice Resolutions on Juvenile Recidivism. <i>Crime and Delinquency</i>, 53(3), 355-379.</p>
<p>Week #10 Nov. 10</p>	<p>Topics: Interventions in the Juvenile Justice System Cont. Engagement, Assessment & Evidence Informed Intervention considerations <i>Site visit to Dane County Juvenile Reception Center, 12:15pm-1:30pm</i></p>
<p>Week #11 Nov. 17</p>	<p>*Sixth group presentation *2nd Reflection and Response Paper Due (can be based on week 7, 8, 9, or 10) Topics: Academic Advancement and Intervening w/ Families Living in Poverty Engagement, Assessment & Evidence Informed Intervention considerations <i>Guest Speaker: Jani Koester, TEP Resource Teacher MMSD</i></p> <p><u>Required Readings:</u> Erickson, D. & Mosiman, D. (2016, July 17). Shelter to school: For homeless 6-year-old, kindergarten provides stability in an otherwise chaotic life. <i>Wisconsin State Journal</i>. Retrieved from http://host.madison.com/wsj/news/special/homeless/shelter-to-school-for-homeless--year-old-kindergarten-provides/article_733e3bc6-6888-5bf7-a326-e009a4b1f9cf.html.</p> <p>Linver, M. R., Fuligni, A. S., Hernandez, M., & Brooks-Gunn, J. (2004). Poverty and Child Development: Promising Interventions. In P. Allen-Meares & M.W.</p>

	<p>Fraser (Eds.), <i>Intervention with Children and Adolescents: An Interdisciplinary Perspective</i> (106-129). MA: Allyn and Bacon.</p> <p>Monastersky, R. (2008). Researchers probe how poverty harms children's brains. <i>Chronicle of Higher Education</i>, 54(25), A8.</p>
<p>Week #12 Nov. 24</p>	<p>No Class- Thanksgiving Break</p>
<p>Week #13 Dec. 1</p>	<p>*Seventh Group Presentation Topics: Interventions for Persons with Developmental Disabilities Engagement, Assessment & Evaluation of Evidence Informed Interventions</p> <p><u>Required Readings:</u> Bagner, D.M. & Eyberg, S.M. (2007). Parent-child interaction therapy for disruptive behavior in children with mental retardation: A randomized controlled trial. <i>Journal of Clinical Child and Adolescent Psychology</i>, 36(3), 418-429.</p> <p>Green, N., & Cruz, V. (2003). Challenges Facing Parents With Developmental Disabilities. <i>Working with families with children/parents with developmental disabilities</i>. Retrieved from: http://www.developmentaldisability.org/ChallengesFacingParents.htm</p> <p>Heinz, L. C. & Grant, P. R. (2003). A process evaluation of a parenting group for parents with intellectual disabilities. <i>Evaluation and Program Planning</i>, 26(3), 263-274.</p>
<p>Week #14 Dec. 8</p>	<p>Topics: Alternate Care and TPR Engagement, Assessment & Evidence Informed Intervention considerations <i>Activity: Treatment Foster Care Case Example Small Group Processing</i></p> <p><u>Required Readings:</u> 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</p> <p>Locust, C. (2000). Adult American Indians who were placed in non-Indian families as children. <i>OACAS Journal</i>, 44(3), 11-16.</p> <p>Tilbury, C. & Osmond, J. (2006). Permanency Planning in Foster Care: A Research Review and Guidelines for Practitioners. <i>Australian Social Work</i>, 59(3), 265-280.</p>

Week #15 Dec. 15	<p>*Final Papers/Project Due Topic: Building Resilience <i>Activity: Interventions Bingo</i></p> <p><u>Required Readings:</u> Walsh, F. (2016). Applying a Family Resilience Framework in Training, Practice, and Research: Mastering the Art of the Possible. In <i>Family Process</i> 55(4) 616-630.</p>
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V. Texts and Reading Materials

Articles will be available on Canvas, provided in class (a few), 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

Students' final grade will be based on the following:

Points	Grade	What the point totals & subsequent grade generally indicate
94-100	A	Outstanding, excellent work in all areas
88-93	AB	Outstanding, excellent work in many areas
82-87	B	Meets expectations in all areas
76-81	BC	Meets expectations in most areas; below in others
70-75	C	Below expectations in most areas; not acceptable graduate work
64-69	D	Below expectations in all areas
<64	F	Fails to meet minimal expectations in all areas, not acceptable work

Assignment Instructions & Grading Rubric:

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/Project	<u>25 points</u>
	100 points

Assignments and Grading

1. Course Contribution-Professional Participation (10% of grade)

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

2. Group Presentation/Facilitation (15% of grade, due date varies depending on sign-up)
 In groups of 2-3, determined by interest/day, prepare a 25 minute-30 minute (maximum) *interactive* presentation that addresses an innovative intervention related to the topic for the week you sign up for. This intervention could be something that group members have firsthand experience with, or could be an intervention that students learn about through other means, such as the California-Based Clearinghouse for Child Welfare, BluePrint for Violence Prevention, 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, what is the goal, and who is it meant to help?
- Where did you learn about it (3-4 references)?
- Does it work? (i.e. Does it meet the standard of evidence-based practice? Is it comprehensive? Is it theoretically based?)
- How would a social worker know if the intervention was effective? How would you evaluate the intervention?
- Are there culture/diversity considerations related to the implementation of the intervention? What role does power, privilege, and oppression have in the need for or implementation of the intervention? Is it interactive?
- In your estimation, is this intervention trauma-informed? Why or why not?
- What are agency or societal factors that could affect the implementation or success of this intervention? Are there well-trained staff?
- Are there any ethical considerations regarding this intervention?
- Are there drawbacks to this intervention? If so, what are they?

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 both 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 9/22/18, 11/17/18**)
 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 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). Work should be cited.

Grading Rubric for Reflection and Response Papers:

Criteria:	Point Value:
Paper meets basic requirements of length, clarity and strong writing.	2
Paper addresses connection of materials to field work, important themes of the class, and weekly readings.	10
Paper includes evidence of critical thinking and analysis.	3

4. Childhood Traumatic Stress Paper (20% of grade, **due 10/20/18**)

For this paper, you will become a member of the National Child Traumatic Stress Network Learning Center (<http://learn.nctsn.org/login/signup.php>) and watch one of the web based presentations. You will learn about how child traumatic stress affects the development of children and write a response paper addressing how this information will impact your practice.

For the paper, students will describe the presentation that they viewed. They will use critical analysis to determine whether the interventions commonly used in their field agency (or employment) take into account this new learned information about trauma. Finally, students will discuss how the information could affect current practice standards in their field of interest, and the critical pieces of information that will impact their practice.

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/Project (25% of grade, **due 12/15/18**)

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. You are aware of two resources in your community that provide services that address

that problem. You know it is important to research these interventions to determine if they are evidence based or informed or neither of the two. 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, as well as factors of power, oppression and privilege.
- Ability to share with your client, a) what interventions you are recommending and how you would support that recommendation 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 (specific skills and support their use)
- 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.	3
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.	4

OPTION TWO: INTERVENTIONS RESOURCE GUIDE

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

- The name of the intervention/program, and location/contact information if applicable
- A brief description, including what is and who it is intended for (in your own words)
- A brief description of the role that evidence/research has in this intervention (critical thinking)
- 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 (minimum of 8, 1 for each intervention, but can use more)

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

Grading Rubric for Final Assignment:

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

VII. Course Policies

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

Written Assignment Policy:

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

Late Assignment Policy:

The assignments listed above are due at the beginning of the class period on the date specified. Students who will be turning in a late assignment should contact the instructor prior to the due date.

Unapproved late assignments will be marked down two points for each day they are late.

Students with Disabilities

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

I want all of my students to have an excellent learning experience. If you require accommodations to obtain equal access to this course, please contact me as soon as possible by phone (608.335.9310) or by email (tjthomas@wisc.edu). I will work either directly with you or in coordination with the McBurney Center to identify and provide reasonable instructional accommodations. Disability information, including instructional accommodations as part of a student's educational record, is confidential and protected under FERPA.

Student Professionalism:

In order to learn, we must be open to the views of everyone in the classroom. Each and every voice is important and brings with it a wealth of experiences, values and beliefs. Please respect your fellow students' opinions and refrain from personal attacks or demeaning comments of any kind. 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.

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. Two points will be deducted from your participation grade for each unexcused absence incurred.

Code of Ethics, Student Rights and Responsibilities & Plagiarism

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

Appendix A

Competencies and Description	Course Content relevant to Dimensions that Comprise the Competency*	Location in Syllabus
<p>2.1.2 Engage Diversity and Difference in Practice Advanced practice social workers demonstrate in a focus area an advanced understanding of how diversity and difference characterize and shape the human experience and are critical to the formation of identity.</p> <p>They demonstrate comprehension that dimensions of diversity are understood as the intersectionality of multiple factors including but not limited to age, class, color, culture, disability and ability, ethnicity, gender, gender identity and expression, immigration status, marital status, political ideology, race, religion/spirituality, sex, sexual orientation, and tribal sovereign status.</p> <p>Advanced practice social workers recognize that, as a consequence of difference, a person’s life experiences may include oppression, poverty, marginalization, and alienation, as well as privilege, power, and acclaim, and apply this recognition in their practice.</p> <p>They also demonstrate in practice their understanding of the forms and mechanisms of oppression and discrimination, and a recognition of the extent to which a culture’s structures and values, including social, economic, political, and cultural exclusions, may oppress, marginalize, alienate, or create privilege and power.</p>	<p>Lecture, guest speakers, site visit, reading, videos and video clips, and discussion related to dimensions of diversity and the delivery of services to Children, Youth and Families. (K, V, S, C & A)</p> <p>Purposeful, weekly incorporation of discussion of intersectionality, and dimensions of diversity, through use of the “course lens” of diversity. (V, C & A)</p> <p>Readings and guest speaker about Innovations in Culturally Relevant Interventions. (K, V, C & A)</p> <p>Readings and small/large group exercises. (K, V, C & A)</p> <p>Lecture, Video, Small and Large Group Discussion about Interventions for Persons with Developmental Disabilities. (K, V, C & A)</p> <p>Assignment: Reaction Papers. (K, V, C & A)</p> <p>Assignment: Group Facilitation/Presentation. (K, V, S, C & A)</p> <p>Assignment: Final Paper and Final Project. (K, V, S, C & A)</p>	<p>Weeks 1, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13 & 14</p> <p>Weeks 1-14</p> <p>Week 4</p> <p>Week 4, 6 & 13</p> <p>Week 13</p> <p>Page 9</p> <p>Page 9</p> <p>Pages 10-11</p>

Competencies and Description	Course Content relevant to Dimensions that Comprise the Competency*	Location in Syllabus
<p>2.1.4 Engage In Practice-informed Research and Research-informed Practice</p> <p>Advanced Generalist social workers understand and demonstrate that evidence informed practice derives from multi-disciplinary sources and multiple ways of knowing, demonstrate the processes for translating research findings into their focus area of practice.</p>	<p>Course introduction Lecture and Discussion related to Evidence-Based Practice. (K, V, C & AP)</p> <p>Assignment: Listen to Jonathan Singer Podcast. (K, V)</p> <p>Assignment: Group Facilitation/Presentation. (K, S, C & AP)</p> <p>Assignment: Final Paper/Project. (K, V, S, C & AP)</p>	<p>Weeks 1 & 2</p> <p>Page 2, Week 2</p> <p>Page 9</p> <p>Pages 10-11</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 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</p>	<p>Guest speakers, site visits, classroom lectures, readings, videos and small/large group discussions related to skills and knowledge in facilitating engagement with individuals, families, and groups, as it relates to Children, Youth and Families. (K, S, V, C & A)</p> <p>Prevention and Early Intervention Panel Presentation. (K, V)</p> <p>In class activity: Adolescent Case Vignette. (K, S, C & A)</p> <p>In class activity: Treatment Foster Care Case Example & Processing. (K, S, C & A)</p> <p>Assignment: Final Scenario Paper. (K, V, S, C & A)</p>	<p>Weeks 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13 & 14</p> <p>Week 2</p> <p>Page 5, Week 8</p> <p>Page 7, Week 14</p> <p>Page 10</p>

Competencies and Description	Course Content relevant to Dimensions that Comprise the Competency*	Location in Syllabus
<p>reactions may impact their ability to effectively engage with diverse clients and constituencies in the focus area. 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</p> <p>Advanced Generalist social workers independently engage and apply their understanding of theories of human behavior and the social environment in the ongoing assessment of diverse individuals, families, groups, organizations and communities in the focus area.</p> <p>They engage in inter-professional collaboration and utilize methods of assessment appropriate to their focus area to advance practice effectiveness.</p> <p>Advanced Generalist social workers demonstrate an understanding of how their personal experiences and affective reactions may affect their assessment and decision-making.</p>	<p>Guest lectures, site visit, reading, videos and small/large group discussions addressing assessment knowledge and skills. (K, S, V, C & A)</p> <p>Assignment: Reaction Papers. (K, V, C & A)</p> <p>Assignment: Childhood Traumatic Stress Paper. (K, S)</p> <p>Assignment: Final Scenario Paper. (K, V, S, C & A)</p>	<p>Weeks 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13 & 14</p> <p>Page 9</p> <p>Page 10</p> <p>Pages 10-11</p>
<p>2.1.8 Intervene with Individuals, Families, Groups</p> <p>Advanced Generalist social workers recognize and understand intervention is an ongoing component of the dynamic and interactive process of social work practice with, and on behalf of, diverse individuals, families, groups, organizations, and communities.</p> <p>They independently identify, analyze and implement evidence-informed interventions to</p>	<p>Lectures, reading, videos and small/large group discussions, and case studies focused on evidence-informed interventions for Children, Youth and Families. (K, V, S, C & A)</p> <p>Guest speakers and site visit to obtain firsthand knowledge, values and skills related to specific interventions with Children, Youth and Families. (K, V, S, C & A)</p>	<p>Weeks 2, 3, 4, 5, 7, 8, 9, 11, 12, 13 & 14</p> <p>Week 2, 5, 6, 7, 9 & 10</p> <p>Page 9</p>

Competencies and Description	Course Content relevant to Dimensions that Comprise the Competency*	Location in Syllabus
<p>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: Group Facilitation/Presentation. (K, V, S, C & A)</p> <p>Assignment: Final Paper/Project. (K, V, S, C & A)</p>	<p>Pages 9-10</p> <p>Pages 10-11</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, and class discussions relevant to evaluating work with</p> <ul style="list-style-type: none"> ▪ Individuals (K, V, S) ▪ Families, groups (K, V, S) <p>Assignment: Listen to Jonathan Singer Podcast. (K, V)</p> <p>Assignment: Group Facilitation/Presentation. (K, V, S, C & A)</p> <p>Assignment: Final Scenario Paper/Final Project. (K, S)</p>	<p>Weeks 1, 2, 3, 4, 6, 7, 8, & 13</p> <p>Page 2, Week 2</p> <p>Page 8-9</p> <p>Pages 10-11</p>

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