

**UNIVERSITY OF TEXAS AT ARLINGTON**

**School of Social Work**

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| **Semester/Year: Fall, 2016****Course Title:** Integrative Seminar**Course Prefix/Number/Section:** SOCW 6305**Instructor Name: Peter Lehmann****Office Number: SSW A-101b****Phone Number:** **Email Address: plehmann@uta.edu****Office Hours: By appointment****Day and Time (if applicable):** **Location (Building/Classroom Number): PH 207****Blackboard:** [**https://elearn.uta.edu/webapps/login/**](https://elearn.uta.edu/webapps/login/) |

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**A. Catalog Course Description/Special Requirements (Prerequisites/Out of Class Meetings):**

The Integrative Seminar provides students with a learning experience aimed at demonstrating the ability to articulate, consolidate, analyze, evaluate, apply and synthesize research, theory, knowledge and skills learned in the course of their professional graduate education in social work. The perspective undergirding this seminar is that professional social work practice requires the mastery of a substantial body of social work and social science knowledge, skills, and values/ethics, with application to all levels of client systems: micro, mezzo and macro as well as administration of human service programs. This course is required of all non-thesis students in their final semester of coursework. A grade of C or better must be earned in this seminar to pass. If this requirement is not met, the student must repeat the course.

**B. Measurable Student Learning Outcomes - CORE/Advanced Practice Behaviors:**

SOCW 6305 addresses all three of the goals for MSW Education at UTA’s School of Social Work:

Goal 1: Prepare MSW students to practice effectively and ethically with the full range of social systems, emphasizing *evidence-informed practice*, a strengths approach, diversity, social justice, *empowerment*, and a critical thinking perspective.

Goal 2: Prepare MSW students who understand the global, organizational, institutional and structural contexts of social work practice and who are prepared to assume the responsibility for leadership positions, as well as engaging in lifelong learning.

Goal 3: Prepare MSW students, by valuing social work history and the integration of social work knowledge, to understand professional social work and to be prepared for advanced level specialization in practice with Children and Families, Mental Health and Substance Abuse or Community and Administrative Practice.

The course, as a capstone and integrating experience, relates to and advances the School’s goals by reminding students of, and having them apply, key concepts of their education such as evidence-informed practice, strengths approach, diversity, social justice, empowerment and critical thinking (Goal 1). The course also requires students to address a practice situation with knowledge from all areas of coursework [policy, practice (direct practice & community and administrative practice), HBSE, and research], thus preparing them for understanding organizational contexts of social work practice. Being prepared this way allows students to be ready to assume leadership positions and develops habits conducive to lifelong learning (Goal 2). Finally, the course requires a demonstration of and integration of social work knowledge, while being adaptable to each student’s interests and serving as a final preparation for advanced practice.

**Definitions of Key Concepts to Address**

The following terms are key concepts and terms that guide social work practice and education in the UTA-SSW. Your work this semester should reflect your understanding of these concepts and your ability to apply them to practice.

**Evidence-informed practice (EIP)** is a guiding principal for the UTA-SSW. This approach is guided by the philosophy espoused by Gambrill (2006) and others who discuss evidence-based practice (EBP). Though many definitions of EIP/EBP saturate the literature, we offer two definitions that most closely define our understanding of the concept and serve to explicate our vision of EIP for the UTA-SSW:

“The use of the best available scientific knowledge derived from randomized, controlled outcome studies, and meta-analyses of existing outcome studies, as one basis for guiding professional interventions and effective therapies, combined with professional ethical standards, clinical judgment, and practice wisdom” (Barker, 2003, p. 149).

“…..the integration of the best research evidence with our clinical expertise and our patient’s unique values and circumstances” (Strauss, et al. (2005).

**Strengths-based Social Work** seeks to explore and exploit the strengths and resources of clients and environments to better help them achieve their goals (Saleebey, 2002).

**Diversity** reflects knowledge about and sensitivity to differences between individuals, groups and individuals within groups, with an emphasis on vulnerable populations and cultures. Understanding and accepting diversity is vital in social work assessment, planning, intervention and research.

**Social Justice** has many different definitions, largely depending on one’s philosophical and political viewpoints. Van Soest (1995) indicates that three main types of social justice viewpoints exist: legal justice, communitative justice and distributive justice. Social work’s approach is largely in the John Rawls (1971) distributive justice tradition, sometimes referred to as an egalitarian view (Van Soest, 1995, p. 1811) or fairness model (Iatridis, 1994, p. 67). In this approach, equality of outcome is stressed, rather than equality of input, a view more associated with Robert Nozick (1974) and other conservative or libertarian authors.

**Empowerment** is defined by Barker (2003, 142) as follows:

“In social work practice, the process of helping individuals, families, groups, and communities increase their personal, interpersonal, socioeconomic, and political strength and develop influence toward improving their circumstances.”

The UTA SSW vision statement states that the “School’s vision is to promote social and economic justice in a diverse environment.”  Empowerment connects with the vision statement because, as Rees (1991) has pointed out, the very objective of empowerment is social justice.  Empowerment is a seminal vehicle by which social justice can be realized.  It could well be argued that true social justice cannot be realized without empowerment. Empowerment, anchored with a generalist base, directs social workers to address root causes at all levels and in all contexts, not simply “symptoms”.  This is not a static situation but an ongoing, dynamic process, a process leading to a greater degree of social justice and equality.

**Critical Thinking Perspective** “involves clearly describing and taking responsibility for our claims and arguments, critically evaluating our views no matter how cherished, and considering alternative views” (Gambrill, 1997, p. 126).

By addressing all three MSW program goals, SOCW 6305 also addresses the following MSW educational objectives in Children and Families, Mental Health and Substance Abuse, or Community and Administrative Practice, depending on which specialization the student has chosen.

By the end of the semester, students will be able to:

1. Synthesize and apply knowledge from theory and research in the five content areas in the school's program to a selected practice system (e.g., individual, couple, small group, team, organization, or community).
2. Analyze their selection of theory, research, and values/ethics with their particular practice system and evaluate the relevancy of the selection.
3. Demonstrate evidence of an understanding of the connections between theory, research, interventions, and values/ethics.
4. Demonstrate in writing how the selected intervention was applied with the practice system and evaluate the outcome.
5. Critique the knowledge and interventions used in terms of strengths and limitations and explain their justification for what they selected to use.
6. Explain how factors of age, class, color, disability, ethnicity, family structure, gender, marital status, national origin, race, religion, sex, and/or sexual orientation affect the client system.
7. Explain how factors of social and economic justice are demonstrated by the practice situation or agency and through the selected interventions for the client system.
8. Evaluate what was most important in what they learned from this assignment. They will explain the criteria used for this evaluation.
9. Propose a plan for continued professional development.

**C. *Required* Text(s) and Other Course Materials:**

In this class, you will use all required and recommended reading materials from all content areas in the courses you have completed or are currently taking in your MSW Program. Thus, course materials include all textbooks, related books, peer-reviewed journal articles, government documents, data and statistics.

**D. Additional *Recommended* Text(s) and Other Course Materials:**

A list of additional resources that you might find helpful is included at the end of the syllabus.

**E. Major Course Assignments & Examinations:**

The purpose of this paper is to demonstrate a comprehensive understanding of practice and theory in your area of specialization. Select a client, client system or target population from your graduate level social work field practicum. The selected client or client system should reflect your chosen specialization. For example, if you are a CAP student you should select an agency, community or other social intervention. If your specialization is mental health, you should chose an individual, family or small group with mental health and/or substance abuse issues and concerns. If your area of specialization is family and children, you should choose an individual, family or small group with issues and concerns related to family and children. The client system you choose for your paper should be a real case from your field placement. If you have an issue or problem with selecting a case from your field placement, please see or talk with your instructor. All exceptions must be approved by the instructor. **In no circumstances are family members, friends, or characters from media to be used as the client system in the paper.**

**Integrative Paper Outline**

**I. Client Situation**. **(10 points)**

**2-3 pages**

**Describe the client system. (**e.g., individual, family, other small group, larger group, team, program, agency, organization or community) **and the client’s situation** that is the reason for your intervention. Include a discussion of how this client’s situation fits into your area of specialization. For example, if your area of specialization is mental health, describe how the client’s issues/concerns fit the definition of mental health, mental illness, and/or mental well-being.

**II. Apply, synthesize and analyze knowledge, theory, and skills in relation to the client system**

1. **Human Behavior and the Social Environment (10 points)**

**2-3 pages**

Select and describe one or more of the most relevant HBSE theories that contribute to the client’s issues and concerns.

Briefly explain the theory and how this theory is relevant to your client’s area of concern/problem situation.

1. **Social Policy (15 points)**

**3-4 pages**

Select and describe one or more of the most relevant social policies relevant to the practice situation. This policy section refers to state and federal policies (laws, court decisions, or regulations), not agency policy. Be sure to cite the laws and policies correctly (as you should with all literature you reference).

Briefly explain the policy and how it is relevant to your client’s area of concern/problem situation.

Use a policy analysis model to analyze the effectiveness of the policy for the general client group you have chosen and then your client specifically. Include carefully referenced literature sources including books; peer-reviewed journal articles; research studies; government documents, reports and data; and web sites. While this is not expected in the space available to be a full policy analysis, you should draw on one of the policy analysis models with which you are familiar, and reference the model fully.

Based on your analysis, what would you advocate in terms of policy review, application, formulation, or revision?

**III. Engaging, Assessing, Intervening, and Evaluating Individuals, Families, Groups, Organizations, and Communities**

In this section you will demonstrate your ability to apply interventions from your area of specialization to the client situation.

1. **Engagement (10 points)**

**2-3 pages**

Describe how you did engage the client in the assessment and intervention. What specific skills did you use to engage the client?

1. **Assessment (15 points)**

**3-4 pages**

Describe your efforts to collect, organize and interpret information about the client. What are the client’s strengths and limitations?

Your assessment should include a discussion of relevant issues of age, class, color, disability, ethnicity, family structure, gender, marital status, national origin, race, religion, sex, stigma, and/or sexual orientation as applicable to your client. Be sure that your discussion of diversity links well with the client and or client situation.

Discuss how the issues of social and economic justice and human and civil rights may relate to this specific practice situation.

1. **Intervention (15 points)**

**3-4 pages**

Present a mutually developed and agreed upon intervention strategy with specific goals and objectives. Provide a rationale for your selection.

Describe your intervention from beginning to end, including termination. How did you help the client prevent or resolve problems? How did you negotiate mediate and advocate for your client. Select and discuss at least **3 practice skills (micro/macro)** used in your intervention with the client.

Write a critique of your work with the client. What did you do well in terms of the intervention? What could have been done to improve the outcomes with the client? How was the intervention empowering? How may it have been discriminatory or oppressive?

Provide a discussion of whether the intervention was developed from a theoretical practice model. If so, which practice theory? If not, what practice theory could have been used to facilitate better outcomes? Regardless, analyze and provide evidence-based knowledge about the theory-based intervention (used or proposed) and its effectiveness.

1. **Evaluation (15 points)**

**3-4 pages**

Select one of the methods used to evaluate change and improvement with clients/client systems (single subject, pretest/posttest or other). Provide a rationale for the evaluation method you selected. Describe the method and how you would facilitate using that method to collect data to assess change and improvement.

**IV. Conclusion (10 points)**

 **2-3 pages**

Critically review your practice situation and intervention as an external observer and comment on the following:

Identify and describe one or more potential ethical and values issues related to this practice situation. Be sure to reference the NASW Code of Ethics in your discussion.

Discuss how this assignment raises issues of professional strengths and challenges.

Formulate a plan for lifelong professional learning and continuing education.

**NOTE: There are two final documents. Document A is your summary of where and how you have made the requested changes to your paper. Here you identify the specifics of what was done. Your final 100 points will be determined by how clear and detailed you’ve been at re writing the paper. Document B is your clean copy and should be between 20-25 double-spaced pages (not including references or a cover page) and in 12-point font. Your paper must adhere to APA style (6th edition).**

**Grading Structure**

The paper is divided into sections, and each of these sections will be submitted individually over the course of the semester. The due dates for each of the sections are listed in the Course Outline. **Sections must be submitted electronically via Blackboard by 11:59 pm on the day of the week they are due.** Sections submitted after this deadline will be penalized 1 point per day. You will receive a grade and feedback for each section that is submitted. At the end of the term, you will submit a final version of the complete paper that is reflective of the feedback you received on each section throughout the semester. **The final paper is due by 11:59 pm on Sunday, Nov. 30th.** **No final papers will be accepted late.**

**F. Grading Policy:**

All papers must be grammatically correct using APA style. Papers with many grammatical errors and misspellings will not receive a satisfactory grade.

You can earn a total of 200 points in this course. The grading for the assignments in the course is as follows:

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| **Assignment** | **Points Possible** |
| Section 1. Client Situation | 10 |
| Section II.A. Human Behavior and the Social Environment | 10 |
| Section II.B. Social Policy | 15 |
| Section III.A. Engagement | 10 |
| Section III.B. Assessment | 15 |
| Section III.C. Intervention | 15 |
| Section III.D. Evaluation | 15 |
| Section IV. Conclusion | 10 |
| Final Paper with Integrated Feedback | 100 |
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| **Total**  | **200** |

**Grade**

**180-200 A**

**160-179 B**

**140-159 C**

**120-139 D**

**119 or below F**

In compliance with Graduate School policy, this course requires a grade of C or higher to pass. No incompletes are given. A grade of D or F will result if there is unsatisfactory completion of the course; it will be necessary to re-register for the course in the next semester.

**G. Make-Up Exam or Assignment Policy**:

No final papers will be accepted late.

**H. Attendance Policy:**

At The University of Texas at Arlington, taking attendance is not required but attendance is a critical indicator in student success. Each faculty member is free to develop his or her own methods of evaluating students' academic performance, which includes establishing course-specific policies on attendance. However, while UT Arlington does not require instructors to take attendance in their courses, the U.S. Department of Education requires that the University have a mechanism in place to mark when Federal Student Aid recipients "begin attendance in a course." UT Arlington instructors will report when students begin attendance in a course as part of the final grading process. Specifically, when assigning a student a grade of F, faculty report the last date a student attended their class based on evidence such as a test, participation in a class project or

presentation, or an engagement online via Blackboard. This date is reported to the Department of Education for federal financial aid recipients. As the instructor of this section,

 See below; an email sent out 8/21 from Shannon Williams, Director of Student Development, UTA

 Faculty at UT Arlington are not required to take attendance in their courses, but the U.S. Department of Education does require that the University have a mechanism in place to mark when Federal Student Aid recipients “begin(s) attendance in a course.”

UT Arlington faculty should **not** utilize the MyMav course rosters for attendance-taking purposes. We are working to suppress these class rosters from view for future terms. For questions, please contact Tanya Vittitow at ittitow@uta.edu.

When assigning a student an “F” grade at the end of the Fall term, please plan to report the last date a student attended their class based on evidence such as a test, participation in a class project or presentation, or engagement online via Blackboard. The Institution’s procedure requirement when an “F” is recorded is available at <http://www.uta.edu/records/faculty-staff/grading.php#F_Grades>.

The grades-reporting schedule is available at <http://www.uta.edu/records/calendars/grade-reports.php#fg2014>.  Dates and deadlines related to early and midterm progress reports are at <http://www.uta.edu/records/calendars/progress-reports.php#Fall16>.

To conclude, you are all adults; I don’t take attendance. Coming to class is your call. I do however reserve the right to ask you about your absence should it occur. I also promise the more you miss the more it will impact your learning.

**I. Course Schedule:**

As the instructor for this course, I reserve the right to adjust this schedule in any way that serves the educational needs of the students enrolled in this course. Should technical problems arise with course delivery, alternate but equivalent assignments may be given so long as the overall learning objectives, general time frame and grading structure for the course are sustained.

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| 9/05/16 | Class meeting to review syllabus/expectations |
| 9/19/16 | Optional class to review any/all questions |
| Due Dates9/26/16 | Section I Client Situation Due sent in a word document to the instructor |
| 10/3/16 | Section II A HBSE Due sent in a word document to the instructor |
| 10/17/16 | Section II B Social Policy Due sent in a word document to the instructor |
| 10/24/16 | Section III A Engagement Due sent in a word document to the instructor |
| 11/7/16 | Optional class to review any/all questionsSection III B/C Assessment/Intervention Due sent in a word document to the instructor |
| 11/14/16 | Section III D Evaluation Due sent in a word document to the instructor |
| 11/21/16 | Section IV Conclusion Due sent in a word document to the instructor |
| 12//15 | Final paper with integrated Feedback Due sent in a word document to the instructor |
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### Note*: Grades will be posted to the campus MyMav system at course completion and made available on the University Schedule for posting of grades. Grades cannot be given by email or individually by the instructor, per University Policy.*

**J. Expectations for Out-of-Class Study**:

Beyond the time required to attend each class meeting, students enrolled in this course should expect to spend at least an additional three hours (for each hour of class or lecture per week) of their own time in course-related activities, including reading required materials, completing assignments, preparing for assignments and exams, and reviewing online content, etc.

**K. Grade Grievance Policy**:

Any appeal of a grade in this course must follow the procedures and deadlines for grade-related grievances as published in the current University Graduate Catalog. <http://catalog.uta.edu/academicregulations/grades/#graduatetext>.

**L. Student Support Services:**

UT Arlington provides a variety of resources and programs designed to help students develop academic skills, deal with personal situations, and better understand concepts and information related to their courses. Resources include tutoring, major-based learning centers, developmental education, advising and mentoring, personal counseling, and federally funded programs. For individualized referrals, students may visit or contact Ms. Jennifer Malone, Coordinator of the Office of Student Success and Academic Advising located on the third floor of Building a of the School of Social Work Complex. Dr. Chris Kilgore serves as a writing coach and resource as well and has posted an online writing clinic. Also, the Maverick Resource Hotline may be contacted at 817-272-6107, or send a message to resources@uta.edu, or view the information at [www.uta.edu/resources](http://www.uta.edu/resources).

**M. Librarian to Contact:**

The Social Sciences/Social Work Resource Librarian is John Dillard. His office is in the campus Central Library. He may also be contacted via E-mail: dillard@uta.edu or by Cell phone: **(817) 675-8962, b**elow are some commonly used resources needed by students in online or technology supported courses:

<http://www.uta.edu/library/services/distance.php>

The following is a list, with links, of commonly used library resources:

Library Home Page <http://www.uta.edu/library>

Subject Guides <http://libguides.uta.edu>

Subject Librarians <http://www-test.uta.edu/library/help/subject-librarians.php>

Database List <http://www-test.uta.edu/library/databases/index.php>

Course Reserves <http://pulse.uta.edu/vwebv/enterCourseReserve.do>

Library Catalog <http://discover.uta.edu/>

E-Journals <http://utalink.uta.edu:9003/UTAlink/az>

Library Tutorials <http://www.uta.edu/library/help/tutorials.php>

Connecting from Off- Campus <http://libguides.uta.edu/offcampus>

Ask a Librarian <http://ask.uta.edu>

**N. Emergency Exit Procedures:**

Should we experience an emergency event that requires us to vacate the building, students should exit the room and move toward the nearest exits, which are the stairwells located at either end of the adjacent hallway. When exiting the building during an emergency, one should never take an elevator but should use the stairwells. Faculty members and instructional staff will assist students in selecting the safest route for evacuation and will make arrangements to assist handicapped individuals.

**O. Drop Policy:**

Students may drop or swap (adding and dropping a class concurrently) classes through self-service in MyMav from the beginning of the registration period through the late registration period. After the late registration period, students must see their academic advisor to drop a class or withdraw. Undeclared students must see an advisor in the University Advising Center. Drops can continue through a point two-thirds of the way through the term or session. It is the student's responsibility to officially withdraw if they do not plan to attend after registering. **Students will not be automatically dropped for non-attendance**. Repayment of certain types of financial aid administered through the University may be required as the result of dropping classes or withdrawing. For more information, contact the Office of Financial Aid and Scholarships

(<http://wweb.uta.edu/aao/fao/>).

**P. Americans with Disabilities Act:**

The University of Texas at Arlington is on record as being committed to both the spirit and letter of all federal equal opportunity legislation, including the *Americans with Disabilities Act (ADA)*. All instructors at UT Arlington are required by law to provide "reasonable accommodations" to students with disabilities, so as not to discriminate on the basis of that disability. Any student requiring an accommodation for this course must provide the instructor with official documentation in the form of a letter certified by the staff in the Office for Students with Disabilities, University Hall 102. Only those students who have officially documented a need for an accommodation will have their request honored. Information regarding diagnostic criteria and policies for obtaining disability-based academic accommodations can be found at [www.uta.edu/disability](http://www.uta.edu/disability) or by calling the Office for Students with Disabilities at (817) 272-3364.

**Q. Title IX:**

The University of Texas at Arlington is committed to upholding U.S. Federal Law “Title IX” such that no member of the UT Arlington community shall, on the basis of sex, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any education program or activity. For more information, visit [www.uta.edu/titleIX](http://www.uta.edu/titleIX).

**R. Academic Integrity:**

Students enrolled all UT Arlington courses are expected to adhere to the UT Arlington Honor Code:

*I pledge, on my honor, to uphold UT Arlington’s tradition of academic integrity, a tradition that values hard work and honest effort in the pursuit of academic excellence. I promise that I will submit only work that I personally create or contribute to group collaborations, and I will appropriately reference any work from other sources. I will follow the highest standards of integrity and uphold the spirit of the Honor Code.*

UT Arlington faculty members may employ the Honor Code as they see fit in their courses, including (but not limited to) having students acknowledge the honor code as part of an examination or requiring students to incorporate the honor code into any work submitted. Per UT System *Regents’ Rule* 50101, §2.2, suspected violations of university’s standards for academic integrity (including the Honor Code) will be referred to the Office of Student Conduct. Violators will be disciplined in accordance with University policy, which may result in the student’s suspension or expulsion from the University.

**S. Electronic Communication:**

UT Arlington has adopted MavMail as its official means to communicate with students about important deadlines and events, as well as to transact university-related business regarding financial aid, tuition, grades, graduation, etc. All students are assigned a MavMail account and are responsible for checking the inbox regularly. There is no additional charge to students for using this account, which remains active even after graduation. Information about activating and using MavMail is available at <http://www.uta.edu/oit/cs/email/mavmail.php>.

**T. Student Feedback Survey:**

At the end of each term, students enrolled in classes categorized as “lecture,” “seminar,” or “laboratory” shall be directed to complete an online Student Feedback Survey (SFS). Instructions on how to access the SFS for this course will be sent directly to each student through MavMail approximately 10 days before the end of the term. Each student’s feedback enters the SFS database anonymously and is aggregated with that of other students enrolled in the course. UT Arlington’s effort to solicit, gather, tabulate, and publish student feedback is required by state law; students are strongly urged to participate. For more information, visit <http://www.uta.edu/sfs>.

**U. Final Review Week**:

This ONLY applies to courses administering a major or final examination scheduled in the week and locations designated for final examinations following last classes. A period of five class days prior to the first day of final examinations in the long sessions shall be designated as Final Review Week. The purpose of this week is to allow students sufficient time to prepare for final examinations. During this week, there shall be no scheduled activities such as required field trips or performances; and no instructor shall assign any themes, research problems or exercises of similar scope that have a completion date during or following this week *unless specified in the class syllabus*. During Final Review Week, an instructor shall not give any examinations constituting 10% or more of the final grade, except makeup tests and laboratory examinations. In addition, no instructor shall give any portion of the final examination during Final Review Week. During this week, classes are held as scheduled. In addition, instructors are not required to limit content to topics that have been previously covered; they may introduce new concepts as appropriate.

**V. School of Social Work - Definition of Evidence-Informed Practice:**

Evidence-informed practice (EIP) is a guiding principal for the UTA-SSW. This approach is guided by the philosophy espoused by Gambrill (2006) and others who discuss evidence-based practice (EBP). Though many definitions of EIP/EBP saturate the literature, we offer two definitions that most closely define our understanding of the concept and serve to explicate our vision of EIP for the UTA-SSW:

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The University of Texas at Arlington School of Social Work vision statement states that the “School’s vision is to promote social and economic justice in a diverse Environment.”  Empowerment connects with the vision statement because, as Rees (1991) has pointed out, the very objective of empowerment is social justice.  Empowerment is a seminal vehicle by which social justice can be realized.  It could well be argued that true social justice cannot be realized without empowerment. Empowerment, anchored with a generalist base, directs social workers to address root causes at all levels and in all contexts, not simply “symptoms”.  This is not a static process but an ongoing, dynamic process, a process leading to a greater degree of social justice and equality.

University of Texas at Arlington-School of Social Work: Definition of Empowerment

Empowerment is defined by Barker (2003:142) as follows: In social work practice, the process of helping individuals, families, groups, and communities increase their personal, interpersonal, socioeconomic, and political strength and develop influence toward improving their circumstances.

*Note: Please also consider conserving paper by formatting and two-sided printing of syllabi with ½ inch margins. Please help our fragile environment by recycling all paper when finished, as well as plastic bottles, cans, etc., in the many recycling stations available in the Social Work Complex. Thank you.*

**Resources for Papers**

In addition to the texts and supplemental readings from each of your UTA Social Work classes, other sources may be used in your papers. One I recommend is the 20th edition of the *Encyclopedia of Social Work* (2008), which offers succinct articles about topics including:

Child Welfare;

Codes of Ethics;

Ecological Framework;

Ethics and Values;

Ethnic and other groups you might be writing about;

Family Therapy;

Groups;

Interorganizational Practice;

Life Span (by age groups);

Macro Social Work Practice;

Mental Health;

Organizational Development and Change;

Person-in-Environment;

Policy Practice;

Political Social Work;

Program Evaluation;

Qualitative Research;

Quantitative Research;

Rural Practice;

School Social Work;

Termination and many, many more

**Additional Text Resources**

 **Social Justice, Diversity, and Empowerment**

Anderson, S.K. and Middleton, V.A. (2005). *Explorations in privilege, oppression, and diversity*. Belmont, CA. Brooks Cole.

Barry, B. (2005). *Why social justice matters*. Malden MA Polity Press.

Bent-Goodley, T.B. (2008). Social and economic justice. In B. White, K. Sowers, & C. Dulmus (Eds.). *Comprehensive handbook of social work and social welfare: The profession of social work, Volume 1* (pp. 419-439). Hoboken, NJ: John Wiley & Sons, Inc.

Davis, K.E. & Bent-Goodley, T.B. (2004).*The color of social policy.* Alexandria, VA. CSWE.

Diller, J.V. (2004). *Cultural diversity: A primer for the human services*. Belmont, CA: Brooks Cole

Hurst, C.E. (2007). *Social inequality: Forms, causes and consequences* (6th ed.) *.*Boston, MA: Allyn and Bacon.

Hoefer, R. (2006). *Advocacy practice for social justice.* Chicago, IL: Lyceum.

Reichert, E. (2006).*Understanding human rights.* Thousand Oaks CA. Sage.

Schiller, B.R. (2008). *The economics of poverty and discrimination* (10th ed). NJ Pearson/Prentice Hall

**Books on Ethics, Critical Thinking, and the Profession**

Barber, J.G. (2008). Putting evidence-based practice into practice. In B. White, K. Sowers, & C. Dulmus (Eds.). *Comprehensive handbook of social work and social welfare: The profession of social work, Volume 1* (pp. 441-449). Hoboken, NJ: John Wiley & Sons, Inc.

Dolgoff, R., Leowenberg, F.M., & Harrington, D. (2005). Ethical *decisions for social work practice,* 7th edition. Belmont, CA: Brooks/Cole.

Gambrill, E. (2007). *Social work practice: A critical thinker's guide*. (2nd edition).New York: Oxford.

NASW (1999). *Code of ethics of the National Association of Social Workers*. Washington, DC: NASW.

Pack-Brown, S.P. & Williams, C.B. (2003). *Ethics in a multicultural context.* Thousand Oaks, CA: Sage.

Reamer, F. G. (1998). *Ethical standards in social work: A critical review of the NASW code of ethics*. Washington, DC: NASW Press.

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**Generalist Texts**

Birkenmaier, J., Berg-Weger, M., & Dewees, M.P. (2014). *The practice of generalist social work,* 3rd ed. New York, NY: Routledge.

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van Wormer, K. & Besthorn, F. (2011). *Human behavior and the social environment: Groups, communities & organizations,* 2nd ed*.* New York: Oxford.

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Dolgoff, R. & Feldstein, D. (2012). *Understanding social welfare* (9th ed.). Boston: Allyn & Bacon.

Ginsberg, L. & Miller-Cribbs, J. (2005). *Understanding social problems, policies and programs.* 4th ed. Columbia, SC: University of South Carolina.

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**Community and Administrative Practice**

Brody, R. & Nair, M.D. (2013). *Effectively managing and leading human service organizations* (4th ed).  Thousand Oaks, CA: Sage.

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Gibelman, M. (2003). *Navigating human service organizations.* Chicago: Lyceum.

Green, P. & Haines, A. (2012). *Asset building and community development,* 3rd ed*.* Thousand Oaks, CA: Sage Publications.

Homan, M. S. (2011). *Promoting community change: Making it happen in the real world*, 5th edition. Pacific Grove, CA: Brooks Cole.

Hardcastle, D.A. (2011). *Community practice: Theories and sills for social workers (3rd ed.).* New York: Oxford.

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Kettner, P.M., Moroney, R.M., & Martin, L.L. (2013). *Designing and managing programs* (4th ed.). Thousand Oaks, CA: Sage.

Minkler, M. (2012). *Community organizing and community building for health and welfare,* 3rd ed. New Brunswick, NJ: Rutgers Univ. Press.

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Rothman, J., Erlich, J.L., & Tropman, J.E., eds. (2008). *Strategies of community intervention,* 7th ed.Balmont, CA: Brooks/Cole.

Royse, D.; Staton-Tindall, M.; Badger, K., and Webster, J.M. (2009). *Needs assessment.* New York: Oxford.

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Weil, M.O. & Gamble, D.N. (1995). Community practice models. In E*ncyclopedia of social work,* 19th ed., pp. 577-594. Washington: NASW Press/Oxford.

**Research and Evaluation**

Bloom, M., Fischer, J., & Orme, J.G. (2009). *Evaluating practice: Guidelines for the accountable professional* (6th Ed.). Boston, MA: Pearson.

Grinnell, R. M. & Unrau, Y.A. (2014). *Social work research & evaluation: Foundations of evidence-based practice (10th ed.).* New York, NY: Oxford.

Rubin, A. &Babbi, E.R. (2013). *Research methods for social work*. (8th ed.). Belmont, CA: Brooks/Cole.

Weinbach, R. W., & Grinnell, R. M. (2010). *Statistics for social workers* (8th ed.). Boston, MA: Pearson.

**Grading Rubric for Integrative Seminar Paper**

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| **Section I. Client System** |
|  | **Comments** | **Points Earned** | **Points Possible** |
| **Case presented fully, professionally and clearly** |  |  | **5** |
| **Clear description of how client system relates to student’s specialization** |  |  | **5** |
| **Section I. Total** |  | **10** |

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| **Section II.A. Human Behavior and the Social Environment** |
|  | **Comments** | **Points Earned** | **Points Possible** |
| **Selected and discussed an appropriate theory** |  |  | **2** |
| **Provided a rationale for theory selected** |  |  | **2** |
| **Applied theory appropriately to practice situation** |  |  | **2** |
| **Referenced evidence-based knowledge related to the selected theory and its application** |  |  | **2** |
| **Discussed strengths and limitations of current knowledge about the selected theory** |  |  | **2** |
| **Section II.A. Total** |  | **10** |
| **Section II.B. Social Policy** |
|  | **Comments** | **Points Earned** | **Points Possible** |
| **Selected and discussed an appropriate policy or policies** |  |  | **2** |
| **Provided a rationale for policy or policies selected** |  |  | **2** |
| **Appropriately included and referenced evidence-based knowledge and literature related to the selected policy and its application** |  |  | **3** |
| **Discussed strengths and limitations of selected policy using a policy analysis model** |  |  | **5** |
| **Adequately discussed advocacy as it relates to policy review, application, formulation or revision** |  |  | **3** |
| **Section II.B. Total** |  | **15** |
| **Section III.A. Engagement** |
|  | **Comments** | **Points Earned** | **Points Possible** |
| **Described the specific practice skills necessary for engaging the client and client system selected** |  |  | **4** |
| **Provided a rationale for engagement techniques selected** |  |  | **3** |
| **Appropriately included and referenced evidence-based knowledge and literature related to engagement** |  |  | **3** |
| **Section III.A. Total** |  | **10** |
| **Section III.B. Assessment** |
|  | **Comments** | **Points Earned** | **Points Possible** |
| Adequately described efforts to collect organize and interpret information about the client |  |  | **3** |
| Identified the client’s strengths and weaknesses. |  |  | **3** |
| Provided a complete psychosocial assessment of the client, specifically addressing relevant issues of age, class, color, disability, ethnicity, family structure, gender, marital status, national origin, race, religion, sex, stigma, and/or sexual orientation. |  |  | **6** |
| Discussed how the issues of social and economic justice and human and civil rights may relate to the selected client. |  |  | **3** |
| **Section III.B. Total** |  | **15** |
| **Section III.C. Intervention** |
|  | **Comments** | **Points Earned** | **Points Possible** |
| Clearly presented and provided rationale for a mutually developed and agreed upon intervention strategy with specific goals and objectives.  |  |  | **3** |
| Thoroughly described intervention from beginning to end. |  |  | **3** |
| Discussed 3 specific practice skills  |  |  | **3** |
| Critiqued the intervention in light of strengths and weaknesses |  |  | **3** |
| Provided theoretical background and discussion of practice theory. |  |  | **3** |
| **Section III.C. Total** |  | **15** |
| **Section III.D. Evaluation** |
|  | **Comments** | **Points Earned** | **Points Possible** |
| **Described the multiple components of an effective evaluation plan** |  |  | **5** |
| **Provided a rationale for evaluation method selected** |  |  | **5** |
| **Appropriately included and referenced evidence-based knowledge and literature related to evaluation** |  |  | **5** |
| **Section III.D. Total** |  | **15** |
| **Section IV. Conclusion** |
|  | **Comments** | **Points Earned** | **Points Possible** |
| **Identified and described issues related to ethics and values** |  |  | **3** |
| **Critically assessed professional strengths and challenges** |  |  | **4** |
| **Included a plan for future professional growth and development** |  |  | **3** |
| **Section IV. Total** |  | **10** |

**CSWE Advanced Competencies (Specialty Skills and Behaviors) Addressed**

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| **Advanced Practice Behavior** |
| **Aging: Educational Policy 2.1.1**—**Identify as a professional social worker and conduct oneself accordingly.** 1. Advanced social workers in aging practice active self- reflection and continue to address personal bias and stereotypes to build knowledge to dispel myths regarding aging and stereotypes of older persons.
 | **Evidence/Criteria** | **UNSATISFACTORY** | **SATISFACTORY** |
| Integration of professional perspective and self-awareness to client system/situation. |  |  |
| **Aging: Educational Policy 2.1.1**—**Identify as a professional social worker and conduct oneself accordingly.** 1. Advanced social workers in aging develop an action plan for continued growth including use of continuing education, supervision, and consultation.
 | Conclusion reflects professional strengths and challenges and plan for professional learning and development. |  |  |
| **Aging: Educational Policy 2.1.2**—**Apply social work ethical principles to guide professional practice.** 1. Advanced social workers in aging implement an effective decision-making strategy for deciphering ethical dilemmas on behalf of all older clients.
 | Application of knowledge is guided by the professions purpose, values and code of ethics. |  |  |
| **Aging: Educational Policy 2.1.3**—**Apply critical thinking to inform and communicate professional judgments.** 1. Advanced social workers in aging evaluate, select and implement appropriate assessment, intervention, and evaluation tools for use with the unique characteristics and needs of diverse older clients.
 | Evident in mutually agreed intervention strategy and rationale. |  |  |
| **Aging: Educational Policy 2.1.4**—**Engage diversity and difference in practice.** 1. Advanced social workers in aging understand and can apply the relevant cultural, class, gender, race, age, disability, and other diversity issues to enhance the well-being of older adult clients from a strengths perspective.
 | Consideration ofrelevant cultural, class, gender, race, age, disability, and other diversity issues, relative to specialty and appropriate perspectives of evidence base and theories indicated in assessment and intervention. |  |  |
| **Aging: Educational Policy 2.1.5**—**Advance human rights and social and economic justice.** 1. Advanced social workers in aging understand social stigma and injustice with respect to older adults and advocate for clients’ right to dignity and self-determination in their assessment and intervention strategies.
 | Social and economic justice and advance of human rights included within the integrative process |  |  |
| **Aging: Educational Policy 2.1.5**—**Advance human rights and social and economic justice.** 1. Advanced social workers in aging address any negative impacts of policies on practice with historically disadvantaged older populations.
 | Intervention models or methods included serve to recognize and promote human rights and social and economic justice. |  |  |
| **Aging: Educational Policy 2.1.6**—**Engage in research-informed practice and practice-informed research.** 1. Advanced social workers in aging synthesize and apply advanced strategies to search, appraise, and select for application the most up to date evidence and evolving practice guidelines in the assessment and interventions with older adults
 | Efforts to search, appraise, and select for application the most up to date evidence and evolving practice guidelines relative to assessments and interventions for the specialty area. |  |  |
| **Aging: Educational Policy 2.1.6**—**Engage in research-informed practice and practice-informed research.** 1. Advanced social workers in aging develop effective models, programs, policies and interventions and assess their effectiveness using valid and reliable measures specific to older adults.
 | Mastery of social work and social science knowledge inclusive or research and evidence within the assessments and interventions for the specialty area and integrative process. |  |  |
| **Aging: Educational Policy 2.1.7**—**Apply knowledge of human behavior and the social environment.** 1. Advanced social workers in aging apply conceptual frameworks and related theories consistent with social work perspectives and values to practice with older adults.
 | Differential client problem etiologies and interventions are considered in the formulation of the integrative analysis. |  |  |
| **Aging: Educational Policy 2.1.7**—**Apply knowledge of human behavior and the social environment.** 1. Advanced social workers in aging understand the heterogeneity of aging populations and distinguish the various influences and social constructions of aging well.
 | More than one theory is considered that encompasses relevant organizational or world-views and culture that influence how the elderly function in the integrative analysis. |  |  |
| **Aging: Educational Policy 2.1.8**—**Engage in policy practice to advance social and economic well-being and to deliver effective social work services.** 1. Advanced social workers in aging communicate to stakeholders the implication of policies and policy change in the lives of older adults.
 | Implication of policies and policy change relative to the delivery of effective social work services is evident within the integrative narrative. |  |  |
| **Aging: Educational Policy 2.1.8**—**Engage in policy practice to advance social and economic well-being and to deliver effective social work services.** 1. Advanced social workers in aging advocate for policies that advance the social and economic well-being of older adults.
 | Advocacy efforts when needed include consideration of policy or policy change to advance social and economic well-being. |  |  |
| **Aging: Educational Policy 2.1.9**—**Respond to contexts that shape practice.** 1. Advanced social workers in aging assess the quality of older adult and family member interactions within their social contexts.
 | Older adult interactions are assessed within their social context. |  |  |
| **Educational Policy 2.1.9**—**Respond to contexts that shape practice.** 1. Advanced social workers in aging develop intervention plans to accomplish systemic change that is sustainable.
 | Intervention plans are larger than the immediate client situation and include sustainable change. |  |  |
| **Aging: Educational Policy 2.1.10(a)–(d)**—**Engage, assess, intervene, and evaluate with individuals, families, groups, organizations, and communities.** **Educational Policy 2.1.10(a)**—**Engagement** Social workers • substantively and affectively prepare for action with individuals, families, groups, organizations, and communities; • use empathy and other interpersonal skills; and • develop a mutually agreed-on focus of work and desired outcomes. 1. Advanced social workers in aging use interpersonal skills to engage older clients in a collaborative, therapeutic relationship.
 | Interpersonal skills, client rapport building and relationship building are articulated in the engagement process. |  |  |
| **Aging: Educational Policy 2.1.10(b)**—**Assessment** Social workers • collect, organize, and interpret client data; • assess client strengths and limitations; • develop mutually agreed-on intervention goals and objectives; and • select appropriate intervention strategies. 1. Advanced social workers in aging conduct bio-psycho-social-spiritual assessments using standardized measures appropriate for use with older adults.
 | Description of client assessment process addresses methods and skills employed to access multidimensional understanding of client situation. |  |  |
| **Aging: Educational Policy 2.1.10(c)**—**Intervention** Social workers * initiate actions to achieve organizational goals;
* implement prevention interventions that enhance client capacities;
* help clients resolve problems;
* negotiate, mediate, and advocate for clients; and
* facilitate transitions and endings.
1. Advanced social workers in aging describe empirically validated and theoretical causes, advanced assessment methods, and the most effective interventions for a variety of problems which effect older adults.
 | Evidence informed assessment and interventions relevant to client problem(s) are considered. |  |  |
| **Aging: Educational Policy 2.1.10(d)**—**Evaluation** Social workers critically analyze, monitor, and evaluate interventions. 1. Advanced social workers in aging contribute to the theoretical knowledge base in the area of aging through practice-based research, and use evaluation of the process and/or outcomes to develop best practices.
 | Evaluation and intervention review of outcomes are evident. |  |  |

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| **Advanced Practice Behavior** |
| **C and F: Educational Policy 2.1.1**—**Identify as a professional social worker and conduct oneself accordingly.** 1. Advanced practitioners in children and families practice active self-reflection and continue to address personal bias and stereotypes to build knowledge and dispel myths regarding diverse family structures, families with complex family dynamics and families with multiple challenges and issues.
 | **Evidence/Criteria** | **UNSATISFACTORY** | **SATISFACTORY** |
| Integration of professional perspective and self-awareness to client system/situation. |  |  |
| **C and F: Educational Policy 2.1.1**—**Identify as a professional social worker and conduct oneself accordingly.** 1. Advanced social workers in children and families develop an action plan for continued growth including use of continuing education, supervision, and consultation.
 | Conclusion reflects professional strengths and challenges and plan for professional learning and development. |  |  |
| **C and F: Educational Policy 2.1.2**—**Apply social work ethical principles to guide professional practice.** 1. Advanced social workers in children & families implement an effective decision-making strategy for deciphering ethical dilemmas specific to the multiple and diverse needs of families and children.
 | Application of knowledge is guided by the professions purpose, values and code of ethics. |  |  |
| **C and F: Educational Policy 2.1.3**—**Apply critical thinking to inform and communicate professional judgments.** 1. Advanced social workers in children and families evaluate, select, and implement appropriate assessment intervention and evaluation tools for use with diverse groups of families and children.
 | Evident in mutually agreed intervention strategy and rationale. |  |  |
| **C and F: Educational Policy 2.1.4**—**Engage diversity and difference in practice.** 1. Advanced social workers in children and families understand and can apply the relevant cultural, class, gender, race, age, disability, and other diversity issues to enhance the well-being of children and families from a strengths perspective.
 | Consideration ofrelevant cultural, class, gender, race, age, disability, and other diversity issues, relative to specialty and appropriate perspectives of evidence base and theories indicated in assessment and intervention. |  |  |
| **C and F: Educational Policy 2.1.5**—**Advance human rights and social and economic justice.** 1. Advanced social workers in children and families recognize the stigma and shame associated with “family dysfunction.”
 | Social and economic justice and advance of human rights included within the integrative process |  |  |
| **C and F: Educational Policy 2.1.5**—**Advance human rights and social and economic justice.** 1. Advanced social workers in children and families recognize disparities in the distribution of resources across families
 | Intervention models or methods included serve to recognize and promote human rights and social and economic justice. |  |  |
| **C and F: Educational Policy 2.1.6**—**Engage in research-informed practice and practice-informed research.** 1. Advanced social workers in children & families use advanced strategies to search, appraise, and select for application the most up to date evidence and evolving practice guidelines in the assessment and interventions with children and families.
 | Efforts to search, appraise, and select for application the most up to date evidence and evolving practice guidelines relative to assessments and interventions for the specialty area. |  |  |
| **C and F: Educational Policy 2.1.6**—**Engage in research-informed practice and practice-informed research.** 1. Advanced social workers in children and families develop effective models, programs, policies and interventions and assess their effectiveness. They use valid and reliable assessments for identifying family problems, risks and protective factors, vulnerability and resilience factors and consequences for different family groups and family members.
 | Mastery of social work and social science knowledge inclusive or research and evidence within the assessments and interventions for the specialty area and integrative process. |  |  |
| **C and F: Educational Policy 2.1.7**—**Apply knowledge of human behavior and the social environment.** 1. Advanced social workers in children and families will be able to compare the various etiology and interventions relevant to children and families.
 | Differential client problem etiologies and interventions are considered in the formulation of the integrative analysis. |  |  |
| **C and F: Educational Policy 2.1.7**—**Apply knowledge of human behavior and the social environment.** 1. Advanced social workers in children and families understand the relevant organizational world-views and culture that influence how families function. They can relate social work perspectives, the evidence base, and related theories to practice with the multiple and complex issues that face families.
 | More than one theory is considered that encompasses relevant organizational or world-views and culture that influence how families function in the integrative analysis. |  |  |
| **C and F: Educational Policy 2.1.8**—**Engage in policy practice to advance social and economic well-being and to deliver effective social work services.** 1. Advanced social workers in children and families communicate to stakeholders the implication of policies and policy change in the lives of children and families
 | Implication of policies and policy change relative to the delivery of effective social work services is evident within the integrative narrative. |  |  |
| **C and F: Educational Policy 2.1.8**—**Engage in policy practice to advance social and economic well-being and to deliver effective social work services.** 1. Advanced social workers in children and families advocate for policies that advance the social and economic well-being of children and families.
 | Advocacy efforts when needed include consideration of policy or policy change to advance social and economic well-being. |  |  |
| **C and F: Educational Policy 2.1.9**—**Respond to contexts that shape practice.** 1. Advanced social workers in children and families assess the quality of family member’s interactions within their social contexts.
 | Family and children’s interactions are assessed within their social context. |  |  |
| **Educational Policy 2.1.9**—**Respond to contexts that shape practice.** 1. Advanced social workers in children and families develop intervention plans to accomplish systemic change that is sustainable.
 | Intervention plans are larger than the immediate client situation and include sustainable change. |  |  |
| **C and F: Educational Policy 2.1.10(a)–(d)**—**Engage, assess, intervene, and evaluate with individuals, families, groups, organizations, and communities.** **Educational Policy 2.1.10(a)**—**Engagement** Social workers • substantively and affectively prepare for action with individuals, families, groups, organizations, and communities; • use empathy and other interpersonal skills; and • develop a mutually agreed-on focus of work and desired outcomes. 1. Advanced social workers effectively use interpersonal skills to engage children and families in a collaborative therapeutic relationship.
 | Interpersonal skills, client rapport building and relationship building are articulated in the engagement process. |  |  |
| **C and F: Educational Policy 2.1.10(b)**—**Assessment** Social workers • collect, organize, and interpret client data; • assess client strengths and limitations; • develop mutually agreed-on intervention goals and objectives; and • select appropriate intervention strategies. 1. Advanced social workers in Children and Families use multidimensional bio-psycho-social-spiritual assessment tools.
 | Description of client assessment process addresses methods and skills employed to access multidimensional understanding of client situation. |  |  |
| **C and F: Educational Policy 2.1.10(b)**—**Assessment** Social workers • collect, organize, and interpret client data; • assess client strengths and limitations; • develop mutually agreed-on intervention goals and objectives; and • select appropriate intervention strategies. 1. Advanced social workers assess clients’ readiness for change and coping strategies.
 | Description of client assessment process addresses methods and skills employed identify resources, motivation and adaptive capacities for change. |  |  |
| **C and F: Educational Policy 2.1.10(c)**—**Intervention** 1. Advanced social workers in children and families will be able to describe causes (empirically validated and theoretical), advanced assessment methods, and the most effective interventions treatments for a variety of problems that effect children and families.
 | Evidence informed assessment and interventions relevant to client problem(s) are considered. |  |  |
| **C and F: Educational Policy 2.1.10(d)**—**Evaluation** Social workers critically analyze, monitor, and evaluate interventions. Advanced social workers in children and families contribute to the theoretical knowledge base in the area of children and families through practice-based research, and use evaluation of the process and/or outcomes to develop best practices with children and families. | Evaluation and intervention review of outcomes are evident. |  |  |
| **Advanced Practice Behavior** |
| **Health Care: Educational Policy 2.1.1**—**Identify as a professional social worker and conduct oneself accordingly.** 1. Advanced social workers in health practice active self-reflection and continue to address personal bias and stereotypes to build knowledge and dispel myths regarding health and health care services.
 | **Evidence/Criteria** | **UNSATISFACTORY** | **SATISFACTORY** |
| Integration of professional perspective and self-awareness to client system/situation. |  |  |
| **Health Care: Educational Policy 2.1.1**—**Identify as a professional social worker and conduct oneself accordingly.** 1. Advanced social workers in health develop an action plan for continued growth including use of continuing education, supervision, and consultation.
 | Conclusion reflects professional strengths and challenges and plan for professional learning and development. |  |  |
| **Health Care: Educational Policy 2.1.2**—**Apply social work ethical principles to guide professional practice.** 1. Advanced social workers in health implement an effective decision-making strategy for deciphering ethical dilemmas specific to the multiple and diverse needs in health care interventions and settings.
 | Application of knowledge is guided by the professions purpose, values and code of ethics. |  |  |
| **Health Care: Educational Policy 2.1.3**—**Apply critical thinking to inform and communicate professional judgments.** 1. Advanced social workers in health evaluate, select, and implement appropriate assessment, intervention, and evaluation tools for use with diverse groups of clients in health settings.
 | Evident in mutually agreed intervention strategy and rationale. |  |  |
| **Health Care: Educational Policy 2.1.4**—**Engage diversity and difference in practice.** 1. Advanced social workers in health can understand the distribution of health and disease in populations by race/ethnicity, socioeconomic status, gender, gender identity, sexual orientation, religion, disability status, and other diversity issues.
 | Consideration ofrelevant cultural, class, gender, race, age, disability, and other diversity issues, relative to specialty and appropriate perspectives of evidence base and theories indicated in assessment and intervention. |  |  |
| **Health Care: Educational Policy 2.1.5**—**Advance human rights and social and economic justice.** 1. Advanced social workers in health can identify ways in which power, privilege, gender, race, ethnicity, social class, age and other forms of social stratification and disenfranchisement influence the evaluation processes and outcomes.
 | Social and economic justice and advance of human rights included within the integrative process |  |  |
| **Health Care: Educational Policy 2.1.5**—**Advance human rights and social and economic justice.** 1. Advanced social workers in health describe the distribution and determinants of health and disease and identify health disparities.
 | Intervention models or methods included serve to recognize and promote human rights and social and economic justice. |  |  |
| **Health Care: Educational Policy 2.1.6**—**Engage in research-informed practice and practice-informed research.** 1. Advanced social workers in health synthesize and apply advanced strategies to search, appraise, select, and implement the most up to date evidence and implement practice guidelines in the assessment and interventions within health settings and clients with health issues.
 | Efforts to search, appraise, and select for application the most up to date evidence and evolving practice guidelines relative to assessments and interventions for the specialty area. |  |  |
| **Health Care: Educational Policy 2.1.6**—**Engage in research-informed practice and practice-informed research.** 1. Advanced social workers in health have the ability to critically assess and participate in research design and methodology related to health practice.
 | Mastery of social work and social science knowledge inclusive or research and evidence within the assessments and interventions for the specialty area and integrative process. |  |  |
| **Health Care: Educational Policy 2.1.7**—**Apply knowledge of human behavior and the social environment.** 1. Advanced social workers in health describe the role of age, developmental processes, health disparities, and cultural diversity in the development and implementation of health interventions.
 | Differential client problem etiologies and interventions are considered in the formulation of the integrative analysis. |  |  |
| **Health Care: Educational Policy 2.1.7**—**Apply knowledge of human behavior and the social environment.** 1. Advanced social workers in health use socio-epidemiological and life course theory to identify factors affecting health and disease.
 | More than one theory is considered that encompasses relevant organizational or world-views and culture that influence how families function in the integrative analysis. |  |  |
| **Health Care: Educational Policy 2.1.8**—**Engage in policy practice to advance social and economic well-being and to deliver effective social work services.** 1. Advanced social workers in health communicate to stakeholders the implication of policies and policy change related to health and health care systems.
 | Implication of policies and policy change relative to the delivery of effective social work services is evident within the integrative narrative. |  |  |
| **Health Care: Educational Policy 2.1.8**—**Engage in policy practice to advance social and economic well-being and to deliver effective social work services.** 1. Advanced social workers in health advocate for policies that advance the social and economic well-being of those with health concerns and illness.
 | Advocacy efforts when needed include consideration of policy or policy change to advance social and economic well-being. |  |  |
| **Health Care: Educational Policy 2.1.9**—**Respond to contexts that shape practice.** 1. Advanced social workers in health assess the quality of family members’ interactions within their social contexts.
 | Family and children’s interactions are assessed within their social context. |  |  |
| **Health Care: Educational Policy 2.1.9**—**Respond to contexts that shape practice.** 1. Advanced social workers in health develop health intervention plans to accomplish systemic change that is sustainable.
 | Intervention plans are larger than the immediate client situation and include sustainable change. |  |  |
| **Health Care: Educational Policy 2.1.10(a)–(d)**—**Engage, assess, intervene, and evaluate with individuals, families, groups, organizations, and communities.** **Educational Policy 2.1.10(a)**—**Engagement** Social workers • substantively and affectively prepare for action with individuals, families, groups, organizations, and communities; • use empathy and other interpersonal skills; and • develop a mutually agreed-on focus of work and desired outcomes. 1. Advanced social workers in health implement participatory, collaborative, change-oriented communication, and engagement processes with clients, families, and other members of the health care team.
 | Interpersonal skills, client rapport building and relationship building are articulated in the engagement process. |  |  |
| **Health Care: Educational Policy 2.1.10(b)**—**Assessment** Social workers • collect, organize, and interpret client data; • assess client strengths and limitations; • develop mutually agreed-on intervention goals and objectives; and • select appropriate intervention strategies. 1. Advanced social workers in health demonstrate understanding of the bio-psycho-social-spiritual model of human development and conduct multiple domain assessments within health settings and the community.
 | Description of client assessment process addresses methods and skills employed to access multidimensional understanding of client situation. |  |  |
| **Health Care: Educational Policy 2.1.10(c)**—**Intervention** 1. Advanced social workers in health will be able to describe empirically validated and theoretical causes, advanced assessment methods, and the most effective interventions treatments for a variety of problems that affect health.
 | Evidence informed assessment and interventions relevant to client problem(s) are considered. |  |  |
| **Health Care: Educational Policy 2.1.10(d)**—**Evaluation** Social workers critically analyze, monitor, and evaluate interventions. 1. Advanced social workers in health contribute to the theoretical knowledge base in the area of health and illness through practice-based research, and use evaluation of the process and/or outcomes to develop best practices.
 | Evaluation and intervention review of outcomes are evident. |  |  |
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| **MH: Educational Policy 2.1.1**—**Identify as a professional social worker and conduct oneself accordingly.**Advanced social workers in mental health/substance abuse practice active self-reflection and continue to address personal bias and stereotypes to build knowledge and dispel myths regarding mental health and mental illness. | **Evidence/Criteria**Integration of professional perspective and self-awareness to client system/situation.  | **UNSATISFACTORY** | **SATISFACTORY** |
| **MH: Educational Policy 2.1.1**—**Identify as a professional social worker and conduct oneself accordingly.**1. Advanced social workers in mental health/substance abuse develop an action plan for continued growth including use of continuing education, supervision, and consultation.
 | Conclusion reflects professional strengths and challenges and plan for professional learning and development. |  |  |
| **MH:** E**ducational Policy 2.1.2**—**Apply social work ethical principles to guide professional practice.** 1. Advanced social workers in mental health/substance abuse implement an effective decision-making strategy for deciphering ethical dilemmas in mental health/substance abuse treatment.
 | Application of knowledge is guided by the professions purpose, values and code of ethics. |  |  |
| **MH: Educational Policy 2.1.3**—**Apply critical thinking to inform and communicate professional judgments.** 1. Advanced social workers in mental health/substance abuse evaluate, select and implement appropriate assessment and treatment approaches to the unique characteristics and needs of diverse clients.
 | Evident in mutually agreed intervention strategy and rationale. |  |  |
| **MH: Educational Policy 2.1.4**—**Engage diversity and difference in practice.** 1. Advanced social workers in mental health/substance abuse understand and can apply the relevant cultural, class, gender, race, age, disability, and other diversity issues that influence the prognosis and treatment of persons with severe and persistent mental illness and substance use disorders, persons with other mental health issues, and persons with psychiatric disabilities, and their families and communities. They can relate social work perspectives, the evidence base, and related theories to practice with these groups.
 | Consideration ofrelevant cultural, class, gender, race, age, disability, and other diversity issues, relative to specialty and appropriate perspectives of evidence base and theories indicated in assessment and intervention. |  |  |
| **MH: Educational Policy 2.1.5**—**Advance human rights and social and economic justice.** 1. Advanced social workers in mental health/substance abuse understand the range of physical and mental health disease course and recovery issues associated with social stigma and marginalization of persons with mental health diagnoses and psychiatric disabilities, and incorporate them in their assessment and intervention.
 | Social and economic justice and advance of human rights included within the integrative process. |  |  |
| **MH: Educational Policy 2.1.5**—**Advance human rights and social and economic justice.** 1. Advanced social workers in mental health/substance abuse describe the distribution and determinants of mental health/substance abuse and illness and identify health disparities.
 | Description of the distribution and determinants and associated disparities included in narrative. |  |  |
| **MH: Educational Policy 2.1.6**—**Engage in research-informed practice and practice-informed research.**1. Advanced social workers in mental health/substance abuse use advanced strategies to search, appraise, and select for application the most up to date evidence and evolving practice guidelines in the assessment and intervention with influence persons with severe and persistent mental illness and substance use disorders, persons with other mental health issues, and persons with psychiatric disabilities, and their families and communities.
 | Mastery of social work and social science knowledge inclusive or research and evidence within the assessments and interventions for the specialty area and integrative process. |  |  |
| **MH: Educational Policy 2.1.6**—**Engage in research-informed practice and practice-informed research.**1. Advanced social workers in mental health/substance abuse have the ability to critically assess and participate in research design and methodology related to practice with mental health/substance abuse service users.
 | Critical assessment and inclusion of research design and/or methodology related to practice example(s) evident in narrative. |  |  |
| **MH: Educational Policy 2.1.7**—**Apply knowledge of human behavior and the social environment.** 1. Advanced social workers in mental health/substance abuse distinguish mental health, mental illness, and mental well-being across the life span.
 | Differential client life span, mental health, mental illness, and mental well-being factors are considered in the formulation of the integrative analysis. |  |  |
| **MH: Educational Policy 2.1.7**—**Apply knowledge of human behavior and the social environment.** 1. Advanced social workers in mental health/substance abuse compare the various etiology and treatments for substance abuse and addiction.
 | Differential client problem etiologies and interventions are considered in the formulation of the integrative analysis. |  |  |
| **MH: Educational Policy 2.1.8**—**Engage in policy practice to advance social and economic well-being and to deliver effective social work services.**1. Advanced social workers in mental health/substance abuse communicate to stakeholders the implication of policies and policy change in the lives of those with mental health concerns and mental illness.
 | Implication of policies and policy change relative to the delivery of effective social work services is evident within the integrative narrative. |  |  |
| **MH: Educational Policy 2.1.8**—**Engage in policy practice to advance social and economic well-being and to deliver effective social work services.**1. Advanced social workers in mental health/substance abuse advocate for policies that advance the social and economic well-being of those with mental health concerns and mental illness.
 | Advocacy efforts when needed include consideration of policy or policy change to advance social and economic well-being. |  |  |
| **MH: Educational Policy 2.1.9**—**Respond to contexts that shape practice.** 1. Advanced social workers in mental health/substance abuse assess the quality of client’s interactions within their social contexts.
 | Client interactions are assessed within their social context. |  |  |
| **MH: Educational Policy 2.1.9**—**Respond to contexts that shape practice.** 1. Advanced social workers in mental health/substance abuse develop intervention plans to accomplish systemic change that is sustainable.
 | Intervention plans are larger than the immediate client situation and include sustainable change. |  |  |
| **MH: Educational Policy 2.1.10(a)–(d)**—**Engage, assess, intervene, and evaluate with individuals, families, groups, organizations, and communities.****MH: Educational Policy 2.1.10(a)**—**Engagement** 1. Advanced social workers in mental health/substance abuse use strategies to establish a sense of safety for a collaborative therapeutic relationship.
 | Collaboration skills, client safety and relationship building are articulated in the engagement process. |  |  |
| **MH: Educational Policy 2.1.10(b)**—**Assessment** 1. Advanced social workers in mental health/substance abuse will be able to describe the structure of the DSM IV and conduct an assessment using the DSM criteria and structure.
 | Assessment utilizes an accepted professional system of diagnosis and nomenclature.  |  |  |
| **MH: Educational Policy 2.1.10(c)**—**Intervention** 1. 1. Advanced social workers in mental health/substance abuse describe empirically validated and theoretical causes, advanced assessment methods, and the most effective treatments for a variety of disorders: Mood, anxiety, cognitive, substance abuse, sexual, eating, psychotic disorders for adolescents, adults, and older adults.
 | Evidence informed assessment and interventions relevant to client problem(s) are considered. |  |  |
| **MH: Educational Policy 2.1.10(c)**—**Intervention**1. Advanced social workers in mental health/substance abuse recognize the impact of illness phase-specific and treatment-phase-specific transitions and stressful life events throughout the individual’s and family’s life course; identify issues related to losses, stressors, changes, and transitions over their life cycle in designing theoretically based interventions and treatment.
 | Developmental and life course events are accounted for in the development of the intervention plan. |  |  |
| **MH: Educational Policy 2.1.10(d)**—**Evaluation** Social workers critically analyze, monitor, and evaluate interventions. 1. Advanced social workers in mental health/substance abuse contribute to the theoretical knowledge base in the area of mental health and mental illness through practice-based research, and use evaluation of the process and/or outcomes to develop best practices.
 | Evaluation and intervention review of outcomes are evident. |  |  |
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| **CAP: Educational Policy 2.1.1**—**Identify as a professional social worker and conduct oneself accordingly.** **Advanced Skills and Behaviors**Advanced social workers in community and administrative practice assess personal strengths and areas for growth as a CAP practitioner.  | Evidence/CriteriaConclusion reflects and plan for professional learning, growth and development. | UNSATISFACTORY | SATISFACTORY |
| **CAP: Educational Policy 2.1.1**—**Identify as a professional social worker and conduct oneself accordingly.** **Advanced Skills and Behaviors**1. Advanced social workers in community and administrative practice develop an action plan for continued growth including use of continuing education, supervision, and consultation.
 | Conclusion reflectsand plan for professional learning, growth and development. |  |  |
| **CAP: 2.1.2**—**Apply social work ethical principles to guide professional practice.** **Advanced Skills and Behaviors**1. Advanced social workers in community and administrative practice implement an effective decision-making strategy for deciphering ethical dilemmas in community and administrative practice.
 | Application of knowledge is guided by the professions purpose, values and code of ethics. |  |  |
| **CAP: Educational Policy 2.1.3**—**Apply critical thinking to inform and communicate professional judgments.** **Advanced skills and behaviors**1. Advanced social workers in community and administrative practice integrate models of community assessment and multiple sources of knowledge (e.g., research-informed knowledge and practice wisdom) to inform intervention choice and design.
 | Evident in mutually agreed intervention strategy and rationale. |  |  |
| **CAP: Educational Policy 2.1.4**—**Engage diversity and difference in practice.** **Advanced Skills and Behaviors**1. Advanced social workers in community and administrative practice demonstrate awareness of cultural competence in program design, evaluation, personnel management, board functioning, and/or community relationships.
 | Consideration ofrelevant cultural, class, gender, race, age, disability, and other diversity issues, relative to specialty and appropriate perspectives of evidence base and theories indicated in macro assessment and intervention. |  |  |
| **CAP: Educational Policy 2.1.5**—**Advance human rights and social and economic justice.** **Advanced Skills and Behaviors**1. Advanced social workers in community and administrative practice utilize community practice models and knowledge of administrative practice to advance human rights and social and economic justice.
 | Social and economic justice and advance of human rights included within the macro integrative process |  |  |
| **CAP: Educational Policy 2.1.5**—**Advance human rights and social and economic justice.** **Advanced Skills and Behaviors**1. Se 2. Advanced social workers in community and administrative practice select and/or design intervention models to promote human rights and social and economic justice change as needed.
 | Intervention models or methods included serve to promote human rights and social and economic justice change as needed |  |  |
| **CAP: Educational Policy 2.1.6**—**Engage in research-informed practice and practice-informed research.** **Advanced Skills and Behaviors**Advanced social workers in community and administrative practice assess and identify gaps in research pertaining to Community and Administrative Practice. | Macro practice and assessments identify gaps in research relative to administrative practice as needed. |  |  |
| **CAP: Educational Policy 2.1.6**—**Engage in research-informed practice and practice-informed research.** **Advanced Skills and Behaviors**1. Advanced social workers in community and administrative practice apply research to inform best practice in relation to community assessment, program design, program evaluation, and/or community relation efforts.
 | Mastery of social work and social science knowledge inclusive or research and evidence within the assessments and interventions for the specialty area and integrative process. |  |  |
| **Educational Policy 2.1.7**—**Apply knowledge of human behavior and the social environment.** **Advanced Skills and Behaviors**1. Advanced social workers in community and administrative practice apply knowledge of human behavior theory to practice with organizations and communities.
 | Describes one or more relevant theories that contribute to the organizational or community based client’s issues and concerns. |  |  |
| **Educational Policy 2.1.7**—**Apply knowledge of human behavior and the social environment.** **Advanced Skills and Behaviors**1. Advanced social workers in community and administrative practice apply knowledge of human behavior theory to practice with organizations and communities.
 | Describes one or more relevant theories that contribute to the organizational or community based client’s issues and concerns |  |  |
| **CAP: Educational Policy 2.1.8**—**Engage in policy practice to advance social and economic well-being and to deliver effective social work services.** **Advanced Skills and Behaviors** 1. Advanced social workers in community and administrative practice utilize community organization models to advance social and economic well-being.
 | Implication of organizational and community policies and policy change relative to advancing social and economic well-being is evident within the integrative narrative. |  |  |
| **CAP: Educational Policy 2.1.8**—**Engage in policy practice to advance social and economic well-being and to deliver effective social work services.** **Advanced Skills and Behaviors** 1. Advanced social workers in community and administrative practice utilize knowledge of administrative practice to advance social and economic well-being.
 | Advocacy efforts when needed include administrative consideration of organizational or community policy or policy change to advance social and economic well-being. |  |  |
| **CAP: Educational Policy 2.1.9**—**Respond to contexts that shape practice.** **Advanced Skills and Behaviors**1. Advanced social workers in community and administrative practice utilize research skills to identify trends in client needs.
 | Trends in client needs, or organization and community factors relevant to needs are evident**.** |  |  |
| **CAP: Educational Policy 2.1.9**—**Respond to contexts that shape practice.** **Advanced Skills and Behaviors**1. Advanced social workers in community and administrative practice implement administrative skills to improve programs to meet those needs.
 | Administrative programs are designed to be larger than the immediate organizational or community client situation and include sustainable change. |  |  |
| **CAP: Educational Policy 2.1.10(a)–(d)**—**Engage, assess, intervene, and evaluate with individuals, families, groups, organizations, and communities.** **Educational Policy 2.1.10(a)** **Engagement** **Advanced Skills and Behaviors**1. Advanced social workers in community and administrative practice utilize essential social work skills in working with organizations and communities that foster collaborations.
 | Collaborative skills, organizational and community relationship building are articulated in the engagement process. |  |  |
| **CAP: Educational Policy 2.1.10(b)**—**Assessment** **Advanced skills and behaviors**1. Advanced social workers in community and administrative practice use existing or develop community assessments in choosing or developing appropriate intervention strategies.
 | Description of organizational or community assessment process addresses methods and skills employed identify needs, resources, goals and desired outcomes for change. |  |  |
| **CAP: Educational Policy 2.1.10(c)**—**Intervention** **Advanced skills and behaviors**1. Advanced social workers in community and administrative practice implement community intervention strategies to achieve organizational goals, enhance client capacities, resolve problems, and advocate for clients.
 | Evidence informed organizational and community interventions and advocacy approaches relevant to client problem(s) are considered. |  |  |
| **CAP: Educational Policy 2.1.10(d)**—**Evaluation** **Advanced skills and behaviors**1. Advanced social workers in community and administrative practice evaluate programs and use professional judgment to improve and enhance program outcomes.
 | Evaluation and intervention review of outcomes are evident. |  |  |
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