THE UNIVERSITY OF KANSAS
SCHOOL OF SOCIAL WELFARE

SW 712, Advanced Standing Seminar
Master Syllabus

I. COURSE RATIONALE

A. Relationship to School Mission
The Advanced Standing Seminar (SW 712) is designed to prepare students for successful entry into the second year of the Masters-level Social Work Program at the University of Kansas. The seminar provides the link between your undergraduate education, practice experience, and the advanced level concentration of your choice. The Advanced Standing Seminar is oriented to a practice-centered approach to the mission and themes of the School of Social Welfare at the University of Kansas. These themes reflect an educational approach that provides a critical perspective, focuses on people’s strengths, celebrates diversity and promotes social and economic justice.

This course emphasizes how knowledge, values, skills, social sanction and professional purpose interact in ways that are unique to social work and shape our approach to practice. An overarching focus is that of strengths based generalist perspective with an emphasis on social and economic justice, cultural competency and the role of values and ethics in direct service practice. Additionally, the course is intended to help students to understand a critical perspective on the acquisition and utilization of social work knowledge.

B. Links with Other Courses in the Curriculum
The primary emphasis during this summer seminar is to advance and deepen students’ understanding of the School’s definition of the foundation level generalist perspective, and to review the most salient concepts covered in the foundation curricula of the MSW program. This allows students to learn a common language and concepts of generalist practice, thereby supporting their transition into the advanced level concentration with those students completing the two-year MSW program. Second, students are provided with intensive classroom experiences (readings, discussions and exercises) which focus on the curriculum themes of the School. Third, the summer seminar provides students with necessary opportunities to develop working relationships with a cadre of colleagues who will support their academic growth as they transition into their advanced level studies.

The rationale in individual instructors’ syllabi should be exactly the same as in the master syllabus.

II. EDUCATIONAL OUTCOMES

Upon completion of the Advanced Standing Seminar, the student will be able to:
1. Understand their learning style and its implications for professional education.
2. Demonstrate writing skills appropriate for graduate level education.
3. Effectively use the NASW Code of Ethics and apply a model for resolving ethical dilemmas, including conflicts between personal and professional values, in social work practice with client systems of all sizes.
4. Clearly articulate the responsibilities of social workers to be agents of social change and be able to give examples of this when practicing with client systems of all sizes.
5. Explain and apply the generalist perspective of social work.
6. Describe the overarching sensitizing frames of cultural competence, strengths perspective, critical perspective and social justice and use these themes in the execution of the generalist perspective.
7. Apply critical thinking skills to the analysis of social work concepts and models.
8. Utilize strengths based interviewing techniques for rapport building and assessment.
9. Utilize human behavior theory to inform social work assessments and interventions.
10. Understand the purposes and steps to assess the strengths, resources, and needs of communities, neighborhoods, organizations, and programs.
11. Critically analyze and apply the skills, knowledge, and attitudes that are requisite for culturally competent practice with client systems of different social class, ethnic, racial, religious, disability, and sexual orientation backgrounds.
12. Describe methods for effectively utilizing social work research in practice.
13. Describe methods for evaluating social work practice with client systems of different sizes.
14. Describe basic cause and case centered social work skills and methods.
15. Understand key social work roles in the different types of community and organizational practice.
16. Understand the concept of evidence-based practice, issues related to it, and its relevance to micro and macro practice.

The educational outcomes in individual instructors’ syllabi should be exactly the same as in the master syllabus.

III. CURRICULUM THEMES

The course reflects the School’s major curriculum themes beginning with its overarching theme of practice-centeredness—a commitment to educational approaches that enhance and clarify connections of theories and concepts to the needs of clients and the demands of everyday practice. The course emphasis on application and personal integration asserts that social work students and practitioners are responsible for translating
knowledge, values and skills into self-aware, disciplined and purposeful actions serving the profession’s social ends. This commitment flows from the profession’s values and ethical base and is enriched by the following curriculum themes:

**Strengths.** The course seeks to help students apply and personally integrate a strengths perspective that recognizes and mobilizes the inherent strengths of client systems and salient environments. It emphasizes skills in both helping and impact processes that identify, tap into, and mobilize the strengths of individual, family and group systems to create productive exchanges with their salient environments and to achieve client goals. Further, in recognition that students must become self-aware, disciplined and purposeful participants in professional transactions, the course emphasizes student inquiry into their own strengths so that these may be exercised for appropriate use in practice.

**Diversity.** Similarly, the course seeks to operationalize a set of values that communicate respect, sensitivity and appreciation for diverse populations and their contributions to personal and societal well-being. The fostering of cultural competence assumes an enriching and broad range of differences and commonalities based on culture, ethnicity, race, geography, gender, social class, sexual orientation, religion, spirituality, age, and physical and mental abilities.

**Social and Economic Justice.** Course emphasis is on helping students incorporate a set of skills or purposeful actions in their everyday practice that promote social justice and reflect the profession’s ethical dictates. In direct practice processes this means the development of skills that expand opportunities for oppressed, stigmatized, and marginalized populations to access and successfully negotiate needed environmental resources. In impact processes, it means the enhancement of skills that contribute to a more just, humane, and responsive workplace.

**Critical Perspective.** The course, in general, attempts to help students develop a critical perspective, a set of skills for engaging in a deliberate and continuing examination of the profession’s underlying knowledge-value-method assumptions. More specifically, the course focuses on knowledge-value assumptions of direct practice methods/approaches. This means the development of critical reflection skills that allow for systematic examination of the student’s own practice, the knowledge-value assumptions guiding it, the personal values, beliefs and biases influencing it, and the impact on practice of social structures and social policies, especially those of the organizational context of practice.

**Individual instructors’ syllabi should be exactly the same as in the master syllabus.**

IV. **LIBERAL ARTS PERSPECTIVE**

The course draws on the liberal arts as one vast and rich source of learning. As a practice course, the effort is to apply relevant knowledge and values from all sources that could illumine and guide actions to achieve the profession’s social purpose. Thus students are supported and challenged to use their knowledge from courses on history, literature, social sciences and fine arts along with the knowledge gained from life experiences and the accumulating body of professional knowledge.
Individual instructors’ syllabi should be exactly the same as in the master syllabus.

V. PROFESSIONAL PURPOSE AND VALUES

A clear sense of professional purpose and the values embodied in its value system and code of ethics provide a necessary focus for selecting and using knowledge and perspectives from a rich array of learning resources, not least from the diverse client populations served by the profession. This clarity is at the heart of the course’s fundamental task of translating broad statements of professional purpose and values (school mission statement and curriculum themes) into specific purposeful practice acts.

Individual instructors’ syllabi should be exactly the same as in the master syllabus.

VI. PREPARATION FOR PRACTICE WITH DIVERSE POPULATIONS

The course focuses on practice with populations of historic and contemporary concern to social work—those who are oppressed, stigmatized and marginalized due to race, ethnicity, gender, social class, sexual orientation, age, and physical and mental abilities. It seeks to help students develop skills for entering the perspectives and world views of peoples different from themselves and to build and maintain collaborative relationships with them around life-issues and concerns important to them.

Individual instructors’ syllabi should be exactly the same as in the master syllabus.

VII. TOPICS

Required:

- Social Work Frames of Reference
- The Generalist Approach to Practice
- Critical Perspective
- Reflective Practice
- The Strengths Approach to Social Work Practice
- Values and Ethics for Social Work Practice
- Cultural Competency
- Research and Advocacy Skills for Social Workers
- Evidence-based practice.
- Social work practice when communities and/or organizations are the target of change.

Individual instructors’ syllabi should provide a topical outline for the course and provide adequate information to determine where and when the required topics are being covered
VIII. RECOMMENDED READINGS

Books (Recommended, not required):

No textbook requirement for this course is recommended given its unique structure and content. A course pack has been created and is on file at the KU Bookstore for use in the class.

Articles:

A set of recommended articles is available on the SSW’s S Drive for instructor use. In addition individual syllabi need to specify which readings are required and which are recommended.

IX. RECOMMENDED ASSIGNMENTS

Assignments are designed to give students opportunities to learn the subject matter through active engagement in cognitive and behavioral activities implicit in the educational outcomes for the course. The assignments also serve to assess student progress and achievement of the stated outcomes. The “in-class” assignments identified below illustrate the active engagement or process dimension; the “between class” assignments specify the expected educational outcomes, the results or products of engagement. For this class, one “pre-class” assignment is required as a condition of admission to advanced standing, and students must present the assignment of the first day of class.

In-class assignments will provide opportunities for students to apply the theories and skills learned throughout the course and will include discussions and critiques of specific practice situations drawn from the students’ practicum experiences as well as the instructor’s practice background; discussion and critique of videotaped practice by professional practitioners; exercises such as role-playing and demonstrations to illustrate practice principles skills and ethical dilemmas; and student presentations, individual and group, on practice issues, skills, value conflicts, and special population groups; a group presentation may also include an analytic paper as listed in the next paragraph on between-class assignments.

**Recommended Assignment One: The Learning Style Inventory**

This assignment uses an instrument called the Learning Style Inventory. It is an instrument designed to assist you in gaining greater understanding about the way you best learn new information. This should assist you to better understand how you can use your learning style as a means to increase your ability to engage in professional learning central to your development as a practitioner. In addition to application to your own learning you can use this information to assist you in developing a broader range of approaches to learning that can be directly used with clients.
In 5-7 double spaced typed pages, students are expected to respond to the following after completing the learning style inventory in your handbook. Use APA format.

First, briefly discuss your learning style. What does this style suggest about you and the way in which you process information?

Second, elaborate on how this information could be incorporated into your social work education. How can you best use this style to learn in both classroom and agency? What resources would aid you in this process?

Third, what implications does your learning style have for your interactions with clients and colleagues in agency settings?

Finally, think about the other learning styles. How might you incorporate one or more of those to complement your own style of information processing? In other words, can you imagine how it might be useful to extend yourself to gain information in ways more unfamiliar to you?

Recommended Assignment 2: Grounding Student Interest in a Social Work Perspective
This assignment is designed to help you to reflect on your professional development plans. The basic task is to identify a population of interest and a theoretical framework/perspective as well as one specific practice strategy consistent with your framework/perspective. If you plan on working at the macro or mezzo level, please adapt the assignment in an appropriate manner describing theory, knowledge, and models from those levels. Please double space and type this paper. It should be 6-7 pages of text, excluding cover page and references.

1. Population of interest. This should include:
   - A brief narrative explaining the way you came to be interested in this population
   - The strengths of this population
   - The population’s experience of institutionalized oppression and vulnerable status

2. Theoretical framework/perspective:
   - Discuss one human behavior theory or perspective (e.g., systems, empowerment/ strengths, psychodynamic) that is most relevant for helping you understand the growth, development and functioning of this population.
   - Support your choice of the theory/perspective with research-based literature.
   - Why is this theory/perspective a good fit with your population of interest?
   - Why is this theory/perspective a good fit for you, personally?
3. How does this framework/perspective inform practice?
   o From the literature, describe one practice strategy that is consistent with the aforementioned framework/perspective

4. Cause centered advocacy:
   o Focusing on the larger macro issues facing this population, identify areas of cause centered advocacy that would help this population to flourish. What are those needs?

**Recommended Assignment 3: Diversity Practice Paper**

For this paper, you are expected to choose a population with which you might practice that is different from you in terms of race, gender, sexual orientation, social class, religion, disability status, etc. For example, if you are a white, Anglo-Saxon Protestant, middle class, heterosexual woman, you might choose any one of the following groups: (1) Native American; (2) Afro-Americans; (3) gay, lesbian, bisexual or transsexual; (4) persons who are poor. These are only some possible choices.

You are encouraged to explore a particular aspect of diversity to enhance your own understanding, respect, and acceptance. For this particular assignment, you are asked to avoid exploring an aspect of diversity as if it may be associated with a particular problem. For example, you may wish to study Drug Use among Urban Hispanics. This would not be a good topic for this assignment because of its problem focus. A better choice might be Family Patterns of Urban Hispanics.

For this paper you should do research in the literature (at least 6 scholarly articles) that directly relate to issues that are relevant to social work practice.

Write a paper no longer than 8 pages responding to the following:

1. What knowledge have you gained about this population? Address issues such as their history, cultural norms, values, etc.

2. How might this knowledge affect persons from this group and inform your practice with this population? In other words, what are the implications of this understanding on how you might approach work with clients from this group? Are there any particular models or skill sets that would be useful for social workers in working with this population?

3. Upon examination of the NASW Code of Ethics, what types of ethical issues or dilemmas might a social worker face in working with this population (e.g., conflicts between autonomy and protection of life, confidentiality issues)? How might a social worker effectively cope with these ethical issues and/or dilemmas. Ground your argument in your own reasoning as well as social work practice and social work ethics literature.
X. **GRADING**

**Students in this course must receive a grade of B or better in order to move into an advanced level concentration.**

**What Grades Mean**  *(plus and minuses are assigned at instructors’ discretion)*

- **A** = Exceptional work: outstanding; this grade will be assigned to work that shows extensive use of the literature as well as wide use of concrete examples from practice.

- **B** = Fully meets graduate standards: this grade will be assigned to work in which all aspects of assignments are completed satisfactorily, showing a combination of accurate use of theory and principles, and precise descriptions of practice.

- **C** = Overall performance is unsatisfactory, below graduate standards, although all aspects of assignments were completed.

- **F** = Failure: overall quality of work is unsatisfactory, or some aspect of assignments not done.

**Incomplete grades.** A temporary grade of Incomplete may be assigned to a student who, for a reason beyond the student’s control, has been unable to complete the required work in a course on time. It is the student’s responsibility to request an Incomplete from the instructor. A request signed by the student and the faculty member must be on file when grades are submitted. A student may not enroll in a course sequential to one in which he or she has an I or F letter grade. An incomplete not removed by the end of the next semester will be changed to an F.

**Individual instructors’ syllabi should specify the following:**

1. The weighting of each assignment in the course and the dates by which they are done.

2. For every assignment, explain the standards used for grading.

3. If class participation is part of the grade indicate what this means. For example, if 10 points are awarded for class participation, one point will be deducted for every class missed.

4. Indicate the policy on late assignments, e.g., they are not accepted and treated as an “F” grade or the grade is reduced by ___ for each day, week, etc.

5. Indicate how final grades will be determined

**ATTENDANCE POLICY**

Practice classes are dependent upon participation of our members. You are expected to attend every class. Should you be unable to attend you are expected to inform the instructor prior to class. If you miss half of one class you may lose all participation points. If you miss more than half of a class you will referred to the MSW Program Director for an Academic Review Committee Meeting to determine if you should be
allowed to continue in the course or be asked to withdraw from the Advanced Standing Program.

**Individual instructors’ syllabi should be exactly the same as in the master syllabus.**

**XI. SPECIAL CONSIDERATIONS**

a. Any student in this course who has a disability that may prevent him/her from satisfactorily completing course requirements should contact the KU’s Academic Achievement and Access Center (AAAC) as soon as possible in order to begin the process of determining reasonable and appropriate accommodations. This process must be initiated by the student. University regulations do not require that accommodations be offered retroactively, so it is important that students begin this process as early as possible. Information on how to contact AAAC can be found at [http://www.disability.ku.edu/~disability/students/guidelines.shtml](http://www.disability.ku.edu/~disability/students/guidelines.shtml)

b. Please notify the instructor in advance if your religious observances conflict with class or due dates for class assignments so we can make appropriate arrangements, including alternative assignments to cover missed classroom content if necessary.

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**XII. RECORDING AND SHARING RECORDINGS OF LECTURES**

Course materials prepared by the instructor, together with the content of all lectures and review sessions presented by the instructor are the property of the instructor. Video and audio recording of lectures and review sessions without the consent of the instructor is prohibited. On request, the instructor will usually grant permission for students to audio tape lectures, on the condition that these audio tapes are only used as a study aid by the individual making the recording. Unless explicit permission is obtained from the instructor, recordings of lectures and review sessions may not be modified and must not be transferred or transmitted to any other person, whether or not that individual is enrolled in the course.

**Individual instructors’ syllabi should be exactly the same as in the master syllabus**

**XIII. CONFIDENTIALITY AND PRIVACY CONSIDERATIONS**

The NASW Code of Ethics requires that social workers protect client confidentiality and privacy. Various state and federal regulations, including the HIPPA Privacy Rule, may also protect the confidentiality of client information in settings where social work students are engaged in practicum placements. In order to safeguard these client rights:

- Always disguise the name and other personal identifying information when you speak or write about a client.
- If writing in great detail about a client, ask permission from that client.
• Share nothing discussed in class about specific clients, agencies, or other students outside of this classroom.
• Any information shared with the instructor will be confidential, within the limits defined by the NASW Code of Ethics and relevant legal guidelines.
• Information regarding your performance or behavior as a student is protected by the Federal Education Rights and Privacy Act. However, student information can be shared between KU faculty, staff, administration, or field instructors when there is a compelling educational or safety reason to do so.

Individual instructors’ syllabi should be exactly the same as in the master syllabus.

XIV. INSTRUCTOR AVAILABILITY

Provide students with information on how to see and/or reach you.

XV. INCLEMENT WEATHER POLICY

In the event of inclement weather students should call to determine if classes have been cancelled. In Lawrence you may contact the University at (785) 864-SNOW, or if hearing impaired and have TTY/TDD equipment, at (800) 766-3777. For the Edwards Campus you may call (913) 897-8499, and for the KCKCC Campus the number is (913) 334-1100. Classes will be held if classes have not been cancelled, and students should contact the instructor if weather or driving conditions make it impossible for them to get to class.

XVI. EPAS COMPETENCY TABLE

A table must be included in the class syllabus which links EPAS Competencies, practice behaviors, and course educational outcomes with their coverage in specific sessions and in specific assignments. The table is included as the final Appendix of this document. Instructors must customize the columns which focus on the location of content and relevant assignments to their own syllabi. However the content of the first three columns and the signature assignments must be included in the table as stated in this document.
Attachment 1: EPAS Competencies

EPAS Competency Table for use in Class Syllabus. (Note that you must include as provided here but insert session numbers and assignments specific to your class. If the Master Syllabus includes a signature assignment for this course, that assignment must appear in column 5 exactly as stated in the Master Syllabus.

<table>
<thead>
<tr>
<th>Competency</th>
<th>KUSSW Foundation Level Practice Behaviors</th>
<th>Related Educational Outcomes</th>
<th>Session Number of Content Coverage</th>
<th>Related Assignments</th>
</tr>
</thead>
<tbody>
<tr>
<td>2.1.1 Identify as a professional social worker and conduct oneself accordingly</td>
<td>Advocate for client access to the services of social work.</td>
<td>Describe basic cause and case centered social work skills and methods</td>
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<td>Practice personal reflection and self-correction to assure continual professional development.</td>
<td>Understand their learning style and its implications for professional education.</td>
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<td>Attend to professional roles &amp; boundaries.</td>
<td>Understand key social work roles in the different types of direct, community and organizational practice.</td>
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<td></td>
<td>Engage in career-long learning.</td>
<td>Understand their learning style and its implications for professional education.</td>
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<td>2.1.2 Apply social work ethical principles</td>
<td>Recognize and manage personal values in a way that allows professional values to</td>
<td>Effectively use the NASW Code of Ethics and apply a model for resolving ethical</td>
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<td>to guide professional practice.</td>
<td>guide practice.</td>
<td>dilemmas, including conflicts between personal and professional values, in social work practice with client systems of all sizes</td>
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<td>Make ethical decisions by applying standards of the NASW Code of Ethics and, as applicable, of the IFSW/IASSW Ethics in Social Work, Statement of Principles.</td>
<td>Effectively use the NASW Code of Ethics and apply a model for resolving ethical dilemmas, including conflicts between personal and professional values, in social work practice with client systems of all sizes</td>
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<td>Apply strategies of ethical reasoning to arrive at principled decisions.</td>
<td>Effectively use the NASW Code of Ethics and apply a model for resolving ethical dilemmas, including conflicts between personal and professional values, in social work practice with client systems of all sizes</td>
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<td>2.1.3 Apply critical thinking to inform and communicate professional judgments</td>
<td>Distinguish, appraise, and integrate multiple sources of knowledge, including research-based knowledge, and practice wisdom.</td>
<td>Apply critical thinking skills to the analysis of social work concepts and models.</td>
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<td></td>
<td>Analyze models of assessment, prevention, intervention, and evaluation.</td>
<td>Apply critical thinking skills to the analysis of social work concepts and models.</td>
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<td>2.1.4 Engage in</td>
<td>Recognize the extent to which a culture’s structures and</td>
<td>Critically analyze and apply the skills, knowledge, and</td>
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<td>diversity and difference in practice</td>
<td>values may oppress, marginalize, alienate, or create or enhance privilege and power.</td>
<td>attitudes that are requisite for culturally competent practice with client systems of different social class, ethnic, racial, religious, disability, and sexual orientation backgrounds</td>
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<td>Gain sufficient self-awareness to eliminate the influence of personal biases and values in working with diverse groups.</td>
<td>Critically analyze and apply the skills, knowledge, and attitudes that are requisite for culturally competent practice with client systems of different social class, ethnic, racial, religious, disability, and sexual orientation backgrounds</td>
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<td>Recognize and communicate their understanding of the importance of difference in shaping life experiences.</td>
<td>Critically analyze and apply the skills, knowledge, and attitudes that are requisite for culturally competent practice with client systems of different social class, ethnic, racial, religious, disability, and sexual orientation backgrounds</td>
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<td>2.1.5 Advocate human rights and social and economic</td>
<td>Understand the forms and mechanisms of oppression and discrimination.</td>
<td>Critically analyze and apply the skills, knowledge, and attitudes that are requisite for culturally competent practice</td>
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<td>justice.</td>
<td>with client systems of different social class, ethnic, racial, religious, disability, and sexual orientation backgrounds</td>
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<td><strong>2.1.6 Engage in research-informed practice and practice-informed research</strong></td>
<td>Use practice experience to inform scientific inquiry.</td>
<td>Describe methods for effectively utilizing social work research in practice</td>
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<td>Use research evidence to inform practice.</td>
<td>Understand the concept of evidence-based practice, issues related to it, and its relevance to micro and macro practice.</td>
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<td><strong>2.1.7 Apply knowledge of human behavior and the social environment</strong></td>
<td>Utilize conceptual frameworks to guide the processes of assessment, intervention, and evaluation.</td>
<td>Utilize human behavior theory to inform social work assessments and interventions</td>
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<td>Critique and apply knowledge to understand person and environment.</td>
<td>Utilize human behavior theory to inform social work assessments and interventions</td>
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<td><strong>2.1.8 Engage in policy practice to advance social and economic well-being and to</strong></td>
<td>Analyze, formulate, and advocate for policies that advance social well-being.</td>
<td>Clearly articulate the responsibilities of social workers to be agents of social change and be able to give examples of this when practicing with client systems</td>
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<td>deliver effective social work services</td>
<td>of all sizes.</td>
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<td><strong>2.1.9 Respond to contexts that shape practice</strong></td>
<td>Provide leadership in promoting sustainable changes in service delivery and practice to improve the quality of social services.</td>
<td>Describe basic cause and case centered social work skills and methods</td>
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<td><strong>2.1.10 ENGAGE</strong> Engage, assess, intervene, and evaluate with individuals, families, groups, organizations, and communities</td>
<td>Substantively and effectively prepare for action with individuals, families, groups, organizations, and communities.</td>
<td>Explain and apply the generalist perspective of social work.</td>
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<td>Use empathy and other interpersonal skills.</td>
<td>Utilize strengths based interviewing techniques for rapport building and assessment.</td>
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<td>Develop a mutually agreed-on focus of work and desired outcomes.</td>
<td>Explain and apply the generalist perspective of social work.</td>
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<td><strong>2.1.10 ASSESS</strong> Engage, assess, intervene, and evaluate with individuals, families, groups, organizations, and communities</td>
<td>Collect, organize, and interpret client data.</td>
<td>Utilize strengths based interviewing techniques for rapport building and assessment.</td>
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<td>Task</td>
<td>Description</td>
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<td>Assess client strengths and limitations.</td>
<td>Utilize strengths based interviewing techniques for rapport building and assessment.</td>
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<td>Develop mutually agreed-upon goal &amp; objectives.</td>
<td>Explain and apply the generalist perspective of social work.</td>
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<td>Select appropriate intervention strategies.</td>
<td>Explain and apply the generalist perspective of social work.</td>
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<td>Initiate actions to achieve organizational goals.</td>
<td>Explain and apply the generalist perspective of social work.</td>
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<td>Help clients resolve problems.</td>
<td>Explain and apply the generalist perspective of social work.</td>
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<td>Negotiate, mediate, and advocate for clients.</td>
<td>Explain and apply the generalist perspective of social work.</td>
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<td>Facilitate transitions and endings.</td>
<td>Explain and apply the generalist perspective of social work.</td>
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**2.1.10 INTERVENTION**

*Engage, assess, intervene, and evaluate with individuals, families, groups, organizations, and communities*

<table>
<thead>
<tr>
<th>Task</th>
<th>Description</th>
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<tbody>
<tr>
<td>Initiate actions to achieve organizational goals.</td>
<td>Explain and apply the generalist perspective of social work.</td>
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<tr>
<td>Help clients resolve problems.</td>
<td>Explain and apply the generalist perspective of social work.</td>
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<tr>
<td>Negotiate, mediate, and advocate for clients.</td>
<td>Explain and apply the generalist perspective of social work.</td>
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<tr>
<td>Facilitate transitions and endings.</td>
<td>Explain and apply the generalist perspective of social work.</td>
<td></td>
</tr>
<tr>
<td>2.1.10 EVALUATE Engage, assess, intervene, and <strong>evaluate</strong> with individuals, families, groups, organizations, and communities</td>
<td>Critically analyze, monitor and evaluate interventions.</td>
<td>Describe methods for evaluating social work practice with client systems of different sizes.</td>
</tr>
</tbody>
</table>