

ORIGINATOR'S SECTION:														
1. College: <input type="checkbox"/> CHABSS <input type="checkbox"/> CoBA <input checked="" type="checkbox"/> CoEHHS <input type="checkbox"/> CSM	Desired Term and Year of Implementation (e.g., Fall 2008): Fall 2016													
2. Course is to be considered for G.E.? (If yes, also fill out appropriate GE form*) <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No														
3. Course will be a variable-topics (generic) course? <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No ("generic" is a placeholder for topics)														
4. Course abbreviation and Number:* MSW 698A														
5. Title: (Titles using jargon, slang, copyrighted names, trade names, or any non-essential punctuation may not be used.) Culminating Experience: Comprehensive Exam														
6. Abbreviated Title for PeopleSoft: (no more than 25 characters, including spaces) Culm Exp: Comp Exam														
7. Number of Units: 3														
8. Catalog Description: (Not to exceed 80 words; language should conform to catalog copy. Please consult the catalog for models of style and format; include all necessary information regarding consent for enrollment, pre- and/or corequisites, repeated enrollment, crosslisting, as detailed below. Such information does <u>not</u> count toward the 80-word limit.) Completion of a comprehensive exam as the culminating experience in the MSW program. Applies learning activities focused on social work competencies to enhance professional practice and to prepare for the comprehensive exam.														
9. Why is this course being proposed? Students have 2 main options to complete the culminating experience. Students will take a comprehensive exam or complete a thesis. As the classification codes (and instructors) for each of these options are different, 2 new classes needed to be created which were formally incorporated into MSW 698. As competency in the social work profession is frequently measured by obtaining (and maintaining) social work licensure, the MSW program is changing the terminal project required for MSW graduates to be more similar to the social work national licensing exam. MSW students will take a case-based exam. The mode of instruction of the course is a C5 as this course will be taught as a seminar mode of instruction.														
10. Mode of Instruction* For definitions of the Course Classification Numbers: http://www.csusm.edu/academic_programs/curriculumscheduling/catalogcurricula/DOCUMENTS/Curricular_Forms_Tab/Instructional%20Mode%20Conventions.pdf														
	<table border="1"> <thead> <tr> <th>Type of Instruction</th> <th>Number of Credit Units</th> <th>Instructional Mode (Course Classification Number)</th> </tr> </thead> <tbody> <tr> <td>Lecture</td> <td>3</td> <td>C5</td> </tr> <tr> <td>Activity</td> <td></td> <td></td> </tr> <tr> <td>Lab</td> <td></td> <td></td> </tr> </tbody> </table>	Type of Instruction	Number of Credit Units	Instructional Mode (Course Classification Number)	Lecture	3	C5	Activity			Lab			
Type of Instruction	Number of Credit Units	Instructional Mode (Course Classification Number)												
Lecture	3	C5												
Activity														
Lab														
11. Grading Method:* <input checked="" type="checkbox"/> Normal (N) (Allows Letter Grade +/-, and Credit/No Credit) <input type="checkbox"/> Normal Plus Report-in-Progress (NP) (Allows Letter Grade +/-, Credit/No Credit, and Report-in-Progress) <input type="checkbox"/> Credit/No Credit Only (C) <input type="checkbox"/> Credit/No Credit or Report-in-Progress Only (CP)														
12. If the (NP) or (CP) grading system was selected, please explain the need for this grade option.														
13. Course Requires Consent for Enrollment? <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No <input type="checkbox"/> Faculty <input type="checkbox"/> Credential Analyst <input type="checkbox"/> Dean <input type="checkbox"/> Program/Department - Director/Chair														
14. Course Can be Taken for Credit More than Once? <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No If yes, how many times? (including first offering)														
15. Is Course Crosslisted: <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No If yes, indicate which course and check "yes" in item #22 below.														
16. Prerequisite(s): <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No														

17. Corequisite(s): Yes No

18. Documentation attached: Syllabus Detailed Course Outline

19. If this course has been offered as a topic, please enter topic abbreviation, number, and suffix:*

20. How often will this course be offered once established?* each academic year

PROGRAM DIRECTOR/CHAIR - COLLEGE CURRICULUM COMMITTEE SECTION:
(Mandatory information – all items in this section must be completed.)

21. Does this course fulfill a requirement for any major (i.e., core course or elective for a major, majors in other departments, minors in other departments)? Yes No

If yes, please specify:

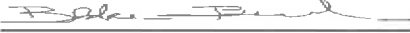
22. Does this course impact other discipline(s)? *(If there is any uncertainty as to whether a particular discipline is affected, check “yes” and obtain signature.)* Yes No


If yes, obtain signature(s). Any objections should be stated in writing and attached to this form.

Discipline	_____	_____	_____	Support	_____	Oppose
	Signature	Date				
Discipline	_____	_____	_____	Support	_____	Oppose
	Signature	Date				

SIGNATURES : (COLLEGE LEVEL) :

(UNIVERSITY LEVEL)

 4-17-16
 1. Originator (please print or type name) _____ Date

 4-17-16
 2. Program Director/Chair _____ Date

3. College Curriculum Committee _____ Date

4. College Dean (or Designee) _____ Date

5. UCC Committee Chair _____ Date

6. Vice President for Academic Affairs (or Designee) _____ Date

7. President (or Designee) _____ Date

* If Originator is uncertain of this entry, please consult with Program/Department Director/Chair.

CALIFORNIA STATE UNIVERSITY SAN MARCOS
Department of Social Work

MSW 698A: Culminating Experience: Comprehensive Exam (3 Units)

Instructor: Ph.D.
Office: UNIV
Hours: By Appointment
E-mail: @csusm.edu

Days: Thursdays
Time: 1230-1515
Classroom: QUAD 101
Phone: 760-

Catalog Description

Completion of a comprehensive exam as the culminating experience in the MSW program. Applies learning activities focused on social work competencies to enhance professional practice and to prepare for the comprehensive exam. *Enrollment restricted to students enrolled in the Master of Social Work program.*

Course Overview:

MSW 698 Comprehensive exam is an integrative seminar at the end of the MSW program, intended to provide students the opportunity to demonstrate their readiness to practice social work at an advanced level in their area of concentration, and to contribute to the professional knowledge base. Completion of this course as evidenced by the Comprehensive exam meets the culminating experience requirement of the graduate program in social work.

Student Learning Outcomes/CSWE Competencies

1. Demonstrate Ethical and Professional Behavior
2. Engage Diversity and Difference in Practice
3. Advance Human Rights and Social, Economic, and Environmental Justice
4. Engage In Practice-informed Research and Research-informed Practice
5. Engage in Policy Practice
6. Engage with Individuals, Families, Groups, Organizations, and Communities
7. Assess Individuals, Families, Groups, Organizations, and Communities
8. Intervene with Individuals, Families, Groups, Organizations, and Communities
9. Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities

Department of Social Work Classroom Conduct Policy

- Classroom attendance and active participation are essential for achieving the student learning outcomes for courses. Students are expected to be present and prepared for every class meeting to promote effective learning of the course content. Unexcused absences, frequent tardy arrivals, and/or leaving class early will affect a student's final grade. Petitioning for an excused absence is subject to the instructor's discretion.
- Graduate students are expected to be active participants in class meetings. Lack of contribution to in-class discussions, activities, and/or role play exercises will adversely affect the student's grade. Conversely, attempts to dominate class discussions, activities, and/or role play exercises will also result in lower grades.

- Cell phones, laptops, or tablets should only be used at breaks or as approved by the instructor. Laptop/tablet use unrelated to class activities, texting, and frequent side conversations are not behaviors that show investment in the learning process and distract from student learning.
- Students are expected to spend a minimum of two hours outside of the classroom each week for each unit of course credit, i.e., a minimum of 6 hours of outside of class weekly effort for a 3 credit hour class.
- All assignments are to be turned in on the due date **at the class meeting** per the class schedule. Assignments turned in after the time established by the instructor are considered late, with point deductions taken at the discretion of the instructor.
- Information shared in class about practicum agency, staff, and clients will be de-identified, in classroom discussion and in assigned papers. Personal material of students shared in the classroom as part of participating in class exercises and practice will not be shared with others outside of the classroom.
- As a social work graduate student, you are expected to know and adhere to the NASW Code of Ethics. This is essential to becoming a professional social worker. See: <http://socialworkers.org/pubs/code/default.asp>

CSUSM Academic Honesty Policy

*Please refer to the CSUSM University Catalog section on Academic Honesty. Please consult with the instructor if you have any questions concerning the completion of course requirements. Students are expected to adhere to the standards of academic honesty and integrity outlined in the CSUSM University Catalog section on Academic Honesty. All written assignments and oral presentations must be original work. All ideas/materials borrowed from other sources must have appropriate citations/references to the original sources, according to APA style format. Any quoted material should give credit to the source and be punctuated accordingly.

*Academic Honesty and Integrity: Students are responsible for honest completion and representation of their work. The CSUSM University Catalog details the ethical standards and penalties for infractions. There will be zero tolerance for infractions. If you believe there has been an infraction by someone in the class, please bring this to the instructor's attention. I reserve the right to apply the academic honesty policy in accordance with the general rules and regulations of CSUSM. Disciplinary action may include the lowering of grades and/or the assignment of a failing grade for an assignment or the entire course. Incidents of Academic Dishonesty will be reported to the Dean of Students. Sanctions at the University level may include suspension or expulsion from the University. http://www.csusm.edu/policies/active/documents/Academic_Honesty_Policy.html

Plagiarism

Plagiarism or cheating is unacceptable under any circumstances. If you are in doubt about whether your work is paraphrased or plagiarized, see the Plagiarism Prevention for Students Web site: <https://biblio.csusm.edu/research-help/plagiarism-how-to-avoid-it>. If there are questions about academic honesty, please consult the department chair.

Students with Special Needs

Students with disabilities who require reasonable accommodations must be approved for services by providing appropriate and recent documentation to the Office of Disabled Student Services (DSS). This office is located in Craven Hall 4300, and can be contacted by phone at (760) 750-4905, or TTY (760) 750-4909, and by e-mail at dss@csusm.edu. Students authorized by DSS to receive reasonable accommodations should meet with their instructor during office hours in order to ensure confidentiality.¹

REQUIRED TEXT AND READINGS**Required Texts**

Nichols, Q. (2012). *Connecting core competencies: A workbook for social work students*. Upper Saddle River, NJ: Pearson.

Nichols, Q. (2012). *Advancing core competencies: Emphasizing practice behaviors and outcomes*. Upper Saddle River, NJ: Pearson.

Additional Readings

Galvan, J. L. (2014). *Writing literature reviews: A guide for students of the social and behavioral sciences* (6th ed.). Glendale, CA: Pyrczak.

Supplementary Readings:

Supplemental reading materials are available on Cougar Courses for MSW 698. Please be advised that these reading assignments are subject to change. Please consult Cougar Courses often to keep up.

Required Material and Equipment:

Students will be expected to have access to a personal computer with Internet and Web browsing capabilities. Access to Cougar Courses is required for the course. There are many computing resources available on campus for students to utilize. Please make yourself aware of these.

****Recommended Resources:**

These are some helpful resources for APA formatting, literature reviews, and other aspects of research.

1. American Psychological Association - APA style section:
www.apastyle.org
2. Purdue University Online Writing Lab - APA style section:
<https://owl.english.purdue.edu/owl/section/2/10/>

**Various other resources are available under Supplementary Readings.

COURSE REQUIREMENTS**Course Format:**

Material will be presented in a variety of formats, including lectures, presentations, discussions, and in-class assignments. Students will also meet with their project/thesis advisors/committees as needed throughout the semester.

¹ CSUSM Senate Resolution GEC 277-04 04/06/2005

Writing Criteria:

All writing assignments will be completed and submitted in APA style. Final project or thesis work must comply with the E-thesis, Project, and Dissertation Submission (ETD Submission) Guide detailed on the CSUSM Kellogg Library Web site at: <http://biblio.csusm.edu/guides/subject-guide/193-ETD-Submission-Guide/?tab=2253>. For additional assistance with ETD submission, contact the CSUSM Scholarly Communication Librarian. The approved and completed comprehensive exam or thesis meets the All-University Writing Requirement as described in the CSUSM University Catalog.

Advancement to Candidacy. Requirements for advancement to candidacy are: completion of at least 30 semester units toward the MSW degree; (b) a minimum GPA of 3.0 in all courses required for the MSW degree; (c) satisfying the Graduate Writing Assessment Requirement; (d) approval by MSW faculty; and (e) approval by the CSUSM Office of Graduate Studies & Research.

Course Assignments

1. Each student will write a 2 page (front and back) summary sheet of 1 CSWE core competency each quarter to share with their peers. This paper will briefly present and explain core concepts, frameworks, and models related to the core competency and associated generalist and advanced practice behaviors.
2. Students will facilitate a small group discussion of 15 multiple choice questions every 5 weeks. This will include discussion of what answer is correct and why the other options are not the best choice. If any concept/theory/principle is related to the question, be prepared to discuss this with the class.
3. Based on the assigned readings, students will facilitate a 30 minute discussion of the core concepts presented in the readings. Students will also add in information from specific courses in the MSW curriculum to increase learning and application.
4. Midterm and final quiz quarterly based on the multiple choice items in the text that do not have the answers in the back.

COURSE CALENDAR

Meeting	Topic	Readings	Assignments
1.	Introduction to class, assign topics to students	Review Generalist and Advanced Generalist PBs	
2.	Competency 1 & 2 & associated PBs and APBs	CCC Ch # 1-2 ACC Ch # 1-2 Reamer Ethical Decision-making model article	
3.	Competency 3 & 4 associated PBs and APBs	CCC Ch # 3-4 ACC Ch # 3-4 ADDRESSING Framework and Intersectionality article	

COMPREHENSIVE EXAM 5

4.	Competency 5 & associated PBs and APBs	CCC Ch # 5 ACC Ch # 5	
5.	Quiz 1		
6.	Competency 6 & associated PBs and APBs	CCC Ch # 6 ACC Ch # 6 FLAIR Process Article	
7.	Competency 7 & associated PBs and APBs	CCC Ch # 7 ACC Ch # 7	
8.	Competency 8 & 9 & associated PBs and APBs	CCC Ch # 8-9 ACC Ch # 8-9 Reich Policy Analysis Framework	
9.	Quiz 2		
10.	Competency 10 & associated PBs and APBs	CCC Ch # 10 RSSCIM Solution-Focused	
11.	Competency 10 & associated PBs and APBs	ACC Ch # 10 M.I. Evaluation of Practice	
12.	Review & Recap		
13.	Take Comprehensive Exam		
14.	Professional Licensing information	BBS website, LCSW article, Becoming Licensed Article	
15.	Resume and interviewing skills, top pitfalls of new professionals	Writing a resume for social work article , Common Interviewing Questions article	

BIBLIOGRAPHY

- Brun, C. F. (2014). *A practical guide to evaluation* (2nd ed.). Chicago, IL: Lyceum.
- Frels, R. K., Onwuegbuzie, A. J., & Slate, J. R. (2010). Editorial: A step-by-step guide for creating tables. *Research in the Schools, 17*(2), xxxviii-lix. [Note: Available as a PDF under Supplementary Readings.]
- Frels, R. K., Onwuegbuzie, A. J., & Slate, J. R. (2010). Editorial: A typology of verbs for scholarly writing. *Research in the Schools, 17*(1), xx-xxxi. [Note: Available as a PDF under Supplementary Readings.]
- Green, W., & Levy Simon, B. (Eds.). (2012). *The Columbia guide to social work writing*. New York, NY: Columbia University Press.
- Grinnell, R. M., Jr., Gabor, P. A., & Unrau, Y. A. (2012). *Program evaluation for social workers: Foundations of evidence-based programs* (6th ed.). New York, NY: Oxford University Press.
- Hahs-Vaughn, D. L., Onwuegbuzie, A. J., Slate, J. R., & Frels, R. K. (2009). Editorial: Bridging research-to-practice: Enhancing knowledge through abstracts. *Research in the Schools, 16*(2), xxxvii-xlv. [Note: Available as a PDF under Supplementary Readings.]
- Heppner, P. P., & Heppner, M. J. (2004). *Writing and publishing your thesis, dissertation & research: A guide for students in the helping professions*. Belmont, CA: Brooks/Cole.
- Hughes, G. D., Onwuegbuzie, A. J., Daniel, L. G., & Slate, J. R. (2010). Editorial: APA publication manual changes: Impacts on research reporting in the social sciences. *Research in the Schools, 17*(1), viii-xix. [Available as a PDF under Supplementary Readings.]
- Onwuegbuzie, A. J., Combs, J. P., Frels, R. K., & Slate, J. R. (2011). Editorial: Citation errors revisited: The case for *Educational Researcher*. *Research in the Schools, 18*(1), i-xxxv. [Note: Available as a PDF under Supplementary Readings.]
- Onwuegbuzie, A. J., Combs, J. P., Slate, J. R., & Frels, R. K. (2009). Editorial: Evidence-based guidelines for avoiding the most common APA errors in journal article submissions. *Research in the Schools, 16*(2), ix-xxxvi. [Note: Available as a PDF under Supplementary Readings.]
- Troncoso Skidmore, S., Slate, J. R., & Onwuegbuzie, A. J. (2010). Developing effective presentation skills: Evidence-based guidelines. *Research in the Schools, 17*(2), xxv-xxxvii. [Note: Available as a PDF under Supplementary Readings.]

CSUSM MSW Foundation and Advanced Practice Behaviors (2015 EPAS)

Competency	Foundation Practice Behaviors (PB)	Advanced Practice Behaviors – Children, Youth, and Families	Advanced Practice Behaviors— Behavioral Health
<p>1. Demonstrate Ethical and Professional Behavior</p>	<p>1) make ethical decisions by applying the standards of the NASW Code of Ethics, relevant laws and regulations, models for ethical decision-making, ethical conduct of research, and additional codes of ethics as appropriate to context; 2) use reflection and self-regulation to manage personal values and maintain professionalism in practice situations; 3) demonstrate professional demeanor in behavior; appearance; and oral, written, and electronic communication; 4) use technology ethically and appropriately to facilitate practice outcomes; and 5) use supervision and consultation to guide professional judgment and behavior</p>	<p>APB-CYF 1. Understand and identify professional strengths, limitations and challenges. APB-CYF 2. Skillfully identifies and applies ethical principles in making practice decisions when working with children, youth, and families and to articulate their application to routine and challenging ethical contexts. APB-CYF 3. Routinely exercise critical, higher order thinking in evaluating data and proactively seek additional data as required to make reasoned professional decisions. APB-CYF 4. Consistently communicate information, including professional knowledge and judgments, clearly, promptly, effectively, and in a manner appropriate to diverse recipients.</p>	<p>APB-BH 1. Develop, manage, and maintain therapeutic client relationships within the person-in-environment and strengths and perspectives. APB—BH 2. Apply ethical decision making skills to issues specific to working in behavioral health settings. APB—BH 3. Evaluate, select, and implement appropriate multidimensional assessment, diagnostic, intervention, and practice evaluation tools. APB—BH 4. Evaluate the strengths and weaknesses of multiple theoretical perspectives and differentially apply them to client situations in behavioral health settings.</p>
<p>2. Engage Diversity and Difference in Practice</p>	<p>6) apply and communicate understanding of the importance of diversity and difference in shaping life experiences in practice at the micro, mezzo, and macro levels; 7) present themselves as learners and engage clients and constituencies as experts of their own experiences; and 8) apply self-awareness and self-regulation to manage the influence of personal biases and values in working with diverse clients and constituencies</p>	<p>APB-CYF 5. Demonstrate an acute awareness of how historical and societal variables influence interaction at the micro, mezzo, and macro levels. APB-CYF 6. Consistently demonstrate ability to work effectively with diverse individuals, families, and communities. APB-CYF 7. Consistently demonstrate skill in learning from client systems and diverse cultures, being informed by such differences, and applying the knowledge to practice.</p>	<p>APB—BH 5. Research and apply knowledge of diverse populations to enhance client well-being. APB—BH 6. Work effectively with diverse populations. APB—BH 7. Identify and use practitioners/client differences from a strength perspective.</p>
<p>3. Advance Human Rights and Social, Economic, and Environmental Justice</p>	<p>9) apply their understanding of social, economic, and environmental justice to advocate for human rights at the individual and system levels; and 10) engage in practices that advance social, economic, and environmental justice</p>	<p>APB-CYF 8. Engage in policy practice to improve social and economic justice.</p>	<p>APB—BH 8. Use knowledge of the effects of oppression, discrimination, and historical trauma on client and client systems to guide treatment planning and intervention. APB—BH 9. Advocate at multiple levels for behavioral health parity and reduction of behavioral health disparities for diverse populations.</p>

COMPREHENSIVE EXAM 8

<p>4. Engage in Practice-informed Research and Research-informed Practice</p>	<p>11) use practice experience and theory to inform scientific inquiry and research; 12) apply critical thinking to engage in analysis of quantitative and qualitative research methods and research findings; and 13) use and translate research evidence to inform and improve practice, policy, and service delivery</p>	<p>APB-CYF 9. Demonstrate skill in conducting evidence-informed literature reviews; apply evidence-informed research interventions to practice; conduct evaluations to determine effectiveness of these interventions. APB-CYF 10. Readily identify changing factors that affect services and initiate culturally competent action to promote responsive, sustainable services dissemination.</p>	<p>APB—BH 10. Demonstrate skill in conducting evidence-informed literature reviews; apply evidence-informed interventions in behavioral health assessment and intervention with clients. APB—BH 11. Use research methodology to evaluate practice effectiveness.</p>
<p>5. Engage in Policy Practice</p>	<p>14) identify social policy at the local, state, and federal level that impacts well-being, service delivery, and access to social services; 15) assess how social welfare and economic policies impact the delivery of and access to social services; 16) apply critical thinking to analyze, formulate, and advocate for policies that advance human rights and social, economic, and environmental justice.</p>	<p>APB-CYF 12. Demonstrate knowledge of social work policies impacting children, youth, and families, and assessment of service effectiveness on these populations.</p>	<p>APB—BH 15. Advocate with and inform stakeholders, administrators, and policy makers to influence behavioral health policies that impact client services.</p>
<p>6. Engage with Individuals, Families, Groups, Organizations, and Communities</p>	<p>17) apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks to engage with clients and constituencies; and 18) use empathy, reflection, and interpersonal skills to effectively engage diverse clients and constituencies.</p>	<p>APB-CYF 13. Readily identify changing factors that affect services to children, youth and families, and initiate culturally competent action to promote responsive, sustainable services. APB-CYF 14. Skillfully and respectfully establish working relationships with clients and community partners in accord with social work values, and utilize those relationships in forging goals and positive outcomes for children, youth, and families. APB-CYF 15. Create service plans that demonstrate data collection and assessment methods reflecting mutually agreed upon goals and respect for clients from diverse backgrounds.</p>	<p>APB—BH 17. Establish a relationally based process that encourages clients to be equal participants in the establishment of treatment goals and outcomes.</p>
<p>7. Assess Individuals, Families, Groups, and Communities</p>	<p>19) collect and organize data, and apply critical thinking to interpret information from clients and constituencies; 20) apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in the analysis of assessment data from clients and constituencies; 21) develop mutually agreed-on intervention goals and objectives based on the critical assessment of strengths, needs, and challenges within clients and constituencies; and 22) select appropriate intervention strategies based</p>	<p>APB—BH 13. Use bio-psycho-social-spiritual theories and multi-axial diagnostic classification systems in formulation of comprehensive behavioral health assessments. APB—BH 16. Assess the quality of client's interactions within their social systems. APB—BH 18. Assess client coping strategies to reinforce and improve adaptations to life situations, circumstances, and events.</p>	<p>APB—BH 13. Use bio-psycho-social-spiritual theories and multi-axial diagnostic classification systems in formulation of comprehensive behavioral health assessments. APB—BH 16. Assess the quality of client's interactions within their social systems. APB—BH 18. Assess client coping strategies to reinforce and improve adaptations to life situations, circumstances, and events.</p>

COMPREHENSIVE EXAM 9

<p>8. Intervene with Individuals, Families, Groups, Organizations, and Communities</p>	<p>on the assessment, research knowledge, and values and preferences of clients and constituencies.</p> <p>23) critically choose and implement interventions to achieve practice goals and enhance capacities of clients and constituencies;</p> <p>24) apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in interventions with clients and constituencies;</p> <p>25) use inter-professional collaboration as appropriate to achieve beneficial practice outcomes;</p> <p>26) negotiate, mediate, and advocate with and on behalf of diverse clients and constituencies; and</p> <p>27) facilitate effective transitions and endings that advance mutually agreed-on goals.</p>	<p>APB-CYF 16. Shape interventions that demonstrate effective balance of multiple social work roles and phases of service that recognize client strengths and self-determination.</p>	<p>APB—BH 12. Synthesize and differentially apply theories of human behavior and the social environment to guide practice.</p> <p>APB—BH 14. Consult with inter-disciplinary teams as much as possible, to confirm diagnosis and/or monitor medication in the treatment process.</p> <p>APB—BH 19. Demonstrate the use of appropriate behavioral health techniques for a range of presenting concerns identified in assessment.</p>
<p>9. Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities</p>	<p>28) select and use appropriate methods for evaluation of outcomes;</p> <p>29) apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in the evaluation of outcomes;</p> <p>30) critically analyze, monitor, and evaluate intervention and program processes and outcomes; and</p> <p>31) apply evaluation findings to improve practice effectiveness at the micro, mezzo, and macro levels.</p>	<p>APB-CYF 11. In evaluation of practice demonstrate the ability to apply human behavior and the social environment from diverse perspectives.</p> <p>APB-CYF 17. Regularly engage in practice evaluation using reliable and valid methods, and apply the results to benefit clients.</p>	<p>APB—BH 20. Use clinical evaluation of the processes and/or outcomes to develop best practice interventions for a range of behavioral health conditions.</p>