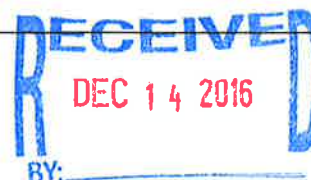


ORIGINATOR'S SECTION:														
1. College: <input type="checkbox"/> CHABSS <input type="checkbox"/> CoBA <input checked="" type="checkbox"/> CoEHHS <input type="checkbox"/> CSM	Desired Term and Year of Implementation (e.g., Fall 2008): Fall 2016													
2. Course is to be considered for G.E.? (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/curriculumsheduling/catalogcurricula/DOCUMENTS/Curricular_Forms_Tab/Instructional%20Mode%20Conventions.pdf														
		<table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="text-align: left;">Type of Instruction</th> <th style="text-align: center;">Number of Credit Units</th> <th style="text-align: left;">Instructional Mode (Course Classification Number)</th> </tr> </thead> <tbody> <tr> <td>Lecture</td> <td style="text-align: center;">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): <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
18. Documentation attached: <input checked="" type="checkbox"/> Syllabus <input type="checkbox"/> 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)? <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	
If yes, please specify: Master of Social Work (MSW)	
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.) <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	
If yes, obtain signature(s). Any objections should be stated in writing and attached to this form.	
Discipline _____	Signature _____ Date _____ Support _____ Oppose _____
Discipline _____	Signature _____ Date _____ Support _____ Oppose _____

SIGNATURES : (COLLEGE LEVEL) :**(UNIVERSITY LEVEL)**

Blake Beecher 10-17-16
1. Originator (please print or type name) Date

5. UCC Committee Chair Date

[Signature] 10-17-16
2. Program Director/Chair Date

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

[Signature] 12-9-16
3. College Curriculum Committee Date

7. President (or Designee) Date

[Signature] 12-13-16
4. College Dean (or Designee) Date

CALIFORNIA STATE UNIVERSITY SAN MARCOS
Department of Social Work

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

Instructor:
Office:
Hours:
E-mail:

Days:
Time:
Classroom:
Phone:

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.*

Prerequisite: MSW 650

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.

California Administrative Code of Regulations Title 5, Section 40510 defines as follows:

A comprehensive examination is an assessment of the student's ability to integrate the knowledge of the area, show critical and independent thinking, and demonstrate mastery of the subject matter. The results of the examination evidences independent thinking, appropriate organization, critical analysis and accuracy of documentation. A record of the examination questions and responses shall be maintained in accordance with the records retention policy of The California State University.

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 Text

Apgar, D. (2016). *Social work ASWB advanced generalist exam guide: A comprehensive study guide for success*. New York, NY: Springer.

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.

Suggested Resources

Licensing Exam Preparation Services, LLC. (2016). *2016 Comprehensive study guide with practice questions for the social work licensing exam: Expanded version with advanced generalist content and dsm-5*. Phoenix, AZ: Author.

Morrison, J. (2014). *Diagnosis made easier: Principles and techniques for mental health clinicians* (2nd ed.). New York, NY: Guilford Press.

Morrison, J. (2014). *DSM-5 made easy: The clinician's guide to diagnosis*. New York, NY: Guilford Press.

PIE System Web site (R. F. Ramsay, University of Calgary)

<http://www.ucalgary.ca/sw/ramsay/#What-is-PIE>

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.

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

Additional Resources

American Psychological Association - APA style section:
www.apastyle.org

Purdue University Online Writing Lab - APA style section:
<https://owl.english.purdue.edu/owl/section/2/10/>

University of Maryland University College Library – APA style section:
http://www.umuc.edu/library/libhow/apa_examples.cfm

CSUSM Kellogg Library Research Guides – Social Work
<https://biblio.csusm.edu/content/social-work>

Georgia State University Library Research Guides – Social Work (home page)
<http://research.library.gsu.edu/socialwork>

NYU Libraries Research Guides – Social Work (home page)
http://guides.nyu.edu/sb.php?subject_id=56192

Social Work Policy Institute (home page)
<http://socialworkpolicy.org>

COURSE REQUIREMENTS**Course Format**

Material will be presented in a variety of formats, including lectures, presentations, discussions, and in-class assignments.

Advancement to Candidacy

Requirements for advancement to candidacy are: (a) 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 to share with course peers and instructor. This paper will briefly present and explain core concepts, frameworks, and models related to the core competency and associated foundation practice and advanced practice behaviors.
2. Students will facilitate a small group (three to five students) discussion in class of 15 multiple choice exam questions developed by the group. The Practice Test section of the Apgar (2016) text will serve as a model for formatting these questions. Each group will arrange three different presentations throughout the semester, and will include coverage 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, the group should be prepared to discuss this with the class.
3. Based on the assigned readings, each student will facilitate a 30 minute discussion in class of the core concepts presented in the readings. Students will also add

information from specific courses in the CSUSM MSW curriculum to increase learning and application of the competencies and practice behaviors.

4. A mid-term quiz and a final quiz (please see Course Calendar) in class using multiple choice exam items **not** shown in the Apgar (2016) text.

Grading Policy for the Course:

This course is graded Credit/No Credit (CR/NC). All requirements listed above must be satisfactorily completed and submitted to receive a grade of Credit (CR). Satisfactory completion of assignments will be taken as an indicator that learning outcomes have been demonstrated. Written course assignments #s 1 and 2 meet the All-University Writing Requirement as described in the CSUSM University Catalog, and will be evaluated for conceptualization, conciseness, organization, proper grammar, word usage, punctuation, and spelling, as well as APA style as appropriate for course assignment # 1.

COURSE CALENDAR

Meeting	Topic	Readings	Assignments
1. 9-01	Introduction to class, assign topics to students	CSUSM Foundation and Advanced Practice Behaviors (2015 EPAS); CSWE article on 2015 EPAS	Review Foundation PBs and Advanced PBs // Class discussion
2. 9-08	Competency 1 & associated PBs and APBs	Apgar: Chapters 25-26, and 28; Dolgoff, Harrington, and Loewenberg Ethical Decision-Making Model; Reamer article and handout; Jones-Leco handout; Tarasoff articles	Course Assignment # 3: Scheduled beginning with Class Meeting # 2 and continuing throughout the semester // Class Discussion
3. 9-15	Competency 2 & associated PBs and APBs	Apgar: Chapter 4; Intersectionality handout; ADDRESSING framework; Hays culture and gender article	Course Assignment # 2: Scheduled beginning with Class Meeting # 3 and continuing throughout the semester // Class Discussion
4. 9-22	Competency 3 & associated PBs and APBs	Apgar: Chapters 20-21	See above

5. 9-29	Competency 4 & associated PBs and APBs	Apgar: Chapter 15; EBP FLAIR process framework	See above
6. 10-06	Competency 5 & associated PBs and APBs	Apgar: Chapters 20, 22, and 24 (pp. 305-316); Reisch policy analysis framework	See above
7. 10-13	Competency 6 & associated PBs and APBs	Apgar: Chapters 1-3, and 13	See above
8. 10-20	Competency 7 & associated PBs and APBs	Apgar: Chapters 5-9, 10 (pp. 155-185), and 17	See above
9. 10-27	Mid-Term Quiz in class	Apgar: Self-Assessment section (pp. 33-44)	See above
10. 11-03	Competency 8 & associated PBs and APBs	Apgar: Chapters 8, 10 (pp. 186-190), 11-12, 14, 19, 23, and 24 (p. 317); Bentley and Walsh excerpt; Psychotropic medication articles; Roberts Seven Stage Crisis Intervention Model; Mitchell CISD Model; Cochrane Psychological Debriefing Review; Solution-Focused Techniques handout	See above
11. 11-10	Competency 9 & associated PBs and APBs	Apgar: Chapters 16 and 18; MI Technique Summary Sheet	See above
12. 11-17	Review & Recap	Selected readings	See above // DUE: Course Assignment 1 (Note: This assignment can be turned in earlier in the semester)
13. 11-24	Thanksgiving Day Holiday	No Readings	
14. 12-01	Final Quiz in Class	Apgar: Introduction section (pp. 3-31)	See above

COMPREHENSIVE EXAM 7

15. 12- 08	Professional licensing information; Certification information; Resume and interviewing skills; Challenges for new professionals	CA BBS Web site: LCSW path, Licensure FAQs; ASWB examinations Web site: NASW Web site on certification; Sidell and Smiley chapter on social work job searches, resume writing, and job interviews	Class Discussion
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BIBLIOGRAPHY

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- Barker, R. L. (2013). *The social work dictionary* (6th ed.). Washington, DC: NASW Press.
- Bentley, K. J., & Walsh, J. (2014). *The social worker and psychotropic medication: Toward effective collaboration with mental health clients, families, and providers* (4th ed.). Belmont, CA: Brooks/Cole. [Note: Excerpt and related materials available as PDFs under Supplementary Readings.]
- Brun, C. F. (2013). *A practical guide to evaluation* (2nd ed.). New York, NY: Oxford University Press.
- Corcoran, J., & Walsh, J. (2016). *Clinical assessment and diagnosis in social work practice* (3rd ed.). New York, NY: Oxford University Press.
- Corcoran, K., & Roberts, A. R. (Eds.). (2015). *Social workers' desk reference* (3rd ed.). New York, NY: Oxford University Press.
- Dolgoff, R., Harrington, D., & Loewenberg, F. M. (2012). *Ethical decisions for social work practice: Theory and skills* (9th ed.). Belmont, CA: Brooks/Cole. [Note: Related materials available as PDFs under Supplementary Readings.]
- Franklin, C. (Ed.). *Encyclopedia of social work* (digital version). Washington, DC: NASW Press & New York, NY: Oxford University Press.
- 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. (2015). *Program evaluation for social workers: Foundations of evidence-based programs* (7th ed.). New York, NY: Oxford University Press.
- Karls, J. M., & O'Keefe, M. (2008). *Person-in-environment system manual* (2nd ed.). Washington, DC: NASW Press.
- Karls, J. M., & Wandrei, K. E. (Eds.). (1994). *Person-in-environment system: The PIE classification system for social functioning problems*. Washington, DC: NASW Press.
- Kettner, P. M., Moroney, R. M., & Martin, L. L. (2016). *Designing and managing programs: An effectiveness-based approach* (5th ed.). Thousand Oaks, CA.
- Mizrahi, T., & Davis, L. E. (Eds.). (2010). *Encyclopedia of social work* (20th ed.).

Washington, DC: NASW Press & New York, NY: Oxford University Press.

National Association of Social Workers. (2008). *Code of ethics*. Washington, DC: Author.

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.]

Reamer, F. G. (2013). *Social work values and ethics* (4th ed.). New York, NY: Columbia University Press. [Note: Related materials available as PDFs under Supplementary Readings.]

Reisch, M. (Ed.). (2014). *Social policy and social justice*. Thousand Oaks, CA: Sage. (Note: Excerpt available as a PDF under Supplementary Readings.)

Sidell, N. L. (2015). *Social work documentation: A guide to strengthening your case recording* (2nd ed.). Washington, DC: NASW Press.

Sidell, N., & Smiley, D. (2008). *Professional communication skills in social work*. Upper Saddle River, NJ: Pearson. [Note: Chapter excerpt 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.]

Turner, F. J. (Ed.). (2011). *Social work treatment: Interlocking theoretical approaches* (5th ed.). New York, NY: Oxford University Press.

Weil, M., Reisch, M., & Ohmer, M. L. (Eds.). (2012). *The handbook of community practice* (2nd ed.). Thousand Oaks, CA: Sage.

Yalom, I. D., & Leszcz, M. (2005). *The theory and practice of group psychotherapy* (5th ed.). New York, NY: Basic Books.

Yeager, K. R., & Roberts, A. R. (Eds.). (2015). *Crisis intervention handbook: Assessment, treatment, and research* (4th ed.). New York, NY: Oxford University Press. [Note: Related material 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
1. Demonstrate Ethical and Professional Behavior	<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;</p> <p>2) use reflection and self-regulation to manage personal values and maintain professionalism in practice situations;</p> <p>3) demonstrate professional demeanor in behavior; appearance; and oral, written, and electronic communication;</p> <p>4) use technology ethically and appropriately to facilitate practice outcomes; and</p> <p>5) use supervision and consultation to guide professional judgment and behavior</p>	<p>APB-CYF 1. Understand and identify professional strengths, limitations and challenges.</p> <p>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.</p> <p>APB-CYF 3. Routinely exercise critical, higher order thinking in evaluating data and proactively seek additional data as required to make reasoned professional decisions.</p> <p>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.</p> <p>APB—BH 2. Apply ethical decision making skills to issues specific to working in behavioral health settings.</p> <p>APB—BH 3. Evaluate, select, and implement appropriate multidimensional assessment, diagnostic, intervention, and practice evaluation tools.</p> <p>APB—BH 4. Evaluate the strengths and weaknesses of multiple theoretical perspectives and differentially apply them to client situations in behavioral health settings.</p>
2. Engage Diversity and Difference in Practice	<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;</p> <p>7) present themselves as learners and engage clients and constituencies as experts of their own experiences; and</p> <p>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.</p> <p>APB-CYF 6. Consistently demonstrate ability to work effectively with diverse individuals, families, and communities.</p> <p>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.</p> <p>APB—BH 6. Work effectively with diverse populations.</p> <p>APB—BH 7. Identify and use practitioners/client differences from a strength perspective.</p>
3. Advance Human Rights and Social, Economic, and Environmental Justice	<p>9) apply their understanding of social, economic, and environmental justice to advocate for human rights at the individual and system levels; and</p> <p>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.</p> <p>APB—BH 9. Advocate at</p>

			multiple levels for behavioral health parity and reduction of behavioral health disparities for diverse populations.
4. Engage In Practice-informed Research and Research-informed Practice	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	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.	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.
5. Engage in Policy Practice	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.	APB-CYF 12. Demonstrate knowledge of social work policies impacting children, youth, and families, and assessment of service effectiveness on these populations.	APB—BH 15. Advocate with and inform stakeholders, administrators, and policy makers to influence behavioral health policies that impact client services.
6. Engage with Individuals, Families, Groups, Organizations, and Communities	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.	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—BH 17. Establish a relationally based process that encourages clients to be equal participants in the establishment of treatment goals and outcomes.
7. Assess Individuals, Families, Groups, Organizations, and Communities	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	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.	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

	<p>multidisciplinary theoretical frameworks in the analysis of assessment data from clients and constituencies;</p> <p>21) develop mutually agreed-on intervention goals and objectives based on the critical assessment of strengths, needs, and challenges within clients and constituencies; and</p> <p>22) select appropriate intervention strategies based on the assessment, research knowledge, and values and preferences of clients and constituencies.</p>		<p>quality of client's interactions within their social systems.</p> <p>APB—BH 18. Assess client coping strategies to reinforce and improve adaptations to life situations, circumstances, and events.</p>
8. Intervene with Individuals, Families, Groups, Organizations, and Communities	<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. APB—BH 19. Demonstrate the use of appropriate behavioral health techniques for a range of presenting concerns identified in assessment.</p>
9. Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities	<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>