University of Houston-Clear Lake
SWRK 2361: Introduction to Social Work

Course #	SWRK 2361	**Instructor:** Stephen "Arch" Erich, PhD, LCSW
Semester:		**Office Phone:** 281-283-3388
	Fall 2014	
Meeting Place:	Bayou	**Email:** Erich@uhcl.edu
Meeting Time:	Mondays 1 – 3:50 pm	**Office Hours:** Bayou 2617, Office 9
		Mon: Noon-1:00pm, Tues: 11– 2 pm
		And by appointment

CATALOG/COURSE DESCRIPTION: This course provides an overview of the field of social work, including the history of social work and social welfare, philosophy, values, roles, fields of practice and settings for professional social work practice.

This is one of two prerequisites required for unconditional admission to the BSW Program. This is an introductory social work course in which students learn about social work practice, ethics and values, roles and responsibilities and various fields of social work practice, diverse client populations, populations at risk, and the generalist perspective. This course also includes a 40-hour integrated agency-related volunteer experience.

GENERALIST PRACTICE: The UHCL BSW Program enables students to integrate the knowledge, values and skills of social work into competent generalist practice. Generalist practice is defined as the application of a wide variety of theoretical perspectives reflecting an integrated bio-psychosocial approach, professional values and ethics and skills with diverse persons, families, groups, organizations and communities utilizing the planned change process.

ADDITIONAL LEARNING CONTENT: Students become familiar with academic expectations, opportunities and challenges in BSW social work programs, identify important social work organizations such as CSWE, NASW, SSWR, etc, and the roles they play in shaping the social work profession. Students become familiar with common social work terminology and acronyms frequently used in social work practice, demonstrate an understanding of requirements to acquire *and* maintain social work licensure at the BSW level, describe the evolution, utility, strengths and biases of the DSM used in mental health, demonstrate an understanding of social worker vulnerabilities in practice and research as well as strategies for minimizing level of vulnerability, provide specific examples of competencies in practice areas with specific populations, become familiar with Houston-Galveston area social service agencies as well as the clients they serve.

TEACHING METHODS: The content of this course will be presented through assigned readings, class discussions and small group work, instructor lectures, guest lecturers, and/or videos. Students will be responsible for content presented through all of these methods.

TEXTS/READINGS:

Ambrosino, R., Heffernan, J., Shuttlesworth, G., & Ambrosino, R. (2012). *Social work & social welfare: An introduction* (7th ed.). Belmont, CA: Brooks/Cole.

Grobman, L.M. (Ed.). (2012). *Days in the lives of social workers* (4th ed). Harrisburg, PA: White Hat Communications.

American Psychological Association (2010). Publication manual of the American psychological association (6th ed.). Washington, D.C.: American Psychological Association.

***Other readings as identified on the class schedule for this course.**

RECOMMENDED WEBSITES: *(additional websites listed at the end of each chapter in textbook)*

U.S. Department of Labor: Bureau of Labor Statistics [Social Workers] http://www.bls.gov/oco/ocos060.htm	National Association of Social Workers [NASW] www.socialworkers.org	NASW Texas www.naswtx.org
Child Welfare League of America http://www.cwla.org/	Center for Public Policy Priorities http://www.cppp.org/	Urban Institute http://www.urban.org/
Administration on Aging http://www.aoa.gov/	National Institute of Mental Health http://www.nimh.nih.gov/	National Council on Aging http://www.ncoa.org/
Society for Social Work Research http://www.sswr.org	Council on Social Work Education http://www.cswe.org	American Civil Liberties Union http://www.aclu.org

COURSE REQUIREMENTS: The six basic requirements for this course are (1) participation and preparedness, (2) successful **completion of 40-hours of volunteer service**, (3) a paper and (4) presentation describing certain aspects of your volunteer service experience, (5) journal entries, and (6) two examinations. Each will be discussed in more detail under class assignments.

Course Evaluation:

Attendance, participation & preparedness	5%
Critical Thinking Essays (5)	15%
Midterm & Final Exam (15% each)	30%
Paper	15%
Presentation	10%
Successful completion of volunteer service	25%
Total	**100%**

Grading Scale:

100-94= A	93-90= A-
89-87= B+	86-83= B
82-80= B-	79-77= C+
76-73= C	72-70= C-
69-67= D+	66-63= D
62-60= D-	Below 60 = F

CLASS POLICIES

1. Social work practitioners assume responsibility for themselves. Therefore, it is expected that work handed in will be your own. Scholastic dishonesty, including plagiarism, violates social work values and will result in corrective action that may include a lowering of the student's grade, dismissal from the class, being placed on probation within the BSW program, dismissal from the BSW program and/or referral to the appropriate University personnel. Information on the standards of academic honesty and the Student Academic Honesty Policy are available in the UHCL catalog.

2. Information shared in class is considered covered by the NASW Code of Ethics regarding the sharing of information for supervisory purposes. Discussion of fellow students outside of class with individuals not in this class or with other class members in settings where you cannot assure that others may overhear the conversation is considered a breach of confidentiality and may result in removal from the BSW program.

3. Social work practitioners are assertive and function as team members. Feedback about the course is welcome and the course will be viewed as a joint effort between students and the instructor. Part of professional accountability includes treating others with respect and courtesy. This means you will be expected to listen to the opinions of others with openness, to offer suggestions and ideas in a positive and respectful manner and to be willing to promote group cohesiveness in order to create a safe learning environment.

4. The American with Disabilities Act (ADA) of 1990 requires that the University make reasonable accommodations to persons with disabilities as defined in the Act. Students who feel they need assistance under the ADA guidelines should contact the Office of Disabilities Services (281-283-2627).

5. Absences: Due to the nature of the subject material for this class and its instructional format, class attendance is important to complete this course successfully. As indicated in the grading structure presented for this class, missed classes will lower your participation grade. Therefore, students are responsible for obtaining class notes and handouts from classmates for any class missed.

6. Incompletes: A grade of "I" is given only in cases of documented emergency or special circumstances late in the semester, provided you have been making satisfactory progress. A grade contract must be completed which outlines what work must be completed and due dates of designated assignments. Please contact me concerning Incompletes.

7. Make up Exams: It is not standard practice to give make up exams unless there is a documented emergency. Under those circumstances, see me for further instructions.

8. Late Work: Assignments are due in class on the dates noted in this syllabus. Assignments are due at the beginning of the class period. Only in cases of documented emergency or special circumstances approved by the instructor will late assignments be accepted.

ALL late assignments will be reduced by a minimum of 10 points (per day) on a 100 pt scale.

9. Changes in Syllabus: The instructor reserves the right to make appropriate and/or necessary changes in the syllabus. Syllabus changes will be announced in class as necessary. It is the student's responsibility to keep updated on course information if he or she is absent. Students are also responsible for checking their email regularly for class announcements.

Please Note: 6 Drop Rule Limitation – (for undergraduate students)

- Students who entered college for the first time in Fall 2007 or later should be aware of the course drop limitation imposed by the Texas Legislature. Dropping this or any other course between the first day of class and the census date for the semester/session does not affect your 6 drop rule count. Dropping a course between the census date and the last day to drop a class for the semester/session will count as one of your 6 permitted drops. You should take this into consideration before dropping this or any other course. Visit www.uhcl.edu/records for more information on the 6 drop rule and the census date information for the semester/session.

COURSE OUTLINE & COURSE SCHEDULE:

Class 1   Welcome & Introductions
Jan 14th   Syllabus & APA review, SWSO presentation
                        Read:
                        (no readings)

Class 2   **MLK Holiday**
Jan 21st

Class 3   Social Welfare Past & Present; Social Work & Other Helping Professions
Jan. 28th   Orientation to conducting research in the UHCL library-Gerry Churchhill
                        Read:
                        Ambrosino et al. (2012), chapters 1 and 2
                        Grobman (2012), chapters 49, 50 & 51
                        Journal # 1 due:

Class 4   The Systems/Ecological Perspective **-Guest speaker-Josephine Tittsworth**
Feb. 4th.   Diversity & Social Justice
                   Read:
                   Ambrosino et al. (2012), chapters 3 and 4
                   Grobman (2012), chapters 8, 17 & 58

Class 5   Individuals, Families & Groups**-Guest speaker-Peter Wuenschel**
Feb. 11th   Agencies & Communities
                   Read:
                   Ambrosino et al. (2012), chapters 5 and 6
                   Grobman (2012), chapters 25, 26 and 39
                   Journal # 2 due

Class 6   **Midterm Exam**
Feb. 18th

Class 7   Mental Health & Substance Abuse**-Guest speaker: Pat Wareing**
Feb. 25th

                   Read:
                   Ambrosino et al. (2012), chapter 7
                   Grobman (2012), chapters 23, 24, & 28
                   Wuenschel (1997), pp. 69-80

Class 8   Poverty/Income Assistance/Homelessness**-Guest speaker:**
Mar. 4th   Health Care
                   Read:
                   Ambrosino et al. (2012), chapters 8 & 9
                   Grobman (2012), chapters 1, 4 & 48
                   Journal # 3 due

March 11th   **SPRING BREAK**

Class 9   Needs of Children, Youth and Families**-Guest speaker-Lane Coco**
Mar. 18th   Services to Children, Youth and Families
                   Read:
                   Ambrosino et al. (2012), chapters 10 and 11
                   Grobman (2012), chapters 12, 14 & 15

                   Journal # 4 due

Class 10   Older Adults**-Guest speaker-**
Mar. 25th   Criminal Justice**-Guest speaker-Nary Spears**
                   Read:
                   Ambrosino et al. (2012), chapters 12 & 13
                   Grobman (2012), chapters 41 & 37

Class 11   Social Work in Rural Settings-**Guest speaker-**
Apr. 1   Social Work in the Workplace
             The Globalization of Social Work in
                     Read:
                     Ambrosino et al. (2012), chapters 14, 15 & 16
                     Grobman (2012), chapters 13 & 54

             Journal # 5 due

Class 12   BSW Program New Student Orientation
Apr. 8th

Class 13   **STUDENT PRESENTATIONS**
Apr. 15th

Class 14   **STUDENT PRESENTATIONS**
Apr. 22nd   *All final papers due; All volunteer logs due

Class 15   **STUDENT PRESENTATIONS**
Apr. 29th   Final Exam Review

Class 16   FINAL EXAM
May 6th

CLASS PARTICIPATION/PREPAREDNESS (5%)

All students are expected to come prepared for and participate in class discussions. In order for each of us to learn it will be imperative that we share our perspectives and interpretations. Prior familiarity with assigned reading material is essential. This course requires a heavy amount of reading, and students are expected to have materials read prior to the class date in which it is listed. Missed classes will affect your participation/preparedness grade.

CRITICAL THINKING ESSAYS: (15%)   **Due dates: 1-28; 2-11; 3-4; 3-18; 4-1**

 This is an opportunity for students to critically evaluate and synthesize the readings, including numerical data, observable facts as well as qualitative information in the assigned books, "*Social work & social welfare: An introduction,* "*Days in the Lives of Social Workers*" as well as other professional literature (see bibliography). In the (5) essays, students should consider the following as they examine their critical thinking about the readings:

- Diverse and underserved population(s)-what data defines them as diverse or underserved compared to other groups and the relevance of various fields of practice (Empirical and Quantitative skills & Critical Thinking)
- Characteristics and challenges of working with the identified population(s) (Empirical and Quantitative skills & Critical Thinking)
- The social work values, principles and ethics presented in the readings (cite from text, bibliography or other professional sources) (Social Responsibility)
- Theoretical frameworks that help to explain observed phenomena (see text - Social work & social welfare: An introduction, bibliography at end of syllabus or other professional sources) (Critical Thinking)

It is expected that students will present information in such a manner that it is clear each assigned essay includes a diverse population/field of practice; values, principles and/or ethics reflective of the NASW Code of Ethics and one or more theoretical frameworks. Essays should **not** be "book reports" or summaries. They should reflect critical thinking/ discourse/ integration/syntheses about the content/issues/themes presented by the authors. A significant portion of your grade for this assignment will be based on grammar, spelling and overall essay structure to include your ability to effectively develop, interpret and express your ideas (Communication skills)

Critical Thinking Essays entries should be in APA format, typed (12-pt font) and double-spaced with your name, date and essay # in the upper left-hand corner. Essays should be stapled in the upper left-hand corner. Essays should be two full pages and include an additional reference page. Essays entries are expected to be submitted via email to the Instructor prior to the beginning of class. Essays submitted via email **MUST** be sent as an attachment in **Microsoft Word format**.

Purpose:
The purpose of the weekly journal entries is going to address the following competencies and practice behaviors (PB):

Competency 1: PB I, II, III, IV, V, VI
Competency 2: PB I, II, III,
Competency 3: PB I, II, III
Competency 4: PB II
Competency 7: PB II

SOCIAL WORK VOLUNTEER EXPERIENCE

One of the requirements of this course is a 40-hour volunteer/community service component. The main objectives of this requirement include developing critical thinking skills by integrating the concepts learned in class with experiences and observations in the field and developing intercultural competence and knowledge of civic responsibility. Students will work with the instructor to locate and arrange to complete the volunteer hours during the semester at an approved human services agency.

When choosing your volunteer placement, consider what populations or interests you have, what hours you are available, when the agency's training occurs, and how well these items match with the needs of the agency for which you are interested in volunteering. Please be very clear with the agency that you are doing this for a class assignment and that you are only making a commitment for the semester. Some places have extensive training and do not want to accept a student for a brief period of time. Other agencies, however, are more flexible and can work with you to meet your needs.

Additional information about the volunteer experience:
1. Students will complete and submit the Volunteer Hours Log located in the syllabus.
2. The Student Volunteer Hours Log must be filled out <u>completely</u> and <u>signed</u> by the student's supervisor. *No other documentation of volunteer work will be accepted.*
3. All Student Volunteer Logs are <u>due in class on April 22nd</u>. This log should be stapled to the back of your final paper. <u>No</u> credit will be given for any Volunteer Log that is: (a) missing information, (b) less than 40 hours, or (c) turned in late.
4. Volunteer hours are to be spaced throughout the semester rather than be done in one/two weeks.
5. Students are expected to comply with agency volunteer requirements, including agency-required training, professional dress and general agency policies.
6. Students are not permitted to use their personal vehicle to transport clients.
7. Students must observe and comply with the code of ethics and standards of practice set forth by the National Association of Social Workers.
8. Students may not use more than 10 hours of agency orientation toward the completion of their 40-hour requirement unless they have prior instructor approval.

Purpose:
The purpose of the volunteer experience is going to be addressing the following competencies and practice behaviors (PB):

Competency 1: PB II, III, IV, V, VI
Competency 2: PB I, II
Competency 3: PB I, II, III
Competency 4: PB I, II,
Competency 6: PB I
Competency 7: PB I, II
Competency 9: PB I
Competency 10: PB I, II

STUDENT VOLUNTEER HOURS LOG

Student Name	
Student Phone #	
Student E-mail	
AGENCY NAME **Address** **Phone #**	
Supervisor's Name	
Supervisor's Phone #	
Supervisor's E-mail	

Date	Hours	Describe Activities Completed
TOTAL # OF HOURS COMPLETED		**SUPERVISOR'S SIGNATURE**

PAPER AND PRESENTATION FOR VOLUNTEER WORK

Each student will write a paper that demonstrates the student's communication skills regarding their knowledge of systems/ecological theory, NASW Code of Ethics, service provision, agency policy development, social work presence and levels of service systems in human service agencies. This paper is expected to be 7-10 pages in length and completed according to APA guidelines:
- *Double-spaced*
- *12-pt font (Times New Roman)*
- *Pages numbered in upper right-hand corner with your last name as header*
- *Cover page (name, course/semester, date; info centered in middle of cover page)*
- *Reference page*

A complete outline for the paper structure is as follows:

About the Agency

a. The agency's mission statement, age, basic services, whether it is public, private, non- profit or for-profit and how it reflects a systems/ecological theoretical framework (cite).
b. Discuss how the agency's mission statement supports the values of social work practice (cite).
c. Analyze agency's numerical data in terms of client's served by key demographic data. Use this data to determine whether or not the agency has met its mission and goals.
d. What ethical codes are followed by agency personnel? Where are these codes posted?
e. The organizational structure of the agency, including its governing body and funding sources.
f. An organizational chart and a brief description of staff jobs and responsibilities and how they relate to one another. ** (*This should be on a separate page at the end of your paper*)
g. Discuss the at-risk populations served by this agency's programs (eg., ethnicity, gender, age range, income level, sexual orientation and physical/intellectual disabilities) and the agency's requirements for receiving services.
h. Discuss how service provision is influenced by changes in the social, political, or economic systems in the larger society?
i. Provide a description of specific program components provided by the agency and how each is or is not compatible with the generalist perspective (cite evidence from your primary text).
j. A description of how the agency evaluates the effectiveness of services provided.
k. Immediate and long-range plans of the agency.

Social Work Services

a. What social worker roles are utilized? Give examples of the roles you observed.
b. What social work skills did you observe in this setting?
c. What evidence of generalist social work practice did you observe in this setting? Give examples (cite evidence from your primary text).
d. Identify the values (or value conflicts) that you saw demonstrated at the agency and describe how these were demonstrated.
e. If the agency does not employ a social worker, describe how a social worker in the agency would enhance the services provided by the agency.

Volunteer Experience

a. Describe a valuable learning experience you gained from this volunteer work.
b. Identify three strengths that you believe you demonstrated in your experience. Provide specific examples.
c. Identify three areas in which you could use additional development in order to be more effective.
d. Briefly discuss the ways that your experience has helped you to evaluate your desire to enter or not enter the social work profession.

PRESENTATION OF PAPER/VOLUNTEER EXPERIENCE

Students will present an overview of their placement experience to the class. Presentations should be approximately 15-20 minutes in length with an additional 5 minutes allowed for discussion and questions.

Students must submit an outline of their presentation on the day they are to present.

Volunteer papers will be due in class on April 22nd!

Students are encouraged to be creative and think of ways to engage the audience! Student presentations will be completed during three class periods (Apr. 15th, Apr. 22rd, and Apr. 29th). Additional information about the presentations (expectations, student order, etc) will be presented a few weeks into the semester.

Purpose:
The purpose of the paper and presentation of volunteer service assignment is to address the following competencies and practice behaviors (PB):

Competency 1: PB II, III, IV, V
Competency 3: PB III
Competency 4: PB II, III
Competency 7: PB I
Competency 9: PB I

CORE COMPETENCIES (Texas Core Curriculum)

Learning Outcomes	CO	Assessment Methods	Criteria/Targets
Identify diverse and underserved population(s)-what data defines them as diverse or underserved compared to other groups and the relevance of various fields of practice	EQS, CT, COM	Critical Thinking Essays	At least 80% of students will receive an evaluation of acceptable or better
To demonstrate knowledge of the characteristics and challenges of working with the identified population(s)	EQS, CT, COM	Critical Thinking Essays	At least 80% of students will receive an evaluation of acceptable or better
To demonstrate understanding of the social work values, principles and ethics presented in the readings (cite from text, bibliography or other professional sources)	SR, COM	Critical Thinking Essays	At least 80% of students will receive an evaluation of acceptable or better
To articulate theoretical frameworks that help to explain observed phenomena	CT, COM	Critical Thinking Essays	At least 80% of students will receive an evaluation of acceptable or better

Program competencies & behaviors addressed in this course

Competency 1	Practice Behaviors (PB)	Reading Discussion Participation	Exams	Volunteer Experience	Volunteer Experience Paper and Presentation	Journals
Professional identity- Identify as a professional social worker and conduct oneself accordingly	**PB I:** Advocate for client access to the services of social work	X	X			X
	PB II: Practice personal reflection and self-correction to assure continual professional development	X		X	X	X
	PB III: Attend to professional roles and boundaries	X	X	X	X	X
	PB IV: Demonstrate professional demeanor in behavior, appearance, and communication	X	X	X	X	X
	PB V: Engage in career-long learning	X		X	X	X
	PB VI: Use supervision and consultation	X	X	X		X

Competency 2	Practice Behaviors (PB)	Reading/ Discussion/ Participation	Exams	Volunteer Experience	Volunteer Experience Paper and Presentation	Journals
Apply social work ethical principles to guide professional practice	**PB 1**: Recognize and manage personal values in a way that allows professional values to guide practice	X	X	X		X
	PB II: Make ethical decisions by applying standards of the NASW Code of ethics, TSBSWE-Code of Conduct & as applicable, the IFSW/IASS Statement of Principles	X	X	X		X

	PB III: Tolerate ambiguity in resolving ethical conflicts	X				X
	PB IV: Apply strategies of ethical reasoning to arrive at principled decisions					

Competency 3	Practice Behaviors (PB)	Reading/ Discussion/ Participation	Exams	Volunteer Experience	Volunteer Experience Paper and Presentation	Journals
Apply critical thinking to inform and communicate professional judgment	**PB I:** Identify, distinguish, appraise, and integrate multiple sources of knowledge, including research-based knowledge, and practice wisdom	X	X	X		X
	PB II: Analyze and identify the strengths and weaknesses of models of engagement, assessment, prevention, intervention, and evaluation	X		X		X
	PB III: Demonstrate effective oral and written communication in working with individuals, families, groups, organizations, communities, and colleagues.	X	X	X	X	X

Competency 4	Practice Behaviors (PB)	Reading/ Discussion/ Participation	Exams	Volunteer Experience	Volunteer Experience Paper and Presentation	Journals
Engage diversity and difference in practice	**PB I** :Recognize the extent to which a culture's, history, structures and values may oppress, marginalize, alienate, or create and enhance privilege and power	x		x		
	PB II :Gain sufficient self-awareness to ameliorate the influence of personal biases and values in working with diverse groups	x		x	x	x

	PB III: Recognize and communicate an understanding of the importance of difference in shaping life experiences	x			x	
	PB IV: View oneself as a learner and engage others in professional work as informants					

Competency 5	Practice Behaviors (PB)	Reading/ Discussion/ Participation	Exams	Volunteer Experience	Volunteer Experience Paper and Presentation	Journals
Advance human rights and social and economic justice	PB I: Understand the forms and mechanisms of oppression and discrimination and privilege.	x				
	PB II: Advocate for human rights and social and economic justice	x				
	PB III: Engage in practices that advance social and economic justice	x				

Competency 6	Practice Behaviors (PB)	Reading/ Discussion/ Participation	Exams	Volunteer Experience	Volunteer Experience Paper and Presentation	Journals
Engage in research-informed practice and practice-informed research	PB I: Use practice experience to inform scientific inquiry	x		x		
	PB II: Use research evidence to inform practice	x				

Competency 7	Practice Behaviors (PB)	Reading/ Discussion/ Participation	Exams	Volunteer Experience	Volunteer Experience Paper and Presentation	Journals
Apply knowledge of human behavior and the social environment	**PB I:** Utilize conceptual frameworks to guide the processes of engagement, assessment, intervention and evaluation	x		x	x	
	PB II: Critique and apply knowledge to understand person and environment	x		x		x

Competency 8	Practice Behaviors (PB)	Reading/ Discussion/ Participation	Exams	Volunteer Experience	Volunteer Experience Paper and Presentation	Journals
Engage in policy practice to advance social and economic well-being and to deliver effective social work services	**PB I:** Analyze, formulate, and advocate for policies that advance social well-being	x				x
	PB II: Collaborate with colleagues and clients for effective policy action	x				

Competency 9	Practice Behaviors (PB)	Reading/ Discussion/ Participation	Exams	Volunteer Experience	Volunteer Experience Paper and Presentation	Journals
Respond to contexts that shape practice	**PB I:** Continuously discover, appraise, and attend to changing locales, populations, scientific and technological	x		x	x	

	developments and emerging societal trends to provide relevant services					
	PB II: Provide leadership in promoting sustainable changes in service delivery and practice to improve the effectiveness and efficiency of social services	x				

Competency 10	Practice Behaviors (PB)	Reading/ Discussion/ Participation	Exam	Volunteer Experience	Volunteer Experience Paper and Presentation	Journals
Engage, assess, plan, intervene, and evaluate with diverse individuals, families, groups, organizations and communities	**PB I: Engagement:** Substantively and affectively prepare for actions with diverse individuals, families, groups, organizations, and communities	x		x		
	PB: II: Use empathy and other interpersonal skills	x		x		
	Practice Behavior III: Develop a mutually agreed-on focus of work and desired outcomes	x				
	PB IV: Assessment: Collect, organize, and interpret client system data					
	PB V: Assess client strengths and limitations	x				
	PB VI: Planning: Develop mutually agreed-on intervention goals and objectives	x				
	PB VII: Select appropriate interventions strategies	x				
	PB VIII: Intervention:					

	Initiate actions to achieve organizational goals				
	PB IX: Implement preventative activities and/or interventions that enhance client capacities				
	PB X: Help clients resolve problems				
	PB XI: Negotiate, mediate, and advocate for clients				
	PB XII: Facilitate transitions and endings	x			
	PB XIII: Evaluation: Critically analyze, monitor, and evaluate interventions	x			

References

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