

MSW STUDENT HANDBOOK

2022-2023



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WELCOME

Welcome to the University of Iowa School of Social Work. You are beginning professional education in a School which has a history of commitment to social change, and a mission of preparing effective social work professionals and building the knowledge base of social work practice. Social Work is distinctive among professions in the extent to which its value base includes a commitment to social justice and social change. These value commitments find particular expression in the School's focus on family systems as a theoretical perspective and on a family- and community-based approach to social work practice.

Because it focuses on interactions within and between systems rather on individual psychopathology, the multisystemic perspectives enables consideration of different system levels at the same time and provides social workers with a particularly useful structure of organizing knowledge about clinical and community interventions, case management, program development, and policy analysis and advocacy.

MISSION of the School

To develop culturally responsive practitioners, scholars, researchers, and leaders to create a more just society.

To accomplish our shared goals, the School of Social Work faculty, staff, and students embrace six core values:

- Service to State
- Cultural Competency and Diversity
- Research
- Social Justice
- Education for the Future
- Strength-Based Ecosystem Perspective

THE UNIVERSITY OF IOWA SCHOOL OF SOCIAL WORK STRATEGIC PLAN GOALS 2021-2026

Focus Area 1: Student Success

Goal I: Provide state of the art MSW and BA curriculum that addresses pressing issues in the field of social work.

Strategy 1: Redesign and implement new curriculum structure to prepare students for practice at multiple system levels and with various populations.

Goal II: Increase enrollment in and completion of certificate programs.

Strategy 1: As appropriate, provide all three certificates in online and in person.

Goal III: Provide social work education that is available to students at all programmatic levels.

Strategy 1: Leverage the historical excellence of graduate level social work education in the state.

Strategy 2: Continue to grow UI-SSW's presence statewide through site locations in Iowa City, Sioux City, Des Moines, and Quad Cities.

Strategy 3: Increase enrollment in Iowa City BA program.

Strategy 4: Increase enrollment in PhD program.

Focus Area 2: Research and Discovery

Goal I: increase grant activity in department.

Strategy 1: Leverage grant expertise in College (Social Science Institute) and SSW (NRC) to create infrastructure for grant activity.

Goal II: Increase the visibility and vitality of faculty scholarship.

Strategy 1: Design and implement communication structure for showcasing student and faculty excellence.

Goal III: Increase enrollment and research productivity of doctoral students.

Strategy 1: Increase enrollment of research-focused doctoral students.

Strategy 2: Strengthen research productivity of PhD students to prepare for job market.

Focus Area 3: Engagement

Goal I: Showcase the infusion of social work advocacy and practice into the larger University, State and Regional community

Strategy 1: Refocus the role of Wild Bill's Coffeeshop to include focus on social justice and disability rights advocacy.

Strategy 2: Build community education programming to meet the needs of the social work community.

Strategy 3: Strengthen relationships between the school and community agencies through field placements.

Focus Area 4: Diversity, Equity, Inclusion, and Collaboration

Goal I: Cultivate a culture in the School to deepen and enhance inclusiveness, and to fully respect and appreciate diverse voices and backgrounds.

Strategy 1: Investigate best practices for conducting an organization audit to assess commitment and accomplishments in social justice and culturally responsive practice.

Strategy 2: Strengthen retention/recruitment of BA, MSW, and PhD students and faculty/staff of color, disability, LGBTQ, and first generation.

Strategy 3: Support ongoing work with faculty to become an anti-racist and culturally competent organization.

Strategy 4: Support immersion and international learning and scholarship.

SOURCES OF INFORMATION IN THE SCHOOL

The School's Director is Professor Mercedes Bern-Klug, PhD, MA, MSW

MSW PROGRAM DIRECTOR- Clinical Associate Professor, Stephen Cummings. The MSW Program Director is responsible for the development and maintenance of the MSW educational programs of the School and for resolving student problems related to the educational program and is an important resource for students. (Rm. 321-1A NH, and also has an office in the DM Pappajohn Bldg, Stephen-cummings@uiowa.edu; 319-335-1331)

MSW Field Director- Clinical Assistant Professor, Sarah Witry. The Field Director provides leadership and oversight of the MSW Practicum Program (as well as the BA Field Program) and also administers the Iowa City (BA and MSW) and Online (MSW) practicum. All students in these centers will have interaction with the Field Director. The Des Moines and Sioux City programs have designated faculty who administer those practicum sites and processes. (301a North Hall, sarah-witry@uiowa.edu; 319-335-1256)

FACULTY ADVISORS

Faculty Advisors are available as students explore their aptitude and motivation for a career in social work. They monitor the student's progress through the curriculum and are part of the early and periodic evaluation of the student's progress. Faculty Advisors provide academic advising, and determine the application of specific graduate transfer courses (after Graduate and School Admissions office has received and approved the transfer) to the MSW plan of study. They also approve changes in registration, to ensure that student's understand how this change will impact their plan of study. They are involved in approving change of status from part to full-time status and change of concentration. In the event that a concern is filed regarding a student's advancement in the program, the advisor is involved in assisting with the development of the remediation plan (see Student Advancement Policy in Appendix B). All faculty are available to students during their published office hours, or by appointment. Each student is assigned a faculty advisor and there is a procedure for requesting a change of advisor, see Change of Advisor form, appendix D.

STAFF

The following staff are available to assist students:

Kate Kemp, MSW, LISW, Program and Admissions Administrator

Kate administers and provides program planning for the educational programs of the School in support of the program directors (BA, MSW and PhD) and the School Director. She interprets and enforces University, College, School, CSWE policies and procedures, provides faculty and student advising consultation, and is responsible for ensuring the programs comply with these policies and procedures. (308 North Hall 319-335-1254, kate-kemp@uiowa.edu)

Tomeka Petersen, MSW, LISW, Admissions and Program Coordinator

Tomeka recruits students and facilitates information sessions about the BA and MSW programs and the application process. She staffs the Admissions Panels and maintains the applicant and student databases and works closely with the UI College Admissions office. She serves as an advisor to BA and MSW students. She supports the Program Administrator, Program Directors, supervises student employees in the Iowa City office (308 North Hal 319-335-1255, Tomeka-petersen@uiowa.edu)

Christy Thies, MSW, LMSW, Des Moines and Online Program Coordinator

Christy provides instructional support for the School of Social Work's students, adjunct

faculty and regular faculty at the Des Moines Learning Center and the Online (Hybrid) program, including enhanced use of distance education strategies/technologies. She provides on- going developmental activities to sustain/grow the MSW programs in Des Moines and online; and provides office coordination and management for these programs. (Pappajohn Education Center, 1200 Grand Ave, Des Moines, 515-235-4662, chritsy-thies@uiowa.edu)

Chuck Wieland, Administrator

Chuck administers the Operations of the School including budget preparation and overseeing of financial accounts. He oversees research assistantship and teaching assistantship appointments, other departmental financial aid and award processes, and can provide information regarding funding for student research projects.(325 NH, 319-335-1263, chuck-wieland@uiowa.edu)

Wynne Worley, Operations Coordinator

Wynne Assists the Director and provides coordination and support for School operations, including space and equipment. (225c North Hall, 319-335-1251, wynne-worley@uiowa.edu)

FACULTY PROGRAM ADMINISTRATION POSITIONS

Director	Mercedes Bern-Klug
BA Program Director	Alison Oliver
MSW Program Director	Stephen Cummings
Director of Field Education	Sarah Witry
Distance Education Coordinator	Stephen Cummings
Ph.D. Program Director	Megan Gilster
NRC Director	Miriam Landsman
Aging Studies and Longevity Studies Certificate Program Coordinator	
Nadia Sabbagh-Steinberg	
Resilience and Trauma Certificate Coordinator (this is an undergraduate certificate.)	Harmony Linden
Critical Cultural Competence Certificate Coordinator (this is a certificate for undergraduate students only)	Yolanda Spears

HANDBOOKS and WWW

The purpose of the **MSW Handbook** is to assist access to information about the curriculum and sequencing of courses, selected University, School and Council on Social Work Education (CSWE) policies, and the administrative and committee structure of the school. Many of the questions that arise during the course of the MSW program are answered here. As a student in The University of Iowa School of Social Work you are bound by the University and School policies and accreditation rules.

COMMUNICATIONS

University administrative office (such as the Registrar), social work faculty, staff and students rely upon email and list serves to communicate. You are expected to check your uiowa email account, even if you have a private email provider. It is important to check both email and mailboxes on a regular basis. Faculty staff and students utilize email list-serves to communicate regarding courses, events, etc. and many are posted on the School of Social Work website. The staff in Iowa City and Des Moines are excellent resources and will refer you to the proper source of information when you are in doubt. Be sure to also check the UI web site or the School's website to access information.

STUDENT INPUT

Students provide feedback and have input into the program in several ways. Students are surveyed at the completion of foundation courses and prior to graduation. Alumni are surveyed at 1 and 5 years following graduation. Students also evaluate each course and instructor using the university wide system of assessing the Classroom Environment (ACE) forms. Students are frequently asked for input regarding course content, and satisfaction with the program through survey and/or focus groups. These inputs assist faculty with program improvement.

Students are encouraged to organize in the **Social Work Student Organization**. A formal UI Graduate Student Association is renewed each year and has a faculty liaison in each center or part-time program. One of the functions of the organization is to provide student input to the MSW Director, faculty and school administration. Watch for announcements by list-serve and on the website for student leaders contact information and meeting times. Graduate students also participate in the UI [Graduate Student Senate](#).

PLANNING YOUR INDIVIDUALIZED PROGRAM

MSW students, after accepting their offer of admission, receive a Planning Sheet which is initially provided to you, reflecting the information you provided in your application and includes any graduate transfer courses that might be applicable to the MSW (see policy in Appendix B). This form is to be used as a planning guide with your faculty advisor and will be modified and updated with the advisor's approval. Each semester students are informed of early registration dates. You are required to meet with your faculty advisor shortly before the early registration period to be authorized to register. You are also required to keep your planning sheet up to date, and to have any modifications in your program approved by the advisor. When modifications are made, you will file a revised plan with your advisor and they will attach to your advising file in MYUI. This planning sheet is designed to help you plan your program, whether full time or part time, and to "get in writing" any special arrangements made with your advisor and/or to keep a record of future plans - such as electives or thesis. Modifications to the structured sequenced program require not only advisor approval, but also MSW Program Director, Field Director, and in some cases, Program Administrator. This is necessary to ensure adherence to CSWE policy and also to adequately plan for class size and practicum

placements. If, at any time, you have questions about your plan, in addition to discussing this with your faculty advisor you may contact the Program Administrator or MSW Director.

IMPORTANT TIMELINES OR DEADLINES

Schedule of Courses

All information provided by The University on policies and [deadlines](#), [registration procedures](#), [fees](#), schedules of [registration times](#) and official university [calendars](#) are published on the web: <https://registrar.uiowa.edu/calendars-deadlines>.

Generalist Year Events

While you are taking generalist coursework, these are some of the important events about which you will receive further details through list-serve postings:

Fall

Planning session (**mandatory**) for students sequenced for spring generalist practicum.
Advising/information sessions with faculty advisor.

Spring

Practicum Agency Fair (in Iowa City for IC region placements).
Planning session for advanced practicum for students entering placement the following fall.
Group advising for summer and fall registration.
Advising/information sessions with faculty advisor.
Information session detailing the new specialized concentrations and courses

Advanced Year /Events

Fall Practicum Orientation

Submission of Plan if you are a thesis candidate - 1st week of November.

Winterim Licensure prep course (voluntary) with Stephen Cummings

Spring

Information session on the two concentrations and recorded video for reference.
Students who are planning to graduate need to meet several **IMPORTANT** deadlines this semester. As soon as they are available, they will be posted and notices will be sent two weeks prior to each deadline. **It is the student's responsibility to file this paperwork accurately and on time.** Failure to meet these deadlines may result in the postponement of graduation until the following semester.

These are general timeframes. Exact dates are published each semester and are also available from the Program Administrator.

Application for Degree (on MYUI)

Application to Iowa Board of Social Work Licensure and confirmation letter from Program Administrator

*Plan of Study (This is completed by the Program Administrator) Jan -Feb.

*Last Day Student May Withdraw Mid-Early

May

Committee Signatures Due on All Final Exam Report. Mid-Early May

*Students and their advisors will be notified by the Program Administrator if there are any requirements/hours deficiencies as the Plans of Study are prepared. Students will receive a Plan of via email after it is approved by the Graduate College. Further information about required paperwork for Thesis is in Appendix B.

Graduation The School hosts graduation receptions for social work students in each of the learning centers.

THE MSW PROGRAM

The specific mission of the MSW program is to prepare social workers for leadership in the profession and for advanced social work practice in one of two concentrations: Clinical Practice or Leadership Practice.

The MSW Program develops high levels of skill in practice applying the values and ethics of the social work profession to complex ethical issues, with an emphasis on social justice and social change. The research mission of the University ensures that students learn about faculty research, critical thinking, analytic and scientific ways of thinking, and practice and program evaluation.

Goals of the MSW Program

1) To prepare students to shape the profession's future by providing education in family-based, community-based, and culturally competent practice approaches using the person in environment framework; and

2) To prepare competent professionals for autonomous practice and leadership within the professional community that includes advanced interventions at multiple system levels, supervision, program development, program administration, training, evaluation of practice, dissemination of new models of practice, and policy development.

The MSW program has been continually accredited by the Council on Social Work education (CSWE) since 1951.

CSWE has adopted a competency-based education framework . . . A competency-based approach identifies and assesses what students demonstrate in practice. In social work, this approach involves assessing students' ability to demonstrate the competencies identified in its education policy:

Competency-based education rests on a shared view of the nature of competence in professional practice. Social work competence is the ability to integrate and apply social work knowledge, values, skills, and cognitive and affective processes to practice situations in a culturally responsive, purposeful, intentional, and professional manner to promote human and community well-being.

The nine social work competencies are listed in this section with full descriptions in Appendix B. Each competency describes the knowledge, values, skills, and cognitive and affective processes that make up the competency at the generalist level of practice, followed by a set of behaviors that integrate these components. These behaviors represent observable components of the competencies, and the descriptions that precede them represent the underlying content and processes that inform the behaviors.

Master's programs extend and enhance the nine social work competencies, and any additional competencies added by the program, for each area of specialized practice. By extending and enhancing the competencies, programs provide master's-level students with the four dimensions (i.e., knowledge, values, skills, and cognitive and affective processes) relevant to each area of specialized practice. A specialized competency description is being developed to incorporate the four dimensions and specialized behaviors for each

competency in our new curriculum design.

Competency 1: Demonstrate Ethical and Professional Behavior
Competency 2: Advance Human Rights and Social, Racial, Economic, and Environmental Justice
Competency 3: Engage Anti-Racism, Diversity, Equity, and Inclusion (ADEI) in Practice
Competency 4: Engage in Practice-Informed Research and Research-Informed Practice
Competency 5: Engage in Policy Practice
Competency 6: Engage with Individuals, Families, Groups, Organizations, and Communities
Competency 7: Assess Individuals, Families, Groups, Organizations, and Communities
Competency 8: Intervene with Individuals, Families, Groups, Organizations, and Communities
Competency 9: Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities

The competencies are described in detail in Appendix B.

THE CURRICULUM

The School offers the MSW Program at four locations across the state: Iowa City, Des Moines, Sioux City and Online Hybrid. Each site provides a structured sequence of courses as well as opportunities for individualized plans. All sites have opportunities to access the wealth of resources of a Research University

There are two options for completing the curriculum:

- **Regular Standing (54 s.h. option)**
Designed for individuals who have completed a degree in a discipline other than a CSWE-accredited social work degree program. Students in this category complete both the Generalist and Advanced Specialization courses.
- **Advanced Standing (36-41 s.h. option)**
Designed for individuals who have completed the BA in Social Work or the BSW from a CSWE-accredited social work degree program. During this transition years, students in this category complete 3 Generalist courses and all of the advanced courses
- **Accelerated Advanced Standing (41 s.h. option)** Designed for individuals who have completed the BA in Social Work or the BSW from a CSWE-accredited social work degree program, they complete a required course in the summer with elective and complete the program in one year.

Structure and Sequence of the Program

The School admits full-time and part-time students in either the Regular or Advanced Standing program. The full-time program can be completed in 2 years (4-5 semesters) and the part-time program must be completed within 4 years. The Advanced Standing program can be completed over 1-3 years. The Accelerated Advanced Standing program is 3 semesters full time beginning in the summer session.

Programs are offered in a year-round, three semester sequenced format. Students generally have only one opportunity each year to take each course so it is essential that the sequence be understood and observed.

Completion of the generalist coursework is prerequisite to beginning advanced courses . Students may not advance from 1st semester practicum to 2nd semester practicum if the 1st semester practicum seminar has not been satisfactorily completed.

Individual Requests for Substitution of Courses or Sequence Modifications

Any substitution of coursework or sequence modification must be reviewed and recommended for approval by a) the advisor, b) the concentration chair, c) the MSW Program Director who makes the final decision. The form to initiate this process is available on [Graduate Advising](#) webpage.

The faculty and staff have been in a process of curriculum redesign for the past few years. The new curriculum is launched in 2022-2023. The faculty used a process that focused upon learning goals which are expressed as **Enduring Understandings** that they intend all graduates to emerge with, as well as the CSWE competencies.

Enduring understandings are concepts that have lasting value beyond the classroom and are applicable to every aspect of social work practice.

Commitment to advance **social justice** and fight discrimination and inequity.

Adherence to a high standard of **ethics**.

Using a **systemic perspective**, understanding the interconnectedness of people and their environments, and the systems in which we operate.

Critical thinking, where problem-solving, creativity, and innovation are as important as learning of facts.

Self-awareness and effective **use of self** are crucial to effective relationships at all levels of practice.

- **The curriculum is also guided by the Council on Social Work Education**

The explicit curriculum is the program's design and delivery of formal education to students, and it includes the curriculum design, courses, course content, and field education curriculum... Social work education is grounded in the liberal arts and a commitment to anti-racism, diversity, equity, and inclusion, which together provide the intellectual basis for the professional curriculum and inform its design. The integration of anti-racism, diversity, equity, and inclusion principles across the explicit curriculum includes anti-oppression and global positionality, interdisciplinary perspectives, and comparative analysis regarding policy, practice, and research.

Using a competency-based education framework, the explicit curriculum prepares students for professional social work practice at the baccalaureate and master's levels. Baccalaureate programs provide students with strong generalist practice knowledge, values, skills, and cognitive and affective processes that prepare them for professional practice with individuals, families, groups, organizations, and communities. Master's programs provide students with knowledge, values, skills, and cognitive and affective processes at both generalist and specialized levels that prepare them for professional practice with individuals, families, groups, organizations, and communities.

The explicit curriculum, including field education, fosters a learning environment and engaged learning methods informed by guidance from the professional practice community. Design and delivery of the explicit curriculum incorporate experientially based learning opportunities informed by teaching that includes digital and information literacy and technology-supported learning. The program's commitment to continuous curriculum improvement is guided by evolving contemporary science and interprofessional research.

Generalist Courses

The baccalaureate and master's programs in social work prepare students for professional practice at a generalist level. The descriptions of the nine social work competencies presented in the EPAS identify the knowledge, values, skills, and cognitive and affective processes that are subsequently demonstrated in students' observable behaviors indicative of competence at a generalist level of practice.

Generalist practice is grounded in the liberal arts and the person-in-environment framework. To

promote human and social well-being, generalist practitioners use a range of prevention and intervention methods in their practice with diverse individuals, families, groups, organizations, and communities, based on scientific inquiry and best practices. The generalist practitioner identifies with the social work profession and applies ethical principles and critical thinking in practice at the micro, mezzo, and macro levels. Generalist practitioners engage diversity in their practice and advocate for human rights and social, racial, economic, and environmental justice. They recognize, support, and build on the strengths and resiliency of all human beings. They engage in research-informed practice and are proactive in responding to the impact of context on professional practice.

Specialized Practice:

The master's program in social work prepares students for specialized practice. Specialized practice builds on generalist practice as by integrating the nine social work competencies that manifest in holistic professional practice. Specialized practitioners extend and enhance social work knowledge, values, skills, and cognitive and affective processes, and demonstrate an ability to engage, assess, intervene, and evaluate across client populations, problem areas, and methods of intervention. In each area of specialized practice defined by the program, the program extends and enhances the nine social work competencies that are demonstrated in observable behaviors indicative of competence in specialized areas of professional practice. Specialized practitioners synthesize and use the knowledge and skills necessary for interprofessional collaborations based on scientific inquiry and best practices, consistent with social work values. They engage in both research and advocacy in their commitment to changing structural inequities and to informing and improving practice, policy, and service delivery. The UI MSW program has two specialized areas of practice: Clinical Practice and Leadership Practice. Further information is forthcoming.

Signature Pedagogy – Field Education

Field education is the signature pedagogy for social work. Signature pedagogies are elements of instruction and socialization that teach future practitioners the fundamental dimensions of professional work in their discipline: to think, to perform, and to act intentionally, ethically, and with integrity.

The field setting is where students apply human rights principles from global and national social work ethical codes to advance social, racial, economic, and environmental justice. It fosters a learning environment where anti-racism, diversity, equity, and inclusion are valued. Field education is designed to integrate the theoretical and conceptual contributions of the explicit curriculum in the field setting. It is a basic precept of social work education that the two interrelated components of curriculum—classroom and field—are of equal importance, and each contributes to the development of the requisite competencies of professional practice. Field education is systematically designed, supervised, coordinated, and evaluated based on criteria and measures of student acquisition and demonstration of the nine social work competencies. Responding to the changing nature of the practice world and student demographics and characteristics, field education programs articulate how they maintain or enhance students' access to high-quality field practicum experiences. Field education programs develop field models to prepare students for contemporary and interprofessional social work practice, including the use of various forms of technology.

Electives

Students complete least 9 semester hours of electives. An elective course (2-3 s.h. minimum) directly related to the student's advanced practicum is required no later than the summer prior to advanced practicum. Other electives may be taken either within the School of Social Work or in other departments of the University with advisor approval. **Fields of Practice:** While there are no formal requirements in the curriculum design for coursework in specific fields of practice, the School does make an effort to organize clusters of courses that give focus to curriculum in certain fields. Please see Appendix A for detailed information.

Thesis

If students elect to complete a thesis, they register for thesis credits, and complete an **Oral Examination to Defend Thesis**. Students who elect the thesis option will be examined by the thesis committee, on a date to be scheduled within the Graduate College

Final Examination period, following the first deposit of the thesis and preceding the final deposit of the thesis. See Final Examination Thesis Information in Appendix B.

Individual Study

Students planning to register for Individual Study must complete a contract, and have it approved by the instructor and advisor. Individual/Study contract forms are available on the website

<https://socialwork.uiowa.edu/graduate/advising>

and in Appendix D. The student may then process registration for independent study. Contact Christy (for courses in DM), and Kate or Tomeka for all other centers

MASTER OF SOCIAL WORK CURRICULUM

The curriculum is composed of 22 credits of required generalist courses for 54 s.h. students and 23 credits of specialized required courses in either Clinical Practice or Leadership Practice Concentrations. All students complete a minimum of 9 s.h. of electives for both 54 students and 36 s.h. (advanced standing) students.

Course Number	Course Name	S.H.
	Generalist Courses	
SSW:6100	Thinking Like a Social Worker	3
SSW:6200	Development of Professional Use of Self	3
SSW:6300	Theory and Skills for Working with Individuals and Families	3
SSW:6400	Theory and Skills for Working with Organizations and Communities	3
SSW:6500	Social, Economic and Environmental Justice I	3
SSW:6600	Engaging with Evidence	3
SSW:6700	Generalist Practicum (300 hours)	3
SSW:6701	Generalist Practicum Seminar	1
Course # in development	Specialized Courses	
	Clinical Practice I OR Leadership Practice I	3
	Program/Practice Evaluation	3
	Social, Economic and Environmental Justice II	3
	Advanced Practicum (300 hours)	3
	Advanced Practicum Seminar	1
	Clinical Practice II OR Leadership Practice II	3
	Clinical Practice III OR Leadership Practice III	3
	Advanced Practicum (300 hours)	3
	Advanced Practicum Seminar	1
TOTAL (includes 9 s.h. electives		54

[Link to plans on the website](#)

Course Descriptions

All courses offered by the School of Social Work or cross-listed with other departments are available in the UI online General Catalog, which is updated annually.

<http://catalog.registrar.uiowa.edu/liberal-arts-sciences/social-work/#coursestextcontainer>

Advanced Concentrations: Conceptualization and Design- forthcoming

In the advanced year of the master's program, students choose one of two concentrations: Clinical Practice or Leadership Practice. These advanced specialized curricula build on the school's liberal arts perspective and on the professional generalist courses. Both are based on a comprehensive eco-systemic theoretical perspective, and both apply the principles that are part of the school's mission statement, with a focus on culturally competent family-centered and community-based approaches.