I. Catalogue Description:
This course develops generalist social work knowledge and skills for working with and on behalf of individuals, families and groups. Lectures focus on development of basic social work direct practice skills.

II. Course Overview:
Social Work 441 is intended to help students begin to put generalist social work theory into the direct practice of planned change with social work clients. Practice II focuses on culturally competent micro-level skills development for working with and on behalf of individuals, families and groups. This course is the second in the sequence of professional foundation courses (SW440, SW441 and SW442) required for fourth year BSW students and second year MSW students. This is a skills-based course. Much of each lecture will be built around learning and practicing basic direct practice social work skills. A variety of teaching methods will be utilized, including: lecture, assigned readings, class dialogue, experiential exercises, case examples, video presentations and guest speakers. Students may also be engaged in the use of interviewing, video recording, observation, group process analysis, family therapy case analysis.

III. Course Competencies and Practice Behaviors and Assignments:

<table>
<thead>
<tr>
<th>Competencies Addressed in Course</th>
<th>Practice Behaviors Addressed in Course</th>
<th>Assignment(s) Measuring Behaviors</th>
</tr>
</thead>
</table>
| 2.1.1 Identify as a professional social worker and conduct oneself accordingly. | 1. Advocate for client access to the services of social work.  
2. Practice personal reflection and self-correction to assure continual professional development.  
3. Attend to professional roles and boundaries.  
4. Demonstrate professional demeanor in behavior, appearance and communication.  
5. Engage in career-long learning.  
6. Use supervision and consultation. | (1-6) Treatment Group Proposal & Design; Group Leader’s Self-Assessment of the Group; Group Participation & Feedback |
| 2.1.2 Apply social work ethical principles to guide professional practice. | 1. Recognize and manage personal values in a way that allows professional values to guide practice.  
2. Make ethical decisions by applying standards of the NASW.  
3. Tolerate ambiguity in resolving ethical conflicts.  
4. Apply strategies of ethical reasoning to arrive at principled decisions. | (1-4) Treatment Group Proposal & Design; Group Leader’s Self-Assessment of the Group; Group Participation & Feedback |
|---|---|---|
| 2.1.3 Apply critical thinking to inform and communicate professional judgments. | 1. Distinguish, appraise and integrate multiple sources of knowledge, including research-based knowledge and practice wisdom.  
2. Analyze models of assessment, prevention, intervention and evaluation.  
3. Demonstrate effective oral and written communication in working with individuals, families, groups, organizations, communities and colleagues. | (1-3) Treatment Group Proposal & Design; Group Leader’s Self-Assessment of the Group; Group Participation & Feedback |
| 2.1.4 Engage diversity and difference in practice. | 1. Recognize the extent to which a culture’s structures and values may oppress, marginalize, alienate, or create or enhance privilege and power.  
2. Gain sufficient self-awareness to eliminate the influence of personal biases and values in working with diverse groups.  
3. Recognize and communicate an understanding of the importance of difference in shaping life experiences.  
4. View selves as learners and engage those with whom they work as informants. | (1-4) Treatment Group Proposal & Design; Group Leader’s Self-Assessment of the Group; Group Participation & Feedback |
| 2.1.5 Advance human rights and social and economic justice. | 1. Understand the mechanisms of oppression and discrimination;  
3. Engage in practices that advance social and economic justice. | (1-3) Treatment Group Proposal & Design; Group Leader’s Self-Assessment of the Group; Group Participation & Feedback |
| 2.1.7 Apply knowledge of human behavior and the social environment | 1. Utilize conceptual frameworks to guide the process of assessment, intervention and evaluation.  
2. Critique and apply knowledge to understand person and environment. | (1-2) Treatment Group Proposal & Design; Group Leader’s Self-Assessment of the Group; Group Participation & Feedback |
<table>
<thead>
<tr>
<th>2.1.9 Respond to contexts that shape practice.</th>
<th>2.1.10(a)–(d)—Engage, assess, intervene, and evaluate with individuals, families, groups, organizations and communities.</th>
<th>2.1.10.b Assess individuals, families, groups, organization and communities</th>
<th>2.1.10c Intervene with individuals, families, groups, organization and communities</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Continuously discover, appraise and attend to changing locales, populations, scientific and technological developments, and emerging societal trends to provide relevant services.</td>
<td>1. Substantively and affectively, prepare for action with individuals, families, groups, organizations and communities. 2. Use empathy and other interpersonal skills. 3. Develop a mutually agreed-on focus of work and desired outcomes.</td>
<td>1. Collect, organize, and interpret client data. 2. Assess client strengths and limitations. 3. Develop mutually agreed-on intervention goals and objectives. 4. Select appropriate intervention strategies</td>
<td>1. Initiate actions to achieve organizational goals. 2. Implement prevention interventions that enhance client capacities. 3. Help clients resolve problems. 4. Negotiate, mediate and advocate for clients. 5. Facilitate transitions and endings</td>
</tr>
<tr>
<td>2. Provide leadership in promoting sustainable changes in service delivery and practice to improve the quality of social services.</td>
<td>(1-2) Treatment Group Proposal &amp; Design; Group Leader’s Self-Assessment of the Group; Group Participation &amp; Feedback</td>
<td>(1-3) Treatment Group Proposal &amp; Design; Group Leader’s Self-Assessment of the Group; Group Participation &amp; Feedback</td>
<td>(1-5) Treatment Group Proposal &amp; Design; Group Leader’s Self-Assessment of the Group; Group Participation &amp; Feedback</td>
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</tbody>
</table>
### IV. Course Content and Readings:

<table>
<thead>
<tr>
<th>Date</th>
<th>Topic</th>
<th>Readings</th>
</tr>
</thead>
<tbody>
<tr>
<td>Jan 23</td>
<td>the Group**</td>
<td>Chapters 1 &amp; 6</td>
</tr>
<tr>
<td>Jan 30</td>
<td></td>
<td>Chapters 3 &amp; 7</td>
</tr>
<tr>
<td>Feb 6</td>
<td>Assignment #1 Due</td>
<td>Chapters 4 &amp; 9</td>
</tr>
<tr>
<td>Week 4: Feb 13</td>
<td><strong>GROUP FACILITATION</strong></td>
<td>Group 1 Facilitating / Group 2 Observing</td>
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<td>---------------</td>
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<td>----------------------------------------</td>
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<tr>
<td></td>
<td>Assignment #2 Due</td>
<td></td>
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<tr>
<td></td>
<td>Assignment #3 Group - 1</td>
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<td></td>
<td>Assignment #4 Group - 3</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Week 5: Feb 20</th>
<th><strong>GROUP FACILITATION</strong></th>
<th>Group 2 Facilitating / Group 3 Observing</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Assignment # 1 Group - 2</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Assignment # 4 Group 1</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Assignment # 5 Due - Group 2</td>
<td></td>
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<tr>
<td></td>
<td>Assignment # 6 Due - Group 1</td>
<td></td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Week 6: Feb 27</th>
<th><strong>GROUP FACILITATION</strong></th>
<th>Group 3 Facilitating / Group 1 Observing</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Assignment #1 Group 3</td>
<td></td>
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<tr>
<td></td>
<td>Assignment #4 Group 2</td>
<td></td>
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<td></td>
<td>Assignment #5 Due - Group 3</td>
<td></td>
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<td></td>
<td>Assignment #6 Due - Group 2</td>
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<tbody>
<tr>
<td></td>
<td>Assignment #5 Due - Group 1</td>
<td>Chapters 8, 13, &amp; 14</td>
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<td></td>
<td>Assignment #6 Due - Group 3</td>
<td></td>
</tr>
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</table>

V. Course Text and Reading Materials

**Required**


Text is available online for purchase. Additional readings will be assigned, in advance, for specific class topics. Students will be expected to come prepared for class having thoughtfully read the assigned articles or other materials.

In addition, students are expected to read and understand the NASW Code of Ethics. Also available online at URL: [http://www.socialworkers.org/pubs/code/code.asp](http://www.socialworkers.org/pubs/code/code.asp)

VI. Evaluation of Competencies and Practice Behaviors: Assignments, Grading and Methods
Grading Scale & Standards:

Students' final grade will be based on the following:

<table>
<thead>
<tr>
<th>Points</th>
<th>Grade</th>
<th>What the point totals &amp; subsequent grade generally indicate</th>
</tr>
</thead>
<tbody>
<tr>
<td>94-100</td>
<td>A</td>
<td>Outstanding, excellent work in all areas</td>
</tr>
<tr>
<td>88-93</td>
<td>AB</td>
<td>Outstanding, excellent work in many areas</td>
</tr>
<tr>
<td>82-87</td>
<td>B</td>
<td>Meets expectations in all areas</td>
</tr>
<tr>
<td>76-81</td>
<td>BC</td>
<td>Meets expectations in most areas; below in others</td>
</tr>
<tr>
<td>70-75</td>
<td>C</td>
<td>Below expectations in most areas; not acceptable graduate work</td>
</tr>
<tr>
<td>64-69</td>
<td>D</td>
<td>Below expectations in all areas</td>
</tr>
<tr>
<td>&lt;64</td>
<td>F</td>
<td>Course failure</td>
</tr>
</tbody>
</table>

Assignments:

| Assignment #1 – Group Proposal | 5 points |
| Assignment #2 – Group Design   | 25 points |
| Assignment #3 – Group Facilitation | 10 points |
| Assignment #4 – Group Participation | 2 points |
| Assignment #5 – Group Facilitation – Feedback | 3 points |
| Assignment #6 – Group Facilitation – Self Reflection | 5 points |
| **Total Points**               | 50 points |

In order to achieve the competencies, timely completion of assignments is expected. Students needing assistance with written assignments are expected to use available resources (e.g., the Writing Lab, 6171 Helen C. White Hall).

Grades are not assigned on a curve. There is no extra credit, nor additional credit given for trying hard. Trying hard is expected as part of any graduate program.

**Participation** is REQUIRED. Effective participation consists of having completed readings and other assignments, the ability to integrate social work concepts with field and other experiences, AND the ability to fully engage in problem solving and other exercises (presenting social work issues or other perspectives for discussion as well as responding to other students who present issues). It also includes arriving to class on time. You are required to be an alert, attentive and active participant in this class. This includes attentive non-verbal behavior and offering comments relevant to course dialogue. Participation can be challenging for some students. Please see instructor EARLY in the semester if you need any assistance in this or any other areas.

**No extra credit given for this course.**

**Assignment #1 - Treatment Group Proposal**
Due: Week 3 (Feb 6)
Point Total: 5
Length: 1-2 pages
This assignment is designed to provide you, and your co-facilitator, with an opportunity to conceptualize and design a proposal for a treatment group. You will be assigned to a small group and assigned a co-facilitator. For this assignment, you are asked to work cooperatively with your co-facilitator to create a proposal for a treatment group. Imagine you are preparing to present this treatment group to an administrator or community partner. You will want to use Appendices D and E from the Toseland and Rivas text to construct your proposal. You can be creative regarding the setting, sponsoring agency, participants and treatment approach. Your proposal will be presented in an outline that you create with your co-facilitator using the format provided in Appendices D and E from the text.

Abstract: summarizing major points of the group including who the group is for and the focus (1 points)

Purpose: focus and goals of the group, how work will be conducted including specific interventions or approaches (1 points)

Agency Sponsorship: agency name, mission, resources (financial, staff etc.) and demographics. A brief description of the sponsoring agency (.25 points)

Membership: specific population for the group and why this population was chosen (.5 points)

Recruitment: methods to be used to inform potential members of the group and get group participants (.5 points)

Composition: criteria for member inclusion/exclusion. Composition should also include size, open or closed, demographics and other important characteristics (.5 points)

Orientation: procedures to be used to acclimate and introduce the group to members; what will the leaders do to make sure members know what to expect when they begin the group (.5 points)

Contract: information such as number, frequency, length and time of meetings (.25 points)

Environment: the physical arrangements (room, materials, space), financial arrangements (budget, expense, income) and any special arrangements (child care, transportation) (.5 points)

Assignment #2 - Treatment Group Design
Due: Week 4 (Feb 13)
Point Total: 25
Length: 4-6 pages (Co-facilitators may choose to turn in one paper. If this option is chosen, both facilitators would receive the same grade for assignment #2.)
This assignment is designed to provide you, and your co-facilitator, with an opportunity to conceptualize and design a treatment group. You will be assigned to a small group and assigned a co-facilitator. For this assignment, you are asked to work cooperatively with your co-facilitator to create design a treatment group. This assignment is an extension of your Assignment #1. Imagine you presenting the specific details about your treatment group to an administrator, supervisor, or community partner. You will design a group for use with a population that you, and your co-facilitator, agree upon. For the purpose of this assignment this will be a closed group with a designated time frame. Five references are required and may include non-scholarly references (i.e. websites associated with treatment group design).

**Group Design/Planning:** In detail describe the type of clients this group is designed to serve (i.e. at-risk adolescent females, grief support, smoking cessation, etc.) Highlight specific issues commonly faced by the focal population. Provide information related to the desired composition of the group, number of group sessions, the length of each session, and any other relevant details. Describe group objectives, recruitment & screening of group members, clarification of guidelines & purpose. (6 points)

**Literature Review:** In detail describe the type of group activities or interventions generally utilized with your focal population. What are the primary objectives? Highlight techniques that might be utilized to address various group dynamics. The information in this section should inform the development of the group. References are not limited to scholarly resources. A minimum of five references is required. (6 points)

**Beginning Phase:** Provide a detailed description of the first session of the group including a discussion of contacts, confidentiality, ice breaker, etc. (4 points)

**Middle Phase:** Provide a detailed description of a session that would occur in the middle/working phase of group. This could include a group check-in, along with a specific task/activity implemented to address issues related to group issues. (4 points)

**Ending Phase:** Provide a detailed description of the final session of group facilitation. This may include a group check-in, closing activity, and discussion of available resources for after care. (4 points)

Proper Citations/Use of Resources/Grammar/Spelling/Overall Writing (1 points)

**Group Facilitation**

This semester, you will be divided into groups of six. Each group will consist of 3 sets of co-facilitators. You will each have the opportunity to act as group co-facilitators, group participants, and group observers. Prior to group facilitation, the group co-facilitators will be responsible in providing the “observer” group a brief overview of the treatment group they are facilitating and likely issues that would be addressed during the group facilitation. Group leaders will engage in the role-play with the members for approximately 30-45 minutes. **Group sessions will be done on the 2nd floor and will be video-recorded.** After the role-play, all group members will be expected to briefly discuss the experience in their small group and give direct feedback to the group co-facilitators.
Assignment #3 – Group Facilitation  
Due: Week 4-6 as assigned  
Point Total: 10  
Grading Rubric for Group Facilitation  
The following items will be considered in order to determine your grade on the group facilitation. Each area is worth 1 point if completed successfully, .5 point if completed partially, and 0 point if not completed at all throughout group facilitation.

- Did the group facilitators make appropriate linkages between group members?
- Did the group facilitators engage all group members at some point in the session?
- Did the group facilitators block inappropriate statements and/or behaviors?
- Did the group facilitators explore relevant issues and engage in summarization at relevant points throughout the session?
- Were the group facilitators skillful in introducing segments of the group and/or transitioning to a new segment of the group?
- Did the facilitators engage the group in a transition-in (opening or icebreaker) activity that was purposeful and/or relevant?
- Did the facilitator’s non-verbal, and verbal, behavior indicate that he or she was interested in group members’ statements and the group as whole?
- Did each facilitator’s verbal behavior indicate that he or she was interested in group members and their statements?
- Was the facilitator organized and well prepared for the group? For example, a facilitator who regularly relies upon notes is not well prepared.
- Were the group activities appropriate for (1) the phase of the group, (2) the purpose of the group, and (3) the composition of the group?

Assignment #4 – Group Participation  
Due: Week 4-6 as assigned  
Point Total: 5  
As group members, you will participate fully and seriously in the group facilitation. You will provide feedback at the end of the role-play to each leader. You are expected to give honest constructive feedback which will help the leaders with skill building and provide information which may enhance their self-reflection paper. Be sure to comment on leader skills observed including strengths and areas for improvement. The Instructor will observe your level of participation in the role-play. Points may be deducted if the instructor or the group co-facilitators feel that you were not participating in a productive manner.

Assignment #5 – Group Facilitation-Peer Feedback  
Due: Week 4-6 as assigned  
Point Total: 5  
Group Facilitation: Feedback

Identify 1-2 SPECIFIC strengths and 1-2 areas of improvement for each facilitator and provide examples of how this was evident during group facilitation. The following are SOME examples of what you might be looking for:
How did the room layout, size or placement of the leaders and participants affect group process?

What was the facilitation style of the group leader? (You might comment on body posture, volume, tone, eye contact, use of self, use of humor, organizational style, etc.)

What skills did you the facilitator use? (Ex: reflective listening, clarification, interpretation, providing information, emphasizing member’s strengths, self-disclosure, summarization, humor, verbal and non-verbal behavior, etc.)

Was the facilitator able to engage all group members during the role-play? If so, how was this accomplished?

Was the facilitator able to block inappropriate statements/behaviors or redirect members when needed? If so, how was this done?

Assignment #6 – Group Facilitation-Self Assessment
Due: Week 4-6 as assigned
Point Total: 5 (1-2 pages)

Group Facilitation: Self-Assessment

- Discuss group room layout, size, placement of the leaders and participants, and how these might have affected group process
- Describe your style as the group leader. Describe your co-leader’s style. (You might comment on body posture, volume, tone, eye contact, use of self, use of humor, organizational style, etc.)
- What skills did you and your co-leader use? (Ex: reflective listening, clarification, interpretation, providing information, emphasizing member’s strengths, self-disclosure, summarization, humor, verbal and non-verbal behavior, etc.)
- Were you and your co-leader able to engage all group members during the role-play? If so, how was this accomplished?
- Were you and your co-leader able to block inappropriate statements/behaviors or redirect members when needed? If so, how was this done?
- What was your experience as a co-leader? How well did you and your co-leader work together? What seemed effective and what could be improved in your style and techniques? Please provide specific examples from the feedback you received from group members and your co-leader.
- Overall, how did the group go? Would you say you achieved your goals? Was this group successful and effective?

VII. Course Policies

Writing Assignment Policy

Criteria for Assignments
1. Each paper should have a logical flow from the introduction, to a coherent and in-depth discussion of the questions in the body of your paper, to the conclusion.
2. Each paragraph should have a clear and concise topic sentence that reflects the content of the paragraph it introduces.
3. Paragraphs should have smooth transitions from one to the next.
4. A consistent tense should be used throughout the paper.
5. Triangulation: Incorporate lectures, discussion, relevant readings and experiences from practice into your formulation of ideas discussed in your paper.
6. Use critical thinking in your reflections. The comments “It was good” and “I liked it” are NOT examples of critical thinking.
7. Do NOT be repetitious in your writing. Your papers should be polished and carefully edited. Do NOT use run-on sentences.
8. When references are required, they must be from class readings or other peer-reviewed journal articles. You may not use information from a website unless you receive prior approval from the instructor.

**General Formatting and Requirements for Papers**

Failure to adhere to formatting requirements will result in a loss of points.

1. Submit a cover sheet with each paper, that includes Your Name, date turned in, identifies the course (SW 441, Banks), and the title of the assignment (cover page not counted as one of required pages)
2. Papers should be typed in Microsoft Word, double spaced, one-inch margins, 12-point Times New Roman font and new paragraphs indented. Use page numbers.
3. Headings should NOT be placed in the body of the paper unless indicated
4. Papers should be placed in the Learn@UW Dropbox prior to class on the due date. You will receive a confirmation e-mail when your paper is successfully downloaded to the dropbox. It is your responsibility to be sure your paper has been downloaded properly. The instructor will adhere to the policy on late assignments if an assignment is not received in the dropbox by the time it is due.
5. Adherence to the APA rules for citations is expected. It is your responsibility to understand the rules for book, magazine and on-line source citations. Please use the UW-Madison Writing Center guide for APA formatting instructions.

**Late Assignment Policy**

Assignments are due on the date specified. Students who believe they have a legitimate reason for turning in a late assignment should contact the instructor prior to the due date. **Unapproved late assignments will be marked down three points for each day they are late.** You are required to contact the instructor if you will be handing in a paper late. The instructor will **NOT** contact you if an assignment is not received.

**Note about grading:** Your goal for this and other courses should be to make the most of your learning experience, and not to simply “get an A.” Your expectations about the grades you receive on assignments should be wholly based on (1) the extent to which you respond to assignment objectives, (2) the quality of your writing (to include grammar and spelling, organization, flow and clarity), and (3) your ability to demonstrate depth and critical thinking. If there is something about an assignment that is unclear to you, it is your job to bring this to my attention.

Grade expectations should **NOT** be based on what you have received in other courses—this is never a legitimate argument for appealing a grade. If you have an issue with a grade that you
receive in this course, please document the reasons for your appeal in writing with specific attention to the three points raised above and I will give your appeal my careful attention.

**Attendance Policy:**
Due to the accelerated nature of courses in the University of Wisconsin-Madison Part-Time MSW Program, students are expected to attend all scheduled classes and to arrive on time.

**Promptness**
Prompt arrival to all courses is required.
- Instructors may take actions they deem appropriate if a student is consistently tardy
- Instructors may also consider a significantly late arrival or early departure as an absence

**Absence**
To ensure a quality educational experience, students must attend and participate in classes.
- Attendance will be taken at each class and students’ level of participation noted
- Absences:
  ~ Two absences will result in a student’s grade being dropped one full grade
  ~ Three absences will place the student at risk for failing the course
- Students are responsible for completing any class requirements for the day missed, and for obtaining from a fellow classmate any assignments, materials, and communications missed due to absence, late arrival, or early departure.
- Students who must be absent due to inclement weather or a family emergency must contact the instructor prior to the start of class to be considered for an *excused* absence.
- Inclement Weather Policy
  ~ If there is inclement weather across the Program area, students will be expected to check their email prior to leaving for class to confirm whether classes are cancelled.
  ~ If classes are not cancelled but an individual student concludes he/she cannot safely travel to reach his/her class site, the student must contact his/her instructor(s) regarding his/her plan to not travel. This absence will be considered excused and makeup work will be assigned.
  ~ If classes at one or both sites are cancelled by the Program Director and Co-Director, then no makeup assignment will be required for those respective students.

**Electronics Policy**
To minimize disruptions to class process cellular or digital telephones must be turned off during the class period. Any other electronic devices, including laptops and IPad, must be turned off during the class period. If there is a medical or other serious need for these devise, please speak to the instructor before class. Taping of classes will be allowed only after full disclosure to the class that a tape recorder is operating.

**Confidentiality**
Confidentiality is of utmost importance. In both written assignments and oral discussions and presentations, the rules of confidentiality, as expressed in the NASW Code of Ethics, are to be strictly observed. It is imperative to protect client identity at all times. The same rules apply to dialogue concerning co-workers or professionals and staff at the field placement site and/or agency of employment. Do not share information that would violate the confidentiality of clients or embarrass coworkers.
Student Behavior Policy:
In order to learn, we must be open to the views of people different from ourselves. Every voice in the classroom is important and brings with it a wealth of experiences, values and beliefs. In this time, we share together over the semester, please honor the uniqueness of your fellow classmates, and appreciate the opportunity we have to learn from each other. Please respect your fellow students’ opinions and refrain from personal attacks or demeaning comments of any kind. Finally, remember to keep confidential all issues of a personal or professional nature discussed in class.

The instructor and students in this course are expected to strive to maintain a learning environment that encourages participation by everyone in an atmosphere of academic integrity. Students are expected to utilize the five skills of dialogue:
1) Suspend judgment,
2) Listen toward understanding,
3) Uncover and examine their assumptions,
4) Inquire with genuine curiosity
5) Reflect on what has been offered with the goal of creating group cohesiveness in the learning environment.

Dynamic engaged dialogue is critical to the student's learning experience.

One of the basic ethical principles of the social work profession is respect for all people regardless of their dimensions of diversity (race, ethnicity, religious/spiritual orientation, culture, social economic status, gender, sexual orientation, personality, age etc.). This value applies to clients in any circumstance, regardless of their behavior. Please consult the NASW Code of Ethics regarding clients’ rights to respect, dignity, and self-determination.

Also available online at URL: [http://www.socialworkers.org/pubs/code/code.asp](http://www.socialworkers.org/pubs/code/code.asp)

Code of Ethics, Student Rights and Responsibilities & Plagiarism

BSW and incoming MSW students read and signed electronic forms of the NASW Code of Ethics, the School of Social Work Plagiarism Policy and the Student Rights and Responsibilities. In doing so, they agreed that while in the BSW or MSW Program they would honor the NASW Code of Ethics and Student’s Rights and Responsibilities, as well as adhere to the Plagiarism Policy and that should they not do so, sanctions would be imposed. BSW and MSW students are expected to adhere to these policies in the classroom, in the field and in the preparation of course assignments.

Additionally, please consult NASW Standards for Cultural Competence in Social Work Practice, which expands on and further elucidates NASW Ethical Principles 3 in general and specifically Ethical Standard 1.05 Cultural Competence and Social Diversity. Students are expected to adhere to these principles in all dialogue, presentations, and written work. Available online at URL: [http://www.socialworkers.org/practice/standards/NASWCulturalStandards.pdf](http://www.socialworkers.org/practice/standards/NASWCulturalStandards.pdf)

Information regarding participation by students with disabilities, accommodations for religious observances, academic conduct, complaint procedure, grade appeals procedures, sexual harassment policy, safety policy and other standing policies/procedures is available in the student handbook.
Americans With Disabilities Act:
Students requiring accommodations pursuant to the Americans with Disability Act should disclose their needs to the instructor at the beginning of the course.

Reading Assignments: You are expected to have read all assigned material prior to the class date under which the readings are listed above. Reading and critically evaluating what you have read is necessary so that you can learn, actively participate in class discussions, and successfully complete written assignments.

Grade Appeals/Grievance Policy:
A student wishing to appeal a grade must first meet with the instructor who assigned the grade to try to resolve the dispute. The process for grade appeals is set forth in the School of Social Work’s Student Rights and Responsibilities Handbook.

http://socwork.wisc.edu/files/StudentRightsResponsibilities.pdf