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:
Your successful completion of this course means that you will have progressed toward achieving social work competencies in advanced direct practice by demonstrating the following behaviors:

<table>
<thead>
<tr>
<th>Competencies Addressed in Course</th>
<th>Practice Behaviors Addressed in Course</th>
<th>Assignment(s) Measuring Behaviors</th>
</tr>
</thead>
<tbody>
<tr>
<td>2.1.1 Identify as a professional social worker and conduct oneself accordingly.</td>
<td>1) Advocate for client access to 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</td>
<td>Treatment Group Proposal; Group Leader’s Critical Assessment of the Group and Group Participation (PB: 1, 2, 3, 4, 5 &amp; 6)</td>
</tr>
<tr>
<td>Subsection</td>
<td>Description</td>
<td>Examples of Skills</td>
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<td>2.1.2 Apply social work ethical principles to guide professional practice.</td>
<td>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</td>
<td>Treatment Group Proposal; Group Leader’s Critical Assessment of the Group and Group Participation (PB: 1, 2, 3&amp; 4)</td>
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<td>2.1.3 Apply critical thinking to inform and communicate professional judgments.</td>
<td>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</td>
<td>Treatment Group Proposal; Group Leader’s Critical Assessment of the Group and Group Participation (PB: 1, 2 &amp; 3)</td>
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<tr>
<td>2.1.4 Engage diversity and difference in practice.</td>
<td>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</td>
<td>Treatment Group Proposal; Group Leader’s Critical Assessment of the Group and Group Participation (PB: 1, 2, 3 &amp; 4)</td>
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<tr>
<td>2.1.5 Advance human rights and social and economic justice.</td>
<td>1) Understand the mechanisms of oppression and discrimination 2) Advocate for human rights and social and economic justice 3) Engage in practices that advance social and economic justice</td>
<td>Treatment Group Proposal; Group Leader’s Critical Assessment of the Group and Group Participation (PB: 1, 2 &amp; 3)</td>
</tr>
<tr>
<td>2.1.7 Apply knowledge of human behavior and the social environment</td>
<td>1) Utilize conceptual frameworks to guide the process of assessment, intervention and evaluation 2) Critique and apply knowledge to understand person and environment</td>
<td>Treatment Group Proposal; Group Leader’s Critical Assessment of the Group and Group Participation (PB: 1 &amp; 2)</td>
</tr>
</tbody>
</table>
| 2.1.9 Respond to contexts that shape practice. | 1) Continuously discover, appraise and attend to changing locales, populations, scientific and technological developments, and emerging societal trends to provide relevant services
2) Provide leadership in promoting sustainable changes in service delivery and practice to improve the quality of social services | Treatment Group Proposal; Group Leader’s Critical Assessment of the Group and Group Participation (PB: 1 & 2) |
|---|---|---|
| 2.1.10(a)–(d)—Engage, assess, intervene, and evaluate with individuals, families, groups, organizations and communities | 2.1.10a Engage with individuals, families, groups, organization and communities | 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 & desired outcomes | Treatment Group Proposal; Group Leader’s Critical Assessment of the Group and Group Participation (PB: 1, 2 & 3) |
| 2.1.10(a)–(d)—Engage, assess, intervene, and evaluate with individuals, families, groups, organizations and communities | 2.1.10b Assess individuals, families, groups, organization and communities | 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 | Treatment Group Proposal (PB: 1, 2, 3 & 4)
Group Leader’s Critical Assessment of the Group and Group Participation (PB: 1, 2 & 4) |
| 2.1.10c Intervene with individuals, families, groups, organization and communities | 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 | Treatment Group Proposal; Group Leader’s Critical Assessment of the Group and Group Participation (PB: 1, 2, 3, 4 & 5) |
| 2.1.10d Evaluation | 1) Critically analyze, monitor and evaluate interventions | Treatment Group Proposal; Group Leader’s Critical Assessment of the Group and Group Participation (PB:1) |
IV. Course Content and Readings:
Instructional Caveat: The Instructor reserves the right to modify this syllabus, the assignment schedule, and/or any materials related to the completion of this course in the time allowed without jeopardizing any course objectives.

Week 1: January 23
Semester Overview
Small Group Assignments
Introduction to Social Work with Groups
Small Group Exercise

Required Readings:

Week 2: February 1
Stages of Group Development
Planning the Group

Required Readings:

Supplemental Readings: supplemental readings are optional and intended to be a resource to enhance learning

Week 3: February 8
*Small Group Role Play: Task Group; Create a proposal for a treatment group

Foundations of Task Groups
Decision-making in Task Groups

Required Readings:

Week 4: February 13
*Small Group Role Play: Task Group: Decision-Making

Beginning the Group
√ Due: Leader #1 Critical Assessment of the Group
Required Readings:

**Week 5 February 20**
*Small Group Role Play: Begin a Treatment Group*

Assessment of the Group: Middle Stage
Treatment Groups

√ Due: Leader #2 Critical Assessment of the Group

Required Readings:

Supplemental Readings:

**Week 6 February 27:**
*Small Group Role Play: Assessment of a Treatment Group*

Leadership and Forming Group Dynamics

√ Due: Leader #3 Critical Assessment of the Group

Required Readings:

**Week 7 March 5:**
The Ending Stage
Large Group Role Play: Ending the Group
Class Review

√ Due: Treatment Group Proposal

Required Readings:

V. Course Text and Reading Materials Required
Text is available online for purchase. Additional readings will be assigned, in advance, for specific class topics and available on Learn@UW. Students will be expected to come prepared for class having thoughtfully read the assigned text, 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

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

*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).*

Grading Scale:

<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 work, surpasses minimum expectations in most areas</td>
</tr>
<tr>
<td>88-93</td>
<td>AB</td>
<td>Surpasses minimum expectations in some areas, but not in others</td>
</tr>
<tr>
<td>82-87</td>
<td>B</td>
<td>Meets minimum expectations</td>
</tr>
<tr>
<td>76-81</td>
<td>BC</td>
<td>Meets minimum expectations in some areas, but is below minimum expectations in many areas</td>
</tr>
<tr>
<td>70-75</td>
<td>C</td>
<td>Below minimum expectations in most areas</td>
</tr>
<tr>
<td>64-69</td>
<td>D</td>
<td>Far below minimum expectations in most areas, not acceptable work</td>
</tr>
<tr>
<td>&lt;64</td>
<td>F</td>
<td>Far below minimum expectations in all areas, insufficient information for grading, multiple unexcused absences, or academic misconduct</td>
</tr>
</tbody>
</table>

Students will be Evaluated on the Following Assignments:

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Points/Percentages</th>
</tr>
</thead>
<tbody>
<tr>
<td>Treatment Group Proposal</td>
<td>30 points</td>
</tr>
<tr>
<td>Group Leader’s Critical Assessment of the Group</td>
<td>50 points</td>
</tr>
<tr>
<td>Group Participation</td>
<td>20 points</td>
</tr>
<tr>
<td><strong>Total Points</strong></td>
<td><strong>100 points</strong></td>
</tr>
</tbody>
</table>

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 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.

Assignments

Assignment #1: Treatment Group Proposal
Due: Class 7, March 5th
Value: 30 Points
Length: 2+ pages

This assignment is designed to provide you with an opportunity to conceptualize and design a proposal for a treatment group within a task group setting. You will be assigned to a small group and will engage in various role plays of task and treatment groups throughout this course. For this assignment, you are asked to work cooperatively in your assigned small group to create a proposal for a treatment group. You will be turning in one collective proposal for the group and all group members will receive the same grade. You will want to use Appendices C and D from the Toseland and Rivas text in constructing your proposal. It is recommended you discuss roles and responsibilities for submitting the final product, which will be submitted to learn@uw with the names of all group members on the assignment. You will be asked to practice task group skills during class role-play exercises which will assist you in the creation of the proposal document. You will utilize skills of leading, brainstorming, decision-making, problem solving, task completion, group planning and analysis in the creation of your proposal.

The treatment group you create should address a social or emotional need within the community. You can be creative regarding the setting, sponsoring agency, participants and treatment approach. Your proposal will be presented in an outline that you create in your small groups using the format provided in Appendices C and D from the text. The focus of your treatment group (who it is for) needs to be shared with the instructor by the end of the week 3 class period.

Treatment Group Proposal

- **Abstract:** summarizing major points of the group including who the group is for and the focus (2 points) 
- **Purpose:** focus and goals of the group, how work will be conducted including specific interventions or approaches (4 points) 
- **Agency Sponsorship:** agency name, mission, resources (financial, staff etc.) and demographics. A brief description of the sponsoring agency (3 points) 
- **Membership:** specific population for the group and why this population was chosen (3 points) 
- **Recruitment:** methods to be used to inform potential members of the group and get group participants (4 points) 
- **Composition:** criteria for member inclusion/exclusion. Composition should also include size, open or closed, demographics and other important characteristics (4 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
Assignment #2: Group Leader’s Critical Assessment of the Group
Due: The Week After Your Small Group Leader Exercise
Value: 50 points for group leader reaction paper
Length: 8-12 pages

During this semester, you will be divided into groups of five or six and will remain in these small groups for numerous group role-plays. You will each have the opportunity to act as group co-leaders and group members. Group role-plays during weeks 3 through 5 will be used for critical assessment of the group experience and in writing this paper.

The group leaders will be given a brief written description of the role-play in advance, which will include the leadership task(s) that needs to be addressed in the role play. The group leaders are expected to communicate with one another and prepare for group prior to their role-play. Group leaders will engage in the role-play with the members for approximately 30-40 minutes. Group sessions will be done on the 4th floor and will be video-recorded. You must submit the flash drive of your group session to the instructor on the date your paper is due. 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-leaders (feedback should also be recorded). Co-leaders are expected to debrief with one another after class on the group process and effectiveness of their facilitation of the group.

Group Leader’s Critical Assessment of the Group
The group leaders will each be asked to write a critical assessment of their group. This paper will be due by the start of class the week following your experience as group leader. This is an academic paper and should include an introduction, conclusion and at least three citations from the readings in APA format. You may use first person pronouns as appropriate. Please use the items provided in BOLD as headers to organize your paper. In your paper, you must provide a:

1. Description of the group
a. Explain the type of group: task or treatment. What is the purpose of this group? What were the group’s and leader’s primary objectives and tasks in this role play?
b. Describe the group size and composition – who are the other members in the group and what are they like?
c. Discuss group room layout, size, placement of the leaders and participants, and how these might have affected group process

2. Description of the Group Process
   a. You will need to provide a summary of what occurred during the small group exercise. This summary needs to capture what occurred in the group from beginning to end.
      i. How did the group begin?
      ii. Were the group rules reviewed? Was confidentiality reviewed? Should either have been reviewed?
      iii. What was discussed?
      iv. How did the group end?
   b. Did everyone actively participate? Please describe, in detail, the level and nature of participation of the group members.
   c. Were there areas of disagreement, conflict or misunderstanding in the group? How were these managed by the group leaders and the members?

3. Critical Evaluation of the Group
   a. 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.)
   b. 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.)
   c. Were you and your co-leader able to engage all group members during the role-play?
   d. Were you and your co-leader able to block inappropriate statements/behaviors or redirect members when needed? If so, how was this done?
   e. How did the members experience you and your co-leader as the group leaders? What was their experience in the group? Please provide specific examples from the feedback you received from group members.
   f. 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.
   g. Overall, how did the group go? Would you say you achieved your goals? Was this group successful and effective?
   h. Discuss concepts of group dynamics and development:
      i. How did the composition of the group impact group dynamics?
      ii. How might you describe the culture and norms in this group?
      iii. Discuss the stage of group development.
      iv. What do you observe the other member’s roles to be in the group?
      v. Consider differences in power and status in the group.
      vi. How does decision-making tend to occur in the group?
Assignment 3: Group Participation  
Value: 20 points over the course of the role-plays  

As group members, you will participate fully and seriously in the group role-plays. 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 reaction papers. Be sure to comment on leader skills observed including strengths and areas for improvement. Leaders will comment on your level of participation in the role-play in their papers. Points may be deducted if the instructor or the role-play co-leaders feel that you were not participating in a productive manner.
VII. Course Policies

Writing Policy

Criteria for Assignments
Specific attention should be given to organization, paragraphs, sentence structure, clarity and correct citation using APA format. Before turning in any assignment, consider if the following criteria are met:

1. Validity, relevance, support of main points, ability to consider other perspectives
2. Sources, quotes and paraphrases appropriately identified clear connection to course ideas/readings. Own thinking comes through
3. Organization, clarity, logical flow, completed as required
4. Has an introduction and conclusion, unless otherwise stated
5. Paragraphs should have topic sentences that reflect the content of the paragraph and should have a smooth flow from one paragraph to the next
6. Has depth, includes critical evaluation, is integrative-looks at the whole.
7. Appropriate grammar, spelling, format, etc.
8. Completed on time

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, Edge), 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, and 12-point Times New Roman font
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. (Recent updates to the APA form can be obtained at http://www.apastyle.org/manual/whats-new.aspx )

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, this shows professionalism and responsibility. 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
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
- Excused & Unexcused Absences:
  ~ The first unexcused absence will result in a student’s grade being dropped one full grade
  ~ The second unexcused absence will place the student at risk for failing the course
  ~ On a case by case basis, it is left to the instructor’s discretion as to what is defined as an excused absence as well as to determine appropriate follow up plans
- Additional graded make-up work appropriate for the content missed will be assigned for two or more excused absences and all unexcused absences.
- 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 other emergencies should 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 may 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; however, the class time will be rescheduled. The Program Coordinator will notify students by email within 72 hours of the cancellation regarding the planned class day/time additions.

Learn@UW
All students in the class are required to access Learn@UW for additional communication and information regarding the course. Please check Learn@UW on Friday evenings for student Power Points/Outlines when available and other resources pertinent to class the next day. I will respond to email communication every 24 hours (to be checked once per day, most likely in the evening). Please let me know if you have trouble accessing information in this way.

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.

Plagiarism
Plagiarism involves the use of others’ words, ideas, or evidence without clearly acknowledging the source. Plagiarism in this class (and other classes) is unacceptable and will be treated as serious ethical breach with possible penalties including: a failing grade on the assignment, failing the class, and/or referral to the Dean of Students Office.

Maintaining ownership of your work is often challenging when writing papers using multiple sources. Nevertheless, intentional plagiarism is academic dishonesty. Plagiarism occurs when you do any of the following in an assignment:
- Use someone else’s words either verbatim or almost verbatim without citation (even if the work does not have a clear author—for instance in a website)
- Use someone else’s evidence, line of thinking or idea without citation
- Turn in someone else’s work as your own, as in copying a peer’s paper or purchasing a readymade paper
- Turn in previously submitted work as if new, without the instructor’s approval

Student Behavior Policy
In order to learn, we must be open to the views of people different than ourselves. Each and 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. We will spend time on the first day creating additional group rules to build feelings of psychological safety and respect.
Note on Accommodation of Student Disability
If you require accommodations to obtain equal access to this class or to any assignments that I may give, please contact me as soon as possible.

Use of Technology in the Classroom
In order to learn, you must be respectful to your fellow classmates, teaching assistant and instructor by using technology appropriately in the classroom. Please turn off your cell phones at the start of class, do not send or receive text messages and do not use laptops for anything other than taking lecture notes. If you use your cell phone or send and/or receive text messages during class, you will be asked to leave the classroom. Recording of classes is prohibited and allowed only after full disclosure to the class that a recorder is operating. Please speak to the instructor prior to class if you would like to use a laptop or tablet for lecture notes. If you use your laptop/tablet for anything other than lecture notes, you will not be allowed to use your laptop in the class for the remainder of the semester. Please plan electronic communication before or after class or during break. Repeated violation of electronic use may impact your grade.

Note about Consultation & Feedback:
I am available to assist your learning and to discuss any aspect of the course or your work. I welcome feedback and appreciate suggestions for improving this course. Please remember that I work in the field and may be unavailable during the workday. Please plan ahead and allow time for my response. I welcome emails, and you can call me on my cell phone (608-213-7752). I will do my best to be responsive to your needs.