Social Work 205: Introduction to the Field of Social Work  
Spring 2015

Tuesdays and Thursdays 11:00 a.m.-12:15 p.m.  
Education L196  
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Email: gattis@wisc.edu  
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Office location: Social Work 306  
Teaching Assistants: Anna Sallows - asallows@wisc.edu  
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I. CATALOGUE DESCRIPTION

Introduction to the Field of Social Work is a basic survey course. It includes historical development, formation of social welfare policies, and the role of the social work professional.

II. COURSE DESCRIPTION

Social Work 205 is intended to provide a basic introduction to the evolution and present status of social welfare institutions and the profession of social work. The course focuses on the development and current status of the social welfare institution; the history of social work and social welfare; the purposes, values and skill base of the profession; the organization and functions of public and private social agencies; and the social service delivery system. This course will also address the impact of social problems on individuals, families, and/or communities. This is a professional foundation course required for undergraduate social work and social welfare majors. The course is also open to other undergraduate students of any disciplinary background who are interested in learning more about social welfare and the social work profession.

III. COURSE COMPETENCIES AND PRACTICE BEHAVIORS

Successful completion of this course implies that students will have progressed towards achieving some of the core social work competencies by demonstrating the following practice behaviors:

<table>
<thead>
<tr>
<th>Core Competency</th>
<th>Practice Behavior</th>
<th>Assignment</th>
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</thead>
</table>
| 2.1.1 Identify as a professional social worker and conduct oneself accordingly | • Attend to professional roles and boundaries.  
• Advocate for client access to the services of social work. | Assignment #1 |
| 2.1.2 Apply social work ethical principles to guide professional practice       | • Make ethical decisions by applying standards of the NASW.                      | Assignment 1  
Exam 1 &2        |
2.1.3 Apply critical thinking to inform and communicate professional judgment
- Distinguish, appraise, and integrate multiple sources of knowledge, including research-based knowledge and practice wisdom.

Assignments 2 & 3

2.1.4 Engage diversity and difference in practice.
- Recognize the extent to which a culture's structures and values may oppress, marginalize, alienate, or create or enhance privilege and power.
- Recognize and communicate an understanding of the importance of difference in shaping life experiences.

Assignment #3 Exam 1 & 2

2.1.5 Advance human rights and social and economic justice
- Understand the mechanisms of oppression and discrimination.

Assignment #2 Exam 1 & 2

2.1.6 Apply knowledge of human behavior and the social environment
- Critique and apply knowledge to understand person and environment.

Assignment #2 Exam 1 & 2

2.1.7 Respond to contexts that shape practice
- Continuously discover, appraise, and attend to changing locales, populations, scientific and technological developments, and emerging societal trends to provide relevant services.

Assessment #2 Exam 1 & 2

EVALUATION AND STUDENT OUTCOMES: METHODS AND GRADING

METHODS

This large lecture course is designed to optimize active learning in the classroom, and is supplemented with discussion sessions in which students will be asked to more deeply explore topics from lecture and reading through small and large group exercises, short writing assignments and discussion of issues raised by students in response to course content.

Course Expectations

This a large class, but students are not a small part of it. To make our time together as valuable as possible, we will need to be respectful and considerate in the class and discussion section environment and take mutual responsibility for learning. The following basic principles are important guidelines:

- Every student has a right to learn as well as the responsibility not to deprive others of their right to learn.
- The climate of the classroom is extremely important to learning and is the shared responsibility of the students, professor and TA.
- Every student is accountable for his/her/hir actions and is responsible for his/her/hir learning.

Students are expected to:

- Attend and actively participate in weekly class lectures and discussion sections.
- Arrive on time. Late arrivals and early departures are very disruptive and should be avoided.
- Read required materials prior to class.
- Regularly check Learn@UW for announcements and materials.
- Complete all assignments required for lecture and discussion sections.
- Complete a midterm and final exam.

The instructor is expected to:

- Design and organize the course
- Be available to students to answer questions and to hear concerns
- Begin and end classes on time
- Create a comfortable and open atmosphere conducive to learning
- Assure that course objectives are being met
- Assure that the class is accessible to all students
- Prepare course lectures, in-class discussion questions, assignments and exams.

Teaching Assistants: The TAs are expected to:

- Design and organize discussion sections in consultation with instructor.
- Begin and end discussion sections on time.
- Be available to students to answer questions and hear concerns.
- Create a comfortable and open discussion section atmosphere conducive to learning.
- Assure that discussion section objectives are being met
- Grade the written assignments and exams in consultation with instructor.

Requirements

A. Participation

Students will be graded on participation in both lecture and discussion section.

Lecture: In lecture, participation will be monitored by responses to questions posed and student adherence to the Class Discussion Guidelines (see page 18). Although this is a relatively large class, “active learning” methods and discussion questions will be used to stimulate thinking and student engagement in learning. Class sessions will include varied instructional techniques. It is assumed that students will take responsibility for their own learning and show their progress by demonstrating mastery of the weekly readings, by raising issues and by active class participation. Therefore, it is important that students complete the readings each week in preparation for class and discussion sections. Doing so will provide a richer and more stimulating educational experience.

Discussion Sections: In discussion sections, participation will be graded based upon attendance, the quality of the student’s contributions to the discussion section (see Guidelines for Evaluating Participations 19), and completion of My SW lab or other mini assignments requested weekly by the TA.
B. Three Short Writing Assignments
- Writing Assignment 1: Benefits Application Response Paper (Competencies 4,5,6, and 7)
- Writing Assignment 2: Relevance of Social Work Profession to Current Event or Social Problem in News (Competencies 2,4,5,6, and 7)
- Writing Assignment 3: “Readings for Diversity and Social Justice” Reflection (Competencies 1 and 4)

C. Exams
- Exam 1: Midterm (Multiple choice, true/false questions, covering weeks 1-7)
- Exam 2: Final (Multiple choice, true/false, covering weeks 8-15)
  Exams are relevant to course competencies 2,3,4,5, and 6)

GRADING

Grading System

<table>
<thead>
<tr>
<th>Points</th>
<th>Participation</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>10</td>
<td>a. Lecture: Attendance (10% of total grade)</td>
<td></td>
</tr>
<tr>
<td>15</td>
<td>b. Discussion section participation quality</td>
<td></td>
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</table>

<table>
<thead>
<tr>
<th>Points</th>
<th>Short Writing Assignments</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>10</td>
<td>a. Benefits Application Response Paper (Due February 24)</td>
<td></td>
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<tr>
<td>10</td>
<td>b. Relevance of Social Work Profession to Current Event or Social Problem in the News (Due April 14)</td>
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<tr>
<td>10</td>
<td>c. “Readings for Diversity and Social Justice” Reflection (Due April 28)</td>
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<table>
<thead>
<tr>
<th>Points</th>
<th>Exams</th>
<th></th>
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</thead>
<tbody>
<tr>
<td>21</td>
<td>a. Midterm (given March 5)</td>
<td></td>
</tr>
<tr>
<td>24</td>
<td>b. Final (given May 7)</td>
<td></td>
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</tbody>
</table>

Total 100

Grades will be earned on the following grade point system--a total of 100 points

<table>
<thead>
<tr>
<th>Grade</th>
<th>Points</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>94-100</td>
<td>outstanding; surpasses expectations in all areas</td>
</tr>
<tr>
<td>AB</td>
<td>88-93</td>
<td>surpasses expectations in most areas</td>
</tr>
<tr>
<td>B</td>
<td>82-87</td>
<td>surpasses expectations in some areas</td>
</tr>
<tr>
<td>BC</td>
<td>76-81</td>
<td>meets expectations in most areas; above in others</td>
</tr>
<tr>
<td>C</td>
<td>70-75</td>
<td>meets expectations in most areas</td>
</tr>
<tr>
<td>D</td>
<td>64-69</td>
<td>below expectations in all areas</td>
</tr>
<tr>
<td>F</td>
<td>&lt;64</td>
<td>fails to meet minimal expectations in all areas, not acceptable work</td>
</tr>
</tbody>
</table>

University of Wisconsin-Madison School of Social Work’s Policy on Plagiarism

Academic Misconduct is commonly thought of as “cheating” in the pursuit of one’s academic endeavors. Academic misconduct rules are found in UWS 14. Information on academic misconduct rules and procedures can be found at the following website: [http://www.wisc.edu/students/conduct.htm](http://www.wisc.edu/students/conduct.htm)
“UWS 14.03 defines academic misconduct as follows: Academic misconduct is an act in which a student: (a) Seeks to claim credit for the work or efforts of another without authorization or citation; (b) Uses unauthorized materials or fabricated data in any academic exercise; (c) Forges or falsifies academic documents or records; (d) Intentionally impedes or damages the academic work of others; (e) Engages in conduct aimed at making false representation of a student’s academic performance; or (f) Assists other students in any of these acts.”

**Plagiarism in Assignments**
This document describes the School of Social Work’s operational definition of plagiarism, probably the most common form of academic misconduct.

**Plagiarism Defined**
Plagiarism is defined as:

1. The appropriation of passages or complete works of another person and submitting them as one’s own work – in either written materials or speeches.

2. The presentation of the ideas of others as one’s own ideas without giving credit.

**Forms of Plagiarism**
There are two major forms which plagiarism takes:

1. The use of direct quotes from others’ written or spoken work and presenting them as one’s own words without using proper quotation marks or offsetting.

   **Direct Quote:** to repeat verbatim or to copy verbatim the words of another. “Words” means passages, sentences, or paragraphs. A “passage” here is defined as six or more words.

   If, in a paper, you use a direct quote from a book, article, interview, or presentation, and the quote is more than six words cited verbatim, you must put quotation marks around the quote and give credit to its author and source. For example: An author states, “The laymen’s concepts about the world of experiences may be conveniently classified into those that fulfill the function of identification and those that fulfill the function of interrelation” (Krugliani, Hamel, Maides, and Schwartz, p. 302).

   (1) You may use your own words in part of your sentence and the authors’ words in the remainder of the sentence. When you use six or more of the authors’ words verbatim, you must use quotation marks: e.g., Ordinary people usually classify experiences into those “that fulfill the function of identification and those that fulfill the function of interrelation” (Krugliani, Hamel, Maides, and Schwartz, p. 302).

   **Reason for quotation marks:** Six or more of the authors’ words were used verbatim.

   (2) You may directly quote six words, interrupt the sentence with your own words, and then complete the sentence with the words of the authors. If any six words are used verbatim, you must use quotation marks: e.g., “The layman’s concepts about the world of experiences,” some researchers have asserted, might be classified into ones that “fulfill the function of identification and those that fulfill the function of interrelation” (Krugliani, Hamel, Maides, and Schwartz, p. 302).
2. The other major form of plagiarism where a student (or someone else) paraphrases the ideas or research findings of another person(s), but fails to identify the sources of the ideas.

A paraphrase is a restatement of a text or passage in another form or other words. (i.e., putting into your own words the ideas of another person). Using the exemplar original statement, the following is a paraphrase:

Ordinary people usually classify their experiences into convenient categories: Those that fulfill the identification function and those that fulfill the interrelation function. (Krugliani, Hamel, Maides, and Schwartz).

Note: There is no need for quotation marks because no six words are those of the authors. However, the idea is still that of Krugliani et al., so they must be given the credit.

**Other Forms of Academic Misconduct**
The other forms of academic misconduct, cited in the *Academic Misconduct Rules and Procedures* referred to above, also apply to all social work students’ written work.

**Penalties**
Penalties for academic misconduct range from an oral reprimand to suspension or expulsion from the university. You will find more information at this website: [http://www.wisc.edu/students/conduct.htm](http://www.wisc.edu/students/conduct.htm)

**Special Needs:**
Your success in this class is important to me. If there are circumstances that may affect your performance in this class, please let me know as soon as possible so that we may work together to develop strategies for adapting assignments to meet both your needs and the requirements of the course. The McBurney Disability Resource Center (263-2741) provides resources for students with disabilities. You will need to provide documentation of disability to them in order to receive official university services and accommodations.

Please don’t hesitate to let me know if you require assistance or accommodations for any reason. I look forward to working with you to meet your learning goals.

**TEXT AND READING MATERIALS**

**Required Reading:**

The following three required textbooks are available for purchase at the University Bookstore, located at 711 State Street (608-257-3784).


The textbooks are on reserve in the Social Work Library (socialwork.library.wisc.edu, School of Social Work, 1350 University Avenue, RM 336, 608-263-4283) and the College Library, at Helen C. White Hall (608-262-3192).

Additional articles are on Learn @ UW, E-Reserve and various handouts will be distributed in class.

VI. SEMESTER CALENDAR

*Items in italics indicate a due date or an action that you should take outside of the days that the class meets.*

**January**
- 20 Introduction and Course Overview
- 22 Social Work as a Profession
- 27 Social Work as a Profession
- 29 History of Social Work and Social Welfare

**February**
- 3 Theoretical and Conceptual Models of Social Work
- 5 Generalist Social Work Practice
- 10 Basic Concepts in Social Welfare
- 12 Introduction to Poverty
- 17 Publicly funded Programs and Services to the Poor
- 19 Students initiate Benefits application process for writing assignment 1 – *No class.*
- 24 Diversity and Advocacy in Social Work Practice *Brief Writing Assignment 1: Benefits Application Response Paper due today*
- 26 Social Work and Social Justice: Diversity Difference and Oppression

**March**
- 3 Mindfulness and Social Work Practice
- 5 *Midterm Exam*
- 10 Child Welfare
- 12 Social Work Role in Child Maltreatment & Child Welfare Services
- 17 Crime and Criminal Justice
- 19 Social Work Role in Criminal Justice
- 24 Mental Health
- 26 Social Work Role in Mental Health Settings
- 31 No Class – Spring Break

**April**
- 2 No Class – Spring Break
- 7 Social Work Role in School Social Work
- 9 *No class* Students research current events news article – Writing Assignment 2
- 14 Health *Brief Writing Assignment 2: Relevance of SW Profession to Current Event or Social Problem in News Paper due*
- 16 Social Work role in Health
- 21 Substance Abuse
- 23 Social Work Role in Substance Abuse
- 28 Aging *Brief Writing Assignment 3: Readings for Diversity and Social Justice Reflection paper due today.*
### VII. Course Content

<table>
<thead>
<tr>
<th>Timeline</th>
<th>Topics and Assignments</th>
</tr>
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</table>
| **Week 1** | **January 20**: Introduction and Course Overview  
- Review of syllabus  
- Class assignments, expectations, and grading criteria  
- Use of technology  
- Overview of social work  
**Required reading**: |
| **January 22**: Social Work as a Profession  
- What is social work and how does it relate to other professions  
- Mission, Values and Ethics of the profession  
- Cultural competence  
- Strengths and empowerment focus  
- The future of the profession  
**Required reading**: |
| **Week 2** | **January 27**: Social Work as a Profession Continued  
**Required reading**: |
| **January 29**: History of Social Work and Social Welfare continued  
**Required reading**: |
Week 3

February 3: Theoretical and Conceptual Models of Social Work

- Theoretical frameworks, models and perspectives
- Understanding human behavior, the environment and interactions
- Systems theory and ecosystems perspective
- Empowerment & strengths perspective

Required reading:


February 5: Generalist Social Work Practice

- What is generalist social work practice and what purpose does it serve
- The planned change process
- Micro, mezzo, and macro levels of assessment and intervention
- Nature of helping relationships in social work
- Cultural competency

Required reading:


(Handout in Learn@UW) National Association of Social Workers Standards for Cultural Competence in Social Work Practice: A Brief Synopsis.

Week 4

February 10: Basic Concepts in Social Welfare

- Descriptive definitions of social welfare
- Philosophical basis for social welfare
- Classification of social welfare services
- Political perspectives and social welfare issues and values

Required Reading
<table>
<thead>
<tr>
<th>Week 5</th>
<th>February 17: Publicly Funded Programs and Services to the Poor</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>• Social insurance and public assistance programs compared</td>
</tr>
<tr>
<td></td>
<td>• Food stamps</td>
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<tr>
<td></td>
<td>• Other publicly funded programs</td>
</tr>
<tr>
<td></td>
<td>• Review of assignment</td>
</tr>
</tbody>
</table>

**Required Reading**


Check Learn@UW for possible additional brief readings or handouts.

<table>
<thead>
<tr>
<th>February 19: Students initiate Benefits Application Process for Writing Assignment 1</th>
</tr>
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<tbody>
<tr>
<td>• Class will not meet today.</td>
</tr>
<tr>
<td>• Complete training and begin write up.</td>
</tr>
</tbody>
</table>

**Required Reading**


<table>
<thead>
<tr>
<th>Week 6</th>
<th>February 24: Diversity and Advocacy in Social Work Practice</th>
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<tbody>
<tr>
<td></td>
<td>Writing Assignment 1 Benefits Application Response Paper due</td>
</tr>
<tr>
<td></td>
<td>• Ethics for diversity and advocacy</td>
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<tr>
<td></td>
<td>• Types of advocacy</td>
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**February 12: Introduction to Poverty**

- Defining and measuring poverty
- Who are the poor?
- Causes of poverty

**Required Reading**


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<thead>
<tr>
<th><strong>Week 7</strong></th>
<th><strong>March 3 : Mindfulness, Self-Awareness and Self-Care in Social Work Practice</strong></th>
</tr>
</thead>
</table>
| | - Challenges faced by social workers  
| | - Burnout, compassion fatigue and how to prevent  
| | - Mindfulness practices being employed by professionals for self-care  

**Recommended Reading :**

| Week 8 | March 10: Child Welfare  
Families in the U.S.  
Challenges facing children and families  
Major services to children, youth and families  
Current issues and trends  
**Required Reading:**  
| Week 9 | March 17: Crime and Criminal Justice  
Brief History of criminal justice  
Defining crime  
Trends in crime and incarceration  
Adult and youth offenders and the justice system  
Social work roles  
Current issues  
**Required Readings:**  
March 19: Social Work Role in Criminal Justice  
**Required Reading:**  
| Week 10 | March 24: Mental Health  
Conceptualization of Mental health and illness  
Mental disorders  
Challenges and trends in mental health practice |
<table>
<thead>
<tr>
<th>Week 11</th>
<th><strong>March 31 : No Class Spring Break</strong></th>
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<tbody>
<tr>
<td></td>
<td><strong>April 2: No Class Spring Break</strong></td>
</tr>
<tr>
<td></td>
<td><strong>Required Readings:</strong> Same as above</td>
</tr>
<tr>
<td>Week 12</td>
<td><strong>April 7: Social Work role in School Social Work</strong></td>
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</tbody>
</table>
|         | **Required Readings:**  
|         | Dibble, N. (2009). *Services most frequently provided by Wisconsin School Social Workers.*” (To be posted on Learn at UW).  
|         | **April 9: Students research current event news article for Writing Assignment 2**  
|         | Class will not meet today.  
|         | Identify article and begin write up. |
| Week 13 | **April 14: Health** |
|         | **Brief Writing Assignment #2 Relevance of SW Profession to Current Event or Social Problem in News Paper Due**  
|         | Overview of health problems in the U.S.  
|         | Health services  
|         | Medical social work services and settings  
|         | Interprofessional Collaboration  
|         | **Required Readings:**  
|         | **April 16: Social Work role in Health** |
|         | **Required Readings:** Same as above. |
| Week 14 | April 21: Substance Abuse  
Substance Abuse  
Defining substance use and abuse  
Current issues and challenges  
Models of addiction  
Interventions  

**Required Readings:**  


April 23: Social Work Role in Substance Abuse  

**Required Reading:** Same as above |  
| Week 15 | April 28: Aging  
Profile of older Americans  
Challenges of Aging  
Elder abuse  
Lifecycle challenges  
Services for Older Americans  

**Assignment #3 “Readings for Diversity and Social Justice” Reflection Due**  

**Required Readings:**  


April 30: Social Work Role in Gerontological Social Work  

**Required Reading:** Same as above. |  
| Week 16 | May 5: Globalization and International Social Work  
The global economy  
positive and negative aspects of globalization  
collaboration and international social work.  

**Required Readings:**  
SW 205 – Spring 2015

Class Policies

Non-Discrimination Policy: All students will be treated in accordance with federal and state laws prohibiting discrimination on the basis of sex, race, national origin, disability, sexual preference, age, and religion. No assignments will be due on major religious holidays. Students who will not be attending a Discussion Section because of a religious holiday must inform their teaching assistant (TA) prior to the date of absence so that they can receive an excused absence. Those students who are registered with the McBurney Disability Resource Center must give the instructor a copy of their VISA within the first two weeks of the semester so that accommodations can be made. The instructor and the TAs will assure that there is accommodation made for the student. If the student has not given the copy of the VISA to the instructor, an accommodation will not be made.

Standards of Conduct: Professional responsibility, ethical behavior, and integrity are central principles of the social work profession. Students are expected to conduct themselves in accordance with the standards of the School of Social Work, the University, and the National Association of Social Workers (NASW). Plagiarism and other forms of cheating will be disciplined according to University procedures. Please see the SCHOOL OF SOCIAL WORK PLAGIARISM POLICY attached to the end of the syllabus. You may also wish to refer to the Dean of Students policy regarding the University’s policy on academic misconduct (http://students.wisc.edu/saja/misconduct/UWS14.html).

Use of Laptops, Cell Phones, Smartphones, and Other Electronic Devices: The use of laptops, cell phones, Smartphones and other electronic devices are not permitted in lecture or discussion sections except in unusual circumstances and with the express written permission of the instructor. All laptops, smartphones, cell phones, and other electronic devices must be turned off at the beginning of class. If you use a laptop, cell phone, or other electronic devices during lecture or discussion you will receive one warning without penalty to your grade. You will lose 2 points for the first use after the warning, 2 points for the second use, 4 points for the third use, 6 points for the fourth use and with each additional use double the number of points you will be penalized. The teaching assistant has been instructed to carefully monitor usage in the lecture and discussion section.

Incomplete Policy: According to University policy, an Incomplete may only be given when students, who have otherwise made good progress in the course, are prohibited from completing the course as a result of an emergency or crisis event in their lives. A grade of Incomplete or “I” will not be given unless the student meets the university policy criteria, and also contacts the instructor prior to the end of the semester to explain the situation and make arrangements for making up the required work.

Exam Policies: All students are required to take the midterm and final exam at the scheduled time. No midterm or final exam will be given before the scheduled date. Family trips are not an excuse from this responsibility. Any student who has another exam scheduled at the same time as the SW 205 exam or has more than 2 exams in the same day may take the final exam the day after the scheduled date. Make-up exams will be given without penalty only when documentation of hospitalization, medical treatment, death in the family, or other emergency is provided. Make-up exams will be in an alternative format that may include essay format.
**Attendance Policy:** Students are required to attend lecture and are required to attend Discussion Sections. The TA will take attendance at each Discussion Section. Students will lose one point for each unexcused absence from Discussion. If students are unable to attend discussion because of illness, they must notify their TA before the section meets or no later than the day after the section meets. Email may be used for notification.

**Assignments Policy:** Promptness in completing assigned work is a requirement for this class. However, it is recognized that circumstances may arise which might make it impossible for the student to complete the class requirements on time (such as family emergencies or illness). When such circumstances occur, appropriate arrangements must be made in advance with an email sent to both the instructor and the TA. If the student has not received written approval from the instructor and/or the TA concerning a late assignment, one point will be subtracted from the student’s number grade for each day the assignment is late.

**Changing Discussion Sections:** Students are able to switch discussion sections as long as there is room in another section according to the on-line timetable. If the discussion section that a student wishes to transfer into is closed, that student must discuss this with their TA. There must be a compelling reason to make the change (e.g. conflict with another class). The TA will make the final decision about allowing the change and will inform the instructor of the approved change. The instructor will see that the change is completed.

**Grades:** Exams will be graded electronically, and assignments will be graded by the TA under the guidance of the instructor. On occasion a student may feel that a quiz item was marked incorrectly, or that they were deserving of a higher assignment grade. Rather than take up valuable class time to discuss individual concerns about grading, the following procedure should be followed. Any student who has reason to believe that their exam response was correct, or they have not received a fair grade, should submit their claim in writing citing their specific reasoning. They should back up their assertion with fact, either taken from the text or from some other reputable sources. Students should wait at least one day before submitting their claim to allow time for them to think through their response. The written claim should be submitted to the TA along with a concise written description explaining the nature of their concern. If students are not satisfied with the response of the TA, students may contact the instructor in writing (email will suffice). The instructor and the TA will discuss the concern and the TA will contact the student about the decision. There are three possible results from this process: the grade will be raised, the grade will be lowered, or the grade will remain the same.

**Teaching Assistant (TA) Evaluation:** Student compliments about the TA should be communicated to the TA and to the instructor. Student concerns about the TA should be first discussed with the TA. If this does not resolve the concern, students should notify the instructor. If concerns persist or are not adequately addressed, students should notify the Doctoral Program Chair, Lonnie Berger: lmberger@wisc.edu or 263-6332.

**Instructor Evaluation:** Student compliments about the instructor should be communicated to the instructor. Students will complete an instructor evaluation mid-semester and at the end of the semester. Student concerns about the instructor should be discussed with the instructor. If concerns persist or are not adequately addressed, students should notify the Social Work Program Director, Jan Greenberg: jgreenbe@wisc.edu or 263-5885.
Class Discussion Guidelines
From: Colleen Mahoney,
UW-Madison School of Social Work

Successful class discussion depends upon people being “good citizens” by taking joint responsibility for making sure that discussion moves forward. That means both following guidelines and helping to enforce them. Listening well, making productive contributions, and facilitating discussion are all important social work skills.

1. **Do the reading and come to class prepared to talk.**

2. **Listen as well as talk.**

3. **Raise questions.** Asking questions, asking for clarification from faculty or from other members of the class, and asking each other questions is as important - and often more valuable- than making points.

4. **Build on each other’s points.** Refer to each other and let people know how your point is related to the discussion.

5. **If you want to change the direction of the discussion, make it explicit.** By doing so, you allow the class to decide whether or not they want to change direction. You allow the class to finish one discussion before starting another. This also allows the class to know where you are coming from. You may know what you are talking about, but the class may not – they may still be thinking about the previous discussion, and not realize that you are changing the topic.

6. **Make your point and support your position, then allow the discussion to move on.** Do not persist in defending points. It is frustrating to others when a participant keeps bringing the conversation back to the same point and re-states it over and over again.

7. **Bring in your background.** Let others know where you are coming from. Tell the class if you are using information from personal experience or from knowledge gained outside of class. If you don’t some people may wonder where the information is from – was that in the readings?

8. **Respect diversity of opinions as well as perspective:**
   a. **Do not stereotype and never dismiss.** For example, if someone takes a feminist position one day, that does not mean that every time that person speaks everyone should roll their eyes and think, “here we go with the feminist position again!”
   b. **Do not assume.** We come from a variety of backgrounds and have a diversity of lives that you may or may not be aware of. Don’t assume that we are all the same. There are gay people in the room. There are Jewish people in the room. There are white people who have known hunger and people of color who went to prep school and grew up in the suburbs. There are people in this room who were teen parents and people who were or are consumers of many of the social services we are discussing. All of this means that you should never assume that “we” are talking about “them” – whether “them” refers to clients or certain groups of people.

8. **Make the classroom a safe place.** Things that people say in the classroom should not be repeated outside of class. Discussion and learning happen when people feel that they can experiment, openly discuss ideas, try on different concepts, be challenged, and grow without being judged. No one wants to be standing in the coffee line and hear someone say, “Can you believe that she said that…!”
Guidelines for Evaluating Participation
From: Severa Austin, UW-Madison School of Social Work

Outstanding Contributor:
Contributions in class reflect exceptional preparation. Ideas offered are always substantive and provide one or more major insights as well as direction for the class. Challenges are well substantiated and persuasively presented. The student responds to colleagues’ ideas, and assists in further development and clarification of these ideas. If this person were not a member of the class, the quality of discussion would be diminished markedly.

Good Contributor:
Contributions in class reflect thorough preparation. Ideas offered are usually substantive, provide good insights, and sometimes direction for the class. Challenges are well substantiated and often persuasive. Responses to colleagues’ ideas are often useful. If this person were not a member of the class, the quality of the class would be diminished.

Adequate Contributor:
Contributions in class reflect satisfactory preparation. Ideas offered are sometimes substantive, provide generally useful insights, but seldom offer a new direction for the discussion. Challenges are sometimes presented, fairly well substantiated, and are sometimes persuasive. Occasionally responds to colleagues’ comments in ways that are useful. If this person were not a member of the class, the quality of the class would be diminished somewhat.

Non-Participant:
This person says little or nothing in class, nor does s/he clearly encourage others through active listening. Hence, there is not an adequate basis for evaluation. If this person were not a member of the class, the quality of the discussion would not be changed.

Unsatisfactory Contributor:
Contributions in class reflect inadequate preparation. Ideas offered are seldom substantive, provide few if any insights, and never a constructive direction for the class. Integrative comments and effective challenges are absent. Comments do not acknowledge colleagues’ contributions, or worse, are disrespectful of them. If this person were not a member of the class, valuable air-time would be saved.

*NOTE: Prof. John Tyler of Brown University obtained these guidelines from Prof. Richard J. Murnane at the Harvard Graduate School of Education. Prof. Murnane, in turn, learned them from someone else. Although the original attribution for the guidelines has been lost, they continue to be useful to so many.