School of Social Work  
University of Wisconsin-Madison  
1350 University Avenue  
Madison, WI 53706  
SW440 Practice I: Foundations of Generalist Practice  
Spring 2015

Instructor: Wendy Hendrickson, MSW, LICSW  
Class Time: Saturdays, 11:45am-12:45pm  
Location: Human Science and Services Building, Room 205  
Office: Human Science and Services Building, Room 205  
Office hours: By appointment  
E-mail: wendy.hendrickson@hotmail.com

I. Catalogue Description  
Provides a conceptual base for generalist social work practice at all intervention levels. Helps students learn social work purposes, values, ethics, processes, roles, methods, integrate social work theory & practice.

II. Course Overview  
Social Work 440 provides a conceptual base for generalist social work practice at all levels. It complements the field course in the first semester of the Foundation year. SW440 uses readings, lecture, class discussion, small group experiences, written work, and ad hoc assignments to help students to conceptualize social work and to integrate knowledge of social work theory and practice.

III. Course Competencies & Practice Behaviors & Assignments

<table>
<thead>
<tr>
<th>Competencies addressed in course</th>
<th>Practice behaviors addressed in course</th>
<th>Assignment(s) measuring behavior</th>
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| 2.1.1: Identify as a social worker and conduct oneself accordingly. | • Practice personal reflection and self-correction to assure continual professional development.  
• Attend to professional roles and boundaries.  
• Demonstrate professional demeanor in behavior, appearance and communication.  
• Engage in career-long learning. | All: Journal club presentation, response paper, case analysis and in-class exercises |
| 2.1.2: Apply SW ethical principles to guide professional practice | • Recognize and manage personal values in a way that allows professional values to guide practice.  
• Make ethical decisions by applying standards of the NASW and, as applicable, the International Federation of Social Workers.  
• Apply strategies of ethical reasoning to arrive at principled decisions | All: Journal club presentation, response paper, case analysis and in-class exercises |
### 2.1.3: Apply critical thinking to inform and communicate professional judgments
- Distinguish, appraise and integrate multiple sources of knowledge, including research-based knowledge and practice wisdom.
- Analyze models of assessment, prevention, intervention and evaluation.

All: Journal club presentation, response paper, case analysis and in-class exercises

<table>
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<th>Week 1: January 24</th>
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<tr>
<td>Syllabus Review</td>
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Required Reading:
Please carefully review the entire syllabus prior to class. Please bring the syllabus to class so you can follow along.

### 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.
- View selves as learners and engage those with whom they work as informants.

All: Journal club presentation, response paper, case analysis and in-class exercises

### 2.1.5: Advance human rights and social and economic justice
- Understand the mechanisms of oppression and discrimination;

All: Journal club presentation, response paper, case analysis and in-class exercises

### 2.1.7: Apply knowledge of human behavior and the social environment.
- Utilize conceptual frameworks to guide the process of assessment, intervention and evaluation.

All: Journal club presentation, response paper, case analysis and in-class exercises

### 2.1.10.a Engage with individuals, families, groups, organizations, and communities:
- Substantively and affectively prepare for action with individuals, families, groups, organizations and communities.

All: Journal club presentation, response paper, case analysis and in-class exercises

### IV. Course Content

**Week 2: January 31**

**Research-Informed Practice; Thinking Critically**

Required Readings:


**Week 3: February 7**
**Implementation Applications: Crisis Intervention**

**Required Reading:**

**Week 4: February 14**
**Journal Club**
See assignments section for more information.

**Week 5: February 21**
**Implementation Applications: Trauma**

**Required Readings**


**Week 6: February 28**
**Implementation Applications: Forensic Social Work**

**Required Reading:**

**Week 7: March 7**
**Implementation Applications: Working with Adolescents**
**Guest Speaker:** TBA

**Required Reading:**
TBD
**Week 8: March 14**  
Implementation Applications: Mental Health Recovery

**Required Reading:**  

**March 21: Spring Break; No Class!**

**Week 9: March 28**  
Ethical Practice in School Social Work  
Guest Speaker: TBA  
**Due:** Response Paper

**Required Reading:**  
Midwest School Social Work Council. 2014. Ethical standards for school social work practice  
http://midwestssw.org

**Week 10: April 4**  
Evaluation and Termination

**Required Readings:**  


**Week 11: April 11**  
Gender Sensitive Social Work Practice

**Required Readings:**  

Week 12: April 18
Advocacy

Required Readings:


Week 13: April 25
Brokering and Case Management
Due: Final Project – Case Analysis

Required Reading:


Week 14: May 2
Journal Club

Week 15: May 9
Topic: Semester Review
Course Evaluations

V. Texts and Reading Materials for the course
Students are required to purchase the following textbook:


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. Some readings and exercise materials will also be handed out in class. Students are expected to complete and understand all currently assigned readings is Social Work and related courses and to review past readings (e.g., SW 440 and 441, the NASW Code of Ethics, course packet) to enhance ability to understand and integrate theory and methods with practice. If you do not understand or have questions about any reading or the Code, please see the class instructor for assistance.
VI. Evaluation of Competencies and Practice Behaviors: Assignments, Grading and Methods

Grades are assigned according to the following criteria:

<table>
<thead>
<tr>
<th>Grade</th>
<th>Score</th>
<th>Description</th>
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<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 many areas</td>
</tr>
<tr>
<td>B</td>
<td>82-87</td>
<td>meets expectations in all areas</td>
</tr>
<tr>
<td>BC</td>
<td>76-81</td>
<td>meets expectations in some areas; below in others</td>
</tr>
<tr>
<td>C</td>
<td>70-75</td>
<td>below expectations in most areas, not acceptable graduate work</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>
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**Grade Points:**
- **Professional Participation**: 10 points
- **Journal Club**: 30 points
- **Response Paper**: 25 points
- **Case Analysis**: 35 points
- **Total**: 100 points

**Assignments**

1. **Professional Participation**
   **Value: 10 points**
   Participation includes completing assigned readings prior to class; and engaging in class discussions/activities through active listening and thoughtful discourse. Participation is viewed qualitatively rather than quantitatively (emphasis on the quality of participation more than quantity). Participation is required; if students are unable to attend a session, they must contact the instructor via email or phone prior to class time.

2. **Journal Club**
   **Value: 30 points**
   In an effort to engage in research-informed practice and practice-informed research, as well as to disseminate knowledge, students will be given the opportunity to present a journal article to their classmates. Students will be combined into groups of four or five over the course of two class periods as listed in the course content section above. Two members of the group will present their journal article per journal club class. The fifth member of the group will be assigned to present on the last day of class. Each student will have 15 minutes to present their journal article to their small group, followed by five minutes for questions and discussion. Members of the small group will score the student’s presentation on their ability to provide a concise overview of the article’s major concepts, central argument or hypothesis, method, findings and areas for
further inquiry and research. Students will also be scored on their ability to manage the time allotted and respond to questions from other group members. **Presenters must email the article to their small group members and the instructor one week prior to the journal club.** Group members should review both articles being presented and come prepared with questions for discussion.

**Scoring Rubric: Each item is worth up to FIVE points**

<table>
<thead>
<tr>
<th>Score</th>
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<tr>
<td>1 = Poor</td>
<td>2 = Fair</td>
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1. Concise overview of the article’s primary focus and hypothesis, demonstrating a sophisticated grasp of the content. ______
2. Brief discussion of methods (if applicable) utilized in the study and explanation of findings. ______
3. Summary of general conclusions/outcomes from the study and comments on areas for further study. ______
4. Successful adherence to time constraints and effective management of time allotted. ______
5. Adequate responses to questions from other group members. ______
6. Overall presentation score (speaking ability; article choice; provision of article in timely manner)

**3. Response Paper**

**Value:** 25 points

**Length:** 4-6 pages

**Due:** March 28

The response paper is designed to allow students the opportunity to reflect upon and respond to classroom content, to make an argument regarding the usefulness of the content, and to demonstrate the ability to make connections between classroom theoretical content and practice application. Students are asked to write a 4-6 page paper in response to one of the topics covered in the first eight weeks of the semester. Use of at least one reference is required to strengthen your argument. Students will be expected to demonstrate very strong professional writing, the ability to make an argument and support that argument, and depth of critical thinking regarding applicability of classroom content. This is an academic paper and should be written as such with an introduction and conclusion.

Begin your paper with a brief summary of the topic. Introduce your reader to the topic as if they are unfamiliar with it. Be sure to integrate information gathered in the readings as well as from class content into your discussion. Incorporate how the content applies to generalist social work concepts discussed in first semester into your discussion. Next, discuss your personal and professional thoughts and reactions to the content. Lastly, discuss your ideas for practical application of the content, including how you might apply these concepts to a particular population.

**Grading Rubric**

Thorough introduction to the topic, smoothly integrating content from the readings and class in the discussion in a way that reflects an accurate understanding of the content. (5 points)
Sophisticated and accurate relation of the topic to multiple principles of generalist social work practice. (5 points)

Thoughtful and in-depth discussion of personal and professional reactions to the content in a way that demonstrates critical thinking. (5 points)

Strong argument regarding the practical application of the topic to practice, including a particular population. (5 points)

Correct APA formatting and sophisticated use of the readings (3 points)

Spelling, grammar and overall writing (2 points)

Total points possible: 25
Total points earned:

4. Final Project-Case Analysis
Value: 35 points
Length: 6-8 pages
Due: April 25
The critical case analysis is an exercise meant to help students clarify problem situations in practice and sharpen the student’s abilities to draw upon the professional literature and apply it to practice. Integration of theoretical and practice knowledge and skills is required. Students will select a case they have been involved in (or have knowledge of) during the academic year that has been particularly challenging. The case may be at the micro, mezzo or macro level. Students are expected to use the Generalist Intervention Model (GIM) to discuss elements of the case. The assignment is to write a 6-8 page paper on this case, beginning with an initial case presentation introducing the reader to the case. Next, discuss efforts at culturally relevant engagement, assessment, planning, implementation (intervention strategies and techniques), evaluation and termination as applicable. Be sure to include any barriers or challenges you, the client or your agency encounter in each step of the GIM. If the case has not worked through termination or other steps in the GIM, discussion should include ideas and considerations for this step with this case. Students should also discuss any social work values and ethical considerations that apply. Students will incorporate theoretical perspective(s) with at least four references to show evidence of research-informed practice. It is expected that principles of generalist practice, problem solving and consultation will be demonstrated in the paper.

While references are required, an introduction and conclusion are not required for this paper.

Grading Rubric
Case Presentation (6 points)

Discussion of engagement efforts, including any challenges or barriers. (4 points)
Discussion of assessment efforts and findings, as well as any challenges or barriers. (4 points)

Discussion of planning efforts, including formal or informal contracting and identified goals, as well as any challenges or barriers. (4 points)

Discussion of implementation efforts, including specific interventions used and the reason these interventions were chosen, as well as any challenges or barriers encountered. (4 points)

Discussion of evaluation efforts, including any standardized measures used, as well as feedback elicited from the stakeholders. Be sure to discuss any outcomes regarding progress towards goals and effectiveness of interventions, as well as any challenges or barriers. (4 points)

Discussion of termination efforts if applicable, or ideas for effective termination, as well as any real or anticipated challenges or barriers. (4 points)

Correct APA formatting and sophisticated use of references (3 points)

Grammar, spelling and overall writing (2 points)

Total Points Possible: 35
Total Points Earned:

VII. Course Policies

Reading Assignments: Students 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.

Written Assignment Policy: All written assignments are to be completed in Microsoft Word, and are due prior to the start of class on the due date indicated in the outline in this syllabus. Assignments should be submitted via LEARN@UW. Please format these assignments using one-inch margins, double-spacing, and a Times New Roman 12-point font. Always include a cover sheet (not counted as one of the required pages) with the title of the paper, your name, the date turned into the instructor, course number, and course title (do not put this information on the first page of your paper). All assignments should be checked thoroughly for correct spelling and grammar. 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: The assignments listed above are due at the beginning of the class period 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 to request an extension. **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.

**Electronics Policy**
To minimize disruptions to class process cellular or digital telephones must be turned off during the class period. If there is a medical or other serious need for these devices, 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. 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.

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)
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

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. 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. I want all my students to have an excellent learning experience.

**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

**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
- Excused & Unexcused Absences:
  ~ Two unexcused absences will result in a student’s grade being dropped one full grade
  ~ Three unexcused absences 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 excused and unexcused absences. The first excused absence will not require make-up work.
- 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 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; however, the class time may be rescheduled. The Program Director will notify students by email within 72 hours of the cancellation regarding the planned class day/time additions.