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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</table>
| 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, course reflection paper, final exam, 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, course reflection paper, final exam, and in-class exercises |
<table>
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<tr>
<th>2.1.3: Apply critical thinking to inform and communicate professional judgments</th>
<th>• Distinguish, appraise and integrate multiple sources of knowledge, including research-based knowledge and practice wisdom. • Analyze models of assessment, prevention, intervention and evaluation.</th>
<th>All: Journal club presentation, response paper, course reflection paper, final exam, and in-class exercises</th>
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<tbody>
<tr>
<td>2.1.4: Engage diversity and difference in practice</td>
<td>• 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</td>
<td>All: Journal club presentation, response paper, course reflection paper, final exam, and in-class exercises</td>
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<tr>
<td>2.1.5: Advance human rights and social and economic justice</td>
<td>• Understand the mechanisms of oppression and discrimination;</td>
<td>All: Journal club presentation, response paper, course reflection paper, final exam, and in-class exercises</td>
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<tr>
<td>2.1.7: Apply knowledge of human behavior and the social environment.</td>
<td>• Utilize conceptual frameworks to guide the process of assessment, intervention and evaluation.</td>
<td>All: Journal club presentation, response paper, course reflection paper, final exam, and in-class exercises</td>
</tr>
<tr>
<td>2.1.10.a Engage with individuals, families, groups, organizations, and communities:</td>
<td>• Substantively and effectively prepare for action with individuals, families, groups, organizations and communities.</td>
<td>All: Journal club presentation, response paper, course reflection paper, final exam, and in-class exercises</td>
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</table>

### IV. Course Content

**Week 1: January 23**

**Syllabus Review**

**The Danger of a Single Story**

**Required Reading:**
Please read the syllabus in detail prior to the first class period.

**Week 2: January 30**

**Implementation Applications: School Social Work**
Required Readings:


Week 3: February 6
Implementation Applications: AODA Treatment
Guest Speaker: Fran Jordahl- AODA Case Manager, Eau Claire County Health & Human Services

Required Readings:


Week 4: February 13
Implementation Applications: Child Protective Services
Guest Speaker: Zachary Todd- Child Welfare Coordinator for the Western Regional Office of the State of WI Department of Children and Families

Required Readings:


Week 5: February 20
Implementation Applications: Crisis Intervention
Guest Speaker: Iris Ostenson- Emergency Services Director for Northwest Connections

Required Readings:
Week 6: February 27
Implementation Applications: Working with Adolescents
Guest Speakers: Northwest Journey Day Treatment and Outpatient Clinic staff
   Tracy Kleingartner- Clinical Mental Health Coordinator and Outpatient Therapist
   Jen Steinkie- Program Coordinator
   Alethia Moua- Group Facilitator

Required Readings:

   Retrieved from http://dpi.wi.gov/sspw/yrbs

Week 7: March 5
Research-Informed Practice
*Response Paper due

Required Readings:


March 12: Spring Break; No Class!

March 19: Spring Break; No Class!

Week 8: March 26
Brokering and Case Management
Required Reading:

**Week 9: April 2**
Journal Club

Required Reading:
Review journal club articles as emailed by classmates (see assignment below)

**Week 10: April 9**
Journal Club

Required Reading:
Review journal club articles as emailed by classmates (see assignment below)

**Week 11: April 16**
Gender Sensitive Social Work Practice
Special Speaker: Chris Jorgenson- Women’s and LGBTQ Resource Center Director

Required Readings:


**Week 12: April 23**
Advocacy

Required Readings:

Week 13: April 30
Evaluation of Social Work Practice
*Final Reflection Paper due

Required Reading:

Week 14: May 7
Final Exam
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 in Social Work and related courses and
to review past readings (e.g., SW 440, the NASW Code of Ethics) 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 Range</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 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>
</tr>
</tbody>
</table>
# Grade Points:

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Points</th>
</tr>
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<tbody>
<tr>
<td>Professional Participation</td>
<td>10</td>
</tr>
<tr>
<td>Response Paper</td>
<td>20</td>
</tr>
<tr>
<td>Journal Club</td>
<td>20</td>
</tr>
<tr>
<td>Course Reflection Paper</td>
<td>30</td>
</tr>
<tr>
<td>Final Exam</td>
<td>20</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>100</strong></td>
</tr>
</tbody>
</table>

## Assignments

1. **Response Paper**  
   - **Value:** 20 Points  
   - **Length:** 3-5 Pages  
   - **Due:** March 5th  
   The response paper is designed to allow students the opportunity to reflect upon and respond to content provided during the Implementation Applications unit. Students will make an argument regarding the usefulness of the content from a specific week of their choosing during the unit. Students will also demonstrate their ability to make connections between classroom theoretical content and practice application. A detailed assignment sheet and scoring rubric are available on the LEARN site.

2. **Journal Club**  
   - **Value:** 20 points  
   - **Due:** April 2nd or 9th  
   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 peer-reviewed journal article to their classmates. Each student will have 8 minutes to present their journal article to the class, followed by three minutes for questions and discussion. The use of PowerPoint for the presentation is permitted but not required. Students will be scored 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 journal article to their small group members and the instructor one week prior to the journal club.** Group members should review articles being presented and come prepared with questions for discussion. A scoring rubric can be found on the Learn site under Assignments.

3. **Course Reflection Paper**  
   - **Value:** 30 points  
   - **Length:** 6-10 pages  
   - **Due:** April 30  
   The purpose of the Course Reflection Paper is two-fold. First, it gives students the opportunity to meaningfully reflect upon their experience in the MSW program, as well as their current status as social workers and professionals. Second, it gives students the opportunity to reflect on how they will implement concepts learned throughout the SW440 course into their everyday social work practice. This is the final paper for the course, and
should reflect a solid understanding of generalist social work concepts. A detailed assignment sheet and scoring rubric can be found on the LEARN site.

4. **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. Participation points may be impacted by class attendance (see attendance policy).

**Exam**  
There will be a final exam during the second semester, administered on the final day of the course, May 7, 2016. The exam will be worth 20% of the semester grade, and will measure students’ understanding of the assigned readings, as well as lecture, classroom discussion content, and guest speaker content. There will not be a formal review for the exam, however, a concept review list will be provided the week prior to the exam. Students will need to complete the readings, attend class weekly and take notes during lectures and discussions, in order to be appropriately prepared for the exam.

**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. 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 or Purdue OWL online 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. **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.

Technology Policy:
Students are required to turn cell phones off or on vibrate before entering the classroom. Taking calls, texting, and utilizing your computer for personal use during class time interrupts teaching and learning. Please review the school’s policy on professional conduct which can be found in the Student Rights and Responsibilities Handbook pp. 10-12 Professional Conduct in All the Social Work Degree Programs.

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
Additionally, please consult NASW Standards for Cultural Competence in Social Work Practice, which expands on and further elucidates NASW Ethical Principle 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.

**Code of Ethics, Professional Conduct & Plagiarism:**
Incoming BSW and MSW students read and signed electronic forms of the NASW Code of Ethics, the School of Social Work Plagiarism Policy and the School’s Principles of Professional Conduct. In doing so, they agreed that while in the BSW or MSW Program they would honor the Code of Ethics and Principles of Professional Conduct, 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 and in the preparation of course 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

**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. This may include reduction in participation points.
- Instructors may 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:
  o Two absences will result in a student’s grade being dropped one full grade, as reflected in participation points.
  o 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. A two-page make-up reflection paper will be required for any day of class missed, with the exception of inclement weather, as assigned by the instructor. This paper will be due the following week of class. It is the student’s responsibility to contact the instructor as soon as they know they will be absent.

• Students who must be absent due to inclement weather or a family emergency must contact the instructor prior to the start of class.

• Inclement Weather Policy
  o 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.
  o 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.
  o 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.