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 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>2-5) Group Facilitation Self-Reflection #1 and #2 1-5) Group Facilitation Partner Feedback 1-5) Facilitation Large Group Feedback</td>
</tr>
</tbody>
</table>
| 2.1.3 | Apply critical thinking to inform and communicate professional judgments. | 1) Distinguish, appraise and integrate multiple sources of knowledge, including research-based knowledge and practice wisdom  
2) Analyze models of assessment, prevention, intervention and evaluation  
3) Demonstrate effective oral and written communication in working with individuals, families, groups, organizations, communities and colleagues | 1-2) Group Evaluation Plan  
1-3) Group Design Assignment  
1-3) Group Facilitation |
| 2.1.7 | Apply knowledge of human behavior and the social environment | 1) Utilize conceptual frameworks to guide the process of assessment, intervention and evaluation  
2) Critique and apply knowledge to understand person and environment | 1) Group Evaluation Plan  
1-2) Group Design Assignment |
| 2.1.10(a)–(d)—Engage, assess, intervene, and evaluate with individuals, families, groups, organizations and communities | 2.1.10.a 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 | 1-2) Group Design Assignment  
1-3) Group Facilitation |
| 2.1.10(a)–(d)—Engage, assess, intervene, and evaluate with individuals, families, groups, organizations and communities (CONTINUED) | 2.1.10.b 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 | 1-4) Group Facilitation  
1-4) Group Evaluation Plan  
1-4) Group Design Assignment |
| 2.1.10(a)–(d)—Engage, assess, intervene, and evaluate with individuals, families, groups, organizations and communities (CONTINUED) | 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 | 1-5) Group Design Assignment  
1-5) Group Facilitation |
| 2.1.10d Evaluation | | 1) Critically analyze, monitor and evaluate interventions | 1) Group Evaluation Plan |
### IV. Course Content and Readings:

<table>
<thead>
<tr>
<th>Date</th>
<th>Topic</th>
<th>Readings</th>
</tr>
</thead>
<tbody>
<tr>
<td>Jan 26</td>
<td>Introduction to Work with Groups</td>
<td>Chapter One from Toseland &amp; Rivas text</td>
</tr>
<tr>
<td></td>
<td>Planning the Group</td>
<td>Chapter Six from Toseland &amp; Rivas text</td>
</tr>
<tr>
<td></td>
<td>Beginning Phase of Group</td>
<td>Chapter Seven from Toseland &amp; Rivas text</td>
</tr>
<tr>
<td>Feb 2</td>
<td>Group Dynamics</td>
<td>Chapter Three from Toseland &amp; Rivas text</td>
</tr>
<tr>
<td></td>
<td><strong>Group Design due</strong></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Facilitation of opening session—three students</td>
<td></td>
</tr>
<tr>
<td>Feb 9</td>
<td>Leadership</td>
<td>Chapter Four from Toseland &amp; Rivas text</td>
</tr>
<tr>
<td></td>
<td>Facilitation of opening session—three students</td>
<td></td>
</tr>
<tr>
<td>Feb 16</td>
<td>Working Phase of Group</td>
<td>Chapter Nine from Toseland &amp; Rivas text</td>
</tr>
<tr>
<td></td>
<td>Facilitation of opening session—four students</td>
<td></td>
</tr>
<tr>
<td>Feb 23</td>
<td>IN-CLASS TAPE REVIEW</td>
<td></td>
</tr>
<tr>
<td>Mar 2</td>
<td>Assessment and Evaluation within Group Work</td>
<td>Chapter Eight from Toseland &amp; Rivas text</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Chapter Fourteen from Toseland &amp; Rivas text</td>
</tr>
<tr>
<td></td>
<td>Facilitation of mid-point session—three students</td>
<td></td>
</tr>
<tr>
<td>Mar 9</td>
<td>Termination</td>
<td>Chapter Thirteen from Toseland &amp; Rivas text</td>
</tr>
<tr>
<td></td>
<td><strong>Group evaluation plan due</strong></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Facilitation of mid-point session—three students</td>
<td></td>
</tr>
<tr>
<td>Mar 16</td>
<td>Final Exam</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Facilitation of mid-point session—four students</td>
<td></td>
</tr>
</tbody>
</table>
V. Course Text and Reading Materials


Text is available online for purchase. **You can purchase ANY EDITION of the text. In addition, I have two copies of the text that students can borrow for the duration of the course.** Students will be expected to come prepared for class having thoughtfully read the assigned articles or other materials.

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

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

Grading for this class will be based on the following percentage scale:

<table>
<thead>
<tr>
<th>Grade Range</th>
<th>Grade(s)</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>94 - 100</td>
<td>A</td>
<td>Meaning outstanding, surpasses expectations in all</td>
</tr>
<tr>
<td>88 - 93</td>
<td>A/B</td>
<td>Surpasses expectations in many areas</td>
</tr>
<tr>
<td>82 - 87</td>
<td>B</td>
<td>Meets expectations</td>
</tr>
<tr>
<td>76 - 81</td>
<td>B/C</td>
<td>Meets expectations in some areas</td>
</tr>
<tr>
<td>70 - 75</td>
<td>C</td>
<td>Meets expectations in others but below expectations in all areas</td>
</tr>
<tr>
<td>64 - 69</td>
<td>D</td>
<td>Doing unacceptable work and lack of understanding course concepts</td>
</tr>
<tr>
<td>&lt;= 63</td>
<td>F</td>
<td>Fails to meet minimal requirements in all areas, not acceptable graduate work</td>
</tr>
</tbody>
</table>

**No extra credit given for this course**

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Points Possible</th>
<th>Due Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Group Facilitation Partner Feedback #1</td>
<td>5</td>
<td>Within one week of group facilitation</td>
</tr>
<tr>
<td>Group Facilitation Large Group Feedback #2</td>
<td>10</td>
<td>March 2</td>
</tr>
<tr>
<td>Group Facilitation Self-Reflection #1</td>
<td>5</td>
<td>Within one week of group facilitation</td>
</tr>
<tr>
<td>Group Facilitation Self-Reflection #2</td>
<td>5</td>
<td>Within one week of group facilitation</td>
</tr>
<tr>
<td>Group Design Assignment</td>
<td>30</td>
<td>February 2</td>
</tr>
<tr>
<td>Group Evaluation Plan</td>
<td>5</td>
<td>March 9</td>
</tr>
<tr>
<td>Group Facilitation</td>
<td>30</td>
<td>N/A</td>
</tr>
<tr>
<td>Final Exam</td>
<td>10</td>
<td>March 16</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td><strong>100</strong></td>
<td></td>
</tr>
</tbody>
</table>
Group Facilitation: Partner Feedback #1 and Large Group Feedback #2
In these assignments, I would like you to identify SPECIFIC strengths and areas of improvement. In each document, please address the following:
• Identify five specific strengths and describe specific instances in which the strength was evident
• Identify five specific areas in need of improvement, provide specific examples of instances during which the need for improvement was evident, and provide suggestions as to how to improve in each area

Please submit one copy to instructor and one copy to facilitator(s) via email within one week of group facilitation.

Group Facilitation: Self-Reflection #1 and #2
In these assignments, I would like you to identify SPECIFIC strengths and areas of improvement. In each document, please address the following:
• Identify five specific strengths and describe specific instances in which the strength was evident
• Identify five specific areas in need of improvement, provide specific examples of instances during which the need for improvement was evident, and provide suggestions as to how to improve in each area

Please submit one copy to instructor via email within one week of group facilitation.

Group Design Assignment
In this assignment, you will design a group for use with a population that is of interest to you. Please provide the following:
• A description of the type of clients this group is designed to serve (i.e. at-risk adolescent females, adults who wish to stop smoking, etc.). Please be specific regarding issues that are commonly faced by the focal population.
• A brief literature review (at least five references) describing the type of group activities or interventions generally utilized with your focal population. The information gained via the literature review should inform the development of the group.
• An overview of the proposed group in which you address the desired composition of the group, the number of group sessions, the length of each session, and any other relevant details.
• A detailed description of the first session of the group.
• A detailed description of a session for use during the middle point, or working phase, of the group.
• A detailed description of the final session of the group.

Please note that an actual group will most likely involve more than three sessions; however, for the purposes of this class, you are only asked to detail what you would do for three sessions. You will facilitate two sessions of the group that you design during the lab component of the class.

Please submit one paper copy to the instructor at the beginning of class time on the due date.
**Group Evaluation Plan**
In this assignment, you will determine two methods for assessing and/or evaluating the effectiveness of your group. Identify a formative assessment that is appropriate for use as a means of evaluating individual “progress” in group, as well as a summative assessment that is appropriate for use as a means of evaluating progress at a group level. You are welcome to use existing measures or you may develop your own. Please submit each measure/tool and a brief description of how you will implement your evaluation plan at the beginning of class time on the due date. Additional information will be provided regarding this assignment during class time.

**Grading Rubric for Group Facilitation**
The following items will be considered in order to determine your grade on the group facilitation:
- Did the group facilitator make appropriate linkages between group members?
- Did the group facilitator engage all group members at some point in the session?
- Did the group facilitator block inappropriate statements and/or behaviors?
- Did the group facilitator engage in summarization at relevant points throughout the session?
- Was the group facilitator skillful in introducing segments of the groups and/or transitioning to a new segment of the group?
- Did the facilitator engage the group in a transition-in (opening or icebreaker) activity that was purposeful and/or relevant?
- Did the facilitator’s non-verbal behavior indicate that he or she was interested in group members’ statements and the group as a whole?
- Did the facilitator’s verbal behavior indicate that he or she was interested in group members and their statements?
- Did the facilitator appropriately explore relevant issues?
- Was the facilitator organized and well prepared for the group? For example, a facilitator who regularly relies upon notes is not well prepared
- Were the group activities appropriate for (1) the phase of the group, (2) the purpose of the group, and (3) the composition of the group?

**VII. Course Policies**
**Participation**
**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.
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:
  ~ 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 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 not to 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.

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 for approval to submit late. If arrangements are made with the instructor prior to the due date, points will not be taken off the assignment for late submission. If arrangements are not made with the instructor prior to the due date, three points per day late will be taken off of the grade for the assignment.
Technology
To minimize disruptions to class process cellular or digital telephones must be turned off during the class period. Students may use laptops in class for note-taking only. Students observed using electronic devices for reasons other than note-taking will be asked to meet with the instructor after class and will not be permitted to use them in future classes. Audio recording of classes will be allowed only after full disclosure to the class that a recording device 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.

Learning Environment
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.

Respect for Colleagues
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.

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

Accommodation Policy
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.

**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.

**Americans With Disabilities Act:**
Students requiring accommodations pursuant to the Americans with Disability Act should disclose their needs to the instructor at the beginning of the course.

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

**Written Assignment Policy:**
All written assignments are to be either typed or computer-generated. Please format these assignments using **one-inch margins, double-spacing**, and a **Times New Roman 12-point font**. Review papers for grammar, punctuation and spelling. Specific attention should be given to organization, paragraphs, sentence structure, clarity and correct citation using APA format.

**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