School of Social Work  
University of Wisconsin-Madison  
1350 University Avenue  
Madison, WI  53706  
SW 441: Practice II: Generalist Practice with Individuals, Families & Groups  
Spring 2016

Instructor: Rachel Dunn, MSW, LCSW  
Class Meeting Time: 1:15-3:15  
Location: SSW 315  
Instructor Office Hours: By Appointment  
Instructor Phone: 920-210-0930 (cell)  
Instructor Email: rdunn5@wisc.edu

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, and 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>
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</table>
| 2.1.1 Identify as a professional social worker and conduct oneself accordingly. | 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 | 1) Treatment Group Proposal;  
Group Leader’s Critical Assessment of the Group and Group Participation  
2) Treatment Group Proposal;  
Group Leader’s Critical Assessment of the Group and Group Participation |
| 2.1.2 Apply social work ethical principles to guide professional practice. | 1) Recognize and manage personal values in a way that allows professional values to guide practice  
2) Make ethical decisions by applying standards of the NASW  
3) Tolerate ambiguity in resolving ethical conflicts.  
4) Apply strategies of ethical reasoning to arrive at principled decisions | 1) Treatment Group Proposal; Group Leader’s Critical Assessment of the Group and Group Participation  
2) Treatment Group Proposal; Group Leader’s Critical Assessment of the Group and Group Participation  
3) Treatment Group Proposal; Group Leader’s Critical Assessment of the Group and Group Participation  
4) Treatment Group Proposal; Group Leader’s Critical Assessment of the Group and Group Participation |
| --- | --- | --- |
| 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) Treatment Group Proposal; Group Leader’s Critical Assessment of the Group and Group Participation  
2) Treatment Group Proposal; Group Leader’s Critical Assessment of the Group and Group Participation  
3) Treatment Group Proposal; Group Leader’s Critical Assessment of the Group and Group Participation  
4) Treatment Group Proposal; Group Leader’s Critical Assessment of the Group and Group Participation |
<p>| 2.1.4 Engage diversity and difference in practice. | 1) Recognize the extent to which a culture’s structures and values may oppress, marginalize, alienate, or create or enhance privilege and power 2) Gain sufficient self-awareness to eliminate the influence of personal biases and values in working with diverse groups 3) Recognize and communicate an understanding of the importance of difference in shaping life experiences 4) View selves as learners and engage those with whom they work as informants | 1) Treatment Group Proposal; Group Leader’s Critical Assessment of the Group and Group Participation 2) Treatment Group Proposal; Group Leader’s Critical Assessment of the Group and Group Participation 3) Treatment Group Proposal; Group Leader’s Critical Assessment of the Group and Group Participation 4) Treatment Group Proposal; Group Leader’s Critical Assessment of the Group and Group Participation |
| 2.1.5 Advance human rights and social and economic justice. | 1) Understand the mechanisms of oppression and discrimination 2) Advocate for human rights and social and economic justice 3) Engage in practices that advance social and economic justice | 1) Treatment Group Proposal; Group Leader’s Critical Assessment of the Group and Group Participation 2) Treatment Group Proposal; Group Leader’s Critical Assessment of the Group and Group Participation 3) Treatment Group Proposal; Group Leader’s Critical Assessment of the Group and Group Participation |
| 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) Treatment Group Proposal; Group Leader’s Critical Assessment of the Group and Group Participation 2) Treatment Group Proposal; Group Leader’s Critical Assessment of the Group and Group Participation |
| 2.1.9 Respond to contexts that shape practice. | 1) Continuously discover, appraise and attend to changing locales, populations, scientific and technological developments, and emerging societal trends to provide relevant services 2) Provide leadership in promoting sustainable changes in service delivery and practice to improve the quality of social services | 1) Treatment Group Proposal; Group Leader’s Critical Assessment of the Group and Group Participation 2) Treatment Group Proposal; Group Leader’s Critical Assessment of the Group and Group Participation |</p>
<table>
<thead>
<tr>
<th>2.1.10(a)–(d)—Engage, assess, intervene, and evaluate with individuals, families, groups, organizations and communities</th>
<th>2.1.10.a Engage with individuals, families, groups, organization and communities</th>
<th>1) Substantively and affectively, prepare for action with individuals, families, groups, orgs &amp; communities 2) Use empathy &amp; other interpersonal skills. 3) Develop a mutually agreed-on focus of work &amp; desired outcomes</th>
<th>1) Treatment Group Proposal; Group Leader’s Critical Assessment of the Group and Group Participation 2) Treatment Group Proposal; Group Leader’s Critical Assessment of the Group and Group Participation 3) Treatment Group Proposal; Group Leader’s Critical Assessment of the Group and Group Participation</th>
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<td>2.1.10(b) Assess individuals, families, groups, organization and communities</td>
<td>2.1.10.b Assess individuals, families, groups, organization and communities</td>
<td>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</td>
<td>1) Treatment Group Proposal; Group Leader’s Critical Assessment of the Group and Group Participation 2) Treatment Group Proposal; Group Leader’s Critical Assessment of the Group and Group Participation 3) Treatment Group Proposal; Group Leader’s Critical Assessment of the Group and Group Participation 4) Treatment Group Proposal; Group Leader’s Critical Assessment of the Group and Group Participation</td>
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<td>2.1.10c Intervene with individuals, families, groups, organization and communities</td>
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<td>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</td>
<td>1) Treatment Group Proposal; Group Leader’s Critical Assessment of the Group and Group Participation 2) Treatment Group Proposal; Group Leader’s Critical Assessment of the Group and Group Participation 3) Treatment Group Proposal; Group Leader’s Critical Assessment of the Group and Group Participation 4) Treatment Group Proposal; Group Leader’s Critical Assessment of the Group and Group Participation 5) Treatment Group Proposal; Group Leader’s Critical Assessment of the Group and Group Participation</td>
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## IV. Course Content and Readings

### Week 1: January 23

**Semester Overview**

**Small Group Assignments**

**Introduction to Social Work with Groups**

**Small Group Exercise**

**Required Readings:**

### Week 2: February 1

**Stages of Group Development**

**Planning the Group**

**Required Readings:**

**Supplemental Readings:** *supplemental readings are optional and intended to be a resource to enhance learning*
Week 3: February 8
*Small Group Role Play: Task Group; Create a proposal for a treatment group

Foundations of Task Groups
Decision-making in Task Groups

Required Readings:

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

Beginning the Group

√ Due: Leader #1 Critical Assessment of the Group

Required Readings:

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

Assessment of the Group: Middle Stage
Treatment Groups

√ Due: Leader #2 Critical Assessment of the Group

Required Readings:

Supplemental Readings:

Week 6 February 27:
Leadership and Forming Group Dynamics
The Ending Stage

√ Due: Leader #3 Critical Assessment of the Group

Required Readings:
Week 7 March 5:
Termination and Evaluation
Large Group Role Play: Ending the Group
Class Review

√ Due: Treatment Group Proposal

Required Readings:

V. Course Text and Reading Materials

Required Text

Text is available online for purchase. Additional 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.

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 Scale & Standards:
In order to achieve the competencies, timely completion of assignments is expected. Students needing assistance with written assignments are expected to use available resources (e.g., the Writing Lab, 6171 Helen C. White Hall).

Students' final grade will be based on the following:

<table>
<thead>
<tr>
<th>Points</th>
<th>Grade</th>
<th>What the point totals &amp; subsequent grade generally indicate</th>
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<tbody>
<tr>
<td>94-100</td>
<td>A</td>
<td>Outstanding, excellent work in all areas</td>
</tr>
<tr>
<td>88-93</td>
<td>AB</td>
<td>Outstanding, excellent work in many areas</td>
</tr>
<tr>
<td>82-87</td>
<td>B</td>
<td>Meets expectations in all areas</td>
</tr>
<tr>
<td>76-81</td>
<td>BC</td>
<td>Meets expectations in most areas; below in others</td>
</tr>
<tr>
<td>70-75</td>
<td>C</td>
<td>Below expectations in most areas; not acceptable graduate work</td>
</tr>
<tr>
<td>64-69</td>
<td>D</td>
<td>Below expectations in all areas</td>
</tr>
<tr>
<td>&lt;64</td>
<td>F</td>
<td>Course failure</td>
</tr>
</tbody>
</table>

Assignments:

<table>
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<tr>
<th>Assignment</th>
<th>Points</th>
</tr>
</thead>
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Assignment #1: Treatment Group Proposal
Due: Week 7
Value: 25 Points
Length: 2+ pages

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

The treatment group you propose will be for students in the UW-Madison School of Social Work Part-Time Program. It is a group designed to help students with stress management. You can be creative regarding the setting, sponsoring agency, participants and treatment approach. Your proposal will be presented in an outline that you create in your small groups using the format provided in Appendices C and D from the text.

**Treatment Group Proposal**

- **Abstract:** summarizing major points of the group including who the group is for and the focus (2 points) ______
- **Purpose:** focus and goals of the group, how work will be conducted including specific interventions or approaches (4 points) ______
- **Agency Sponsorship:** agency name, mission, resources (financial, staff etc.) and demographics. A brief description of the sponsoring agency (3 points) ______
- **Membership:** specific population for the group and why this population was chosen (2 points) ______
- **Recruitment:** methods to be used to inform potential members of the group and get group participants (2 points) ______
- **Composition:** criteria for member inclusion/exclusion. Composition should also include size, open or closed, demographics and other important characteristics (2 points) ______
- **Orientation:** procedures to be used to acclimate and introduce the group to members; What will the leaders do to make sure members know what to expect when they begin the group
Assignment #2: Group Leader’s Critical Assessment of the Group
Due: The Week After You Co-lead Your Group
Value: 55 points
Length: 8-10 pages

During this course, you will each have the opportunity to act as group co-leaders and group members as the class role-plays various aspects of group work. The class is designed so each week there will be a lecture on material and then to begin the following week, the class will role-play that stage of group work. For example, during Week 4 the class will cover material on the beginning stages of a treatment group. Then to start Week 5, the students who have selected to co-facilitate that phase, will demonstrate how to start a treatment group, with the class participating as group members. There will be two students to co-facilitate each group and they are expected to communicate with one another and prepare for group prior to their role-play. Group leaders will engage in the role-play with the members for approximately 30-45 minutes. Group sessions will be done on the 4th floor and will be video-recorded. You must submit the flash drive of your group session to the instructor on the date your paper is due. After the role-play, all group members will be expected to briefly discuss the experience in their small group and give direct feedback to the group co-leaders. Co-leaders are expected to debrief with one another after class on the group process and effectiveness of their facilitation of the group.

Group Leader’s Critical Assessment of the Group

The group leaders will be asked to each write a critical assessment of their group. This paper will be due by the start of class the week following your experience as group leader. This is an academic paper and should include an introduction, conclusion and at least three citations from the readings in APA format. You may use first person pronouns as appropriate. In your paper, you must provide discussion of the items listed below. Your discussion does not need to proceed in the order described below, however all aspects of the assignment must be discussed.

1. Description of the group:
   a. Explain the type of group: task or treatment. What is the purpose of this group? What were the group’s and leader’s primary objectives and tasks in this role play?
   b. Describe the group size and composition – who are the other members in the group?

2. Description of the Group Process
   a. Provide a summary of what occurred during the small group exercise. This summary needs to capture what occurred in the group from beginning to end.
i. How did the group begin?
   1. Were the group rules reviewed? Was confidentiality reviewed?
      Should either have been reviewed?

ii. What was discussed?
   1. Did everyone actively participate? Please describe, in detail, the
      level and nature of participation of the group members.

iii. How did group end?

b. Discuss concepts of group dynamics and development (in no particular order):
   i. How did the composition of the group impact group dynamics?
   ii. What do you observe the other member’s roles to be in the group?
   iii. How might you describe the culture and norms in this group?
   iv. Discuss the stage of group development.
   v. Consider differences in power and status in the group.
   vi. How does decision-making tend to occur in the group?

3. Critical Evaluation of the Group
   a. Discuss group room layout, size, placement of the leaders and participants, and how these
      might have affected group process.
   b. Describe your style as the group leader. Describe your co-leader’s style. (You might
      comment on body posture, volume, tone, eye contact, use of self, use of humor, organizational style, etc.).
   c. What skills did you and your co-leader use? (Ex: reflective listening, clarification, interpretation, providing information, emphasizing member’s strengths, self-disclosure, summarization, humor, verbal and non-verbal behavior, etc.).
   d. Were you and your co-leader able to engage all group members during the role-play?
   e. Were you and your co-leader able to block inappropriate statements/behaviors or redirect
      members when needed? If so, how was this done?
   f. How did the members experience you and your co-leader as the group leaders? What was
      their experience in the group? Please provide specific examples from the feedback you
      received from group members.
   g. What was your experience as a co-leader? How well did you and your co-leader work
      together? What seemed effective and what could be improved in your style and
      techniques? Please provide specific examples from the feedback you received from group
      members and your co-leader.
   h. Overall, how did the group go? Would you say you achieved your goals? Was this group
      successful and effective?

**Group Leader’s Critical Assessment of the Group**

Well prepared for group role-play (5)  
Thorough description of the group (6 points)  
Critical reflection on the group process, including detailed description of what occurred in group and the participation of members (8 points)
Critical discussion of specific leaders’ style and skills used by yourself and your co-leader with sophisticated incorporation of concepts from the readings and class lecture (7 points) ________

In-depth analysis of group members’ experience incorporating their feedback and your observations (6 points) ________

Critical analysis of strengths and areas for improvement, highlighting specific comments and suggestions from the participants and your co-leader (7 points) ________

Sophisticated discussion of group dynamics and development with effective integration of concepts from the readings and class lecture (8 points) ________

Proper Citations and use of resources (3 points) ________

Grammar/Spelling/Overall writing (5 points) ________

Total Points Possible 55

Total Points Awarded ________

General Comments:

Assignment #3: Group Participation
Value: 20 points over the course of the four recorded role-plays
As group members, you will participate fully and seriously in the group role-plays. You will provide feedback at the end of the role-play to each leader. You are expected to give honest constructive feedback which will help the leaders with skill building and provide information which may enhance their reaction papers. Be sure to comment on leader skills observed including strengths and areas for improvement. Leaders will comment on your level of participation in the role-play in their papers. Points may be deducted if the instructor or the role-play co-leaders feel that you were not participating in a productive manner.

VII. Course Policies
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

Attendance
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 may be assigned for
excused and 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.

Late Assignment Policy
Assignments are due on the date specified. Students who believe they have a legitimate reason
for turning in a late assignment should contact the instructor prior to the due date. Unapproved
late assignments will be marked down three points for each day they are late. You are
required to contact the instructor if you will be handing in a paper late, this shows
professionalism and responsibility. The instructor will NOT contact you if an assignment is not
received.

Learn@UW
All students in the class are required to access Learn@UW for additional communication and
information regarding the course. Please check Learn@UW on Friday evenings for student
Power Points/Outlines when available and other resources pertinent to class the next day. This
instructor will respond to email communication every 24 hours. Please advise if you have
trouble accessing information in this way.

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.

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

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

**Student Behavior Policy**

In order to learn, we must be open to the views of people different than ourselves. Each and every voice in the classroom is important and brings with it a wealth of experiences, values and beliefs. In this time we share together over the semester, please honor the uniqueness of your fellow classmates, and appreciate the opportunity we have to learn from each other. Please respect your fellow students’ opinions and refrain from personal attacks or demeaning comments of any kind. Finally, remember to keep confidential all issues of a personal or professional nature discussed in class. We will spend time on the first day creating additional group rules to build feelings of psychological safety and respect.

**Code of Ethics, Student Rights and Responsibilities & Plagiarism**

BSW and incoming MSW students read and signed electronic forms of the NASW Code of Ethics, the School of Social Work Plagiarism Policy and the Student Rights and Responsibilities. In doing so, they agreed that while in the BSW or MSW Program they would honor the NASW Code of Ethics and Student’s Rights and Responsibilities, 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, in the field and in the preparation of course assignments.

**Note on Accommodation of Student Disability**

If you require accommodations to obtain equal access to this class or to any assignments that I may give, please contact me as soon as possible. I want all my students to have an excellent learning experience.

**Use of Technology in the Classroom**

Please turn off your cell phones at the start of class, do not send or receive text messages and do not use laptops for anything other than taking lecture notes. If you use your cell phone or send and/or receive text messages during class, you will be asked to leave the classroom. Please speak to the instructor prior to class if you would like to use a laptop for lecture notes. If you use your laptop for anything other than lecture notes, you will be asked not to use your laptop in the class for the remainder of the semester. Please plan electronic communication before or after class or during break. Repeated violation of electronic use may impact your grade.

**Note about Consultation & Feedback:**

This instructor is available to assist your learning and to discuss any aspect of the course or your work. Feedback and suggestions for improving this course are always welcomed. This instructor will plan to check email on a daily basis and make every effort to respond to emails within 24 hours. If you would like to schedule a phone consultation or meeting on campus, please advise in advance so we can allow time for this to be scheduled.