I. Catalogue Description:
This course develops generalist social work knowledge and skills for working with and on behalf of individuals, families and groups. Lectures and labs 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. It focuses on culturally competent micro-level skills development for working with and on behalf of individuals, families and groups. This course is concurrent with the professional foundation course, SW442, required for fourth year BSW students and first 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, lab, assigned readings, class dialogue, experiential exercises, case examples, video presentations and guest speakers. Students will also utilize interviewing, video recording, observation, group process analysis, and family case analysis to develop and enhance their skills.

III. Course Competencies and Practice Behaviors and Assignments:

<table>
<thead>
<tr>
<th>Competencies Addressed in Course</th>
<th>Practice Behaviors Addressed in Course</th>
<th>Assignment(s) Measuring</th>
</tr>
</thead>
<tbody>
<tr>
<td>Measuring</td>
<td>301: Tues. 6:00-8:00pm</td>
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<td></td>
<td>304: Thurs. 10:15-12:15am</td>
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<td>306: Fri. 11:45am-1:45pm</td>
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<tr>
<td>Behavior</td>
<td>2.1.2 Identify as a professional social worker and conduct oneself accordingly</td>
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<td>-------------------------------------------------------------------------</td>
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<tr>
<td>- Applying knowledge of social services, policies, and programs relevant to mental health concentration, to advocate with and/or on behalf of clients for access to services.</td>
<td>Assignment 1, 2, 3 and 4</td>
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<tr>
<td>2.1.2 Apply social work ethical principles to guide professional practice</td>
<td>Assignment 1</td>
<td></td>
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<tr>
<td>- Recognizing and managing personal values in a way that allows professional values to guide practice including an awareness of one’s own attitudes and reactions to issues presented in class and how these attitudes affect social worker’ responses to individual, family and group problems.</td>
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<tr>
<td>- Evaluating ethical dilemmas related to client problems and issues</td>
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<td>- Applying strategies of ethical reasoning to arrive at principled decisions.</td>
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<td>2.1.3 Apply critical thinking to inform and communicate professional judgments</td>
<td>Assignments 1, 2, 3 and 3</td>
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<tr>
<td>- Identifying and synthesizing multiple sources of knowledge as they apply to policy and practice issues.</td>
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<tr>
<td>- Identifying and evaluating models of assessment, prevention, intervention, and evaluation as it applies to generalist service provision.</td>
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<td>2.1.4 Engage diversity and difference in practice</td>
<td>Assignment 1, 2, 3 and 4</td>
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<tr>
<td>- Demonstrate an understanding of how culture and values affect diverse conceptualizations and construction of intervention strategies at each level of service delivery.</td>
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<td>2.1.6 Engage in research-informed practice and practice-informed research</td>
<td>Assignment 3</td>
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<tr>
<td>- Critically evaluate and utilize empirical research relevant to social work assessment, intervention, and advocacy.</td>
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<tr>
<td>2.1.7 Apply knowledge of human behavior and the social environment</td>
<td>Assignments 1, 3 and 4</td>
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<tr>
<td>- Evaluate and apply knowledge of human behavior and the social environment to choose methods of intervention most appropriate to the needs of the individual, family or group.</td>
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<tr>
<td>2.1.10a Engage with individuals, families, groups, organizations, and communities</td>
<td>Assignment 1, 2, 3 and 4</td>
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<tr>
<td>- Employ diverse strategies to engage with individuals, families, and groups, related to the area of the assessment and treatment.</td>
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<tr>
<td>2.1.10b Assess individuals and families</td>
<td>Assignment 3 and 4</td>
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<tr>
<td>- Assess individuals, groups, and families to determine a range of potentially effective and appropriate interventions to improve practice outcomes related to the care of persons with a series of needs.</td>
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<tr>
<td>2.1.10c Intervene with individuals and</td>
<td>Assignments 2, 3 and 4</td>
<td></td>
</tr>
<tr>
<td>- Demonstrate ability to intervene at different levels (with and/or on behavior of individuals,</td>
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</table>
families, groups, and families) to achieve the desired practice outcome related assessment and treatment.

IV. Course Content and Readings:

<table>
<thead>
<tr>
<th>Date</th>
<th>Topic</th>
<th>Lab Activities</th>
</tr>
</thead>
<tbody>
<tr>
<td>Week 1:</td>
<td>Course overview and syllabus review</td>
<td>NO LAB</td>
</tr>
<tr>
<td>Sept 6</td>
<td>• Community building</td>
<td></td>
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<td></td>
<td>• Self-care</td>
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<td></td>
<td>**In-class exercise: mindfulness meditation</td>
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<tr>
<td>Week 2:</td>
<td>Generalist social work practice</td>
<td>Lab 1 (NO MONDAY LAB 305):</td>
</tr>
<tr>
<td>Sept 13</td>
<td>• **CBT worksheets introduced</td>
<td>• Community building</td>
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<tr>
<td></td>
<td>• In-class exercise: compassion meditation</td>
<td>• Self-care planning and worksheet</td>
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<tr>
<td></td>
<td>• Beliefs, values and multicultural humility</td>
<td>• Review CBT worksheets</td>
</tr>
<tr>
<td>Week 3:</td>
<td>• Cultural Self-Inventory</td>
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<td>Sept 20</td>
<td>• Increasing self-awareness</td>
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<td></td>
<td>• ***Bring completed CBT worksheets to class (will not be turned in)</td>
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<td></td>
<td>• Giving feedback</td>
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<tr>
<td>Week 4:</td>
<td>Strengths and empowerment</td>
<td>Lab 2:</td>
</tr>
<tr>
<td>Sept 27</td>
<td>• In-class exercise: beginning the interview role-play</td>
<td>• Discussion: what did you take away from the CBT worksheets and preparing the paper?</td>
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<tr>
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<td>Due: Self-Awareness Paper</td>
<td>• Self-care worksheet</td>
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<td></td>
<td></td>
<td>• Modeling how to give feedback</td>
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<td></td>
<td>Lab 3:</td>
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<tr>
<td></td>
<td></td>
<td>• Self-care worksheet</td>
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<td></td>
<td></td>
<td>• Skills practice role-play with observer (recording for personal benefit only)</td>
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<tr>
<td></td>
<td></td>
<td>*Beginning the interview</td>
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<tr>
<td></td>
<td></td>
<td>• Discussion: Experience giving and receiving feedback</td>
</tr>
</tbody>
</table>
| Week 5: Oct 4 | Engagement: Forming partnerships  
| In-class exercise: listening role-play | Lab 4:  
|  | • Self-care  
|  | • Skills practice role-play with observer (recording for personal benefit only)  
|  | *Listening  
|  | *Verbal and nonverbal communication |
| Week 6: Oct 11 | Engagement: Articulating situations  
| In-class exercise: Verbal responses role-play | Lab 5:  
|  | • Self-care  
|  | • Skills practice role-play with observer (recording for personal benefit only)  
|  | *Verbal responses |
| Week 7: Oct 18 | Engagement: Defining direction  
| In-class exercise: Family Case Example | Lab 6:  
|  | • Family dynamics small group discussion  
|  | • Reading biopsychosocial assessment examples |
| Week 8: Oct 25 | Mid-term evaluations  
| Assessment: Identifying strengths  
| In-class exercise: Solution-focused interviewing role-play | Lab 7:  
|  | • Small group planning  
|  | • Ecosystems Assessment (preparing for Assignment #3)  
|  | • Skills practice role-play with observer (recording for personal benefit only)  
|  | *Solution-focused Interviewing (miracle question) |
| Week 9: Nov 1 | Assessment: Assessing resource capabilities  
| Genograms  
| Eco-Maps | Lab 8:  
|  | • Writing a Social History  
|  | • Creating a Genogram for Precious or Yourself |
| Week 10: Nov 8 | Planning  
| Activity Logs (found in Wright’s CBT materials)  
| Group Leadership Skills  
| Beginning the Group  
| Stages of Group Development  
| **In-class exercise: Identifying goals role-play** | Lab 9:  
| Creating an Action Plan (Goals, objectives and interventions)  
| Small Group One: Beginning the group(icebreaker); Community building |

| Week 11: Nov 15 | Intervention: Activating resources  
| Giving Feedback (cont.) | Lab 10:  
| Activity Logs and Activity Scheduling  
| ***Bring completed activity log to lab  
| Small Group Two: Goal-setting |

| Week 12: Nov 22 | Intervention: Creating alliances  
| Group Dynamics and Cohesion | **No Lab except for Monday Lab 305** |

| Week 13: Nov 29 | Evaluation: Recognizing success | Lab 11:  
| Small Group Three: Identifying supports and working toward goals |

| Week 14: Dec 6 | Challenges in the working relationship  
| Working with Challenging Group Members  
| **Due:** Ecosystem Assessment and Action Plan | Lab 12:  
| Small Group Four: Sharing successes and dealing with conflict |

| Week 15: Dec 13 | Termination  
| Ending the Group’s Work  
| Course Review and Feedback  
| Evaluation | Lab 13:  
| Small Group Five: Ending the group  
| Review; Feedback; Evaluation; Ending |

**Week 1:** Course Overview and Syllabus Review; Community Building; Self-Care  
**Required Reading:**  
- Please carefully review the syllabus  
- Students are required to familiarize themselves with the Self-Care Starter Kit found at [https://socialwork.buffalo.edu/resources/self-care-starter-kit.html](https://socialwork.buffalo.edu/resources/self-care-starter-kit.html)
Resources from this website will be used throughout the semester in your lab.

**Week 2: Generalist Social Work Practice**

**Required Reading:**
  - Chapter 1
  - Students are encouraged to skim chapter 2

**Week 3: Beliefs, Values and Multicultural Humility; Cultural Self-Inventory; Increasing Self-Awareness; Giving Feedback**

**Due:** Bring completed CBT worksheets to class (will not be turned in)

**Required Reading:**
  - Chapter 3

**Week 4: Strengths and Empowerment**

**Due:** Self-Awareness Paper

**Required Reading:**
  - Chapters 4 and 5

**Week 5: Engagement: Forming Partnerships**

**Required Reading:**
  - Chapter 6


**Recommended Reading:**

**Week 6: Engagement: Articulating Situations**
**Required Reading:**
  - Chapter 7

**Week 7: Engagement: Defining Direction**
**Required Reading:**
  - Chapter 8

**Week 8: Assessment: Identifying Strengths**
**Mid-term Evaluation**
**Required Reading:**
  - Chapter 9

**Recommended Reading:**

**Week 9: Assessment: Assessing Resource Capabilities; Genograms; Ecomaps**
**Required Reading:**
  o Chapter 10

**Week 10: Planning; Activity Logs; Group Leadership Skills; Beginning the Group; Stages of Group Development**
**Required Reading:**
  o Chapter 11

**Week 11: Intervention: Activating Resources; Giving Feedback (cont.)**
**Required Reading:**
  o Chapter 12

**Week 12: Intervention: Creating Alliances; Group Dynamics and Cohesion**
Required Reading:
  - Chapter 13


Recommended Reading:

**Week 13: Evaluation: Recognizing Success**

Required Reading:
  - Chapter 15

**Week 14: Challenges in the Working Relationship; Working with Challenging Group Members**

Due: Ecosystem Assessment and Action Plan

Required Reading:


**Week 15: Termination; Course Review and Feedback; Evaluation**

  - Chapter 16


**V. Course Text and Reading Materials**
Required

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

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

Grading Scale & Standards:

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>
</tr>
</thead>
<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>
<thead>
<tr>
<th>Assignment</th>
<th>Points/Percentages</th>
</tr>
</thead>
<tbody>
<tr>
<td>Professional Participation</td>
<td>5 points</td>
</tr>
<tr>
<td>#1 Self-Awareness Paper</td>
<td>15 points</td>
</tr>
<tr>
<td>#2 Video Interview Analysis</td>
<td>30 points</td>
</tr>
<tr>
<td>#3 Ecosystem Assessment and Action Plan</td>
<td>40 points</td>
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<tr>
<td>#4 Group Facilitation</td>
<td>10 points</td>
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<tr>
<td><strong>Total Points</strong></td>
<td><strong>100 points</strong></td>
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</tbody>
</table>

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).

Grades are not assigned on a curve. There is no extra credit, nor additional credit given for trying hard. Trying hard is expected as part of any graduate program.

Professional Participation
SW441 is a *skills-based course*. Therefore much of lecture and lab time will focus on learning and practicing basic direct practice social work skills. As such, it is interactive and will provide an opportunity for each student to practice specific skills. As in real life social work practice, students are expected to conduct themselves in a professional manner and demonstrate respect for all members of the class. As one might expect of a practice course of this nature, attendance is essential and pre-class preparation as well as in-class participation is necessary.

**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). **Participation in role-plays is mandatory in this course.** Professional participation also includes arriving to class on time. You are required to be an alert, attentive 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.

**No extra credit given for this course.**

**Assignments**

**CBT Worksheets (not graded):** Cognitive Behavioral Therapy is one of the most widely studied and implemented evidence-based treatments available for mental health and behavioral difficulties. As a social worker, you are likely to encounter clients who have had some exposure to this treatment model. In the service of increasing self-awareness, as well as your understanding of some core components of CBT, you are being asked to complete worksheets that are fundamental to cognitive behavioral therapy. With respect to your privacy, you will not be required to turn in these worksheets or disclose what you have written on them. You are not expected to be skilled at using these handouts. The goal in assigning these worksheets is to assist you in increasing your self-awareness as you move forward in the semester.

The following handouts will be provided in class and should be completed and brought to the following class.

- **What is the Cognitive Model?** Please read.
- **ABC Sheets:** In CBT, clients are asked to fill out at least one ABC sheet a day. You will be provided with two versions of this worksheet. The ABC sheet asks you to jot down several situations that lead to an emotional reaction, especially unpleasant emotions. When something occurs that prompts an emotional reaction within you, pay attention to what is going through your mind. Then write down a one-sentence description of the situation in the A column; the thoughts that go through your mind in the B column; and your emotional reaction as well as any behavioral responses in the C column. It may be easier to complete this sheet if you are dealing with a negative emotional response.
- **Automatic Thoughts Checklist (found in Wright’s Worksheets, page 267):** This worksheet is provided to give some examples of common automatic thoughts. Completing this worksheet is optional.
Assignment #1: Self-Awareness Paper
Due: Class 4
Value: 15 Points
Length: 5-10 pages

In your journey of exploring and learning generalist social work, and developing your skills in working with clients, it is crucial to begin at the beginning: you. A vital first step in becoming an effective change agent is enhancing your self-awareness. Being self-aware includes understanding your personal beliefs, values, expectations and biases. You must be aware of how your own past experiences (your “filing cabinet”) will influence your beliefs about yourself, others and the world. It also involves having a keen sense of the presence you bring to the room and how your clients might perceive you. Without a well-developed sense of self, you may be at risk of unintentionally imposing your own values, beliefs, assumptions or expectations on your clients. You are also at increased risk for burnout in your career as a social worker.

Part I
Imagine a client you might encounter in your field placement this year, or in your social work career in general. Choose someone who might identify with social identities different from your own (i.e. ethnicity, race, socioeconomic status, sexual preference, gender identity, religion, age or ability). Imagine that you are meeting the client for the first time. Perhaps you have spoken on the phone prior to this first meeting or have reviewed their file and already have some assumptions about the client, perhaps not. Briefly describe the client based on your observations in the first 1-5 minutes of things such as their appearance, age, race, language and speech, ability and gender expression. What are some assumptions or guesses you might have about this client based on this first few minutes and any information you might have about the client prior to meeting? Describe these assumptions and early ideas about the client in detail. Be sure to include in your discussion your thoughts about what is informing these assumptions (what “files” are you drawing from to establish an early understanding about this client?). What stereotypes, biases, experiences and beliefs are influencing your perception of this client?

Part II
In this second part of the paper, reverse your point of view and describe yourself in the eyes of the client you described in part I. Imagine how this person might view you, based on their first impression in the first 1-5 minutes of meeting you. Describe how the person might see you, what they might assume and expect based on this first interaction. You are being asked to demonstrate a sophisticated awareness of how others might perceive you based on a variety of the following observable features:

- Your Appearance (dress; grooming; size and stature; facial expressions and mannerisms; body language)
- Your Age
- Your Race
- Your Language/Style of Speech
- Your Physical Ability
- Your Gender Expression
What might the client assume about you based on what they observe? Briefly discuss the client’s possible assumptions about the following:

- Family Traditions/Upbringing
- Socioeconomic Status
- Life Obstacles
- Sexual Preference
- Gender Identity
- Political Affiliation
- Beliefs/Values
- Expectations/Goals
- Recreational Activities
- Likes/Dislikes
- Religion/Spirituality
- Professional Competence

What are your guesses about what is informing the client’s assumptions? How might their own past experiences, beliefs and values influence their thoughts about you? What is it like for you to be assessed, judged or stereotyped by your client?

Lastly, consider how you might interact with this person to address directly or indirectly some of their assumptions. In those early moments of engagement with the client, what can you do or say that might minimize negative assumptions and help build rapport? How might culture and issues of difference impact how you work with this client? What strengths do you bring to the work that may assist in engaging the client and establishing rapport?

Five citations are required for this paper. You are asked to include your learning and new discoveries from the ABC worksheets in your discussion, so referencing the reading on CBT would be appropriate.

**Self-awareness Paper**

Introduction/Conclusion (1 point)  

Detailed description of client including your observations, assumptions and expectations with a thorough discussion of your thoughts/beliefs that are informing these assumptions (3 points)  

In-depth description of client’s observations, assumptions/ perceptions and expectations about you, including a detailed discussion of your guesses about what might be informing these assumptions and expectations (3 points)  

Personal reactions to being evaluated by the client (1 point)  

Critical discussion of early interactions to engage the client and build rapport (2 pts)
Sophisticated incorporation of discoveries and learning from CBT worksheets into discussion of self-awareness (1 point)

Professional and academic incorporation of readings into the discussion demonstrating critical thinking and comprehension of the material (2 points)

Proper Citations (1 points)

Grammar/Spelling/Overall Writing (1 point)

If necessary, deduction of up to two points for failing to proofread and/or adhere to format requirements.

Total Points Possible 15

Total Points Awarded

General Comments:

ASSIGNMENT #2:
Video Interview Analysis
Due: Variable based on date assigned
Value: 30
Length: 5-8 pages

Demonstrating competence in using interviewing skills is an important goal of this course. This project will help you to further develop both your skills and self-awareness. In the lab sections, your TA will assign you to a group of three students (worker, client, observer). Beginning in week six, you will video tape a simulated client interview (played by another student in your group) in which you demonstrate the array of interviewing skills presented, modeled and practiced in both lecture and lab. Prior to your interview, you will receive a list of interview skills which you are required to demonstrate. Following your interview, you will review your video and present a written analysis of your interview. You will be graded on your interview and your written self-evaluation. Your assignment (video and written analysis) is due on the date assigned to your group. It is strongly suggested that you complete the video portion of your assignment at least 5-7 days prior to the due date to allow ample time to view the video and write your critique.

Procedure and Process:
A. You will videotape yourself conducting an interview using the video lab on the 4th floor of the SW Building. If using the lab proves to be a hardship you may get permission from your TA to use your own video camera/equipment. Video assignments conducted in the lab can be saved as files on laptops provided in the lab and easily accessed by the TAs and faculty. The assignments done using other methods will need to be recorded and stored in a way (e.g., on to a flash drive) so that they can be given to the TAs for grading.
B. The interview should be of a role-played first meeting with an individual(s) who comes in with a specific problem, or is referred by a specific agency. It assumes that you are seeing that person because of your role as a social worker in a specific agency. The student playing the client must discuss a real problem, as this provides a more realistic and richer interviewing experience. The interviewer’s task is to respond to the client in a way that demonstrates a variety of aspects of interviewing. The observer will complete the skills recording form throughout the interview and provide this to the interviewer. The interview must last at least 20 minutes from beginning to end.

Following the interview, you will elicit feedback from the observer and the client. Explore their thoughts on the skills you demonstrated, things you missed, your overall style, etc. It is also recommended you write down some of your own thoughts and feelings after the interview. This will assist you in answering some of the questions below.

C. You will then develop a 5-8 page paper consisting of your analysis of the interview in the video. I recommend that you watch the video once with sound and once without sound to better note your nonverbal behavior. You are required to use three citations from the readings cited in APA format to support your analysis. The analysis must comment on the following:

a.) The Interview: Provide a replay of the interview, discussing what is happening from moment to moment, analyzing the skills used and your thoughts and feelings as things progress.
   a. How do you begin the interview? What do you say to structure the interview so your client knows what to expect? How do you feel about the way you opened the interview?
   b. As you observe your interviewing style, what do you notice about your verbal and non-verbal behavior (e.g., eye contact, attentive listening, facial expressions, body positioning, warmth, empathy, and genuineness)? Are there any things you do that you were not aware of?
   c. What skills do you notice in your interview? Discuss your listening behaviors and verbal responses. Specifically identify examples of your use of single word responses, restatement, clarification, summarizing, responding to feelings, highlighting client’s strengths (complimenting), and self-disclosure. Please include a discussion of the types of questioning you used in the interview.
   d. How did you end the interview. Did you provide a heads-up that the interview was nearing its end? Were you able to summarize main concepts from the meeting? How do you feel about how you ended the interview? Was it difficult to wrap it up?
   e. Try to recall the thoughts and feelings you were having during the role-play. What was going through your mind? How were you feeling? How did this influence what you did and said? Did this impact your ability to hear your client’s message? What thoughts and feelings come up for you as you watch the video?

b.) Client and Observer Feedback:
   a. How did the client and the observer perceive you? What feedback did you receive from them? What did you do well and what did they find helpful? What suggestions did they have for what you could do differently? Were there areas of misunderstanding or times when you missed the message being sent?
   c.) Overall, how do you feel about how you did as the social worker? What did you do well and what do you wish you had done differently? What do you see as areas for future
growth? What will help you improve and grow in these areas?

Note: The grade will be heavily weighted on the quality of the analysis rather than the quality of the practice/video; however, you will be awarded points for your video and interviewing skills so please do a good job. You MAY NOT submit a recording in which the viewer cannot see your face or hear you clearly. It is more important to see your face and body rather than the client’s, although please try to have both you and the client in view.

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<thead>
<tr>
<th>Video Interview Analysis</th>
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<tbody>
<tr>
<td>20-minute video recording (stay within time limit); video quality and interviewing skills (5 points)</td>
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<tr>
<td>In-depth analysis of the interview, including thorough discussion of beginning and ending the interview as well as both verbal and nonverbal behavior (6 points)</td>
</tr>
<tr>
<td>In-depth, critical analysis of interviewing skills and questioning utilizing concepts from class discussion and the readings (6 points)</td>
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<tr>
<td>Thorough exploration and discussion of your thoughts and feelings both during the role-play and as you watch the video, as well as discussion of how these thoughts and feelings influenced what you did and said in the moment (3 points)</td>
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<tr>
<td>Critical discussion of the client and observer’s feedback and suggestions (3 points)</td>
</tr>
<tr>
<td>Thoughtful discussion of strengths and areas for improvement (2 points)</td>
</tr>
<tr>
<td>Correct citations and effective use of resources to support analysis and demonstrate a strong grasp of important concepts (2 points)</td>
</tr>
<tr>
<td>Grammar/Spelling/Overall Writing (1 points)</td>
</tr>
<tr>
<td>Overall writing, including introduction, conclusion and paper organization (2 points)</td>
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</tbody>
</table>

If necessary, a deduction of two points for failure to proofread and/or adhere to format requirements.

| Total Points Possible | 30 |
| Total Points Awarded | _______ |

General Comments:

ASSIGNMENT #3:
**Ecosystem Assessment and Action Plan**

**Due:** Class 14  
**Value:** 40  
**Length:** 10-12 pages

This assignment is designed to provide you with an opportunity to apply the ecosystems framework in assessing a multi-stressed family system and creating an action plan. For this assignment, you are asked to view the film “Precious” (2009) **prior to week 8**. You are asked to complete an assessment of Precious using the Ecosystems Assessment Framework on pages 257-259 in your textbook and an Action Plan (discussed on pages 303-3015). Your assessment will be based on what you learn about this family from the film. Your action plan is based on your ideas for possible goals, objectives and interventions for Precious.

This assignment should read more like a professional document than an academic paper. For this reason, an introduction and conclusion are not necessary. If you refer to yourself in the assignment, refer to yourself as “this writer” or “the social worker” in order to use a professional tone. You are required to use the following headers in your assessment:

**Introduction to the Focal System** (3 points)

**System Structural Dimensions** (4 points)  
- Closeness  
- Power

**Interactional Dimensions** (2 points)

**Biopsychosocial Dimensions** (3 points)

**Cultural Dimensions** (3 points)

**Spiritual Dimensions** (1 point)  
**Outside the System** (8 points)

**Inside and Outside Connections** (4 points)

**Movement through Time** (4 points)

**Action Plan** (there should be several goals identified, each with its own objectives and interventions) (8 points)  
- Goal  
- Objective  
- Intervention Strategy (specific tasks, responsibilities and actions)  
- Method for evaluation

**ASSIGNMENT #4:**  
Group Facilitation
Value: 10 points (This is a peer-graded exercise)

Beginning in Lab 9, students will be divided into small groups of 5 and will remain in these small groups for 5 weeks as part of a “support group for MSW students”. You will each have the opportunity to act as the group leader and as group members throughout the 5 weeks. The group is a treatment group designed to provide support to students in the MSW program at UW-Madison. All members of the group are very busy with school, field, friends, family and other life commitments. The group provides support, encouragement and problem-solving to members but has a specific focus on assisting members in managing their stress and practicing self-care. Each week, the group leader will have specific tasks they need to help their group accomplish. These tasks will be provided to the group leader the week prior to their group facilitation.

Each group session will run for 50 minutes unless the TA indicates otherwise. It is up to the group leader to determine how to structure the time and accomplish the designated tasks. Each group session will be followed by 10 minutes of feedback time, in which the group members provide feedback to the group leader and complete a skills evaluation of the leader’s performance. An example of the evaluation form will be provided by your TA in Lab 6. Group members will score the leader’s performance on the evaluation form and submit the form to the TA. The TA will average the scores and this will be the leader’s grade for this assignment.

As group members, you will participate fully and seriously in the group. Although you are acting as yourself in the group, the amount and nature of what you choose to share is completely at your discretion. You will provide feedback at the end of the role-play to each leader and score their performance. You are expected to give honest constructive feedback which will help the leaders with skill building. Be sure to comment on leader skills observed including strengths and areas for improvement.

VII. Course Policies

Role of the Teaching Assistants:

- Lead individual lab sections.
- Establish and maintain communication with supervising faculty.
- Promptly inform the supervising faculty of any problems.
- Grade and return assignments in a timely fashion.
- Maintain accurate and up-to-date records.
- Perform other duties as required of any Teaching Assistant:
  - Attend and/or assist with course lectures
  - Proctor examinations
  - Develop course materials, such as exam questions or homework problems.

*Important Note: Student complaints or concerns about a teaching assistant should be addressed with that teaching assistant. If concerns persist or are not adequately addressed, students should bring their concern to the course instructor.*
Classroom Climate:
Classroom climate, or the way a classroom space feels to everyone in the room based on communication, norms, values and processes, impacts participation, motivation and learning. Meeting course objectives requires that the instructor and students actively work to create a learning environment that is respectful and safe so that ideas can be examined honestly, diverse viewpoints shared, and in-class activities approached with maximum curiosity and enthusiasm. In order to learn, we must be open to the views of people different from ourselves. Diversity in beliefs, ideas and lived experiences are highly valued here. Each student has knowledge and experience that will enhance the learning of their colleagues and each voice is important. 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. Because the class will represent diverse individual beliefs, backgrounds, and experiences, every member of this class must show respect for every other member of this class.

I am firmly committed to diversity and equality in all areas of campus life and building an inclusive classroom space where everyone feels safe and welcome. I recognize that we all have biases. Discrimination can be direct or indirect and take place at both institutional and personal levels. I believe that such discrimination is unacceptable and I am committed to providing equality of opportunity for all by eliminating any discrimination, harassment, bullying, or victimization. The success of this policy relies on the support and understanding of everyone in this class. We all have a responsibility not to be offensive to each other, or to participate in, or condone harassment or discrimination of any kind. We all have a responsibility to hold in our minds the disproportionate impact systems and “isms” have on marginalized people. I invite you to bring any concerns in this regard to my attention.

Brave spaces do not happen on accident, we must work to create them. We will develop community and discussion guidelines in our first meeting and revisit them as needed throughout the course. We will share the challenges of upholding our community guidelines and responding to moments when we fail to abide by them. Students will be held accountable for what they are expressing verbally and nonverbally. Students are expected to keep confidential all issues of a personal or professional nature discussed in class.

Student Wellness
As a student you may experience a range of issues that can cause barriers to learning. These might include strained relationships, anxiety, high levels of stress, alcohol/drug problems, racism, feeling down, and/or loss of motivation. University Health Services (UHS) can help with these or other issues you may be experiencing. You can learn about the free, confidential mental health services available on campus by calling (608)265-5600 or visiting www.uhs.wisc.edu. Help is always available. Wellness champions

Other student support services and programs include:
- Multicultural Student Center https://msc.wisc.edu/
- LGBT Campus Center https://lgbt.wisc.edu/
- Dean of Students Office https://www.students.wisc.edu/doso/
Out-of-Class Contact with Instructor
I encourage students to meet with me outside of class to discuss concerns, answer questions and provide comments and feedback. I am usually available to meet briefly right before class, during break and right after class ends. Rather than holding office hours, I prefer to meet with students by appointment. Please email me with a request to arrange a time to meet. I am happy to meet students in the Social Work Library or the Wisconsin Institutes for Discovery coffee shop if this is a more comfortable and welcoming space for you. In addition, if my office door is open this means I am generally available to meet briefly and you are welcome to stop by.

Electronics:
To minimize disruptions to class process all devices must be turned off during the class period unless the instructor gives instructions to utilize electronic devices for a class activity. If you have an urgent reason for leaving your phone on, please inform the instructor. If there is a medical or other serious need for these devices, please speak to the instructor before class. Audio recording of classes will be allowed only after full disclosure to the class that an audio recorder is operating.

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

The McBurney Center provides services and classroom accommodations to students with disabilities. These might include vision and hearing difficulties, learning difficulties and mental health disorders. McBurney is located at 701 W Johnson Street suite 2104. Call for an appointment at 608-263-2741. http://mcburney.wisc.edu

Attendance Policy:
Students are expected to attend all scheduled classes and to arrive on time. See “Class Attendance and Professional Participation” discussed in the assignments section above for more information.

- Promptness
  Prompt arrival to all classes and labs is required. This means you are ready to begin class at 10:20am. Repeated tardiness will impact your grade. I will consider a late arrival or early departure of more than 20 minutes an absence.

- Absence
  If you must miss class or lab, you are required to inform your TA via email in advance. 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 TA prior to the start of class. Students who are absent for two classes or labs will be asked to complete a make-up assignment. Students who are absent three or more times in the semester will be required to schedule a meeting with the instructor to discuss their performance and continuation in the course. Three or more absences may lead to a student receiving a failing grade.

**Reading and Media Assignments:** You are expected to have read, viewed and listened to 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.

**Learn@UW**
All students are required to access Learn@UW for course content and assignments. If you have difficulty with Learn@UW, you should contact the DoIT helpdesk.

**Late assignment policy**
Assignments are due on the date specified by midnight. If you are not able to be in class the day a written assignment is due, you are still responsible for turning in your assignment on the due date. If a student a) communicates with their TA at least 48 hours prior to the due date, b) provides the TA with a reasonable justification for an extension, and c) they come to an agreement about a revised deadline, the assignment handed in by the new date will be considered “on time.” Unapproved late assignments will be marked down 1 point for each day the assignment is late.

**Written Assignment Policy:**
1. All written assignments are to be completed in Microsoft Word, without exception. The instructor will not review assignments submitted in another format.
2. 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).
3. Students must format assignments using **one-inch margins, double-spacing**, and a **Times New Roman 12-point font**.
4. Headings should not be placed in the body of the paper unless indicated.
6. Reference pages must be on a separate sheet from the paper (not counted as one of the required pages). When required to use references, you must use peer-reviewed journals. **Websites may only be used with prior approval from the instructor.**
7. Papers should be placed in the Learn@UW Dropbox by midnight of the due date. You will receive a confirmation e-mail when your paper is successfully downloaded to the Dropbox. It is your responsibility to be sure your paper has been downloaded properly. The instructor
will adhere to the policy on late assignments if an assignment is not received in the dropbox by the time it is due.

**Appealing a Grade:**
Your goal for this and other courses should be to make the most of your learning experience, and not to simply “get an A.” Grade expectations should NOT be based on what you have received in other courses—this is never a legitimate argument for appealing a grade. If you have an issue with a grade that you receive in this course, please document the reasons for your appeal in writing and provide this to your TA. Your reasons for your appeal should include a discussion of (1) the extent to which you responded to assignment objectives, (2) the quality of your writing (to include grammar and spelling, organization, flow and clarity), and (3) your ability to demonstrate depth and critical thinking. If there is something about an assignment that is unclear to you, it is your job to bring this to my attention in advance of the due date. Students wishing to appeal a grade must email their TA with the information requested no later than two weeks after the assignment has been returned to students.

**Academic Writing Criteria**
Specific attention should be given to paper organization, paragraph and sentence structure, clarity and correct citation using APA format. Before turning in any assignment, consider if the following criteria are met:

1. Each paper should have a logical flow from the introduction, to a coherent and in-depth discussion of the questions in the body of your paper, to the conclusion.
2. Each paragraph should have a clear and concise topic sentence that reflects the content of the paragraph it introduces.
3. A consistent tense should be used within sentences and throughout the paper.
4. Triangulation: Incorporate lectures, discussion, relevant readings and experiences from practice into your formulation of ideas discussed in your paper.
5. Use critical thinking in your reflections. The comments “It was good” and “I liked it” are NOT examples of critical thinking.
6. Do NOT be repetitious in your writing. Your papers should be polished and carefully edited. Do NOT use run-on sentences.
7. When references are required, they must be from class readings or other peer-reviewed journal articles. You may not use information from a website unless you receive prior approval from the instructor.
8. References in the paper need to be woven into the discussion in a seamless manner. DO NOT insert a quote into the paper without skillful writing that incorporates the quote into the discussion.

**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.

**Plagiarism Policy:**
Plagiarism is a form of academic misconduct, which is not tolerated by the University or the School of Social Work. Plagiarism seeks to claim credit for the work or effort of another without citation or authorization.

The School of Social Work defines plagiarism as:
1. The appropriation of passages or complete works of another person and submitting them as one’s own work – in either written materials or speeches.
2. The presentation of ideas of others as one’s own without giving credit.

There are two major forms of plagiarism:
1. Using direct quotes from others’ written or spoken work and presenting them as one’s own words without using proper quotation marks or offsetting and/or with failure to identify the source of the ideas.
2. Paraphrasing the ideas or research findings of another person(s), with failure to identify the source of the ideas.

Process:
- If an instructor suspects a student has plagiarized, the instructor will contact the student to discuss their concern.
- If the instructor determines that the student has plagiarized, the instructor will decide on a sanction in accordance with the misconduct rules in UWS 14.

Sanction:
- Based on the seriousness of the sanction, the instructor may inform the Dean of Student’s Office. The only sanctions that can be imposed without notifying the Dean of Students Office are: 1) oral reprimand; 2) written reprimand presented only to the student; and 3) an assignment to repeat the work on its merits.
- More serious sanctions may include a zero on the assignment or exam, a lower grade in the course or failure in the course. The School of Social Work will inform the Dean of Student’s Office when imposing any of these sanctions. This action is taken so the Dean of Student’s Office can decide whether to seek additional sanctions.
- Repeated acts of academic misconduct may result in more serious actions such as removal from the course in progress, disciplinary probation or suspension, or expulsion ([http://www.students.wisc.edu/doso/acadintegrity.html](http://www.students.wisc.edu/doso/acadintegrity.html)).
- Note: Students can appeal any sanctions.

For more information:
Academic misconduct rules procedures can be found in UWS 14: [http://www.students.wisc.edu/doso/docs/UWS14.pdf](http://www.students.wisc.edu/doso/docs/UWS14.pdf)

For guidelines on quoting and paraphrasing:
UW-Madison Writing Center [http://writing.wisc.edu/Handbook/QuotingSources.html](http://writing.wisc.edu/Handbook/QuotingSources.html)
Grade Appeals/Grievance Policy:
The process for appeal a final grade is set forth in the School of Social Work’s Student Rights and Responsibilities Handbook.

http://socwork.wisc.edu/files/StudentRightsResponsibilities.pdf