School of Social Work
University of Wisconsin-Madison
1350 University Avenue
Madison, WI 53706

SW 441: Practice II: Generalist Practice with Individuals, Families and Groups
Fall 2017

Instructor: Angela Willits, MSW, LCSW
Class Time: LEC 001: Thursdays, 1:20 – 3:15
Location: Mechanical Engineering Room 1153
Office Location: Social Work Room 305
Office Hours: By Appointment
Phone: 608-262-4630
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Teaching Assistants:

<table>
<thead>
<tr>
<th>Name</th>
<th>Kristin Cannon</th>
<th>Drew Thompson</th>
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<td>Office Location</td>
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<thead>
<tr>
<th>Labs</th>
<th>301: Mon. 6:00 – 8:00pm</th>
<th>303: Wed. 3:45 – 5:45pm</th>
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<tbody>
<tr>
<td></td>
<td>302: Tues. 6:00 – 8:00pm</td>
<td>306: Thurs. 3:45 – 5:45pm</td>
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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:
Social Work Education is framed by a competency-based approach to curriculum design. At the conclusion of their education, social work students are expected to be competent in 9 core areas. Competency is achieved through mastery of course content as measure through course activities,
readings and assignments and behaviors learned in field experiences, and which are derived from social work knowledge, values, skills and cognitive and affective processes. The competencies addressed in this course can be found in Appendix A.

IV. Course Content and Readings:

<table>
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<tr>
<th>Class Date</th>
<th>Lab Activities</th>
<th>Lecture Topic</th>
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</table>
| Week 1: Sept 7 | Lab 1 for Section 306 (see modified schedule)  
No lab for Sections 301, 302 and 303 | • Course overview and syllabus review  
• Community building  
• Self-care  
• **CBT worksheets introduced  
• In-class exercise: Introduction to mindfulness |
| Week 2: Sept 14 | Lab 1:  
• Icebreaker  
• Introductions and welcome to social work!  
• Community building  
• Self-care planning (introduce UB website) and worksheet, followed by discussion  
• Complete the Implicit Bias Test prior to Lab 2 | • Increasing self-awareness: The cognitive model  
• Multicultural Social Work  
• In-class exercise: Breath work |
<table>
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<tr>
<th>Week 3:</th>
<th><strong>Lab 2:</strong></th>
<th><strong>Lab 2:</strong></th>
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<tbody>
<tr>
<td>Sept 21</td>
<td>• Self-care focus</td>
<td>• Initial Meeting Considerations, including discussing confidentiality</td>
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<td></td>
<td>• Bring completed CBT worksheets to Lab</td>
<td>• Engagement: Beginning the Interview</td>
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<td>• Small Group Discussion: What discoveries did you make through the CBT worksheets? What did you discover through the implicit bias test? What is it like to recognize we make assumptions about others in milli-seconds based on visible observations, and how might this impact our social work practice? What can we do about it?</td>
<td>• Giving and receiving feedback</td>
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<td>• Self-Awareness Paper Assignment Preparation</td>
<td>• <strong>In-class exercise:</strong> “Beginning the Interview” instructor-led role-play</td>
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<tr>
<th>Week 4:</th>
<th><strong>Lab 3:</strong></th>
<th><strong>Due:</strong></th>
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<tbody>
<tr>
<td>Sept 28</td>
<td>• Self-care focus</td>
<td>Self-Awareness Paper</td>
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<td></td>
<td>• Small Group Discussion: Giving and Receiving Feedback</td>
<td>• Engagement: Facilitative Conditions</td>
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<td></td>
<td>• Recorded skills practice role-play, followed by video review and feedback: “Beginning the Interview”</td>
<td>• Listening, Tracking and Nonverbal communication</td>
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<td>• <strong>In-class exercise:</strong> “Listening and use of Nonverbal Communication” instructor-led role-play</td>
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<th>Week 5:</th>
<th><strong>Lab 4:</strong></th>
<th><strong>Lab 4:</strong></th>
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<tr>
<td>Oct 5</td>
<td>• Self-care focus</td>
<td>• Engagement: Verbal Responses</td>
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<td>• Video exercise: Tracking Charles’ Message</td>
<td>• Self-Disclosure</td>
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<tr>
<td></td>
<td>• Recorded skills practice role-play followed by video review and feedback: “Listening and use of Nonverbal Communication”</td>
<td>• <strong>In-class exercise:</strong> “Verbal Responses” instructor-led role-play</td>
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| Week 6: Oct 12 | **Lab 5:**  
| | - Self-care focus  
| | - Video exercise: Use of Self-Disclosure  
| | - Recorded skills practice role-play followed by video review and feedback: “Verbal Responding”  
| | - Mid-term evaluations  
| | - Solution-Focused Interviewing  
| | - Working with Mandated Clients  
| | - **In-class exercise: “Solution-focused Interviewing” instructor-led role-play**  
| Week 7: Oct 19 | **Lab 6:**  
| | - Large group discussion: How do you engage mandated clients? What challenges have you encountered?  
| | - Skills practice role-play followed by video review and feedback: “Solution-focused Interviewing”  
| | - Generalist Social Work Practice with Families: Engagement, Assessment and Planning  
| | - Genograms and Cultural Genograms  
| Week 8: Oct 26 | **Lab 7:**  
| | - Small Group Exercise: Exploring Family Dynamics  
| | - In-class partner exercise: Creating Your Genogram or Cultural Genogram, followed by sharing it with your partner  
| | - Small group exercise: Planning with case examples  
| | - ***Bring an assessment sample to next lab***  
| | - Assessment and Planning; Assessing Resources  
| | - Eco-Maps  
| | - Case Management  
| | - Interdisciplinary Collaboration  

| Week 9: Nov 2 | **Lab 8:**  
- Small and Large group sharing of assessment documents and process in your agency  
- Large Group Discussion: What are some examples of interdisciplinary collaboration you have engaged in? What was this like for you? What valuable contributions do social workers bring to an interdisciplinary table?  
- Partner activity: Create an ecomap for your partner  
- Preparing for Small Groups | • Social Work in Groups  
• Types of Groups  
• Beginning the Group  
• **In-class exercise: “Beginning a Group” instructor-led role-play** |
|---|---|
| Week 10: Nov 9 | **Lab 9:**  
- Large group discussion: Types of groups you have been or will be a part of  
- Group One: Beginning the group (icebreaker); Community building and Identifying Goals  
- Small group feedback followed by large group discussion | • Group Leadership Skills  
• Group Dynamics  
• Stages of Group Development |
| Week 11: Nov 16 | **Lab 10:**  
- Large group discussion: What are the traits and skills in group leaders you admire? What do they do that works? What are some of the leadership skills that will come easily and which will be more difficult for you? Think of a group you are in – in which stage of group development is it?  
- Small Group Two: Clarifying goals and Identifying Action  
- Small group feedback followed by large group discussion | • Challenging Group Members  
• Working Through Transference and Countertransference |
Week 12: Nov 30

**Lab 11:**
- Large group discussion: What sort of countertransference have you experienced? How did you notice it? What did you do?
- Small Group Three: Working Through Challenges
- Small group feedback followed by large group discussion

- Evaluation and Termination
- Ending the Group’s Work

Week 13: Dec 7

**Lab 12; No lab for section 306 (see modified schedule)**
- Small Group Four: Ending the group
- Ending the Lab; Feedback; Evaluation

- Ending and Evaluating the Course and Feedback
- Evaluations

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**Please note, readings in bold are the ones I recommend you read first.**

**Week 1: Course Overview and Syllabus Review; Community Building; Self-Care**

***CBT Worksheets introduced in class***

**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: Increasing Self-Awareness: The Cognitive Model; Multicultural Generalist Social Work Practice**

In-class Exercise: Breath Work

**Required Reading:**


NASW Standards and Indicators for Cultural Competence in Social Work Practice (pp. 4-5, pp. 19-24).

**Week 3: Initial Meeting Considerations; Engagement: Beginning the Interview; Giving and Receiving Feedback**

In-class exercise: beginning the interview role-play

**Required Reading:**


**Week 4: Engagement: Facilitative Conditions; Listening, Tracking and Non-verbal Communication**

In-class exercise: Listening role-play

**Due:** Self-Awareness Paper

**Required Reading:**


**Week 5: Engagement: Verbal Responses; Self-Disclosure**

In-class exercise: Verbal responses role-play

**Required Reading:**


**Week 6: Solution-Focused Interviewing; Working with Mandated Clients**
In-class exercise: Solution-focused interviewing role-play

**Mid-term Evaluation**

**Required Reading:**


**Week 7: Generalist Social Work Practice with Families: Engagement, Assessment and Planning; Genograms and Cultural Genograms**

**Required Reading:**


**Optional Reading:**

**Week 8: Assessment and Planning; Assessing Resources; Case Management**

**Required Reading:**


**Week 9: Social Work in Groups; Types of Groups; Beginning the Group**

In-class exercise: Beginning a Group

**Required Reading:**

Beginning a Group Video (watch the first 5-10 minutes, observe the leader’s approach to facilitation) https://www.youtube.com/watch?v=UEJwWeSVI_E&list=PLVmAOc-y8fmGTBTyo-FNf5ztM3H-iAoeB

**Week 10: Group Leadership Skills; Group Dynamics; Stages of Group Development**

**Required Reading:**


**Week 11: Challenging Group Members; Working Through Transference and Countertransference**

**Required Reading:**


**Week 12: Evaluation and Termination; Ending the Group’s Work**

**Required Reading:**


**Week 13: Ending and Evaluating the Course; Feedback; Course Evaluations**

**Required Reading:**

V. Course Text and Reading Materials

There is no required text for this course. All assigned readings will be available on Canvas. 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: 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>
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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>
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<tr>
<td>&lt;64</td>
<td>F</td>
<td>Course failure</td>
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Assignments:

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Points/Percentages</th>
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<tr>
<td>Professional Participation Points (includes Lab)</td>
<td>20 points</td>
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<tr>
<td>#1 Self-Awareness Paper</td>
<td>15 points</td>
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<tr>
<td>#2 Video Interview Analysis</td>
<td>30 points</td>
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<tr>
<td>#3 Group Facilitation and Assessment</td>
<td>35 points</td>
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<tr>
<td><strong>Total Points</strong></td>
<td><strong>100 points</strong></td>
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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).

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**

**Assignment #1: Self-Awareness Paper**

**Due:** Class 4  
**Value:** 15 Points  
**Length:** 3-4 pages (does not include title page and reference list)

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**

Consider a hypothetical client you might encounter in your field placement this year who appears to have 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. What are some assumptions or guesses you might have about this client based on the first few minutes of interaction and any information you might have about the client prior to meeting? 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? How are your own social identities informing these ideas about your 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 visible and 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 some of 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 does intersectionality play a role in these assumptions? How might their own past experiences, beliefs and values influence their thoughts about you?

**Part III: Discussion**

What is it like for you to consider your own assumptions and those a client might make about you? How does intersectionality play a role in these assumptions? What discoveries or new ideas has this process led you to consider? How does this inform the way you will engage with clients in the future? What strengths do you bring to the work that may assist in engaging with clients from varying identities and populations and establishing rapport?
Three citations are required for this paper. Please demonstrate an integration of concepts from the readings into your discussion.

**Self-awareness Paper**

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) _______

Discussion of this experience and how this informs your engagement practices (3 pts) _______

Sophisticated incorporation of course materials into the discussion, demonstrating critical thinking and comprehension of the material (3 points) _____

Proper Citations (1 points) _______

Grammar/Spelling/Overall Writing, including an introduction and conclusion (2 points) _______

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:** 6-8 pages

Demonstrating competence in 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 that 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 concern. You are the social worker they have sought out for help. The “client” needs to talk about a real concern or 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 10 minutes and no more than 15 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 6-8 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
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? How did social norms (related to issues of identity, privilege, oppression, and/or intersectionality) impact the interview? How do you anticipate this being similar or different outside of the classroom? What did you do well and what do you wish you had done differently? What do you see as areas for future growth?

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.

**Video Interview Analysis**

10-15-minute video recording (stay within time limit); video quality and interviewing skills (5 points)

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)

In-depth, critical analysis of interviewing skills and questioning utilizing concepts from class discussion and the readings (6 points)

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)

Critical discussion of the client and observer’s feedback and suggestions (3 points)

Thoughtful discussion of strengths and areas for improvement (2 points)

Correct citations and effective use of resources to support analysis and demonstrate a strong grasp of important concepts (2 points)
Overall writing, including grammar, spelling, introduction, conclusion and paper organization (3 points)

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: Group Facilitation and Group Assessment Paper
Due: Paper is due the week after you co-lead your small group
Value: 10 points for group facilitation (peer-graded); 25 points for group assessment paper
Length: 5-7 pages

Beginning in Lab 9, students will be divided into small groups of 8 or 7 and will remain in these small groups for four weeks as part of a “support group for MSW students”. You will each have the opportunity to act as the group co-leader and as group members throughout the four groups. 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. Members may be impacted to various degrees by personal or political events. For example, a group that occurred shortly following the events of 9/11/01 may address challenges and issues related to personal and identity-based safety, grief, racism, prejudice, etc.. There may be events occurring on our campus or in our state, country, or world that require support and/or problem solving. 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 leaders will have specific tasks they need to help their group accomplish, as well as lead their members in a brief self-care intervention. The tasks will be provided to the group leaders the week prior to their group facilitation, but leaders will determine their own self-care intervention. The group leaders are expected to communicate with one another and prepare for group prior to their role-play. Each group session will run for 60 minutes unless the TA indicates otherwise. It is up to the group leaders to determine how to structure the time and accomplish the designated tasks. The group cannot end early. The session must be recorded so the leaders can review the recording when writing their group assessment paper.

Group Facilitation (Peer-Graded)
Each group session will be followed by 25 minutes of feedback time, in which the group members provide feedback to the group leaders and complete a skills evaluation of the leaders’ performances. Group members will score each leader’s performance separately on an evaluation form and submit the forms to the TA. Each leader will also complete the evaluation form for their co-leader. The TA will average the scores which will provide up to ten points for this portion of the assignment.
**Group Members:**
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 and in writing their group assessment. Be sure to comment on leader skills observed including strengths and areas for improvement.

**Group Leader’s Critical Assessment of the Group (Paper)**
The group leaders will need to review their group session video and debrief with their co-leader on the group process and effectiveness of their facilitation of the group.

Each leader will write a critical assessment of their group. Leaders will incorporate the feedback provided by their group members and co-leader into the paper. This paper will be due by 11:59pm 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, focus your discussion on the questions below. Your discussion does not need to proceed in the order described below or cover every question prompt, however all aspects (in bold) of the assignment must be discussed. DO NOT use bolded items as headers in the paper.

1. **Brief Introduction to the group:**
   a. Briefly explain the **purpose of this group.** What were the group’s and leaders’ primary objectives and tasks in this session?
   b. Describe the group size and composition – who are the other members in the group?

2. **Description of the Group Content and Process**
   a. You will need to provide a summary of what occurred during the group session. This summary needs to capture what occurred in the group from beginning to end.
      i. **How did the group begin?**
         1. How did you “open” the group and welcome members? How did you provide a structure for what would occur in the group that day? Were the group rules reviewed? Was confidentiality reviewed? Should either have been reviewed?
      ii. **What was discussed?**
         1. Did everyone actively participate? Were you able to engage everyone? Please describe the level and nature of participation of the group members.
      iii. **How did the self-care intervention go?**
         1. What was the intervention? How well was it introduced? How did it go?
      iv. **How did the group end?**
         1. How did group leaders bring the group to a close?
   b. **What are some of the norms and dynamics in this group?**
      1. What do you observe the other members’ roles to be in the group?
      2. How does the composition of the group impact group dynamics?
3. Are there other factors that influenced group dynamics, such as the room layout, room size, placement of the leaders in the room?

3. **Member and Co-Leader Feedback** - Please provide specific examples from the feedback you received from group members; direct quotes are strongly encouraged.
   a. **How did your members and your co-leader describe your style as the group leader?** (You might comment on body posture, volume, tone, eye contact, use of self, use of humor, organizational style, etc.)
   b. **What skills did your members and your co-leader observe you using?** (Ex: reflective listening, clarification, interpretation, providing information, emphasizing member’s strengths, self-disclosure, summarization, humor, verbal and non-verbal behavior, etc.)

4. **Personal reflection on the group - What was your experience as a co-leader?** Overall, how did the group go? Would you say you achieved your goals? Was this group successful and effective? 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.

**Assignment Rubric**

Introduction to the group (3 points)

Detailed discussion of the group content and process, including detailed description of what occurred in group and the participation of members and discussion of the group dynamics with effective integration of concepts from the readings and class lecture (6 points)

In-depth discussion of group members’ and your co-leader’s feedback on your leadership style and skills, with sophisticated incorporation of concepts from the readings and class lecture (6 points)

Critical reflection on how the group went overall, as well as of strengths and areas for improvement (6 points)

Proper citations and sophisticated use of references in discussion (2 point)

Grammar/spelling/overall writing including introduction and conclusion (2 points)

Total Points Possible 25

Total Points Awarded

General Comments:

**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
  - Develop course materials, such as handouts or lab activities.

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. 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.

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. I invite you to bring any concerns in this regard to my attention.

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.

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/

Below are resources for reporting and responding to incidences of bias and hate on campus.
- Report: https://students.wisc.edu/doso/services/bias-reporting-process
- Bias Response and Advocacy Coordinator email: reportbias@wisc.edu
- UW-Madison Police Department: uwpd.wisc.edu
- Office of Equity and Diversity: www.oed.wisc.edu/

You may also report incidents in-person to the Dean of Students Office, 70 Bascom Hall, during normal business hours. Reportable incidents include crimes such as vandalism or physical assault, as well as non-academic misconduct, slurs, and intimidation. Anyone who files a report will have the opportunity to meet with the Bias Response and Advocacy Coordinator, so that we can meet their needs and ensure their safety.

Support for Survivors of Sexual Violence
If a student comes to me to discuss or disclose an instance of sexual assault, sex discrimination, sexual harassment, dating violence, domestic violence or stalking, or if I otherwise observe or become aware of such an allegation, I will keep the information as private as I can. However, Chapter 36.11 (22), Wisconsin Statutes, requires “any person employed at [UW-Madison] who witnesses a sexual assault on campus or receives a report from a student enrolled in the institution that the student has been sexually assaulted shall report to the dean of students of the institution. The dean of students shall compile reports for the purpose of disseminating statistical information.” As a faculty member, I am therefore required to report to the dean of students.

For further information about rights and resources:

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.

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.

**Note on Accommodation of Student Disability:**
The University of Wisconsin-Madison supports the right of all enrolled students to a full and equal educational opportunity. The Americans with Disabilities Act (ADA), Wisconsin State Statute (36.12), and UW-Madison policy (Faculty Document 1071) require that students with disabilities be reasonably accommodated in instruction and campus life. Reasonable accommodations for students with disabilities is a shared faculty and student responsibility. Students requiring accommodation, as approved by the McBurney Center, are expected to provide the instructor with a copy of their Verified Individualized Services and Accommodation (VISA) by the second week of the semester, or as soon as possible after a disability has been incurred or recognized.

For more information, please contact the McBurney Center at mcburney@odos.wisc.edu; Phone at 608-263-2741; Text messaging at 608-225-7956; or by FAX at 608-265-2998, 711 (Via relay); Address is 1305 Linden Drive, Madison, WI 53706

Your TA will work directly with the student and in coordination with the McBurney Center to identify and provide reasonable instructional accommodations. Disability information, including instructional accommodations as part of a student's educational record, is confidential and protected under FERPA. If you require accommodations to obtain equal access to this class or to any assignments, please contact your TA as soon as possible.

**Attendance Policy:**
Students are expected to attend all scheduled classes and to arrive on time.

- **Promptness**
  Prompt arrival to all classes and labs is required. 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 arrange a meeting with their TA. 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.

 Religious Holidays:
I recognize that students’ choices to observe religious holidays that occur during periods when classes are scheduled. Students are encouraged to arrange with their instructors to make up work missed as a result of religious observance, and instructors are asked to make every reasonable effort to accommodate such requests.

 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.

 Canvas
All students are required to access Canvas for course content and assignments. If you have difficulty with Canvas, 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.
5. 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.
6. Papers should be placed in the Canvas by 11:59pm of the due date. You will receive a confirmation e-mail when your paper is successfully downloaded to the Canvas. It is your responsibility to be sure your paper has been downloaded properly. The TA will adhere to the policy on late assignments if an assignment is not received in Canvas by the time it is due.

Criteria for Assignments
Specific attention should be given to 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. Validity, relevance, support of main points, ability to consider other perspectives.
2. Sources, quotes, and paraphrases appropriately identified; clear connection to course ideas/readings. Own thinking comes through.
3. Organization, clarity, logical flow, completed as required.
4. Has an introduction and conclusion, unless otherwise stated.
5. Paragraphs should have topic sentences that reflect the content of the paragraph and should have a smooth flow from one paragraph to the next.
6. Has depth, includes critical evaluation, is integrative-looks at the whole.
7. Appropriate grammar, spelling, format, etc.

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.

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.

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.
Appendix A

<table>
<thead>
<tr>
<th>Competencies and Description</th>
<th>Course Content relevant to Dimensions that Comprise the Competency*</th>
<th>Location in Syllabus</th>
</tr>
</thead>
</table>
| 2.1.1: Demonstrate ethical and professional behavior | Lecture, readings, small and large group discussion and lab exercises related to (K, S, V, C & A):  
- CBT worksheets  
- Increasing self-awareness  
- Self-care planning  
- Introduction to mindfulness  
- Breath work  
Assignment 1: Self Awareness Paper (C & A) | Weeks 1 and 2  
Labs 1, 2 and 3  
Page 11 |
| 2.1.6: Engage with Individuals, Families, Groups | Lecture, readings, videos, instructor-led role plays; student role-plays in labs, discussion and lab activities related to the engagement process (K, S, V, C & A):  
- Increasing Self-Awareness  
- Multicultural Social Work  
- Exploring Implicit Bias discussion  
- Beginning the interview role-plays  
- Listening and use of nonverbal communication role-plays  
- Facilitative conditions  
- Video: Tracking Charles’ Message  
- Verbal responses role-plays  
- Solution-focused interviewing role plays  
- Engaging mandated clients  
- Engagement with families  
- Interdisciplinary collaboration  
- Beginning the group role plays | Weeks 2, 3, 4, 5, 6, 7 and 9  
Labs 2, 3, 4, 5, 6, 8 and 9 |
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</thead>
<tbody>
<tr>
<td>Assignment 2: Video Interview Analysis (S, C &amp; A)</td>
<td>Assignment 4: Group Facilitation and Group Assessment Paper (K, S, C &amp; A)</td>
<td>Page 13</td>
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<tr>
<td>Assignment 1: Self Awareness Paper (C &amp; A)</td>
<td>Assignment 2: Video Interview Analysis (S, C &amp; A)</td>
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</tbody>
</table>

### 2.1.7: Assess Individuals, Families, Groups

Social workers understand that assessment is an ongoing component of the dynamic and interactive process of social work practice with, and on behalf of, diverse individuals, families, groups, organizations, and communities. Social workers understand theories of human behavior and the social environment, and critically evaluate and apply this knowledge in the assessment of diverse clients and constituencies, including individuals, families, groups, organizations, and communities. Social workers understand methods of assessment with diverse clients and constituencies to advance practice effectiveness. Social workers recognize the implications of the larger practice context in the assessment process and value the importance of inter-professional collaboration in this process. Social workers understand how their personal experiences and affective reactions may affect their assessment and decision-making.

Lecture, readings, instructor-led role plays; student role-plays in labs, discussion and lab activities related to the assessment process (K, S, V, C & A):
- Solution-focused Interviewing
- Assessment with families
- Genograms and Cultural Genograms
- Sharing agency assessment examples
- Planning with case examples
- Assessing resources
- Eco-maps
- Interdisciplinary collaboration
- Assessing group dynamics and stages of group development

Assignment 1: Self Awareness Paper (C & A)

Lecture, readings, videos, instructor-led role-plays, student role-plays in labs, discussion and lab exercises focused on intervention practices (K, S, C & A):

### 2.1.8: Intervene with Individuals, Families, Groups

Social workers understand that intervention is an ongoing component of the dynamic and interactive

Lecture, readings, videos, instructor-led role-plays, student role-plays in labs, discussion and lab exercises focused on intervention practices (K, S, C & A):

Week 6, 7, 8, 10

Labs 6, 7, 8
<table>
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| process of social work practice with, and on behalf of, diverse individuals, families, groups, organizations, and communities. Social workers are knowledgeable about evidence-informed interventions to achieve the goals of clients and constituencies, including individuals, families, groups, organizations, and communities. Social workers understand theories of human behavior and the social environment, and critically evaluate and apply this knowledge to effectively intervene with clients and constituencies. Social workers understand methods of identifying, analyzing and implementing evidence-informed interventions to achieve client and constituency goals. Social workers value the importance of interprofessional teamwork and communication in interventions, recognizing that beneficial outcomes may require interdisciplinary, interprofessional, and inter-organizational collaboration | • CBT  
• Giving and receiving feedback  
• Use of self-disclosure  
• Solution-focused interviewing  
• Working with mandated clients  
• Case Management  
• Interdisciplinary collaboration  
• Group leadership skills  
• Stages of group development  
• Challenging group members  
• Addressing transference and countertransference | Labs 2-13 |
| 2.1.9: Evaluate Practice with Individuals, Families, Groups | Lecture, readings, discussion and lab activities relevant to evaluation practices (K, S, C & A):  
• Evaluation and termination  
• Ending the group’s work  
• Ending and evaluating the course and feedback | Page 16 |

*K=Knowledge; V=Values; S=Skills; C & AP=Cognitive and Affective Process