I. Catalogue Description:
This course develops generalist social work knowledge and skills for working with and on behalf of individuals, families and groups. Lectures focus on development of basic social work direct practice skills.

II. Course Overview:
Social Work 441 is intended to help students begin to put generalist social work theory into the direct practice of planned change with social work clients. Practice II focuses on culturally competent micro-level skills development for working with and on behalf of individuals, families and groups. This course is the second in the sequence of professional foundation courses (SW440, SW441 and SW442) required for fourth year BSW students and second year MSW students. This is a skills-based course. Much of each lecture will be built around learning and practicing basic direct practice social work skills. A variety of teaching methods will be utilized, including: lecture, assigned readings, class dialogue, experiential exercises, case examples, video presentations and guest speakers. Students may also be engaged in the use of interviewing, video recording, observation, group process analysis, family therapy case analysis.

III. Course Competencies and Practice Behaviors and Assignments:
Your successful completion of this course means that you will have progressed toward achieving social work competencies by demonstrating the following behaviors:

<table>
<thead>
<tr>
<th>Competencies Addressed in Course</th>
<th>Practice Behaviors Addressed in Course</th>
<th>Assignment(s) Measuring Behaviors</th>
</tr>
</thead>
<tbody>
<tr>
<td>2.1.1 Identify as a professional social worker and conduct oneself accordingly.</td>
<td>1) Advocate for client access to services of social work 2) Practice personal reflection and self-correction to assure continual professional development 3) Attend to professional roles and boundaries 4) Demonstrate professional demeanor</td>
<td>1) Treatment Group Proposal; Group Leader’s Critical Assessment of the Group and Group Participation 2) Treatment Group Proposal; Group Leader’s Critical Assessment of the Group and Group Participation</td>
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<tr>
<td></td>
<td>in behavior, appearance and communication</td>
<td>3) Treatment Group Proposal; Group Leader’s Critical Assessment of the Group and Group Participation</td>
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<td>--------------------------------------------------------------------------------------------------</td>
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<tr>
<td>5)</td>
<td>Engage in career-long learning</td>
<td>4) Treatment Group Proposal; Group Leader’s Critical Assessment of the Group and Group Participation</td>
</tr>
<tr>
<td>6)</td>
<td>Use supervision and consultation</td>
<td>5) Treatment Group Proposal; Group Leader’s Critical Assessment of the Group and Group Participation</td>
</tr>
<tr>
<td></td>
<td></td>
<td>6) Treatment Group Proposal; Group Leader’s Critical Assessment of the Group and Group Participation</td>
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</table>

| 2.1.2 Apply social work ethical principles to guide professional practice. | 1) Recognize and manage personal values in a way that allows professional values to guide practice | 1) Treatment Group Proposal; Group Leader’s Critical Assessment of the Group and Group Participation |
|                                                          | 2) Make ethical decisions by applying standards of the NASW | 2) Treatment Group Proposal; Group Leader’s Critical Assessment of the Group and Group Participation |
|                                                          | 3) Tolerate ambiguity in resolving ethical conflicts. | 3) Treatment Group Proposal; Group Leader’s Critical Assessment of the Group and Group Participation |
|                                                          | 4) Apply strategies of ethical reasoning to arrive at principled decisions | 4) Treatment Group Proposal; Group Leader’s Critical Assessment of the Group and Group Participation |

| 2.1.3 Apply critical thinking to inform and communicate professional judgments. | 1) Distinguish, appraise and integrate multiple sources of knowledge, including research-based knowledge and practice wisdom | 1) Treatment Group Proposal; Group Leader’s Critical Assessment of the Group and Group Participation |
|                                                                                   | 2) Analyze models of assessment, prevention, intervention and evaluation | 2) Treatment Group Proposal; Group Leader’s Critical Assessment of the Group and Group Participation |
|                                                                                   | 3) Demonstrate effective oral and written communication in working with individuals, families, groups, organizations, communities and colleagues | 3) Treatment Group Proposal; Group Leader’s Critical Assessment of the Group and Group Participation |
| 2.1.4 Engage diversity and difference in practice. | 1) Recognize the extent to which a culture’s structures and values may oppress, marginalize, alienate, or create or enhance privilege and power  
2) Gain sufficient self-awareness to eliminate the influence of personal biases and values in working with diverse groups  
3) Recognize and communicate an understanding of the importance of difference in shaping life experiences  
4) View selves as learners and engage those with whom they work as informants | 1) Treatment Group Proposal; Group Leader’s Critical Assessment of the Group and Group Participation  
2) Treatment Group Proposal; Group Leader’s Critical Assessment of the Group and Group Participation  
3) Treatment Group Proposal; Group Leader’s Critical Assessment of the Group and Group Participation  
4) Treatment Group Proposal; Group Leader’s Critical Assessment of the Group and Group Participation |
| 2.1.5 Advance human rights and social and economic justice. | 1) Understand the mechanisms of oppression and discrimination  
2) Advocate for human rights and social and economic justice  
3) Engage in practices that advance social and economic justice | 1) Treatment Group Proposal; Group Leader’s Critical Assessment of the Group and Group Participation  
2) Treatment Group Proposal; Group Leader’s Critical Assessment of the Group and Group Participation  
3) Treatment Group Proposal; Group Leader’s Critical Assessment of the Group and Group Participation |
| 2.1.7 Apply knowledge of human behavior and the social environment | 1) Utilize conceptual frameworks to guide the process of assessment, intervention and evaluation  
2) Critique and apply knowledge to understand person and environment | 1) Treatment Group Proposal; Group Leader’s Critical Assessment of the Group and Group Participation  
2) Treatment Group Proposal; Group Leader’s Critical Assessment of the Group and Group Participation |
| 2.1.9 Respond to contexts that shape practice. | 1) Continuously discover, appraise and attend to changing locales, populations, scientific and technological developments, and emerging societal trends to provide relevant services  
2) Provide leadership in promoting sustainable changes in service delivery and practice to improve the quality of social services | 1) Treatment Group Proposal; Group Leader’s Critical Assessment of the Group and Group Participation  
2) Treatment Group Proposal; Group Leader’s Critical Assessment of the Group and Group Participation |
| 2.1.10(a)–(d) | Engage, assess, intervene, and evaluate with individuals, families, groups, organizations and communities. | 2.1.10.a Engage with individuals, families, groups, organization and communities | 1) Substantively and affectively, prepare for action with individuals, families, groups, orgs & communities | 1) Treatment Group Proposal; Group Leader’s Critical Assessment of the Group and Group Participation |
| | | | 2) Use empathy & other interpersonal skills. | 2) Treatment Group Proposal; Group Leader’s Critical Assessment of the Group and Group Participation |
| | | | 3) Develop a mutually agreed-on focus of work & desired outcomes | 3) Treatment Group Proposal; Group Leader’s Critical Assessment of the Group and Group Participation |

| 2.1.10(a)–(d) | Engage, assess, intervene, and evaluate with individuals, families, groups, organizations and communities. | 2.1.10.b Assess individuals, families, groups, organization and communities | 1) Collect, organize, and interpret client data | 1) Treatment Group Proposal; Group Leader’s Critical Assessment of the Group and Group Participation |
| | | | 2) Assess client strengths and limitations | 2) Treatment Group Proposal; Group Leader’s Critical Assessment of the Group and Group Participation |
| | | | 3) Develop mutually agreed-on intervention goals and objectives | 3) Treatment Group Proposal; Group Leader’s Critical Assessment of the Group and Group Participation |
| | | | 4) Select appropriate intervention strategies | 4) Treatment Group Proposal; Group Leader’s Critical Assessment of the Group and Group Participation |

<p>| 2.1.10(a)–(d) | Engage, assess, intervene, and evaluate with individuals, families, groups, organizations and communities. | 2.1.10c Intervene with individuals, families, groups, organization and communities | 1) Initiate actions to achieve organizational goals | 1) Treatment Group Proposal; Group Leader’s Critical Assessment of the Group and Group Participation |
| | | | 2) Implement prevention interventions that enhance client capacities | 2) Treatment Group Proposal; Group Leader’s Critical Assessment of the Group and Group Participation |
| | | | 3) Help clients resolve problems | 3) Treatment Group Proposal; Group Leader’s Critical Assessment of the Group and Group Participation |
| | | | 4) Negotiate, mediate and advocate for clients | 4) Treatment Group Proposal; Group Leader’s Critical Assessment of the Group and Group Participation |
| | | | 5) Facilitate transitions and endings | 5) Treatment Group Proposal; Group Leader’s Critical Assessment of the Group and Group Participation |</p>
<table>
<thead>
<tr>
<th>Date</th>
<th>Topic</th>
<th>Readings</th>
</tr>
</thead>
</table>
| Week 1: Jan 24 | • Semester Overview  
                     • Small Group Assignments  
| Week 2: Jan 31 | • Understanding Group Dynamics  
| Week 3:  Feb 7 | Planning the Group  
| Week 4:  Feb 14 | Beginning the Group  
| Week 5:  Feb 21 | DUE: Leaders #1 Critical Assessment of the Group  
Leadership Skills  
| Week 6:  Feb 28 | DUE: Leaders #2 Critical Assessment of the Group  
Treatment Groups  
| Week 7:  Mar 7 | DUE: Leaders #3 Critical Assessment of the Group  
Foundations of Task Groups  
Decision-making in Task Groups  
V. Course Text and Reading Materials

Required Text

Text is available online for purchase. Additional readings will be assigned, in advance, for specific class topics. Students will be expected to come prepared for class having thoughtfully read the assigned articles or other materials.

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

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

Grading Scale & Standards:

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>Assignment #1</td>
<td>25 points</td>
</tr>
<tr>
<td>Assignment #2</td>
<td>55 points</td>
</tr>
<tr>
<td>Assignment #2A</td>
<td>20 points</td>
</tr>
<tr>
<td>Total Points</td>
<td>100 points</td>
</tr>
</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.

**Participation** is REQUIRED. Effective participation consists of having completed readings and other assignments, the ability to integrate social work concepts with field and other experiences, AND the ability to fully engage in problem solving and other exercises (presenting social work issues or other perspectives for discussion as well as responding to other students who present issues). It also includes arriving to class on time. You are required to be an alert, 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.

**Assignments**

**Assignment #1: Treatment Group Proposal**

**Due:** Class 8, March 14th  
**Value:** 25 Points  
**Length:** 2+ pages

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

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

**Treatment Group Proposal**
• **Abstract:** summarizing major points of the group including who the group is for and the focus (2 points) _______

• **Purpose:** focus and goals of the group, how work will be conducted including specific interventions or approaches (4 points) _______

• **Agency Sponsorship:** agency name, mission, resources (financial, staff etc.) and demographics. A brief description of the sponsoring agency (3 points) _______

• **Membership:** specific population for the group and why this population was chosen (2 points) _______

• **Recruitment:** methods to be used to inform potential members of the group and get group participants (2 points) _______

• **Composition:** criteria for member inclusion/exclusion. Composition should also include size, open or closed, demographics and other important characteristics (2 points) _______

• **Orientation:** procedures to be used to acclimate and introduce the group to members; What will the leaders do to make sure members know what to expect when they begin the group (4 points) _______

• **Contract:** information such as number, frequency, length and time of meetings (2 points) _______

• **Environment:** the physical arrangements (room, materials, space), financial arrangements (budget, expense, income) and special arrangements (child care, transportation) (4 points) _______

Total Points Possible 25

Total Points Awarded ______

**Assignment #2: Group Leader’s Critical Assessment of the Group**
**Due: The Week After You Co-lead Your Small Group**
**Value: 55 points for group leader reaction paper**
**Length: 8-12 pages**

During this semester, you will be divided into groups of eight and will remain in these small groups for in-class role-plays. You will each have the opportunity to act as group co-leaders and group members.

The group leaders will be given a brief written description of the role-play in advance, which will include the leadership task(s) that needs to be addressed in the role play. The group leaders are expected to communicate with one another and prepare for group prior to their role-play. Group leaders will engage in the role-play with the members for approximately 30- 45 minutes. **Group sessions will be done on the 4th floor and will be video-recorded. You must submit the flash drive of your group session to the instructor on the date your paper is due.** After the role-play, all group members will be expected to briefly discuss the experience in their small group and give direct feedback to the group co-leaders. Co-leaders are expected to debrief with one another after class on the group process and effectiveness of their facilitation of the group.
**Group Leader’s Critical Assessment of the Group**
The group leaders will be asked to each write a critical assessment of their group. This paper will be due by the start of class the week following your experience as group leader. This is an academic paper and should include an introduction, conclusion and at least three citations from the readings in APA format. You may use first person pronouns as appropriate. In your paper, you must provide discussion of the items listed below. Your discussion does not need to proceed in the order described below, however all aspects of the assignment must be discussed.

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

2. **Description of the Group Process**
   a. You will need to provide a summary of what occurred during the small group exercise. This summary needs to capture what occurred in the group from beginning to end.
      i. How did the group begin?
         1. Were the group rules reviewed? Was confidentiality reviewed? Should either have been reviewed?
      ii. What was discussed?
         1. Did everyone actively participate? Please describe, in detail, the level and nature of participation of the group members.
      iii. How did group end?
   b. Discuss concepts of group dynamics and development (in no particular order):
      i. How did the composition of the group impact group dynamics?
      ii. What do you observe the other member’s roles to be in the group?
      iii. How might you describe the culture and norms in this group?
      iv. Discuss the stage of group development.
      v. Consider differences in power and status in the group.
      vi. How does decision-making tend to occur in the group?

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

h. Overall, how did the group go? Would you say you achieved your goals? Was this group successful and effective?

Assignment Rubric

Thorough description of the group (6 points) __________

Critical reflection on the group process, including detailed description of what occurred in group and the participation of members (8 points) __________

Critical discussion of specific leaders’ style and skills used by yourself and your co-leader with sophisticated incorporation of concepts from the readings and class lecture (7 points) __________

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

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

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

Proper Citations and use of resources (3 point) __________

Grammar/Spelling/Overall writing (5 points) __________

Please hand in the flash drive the day the paper is due. The drive must be labeled with the student’s name. Points may be deducted for failure to comply with this request.

Total Points Possible 50

Total Points Awarded __________

General Comments:

Assignment #2A: Group Participation
Value: 20 points over the course of the four recorded role-plays
As group members, you will participate fully and seriously in the group role-plays. You will provide feedback at the end of the role-play to each leader. You are expected to give honest constructive feedback which will help the leaders with skill building and provide information which may enhance their reaction papers. Be sure to comment on leader skills observed including strengths and areas for improvement. Leaders will comment on your level of participation in the role-play in their papers. Points may be deducted if the instructor or the role-play co-leaders feel that you were not participating in a productive manner.

VII. Course Policies

Writing Assignment Policy

Criteria for Assignments
Specific attention should be given to organization, paragraphs, 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.
8. Completed on time
9. 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.

General Formatting and Requirements for Papers
Failure to adhere to formatting requirements will result in a loss of points.
1. Submit a cover sheet with each paper, that includes Your Name, date turned in, identifies the course (SW 441, Wilson), and the title of the assignment (cover page not counted as one of required pages)
2. Papers should be typed in Microsoft Word, double spaced, one-inch margins, and12-point Times New Roman font,
3. Headings should NOT be placed in the body of the paper unless indicated
4. Papers should be placed in the Learn@UW Dropbox prior to class on 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.
5. Adherence to the APA rules for citations is expected. It is your responsibility to understand the rules for book, magazine and on-line source citations. Please use the UW-Madison Writing Center guide for APA formatting instructions.
Late Assignment Policy
Assignments are due on the date specified. Students who believe they have a legitimate reason for turning in a late assignment should contact the instructor prior to the due date. **Unapproved late assignments will be marked down up to three points for each day they are late.** You are required to contact the instructor if you will be handing in a paper late. The instructor will **NOT** contact you if an assignment is not received.

**Note about grading:** Your goal for this and other courses should be to make the most of your learning experience, and not to simply “get an A.” Your expectations about the grades you receive on assignments should be wholly based on (1) the extent to which you respond 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.

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 with specific attention to the three points raised above and I will give your appeal my careful attention.

**Attendance**
Due to the accelerated nature of courses in the University of Wisconsin-Madison Part-Time MSW Program, students are expected to attend all scheduled classes and to arrive on time.

**Promptness**
Prompt arrival to all courses is required.
• Instructors may take actions they deem appropriate if a student is consistently tardy
• Instructors may also consider a significantly late arrival or early departure as an absence

**Absence**
To ensure a quality educational experience, students must attend and participate in classes.
• Attendance will be taken at each class and students’ level of participation noted
• Excused & Unexcused Absences:
  ~ The first unexcused absence will result in a student’s grade being dropped one full grade
  ~ The second unexcused absence will place the student at risk for failing the course
  ~ On a case by case basis, it is left to the instructor’s discretion as to what is defined as an excused absence as well as to determine appropriate follow up plans
• Additional graded make-up work appropriate for the content missed will be assigned for excused and unexcused absences.
• Students are responsible for completing any class requirements for the day missed, and for obtaining from a fellow classmate any assignments, materials, and communications missed due to absence, late arrival, or early departure.
• Students who must be absent due to inclement weather or other emergencies should contact the instructor prior to the start of class to be considered for an *excused* absence.
Inclement Weather Policy
~ If there is inclement weather across the Program area, students will be expected to check their email prior to leaving for class to confirm whether classes are cancelled.
~ If classes are not cancelled but an individual student concludes he/she cannot safely travel to reach his/her class site, the student must contact his/her instructor(s) regarding his/her plan to not travel. This absence will be considered excused and makeup work may be assigned.
~ If classes at one or both sites are cancelled by the Program Director and Co-Director, then no makeup assignment will be required for those respective students; however, the class time will be rescheduled. The Program Coordinator will notify students by email within 72 hours of the cancellation regarding the planned class day/time additions.

Electronics Policy
To minimize disruptions to class process cellular or digital telephones must be turned off during the class period. Any other electronic devices, including laptops and ipads, must be turned off during the class period. If there is a medical or other serious need for these devices, please speak to the instructor before class. Taping of classes will be allowed only after full disclosure to the class that a tape recorder is operating.

Confidentiality
Confidentiality is of utmost importance. In both written assignments and oral discussions and presentations, the rules of confidentiality, as expressed in the NASW Code of Ethics, are to be strictly observed. It is imperative to protect client identity at all times. The same rules apply to dialogue concerning co-workers or professionals and staff at the field placement site and/or agency of employment. Do not share information that would violate the confidentiality of clients or embarrass coworkers.

Student Behavior Policy:
In order to learn, we must be open to the views of people different from ourselves. Each and every voice in the classroom is important and brings with it a wealth of experiences, values and beliefs. In this time we share together over the semester, please honor the uniqueness of your fellow classmates, and appreciate the opportunity we have to learn from each other. Please respect your fellow students’ opinions and refrain from personal attacks or demeaning comments of any kind. Finally, remember to keep confidential all issues of a personal or professional nature discussed in class.

The instructor and students in this course are expected to strive to maintain a learning environment that encourages participation by everyone in an atmosphere of academic integrity. Students are expected to utilize the five skills of dialogue:
1) Suspend judgment,
2) Listen toward understanding,
3) Uncover and examine their assumptions,
4) Inquire with genuine curiosity
5) Reflect on what has been offered with the goal of creating group cohesiveness in the learning environment.
Dynamic engaged dialogue is critical to the student's learning experience.
One of the basic ethical principles of the social work profession is respect for all people regardless of their dimensions of diversity (race, ethnicity, religious/spiritual orientation, culture, social economic status, gender, sexual orientation, personality, age etc). This value applies to clients in any circumstance, regardless of their behavior. Please consult the NASW Code of Ethics regarding clients’ rights to respect, dignity, and self-determination. Also available online at URL: http://www.socialworkers.org/pubs/code/code.asp

Additionally, please consult NASW Standards for Cultural Competence in Social Work Practice, which expands on and further elucidates NASW Ethical Principles 3 in general and specifically Ethical Standard 1.05 Cultural Competence and Social Diversity. Students are expected to adhere to these principles in all dialogue, presentations, and written work. Available online at URL: http://www.socialworkers.org/practice/standards/NASWCulturalStandards.pdf

Information regarding participation by students with disabilities, accommodations for religious observances, academic conduct, complaint procedure, grade appeals procedures, sexual harassment policy, safety policy and other standing policies/procedures is available in the student handbook.

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

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

**Grade Appeals/Grievance Policy:**
A student wishing to appeal a grade must first send an email stating the reasons why he or she believes the grading is in error. The process for grade appeals is set forth in the School of Social Work’s Student Rights and Responsibilities Handbook.

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