I. Catalogue Description
Provides a conceptual base for generalist social work practice at all intervention levels. Helps students learn social work purposes, values, ethics, processes, roles, methods, integrate social work theory & practice.

II. Course Overview
Social Work 440 provides a conceptual base for generalist social work practice at all levels. It complements the field course in the first semester of the Foundation year. SW440 uses readings, lecture, class discussion, small group experiences, written work, and ad hoc assignments to help students to conceptualize social work and to integrate knowledge of social work theory and practice.

III. Course Competencies & Practice Behaviors & Assignments

<table>
<thead>
<tr>
<th>Competencies addressed in course</th>
<th>Practice behaviors addressed in course</th>
<th>Assignment(s) measuring behavior</th>
</tr>
</thead>
</table>
| 2.1.1: Identify as a social worker and conduct oneself accordingly. | • Practice personal reflection and self-correction to assure continual professional development.  
• Attend to professional roles and boundaries.  
• Demonstrate professional demeanor in behavior, appearance and communication.  
• Engage in career-long learning. | All: Journal club presentation, response paper, course reflection paper, final exam and in-class exercises |
| 2.1.2: Apply SW ethical principles to guide professional practice | • Recognize and manage personal values in a way that allows professional values to guide practice.  
• Make ethical decisions by applying standards of the NASW and, as applicable, the International Federation of Social Workers.  
• Apply strategies of ethical reasoning to arrive at principled decisions | All: Journal club presentation, response paper, course reflection paper, final exam and in-class exercises |
2.1.3: Apply critical thinking to inform and communicate professional judgments
- Distinguish, appraise and integrate multiple sources of knowledge, including research-based knowledge and practice wisdom.
- Analyze models of assessment, prevention, intervention and evaluation.

2.1.4: Engage diversity and difference in practice
- Recognize the extent to which a culture’s structures and values may oppress, marginalize, alienate, or create or enhance privilege and power.
- View selves as learners and engage those with whom they work as informants

2.1.5: Advance human rights and social and economic justice
- Understand the mechanisms of oppression and discrimination;

2.1.7: Apply knowledge of human behavior and the social environment.
- Utilize conceptual frameworks to guide the process of assessment, intervention and evaluation.

2.1.10.a Engage with individuals, families, groups, organizations, and communities:
- Substantively and affectively prepare for action with individuals, families, groups, organizations and communities.

| All: Journal club presentation, response paper, course reflection paper, final exam and in-class exercises |

### IV. Course Content

**Week 1: January 23, 2016**

**Syllabus Review**

**The Danger of a Single Story**

**Required Readings:**
Please carefully review the entire syllabus prior to class. Please bring the syllabus to class so you can follow along.

**Week 2: January 30, 2016**

**Implementation Applications: Gender Sensitive Social Work Practice**

**Guest Speaker:** Katherine Charek Briggs - Assistant Director, LGBT Campus Center

**Required Readings:**


**Week 3: February 6, 2016**  
**Topic:** Research-Informed Practice; Thinking Critically  

**Required Readings:**  


**Week 4: February 13, 2016**  
**Implementation Applications:** Working with Adolescents  
**Guest Speaker:** Laura Almond, UWHC Adolescent Alcohol/Drug Assessment Intervention  

**Required Reading:**  


Wisconsin Department of Public Instruction. (2014). 2013 youth risk behavior survey executive summary. Retrieved from  
http://dpi.wi.gov/sspw/yrbs

**Week 5: February 20, 2016**  
**Implementation Applications:** Forensic Social Work  
**Guest Speaker:** Lisa Rickert, MSSW; Forensic Social Worker, Private Practice  

**Required Readings:**  

**Week 6: February 27, 2016**  
**Implementation Applications:** Social Work in Hospital/Health Care Settings  
**Guest Speaker:** Kayla Breckheimer, MSW, CAPSW; UW Hospitals and Clinics  

**Required Readings:**


**Week 7: March 5, 2016**

Implementation Applications: School Social Work
Guest Speaker: Suzanne Blackamore, School Social Worker, Madison Metropolitan School District

Required Reading:


**March 12, 2016: Spring Break; No Class!**

**March 19, 2016: Spring Break; No Class!**

**Week 8: March 26, 2016**

Due: Response Paper
Topic: Crisis Intervention

Required Reading:

**Week 9: April 2, 2016**

Due: Journal Club
See assignments section for more information.

Required Readings:
Journal Club articles

**Week 10: April 9, 2016**

Due: Journal Club
See assignments section for more information.
Required Readings:
Journal Club articles

Week 11: April 16, 2016
Topic: Brokering and Case Management

Required Readings:


Week 12: April 23, 2016
Topic: Advocacy

Required Readings:


Week 13: April 30, 2016
Due: Course Reflection Paper Due
Topic: Evaluation and Termination

Required Readings:

Week 14: May 7, 2016
Final Exam
Course Evaluations

V. Texts and Reading Materials for the course
Students are required to purchase the following textbook:


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. Some readings and exercise materials will also be handed out in class. Students are expected to complete and understand all currently assigned readings in Social Work and related courses and
to review past readings (e.g., SW 440, the NASW Code of Ethics) to enhance ability to understand and integrate theory and methods with practice. If you do not understand or have questions about any reading or the Code, please see the class instructor for assistance.

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

Grades are assigned according to the following criteria:

<table>
<thead>
<tr>
<th>Grade</th>
<th>Description</th>
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<tbody>
<tr>
<td>A</td>
<td>94-100 outstanding; surpasses expectations in all areas</td>
</tr>
<tr>
<td>AB</td>
<td>88-93 surpasses expectations in many areas</td>
</tr>
<tr>
<td>B</td>
<td>82-87 meets expectations in all areas</td>
</tr>
<tr>
<td>BC</td>
<td>76-81 meets expectations in some areas; below in others</td>
</tr>
<tr>
<td>C</td>
<td>70-75 below expectations in most areas, not acceptable graduate work</td>
</tr>
<tr>
<td>D</td>
<td>64-69 below expectations in all areas</td>
</tr>
<tr>
<td>F</td>
<td>&lt;64 fails to meet minimal expectations in all areas, not acceptable work</td>
</tr>
</tbody>
</table>

Grade Points:

- **Professional Participation**: 10 points
- **Journal Club**: 20 points
- **Response Paper**: 20 points
- **Course Reflection Paper**: 30 points
- **Final Exam**: 20 points
- **Total**: 100 points

Assignments

1. **Professional Participation**
   Value: 10 points
   Participation includes completing assigned readings prior to class; and engaging in class discussions/activities through active listening and thoughtful discourse. Participation is viewed qualitatively rather than quantitatively (emphasis on the quality of participation more than quantity). Participation is required; if students are unable to attend a session, they must contact the instructor via email or phone prior to class time.

2. **Response Paper**
   Value: 20 points
   Length: 3-5 pages
   Due: March 26th
   The response paper is designed to allow students the opportunity to reflect upon and respond to classroom content, to make an argument regarding the usefulness of the content, and to demonstrate the ability to make connections between classroom theoretical content and practice application. Students are asked to write a 3-5 page paper in response to one of the topics covered during the Implementations Applications unit. Use of at least one reference in
addition to class reading is required to strengthen your argument. Students will be expected to demonstrate strong professional writing, the ability to make an argument and support that argument, and depth of critical thinking regarding applicability of classroom content. This is an academic paper and should be written in APA format with an introduction and conclusion. Title page and reference page should not be counted in page length.

Begin your paper with a brief summary of the topic. Introduce your reader to the topic as if they are unfamiliar with it. Be sure to integrate information gathered in the readings as well as from class content and guest speakers into your discussion. Incorporate how the content applies to generalist social work concepts discussed in first semester into your discussion. Next, discuss your personal and professional thoughts and reactions to the content. Lastly, discuss your ideas for practical application of the content, including how you might apply these concepts to a particular population. The grading rubric can be found on the Learn site under Assignments.

3. Journal Club
Value: 20 points
Due: April 2nd or April 9th
In an effort to engage in research-informed practice and practice-informed research, as well as to disseminate knowledge, students will be given the opportunity to present a peer-reviewed journal article to their classmates. Students will be combined into groups of four over the course of two class periods as listed in the course content section above. Two members of the group will present their journal article per journal club class. Each student will have 15 minutes to present their journal article to their small group, followed by five minutes for questions and discussion. Members of the small group will score the student's presentation on their ability to provide a concise overview of the article’s major concepts, central argument or hypothesis, method, findings and areas for further inquiry and research. Students will also be scored on their ability to manage the time allotted and respond to questions from other group members. Final grades will be determined by the instructor based on classmates’ scoring rubrics and direct observation from the instructor. Presenters must email the journal article to their small group members and the instructor one week prior to the journal club. Group members should review both articles being presented and come prepared with questions for discussion. The grading rubric can be found on the LEARN site under Assignments.

4. Course Reflection Paper
Value: 30 points
Length: 6-8 pages
Due: April 30th
The purpose of the Course Reflection Paper is two-fold. First, it gives students the opportunity to meaningfully reflect upon their experience in the MSW program, as well as their current status as social workers and professionals. Second, it gives students the opportunity to reflect on how they will implement concepts learned throughout the SW440 course into their everyday social work practice. This is the final paper for the course, and
should reflect a solid understanding of generalist social work concepts. A detailed assignment sheet and scoring rubric can be found on LEARN.

Exams
There will be a final exam during the spring semester, administered on the final day of the course (May 7, 2016). The final exam will be worth 20% of the final grade, and will measure students’ understanding of the assigned readings, as well as lecture and classroom discussion content. Students will need to complete the readings, attend class weekly and take notes during lectures and discussions, in order to be appropriately prepared for the final exam.

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

Written Assignment Policy:
All written assignments are to be completed in Microsoft Word, and are due prior to the start of class on the due date indicated in the outline in this syllabus. Assignments should be submitted via LEARN@UW. Please format these assignments using one-inch margins, double-spacing, and a Times New Roman 12-point font. Always include a title page (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). All assignments should be checked thoroughly for correct spelling and grammar. 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. Assistance with writing is available at the University’s Writing Center (see www.uwisc.edu/writing for location, hours, resources and services.

Late Assignment Policy:
The assignments listed above are due at the beginning of the class period on the date specified. Students who believe they have a legitimate reason for turning in a late assignment should contact the instructor prior to the due date. Unapproved late assignments will be marked down three points for each day they are late. You are required to contact the instructor if you will be handing in a paper late. The instructor will NOT contact you if an assignment is not received.

Students with Disabilities
If you require accommodations to obtain equal access to this class or to any assignments that I may give, please contact me as soon as possible. I want all my students to have an excellent learning experience.
Students who are requesting an accommodation due to a disability are expected to inform the field faculty and provide verification (e.g., from the McBurney Disability Resource Center) at the beginning of the semester or as soon as the need for an accommodation is determined.

Technology Policy
- To minimize disruptions to class process cell phones must be turned off during the class period. If there is a medical or other serious need for these devises, please speak to the instructor before class. Laptop use is for note-taking only, and is subject to instructor discretion.

Please review the school’s policy on professional conduct which can be found in the Student Rights and Responsibilities Handbook pp. 10-12 Professional Conduct in All the Social Work Degree Programs.

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 cowokers.

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.
6) 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.

**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:**
A student wishing to appeal a grade must first meet with the instructor who assigned the grade to try to resolve the dispute. The process for grade appeals is set forth in the School of Social Work’s Student Rights and Responsibilities Handbook.

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

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

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

**Absence**
To ensure a quality educational experience, students must attend and participate in classes.
- Attendance will be taken at each class and students’ level of participation noted
- Excused & Unexcused Absences:
  - Two unexcused absences will result in a student’s grade being dropped one full grade
  - Three unexcused absences 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.

• 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 will be assigned.
  ~ If classes at one or both sites are cancelled by the Program Director and Co-Director, alternative arrangements will be made to provide course content for the class session and to assist students in actively engaging in the material off site in an alternative format (e.g., via LEARN@ UW) that will be communicated to the students via email.