

**School of Social Work  
University of Wisconsin-Madison  
1350 University Ave.  
Madison WI 53706**

**SW 441: Direct Practice with Individuals, Families & Groups (011)  
Fall, 2018**

**Instructor Name and Title:** Rachel Dunn, MSW, LCSW

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**Class Time and Location:** Saturdays 12:00-3:00, SSW 106

**Canvas Course URL:** <https://canvas.wisc.edu/courses/117001>

**Office Hours:** By Appointment

**Credits:** 3

**Instructional Mode:** All Face-to-Face

### **I. Course 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.

**Attributes and Designations:** This course counts toward the 50% graduate coursework requirement for graduate students.

**Requisite:** Senior standing and declared in Bachelor of Social Work program or declared in Master of Social Work program.

**How Credit Hour is Met:** The credit for this course is met by an expectation of a total of 235 hours of student engagement with the course learning activities (45 hours per credit) which include regularly scheduled instructor meeting times on Saturday from 12:00 pm to 3:00 pm, experiential lab/discussion, and other course learning activities (reading, writing and studying). The syllabus includes more information about meetings times and expectations for student work.

### **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. This course focuses on utilizing cultural inquiry and humility on a micro-level by developing skills for working with and on behalf of individuals, families and groups. This required course is part of the Social Work Practice Methods sequence in the Generalist Practice curriculum. 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 will also be engaged in the use of interviewing, video recording, observation, group process analysis and family therapy case analysis.

### **III. Learning Outcomes: Competency Descriptions and Dimensions**

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 measured through course activities, readings, assignments and behaviors learned in field experiences, and which are derived from social work knowledge, values, skills and cognitive and affective processes. The objective of this course is to help students to demonstrate understanding and mastery of the knowledge, values, skills and cognitive and affective processes relevant to the competencies described in Appendix A.

### **IV. Course Content**

**Week 1: September 8**

**Overview of SW 441; Generalist Social Work Practice; Getting Started: Interviewing**

#### **In-Class Activities:**

- Review of Syllabus
- Initial Interviews and Introduction Activity
- Video: Scope of Practice

#### **In-Class Handouts:**

- CBT worksheets
  - What is the Cognitive Model?
  - ABC Sheets
  - Automatic Thoughts Checklist
  - Schema Inventory
  - Thinking Traps

**Required Readings:**

- Kirst-Ashman, K. & Hull, G. (2012). *Understanding generalist practice*. (6th ed.). (Chapter 1) CA: Brooks/Cole Publishers.
- Students are required to familiarize themselves with the Self-Care Starter Kit found at <https://socialwork.buffalo.edu/resources/self-care-starter-kit.html>

**Week 2: September 15**

**Getting Started: Challenges in Interviewing; Increasing Self Awareness: The Cognitive Model**

**In-Class Activities:**

- Video: Principles of CBT
- Cognitive Distortions
- Case Application

**In-Class Handouts:**

- CBT worksheets
  - Activity Monitoring Form
  - Examining The Evidence for Automatic Thoughts/Schemas
  - Thought Change Record

**Required Readings:**

- Wright, J.H., Basco, M.R. and Thase, M.E. (2006). *Learning Cognitive-Behavior Therapy: An Illustrated Guide* (pgs 1-26).
- NASW Standards and Indicators for Cultural Competence in Social Work Practice (pp. 4-5, pp. 19-24).

**Week 3: September 22**

**Engagement: The Setting; Attending and Listening; Facilitative Conditions**

**In-Class Activities:**

- Video: Responsible Practice: Multiculturalism and Ethics
- Video: Getting Started, Confidentiality
- Communicating While Blindfolded
- Cross Cultural Communication Activity
- Facilitative Conditions Role Play

**Required Readings:**

- Cody Murphy, B. & Dillon, C. (2011). *Interviewing in Action in a Multicultural World* (4th ed.). (Chapter 3) Pacific Grove, CA: Brooks/Cole.
- Cody Murphy, B. & Dillon, C. (2011). *Interviewing in Action in a Multicultural World* (4th ed.). (Chapter 4, pages 102-108) Pacific Grove, CA: Brooks/Cole.
- Dewane, C. (2006). Use of self: A primer revisited. *Clinical Social Work Journal*, 34(4), 543-558.
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- Gerdes, K. E. and Segal, E. (2011). Importance of Empathy for Social Work Practice: Integrating New Science. *Social Work* 56(2), 141-148.
- Segal, E. (2011) Social Empathy: A Model Built on Empathy, Contextual Understanding, and Social Responsibility That Promotes Social Justice, *Journal of Social Service Research*, 37:3, 266-277, DOI: [10.1080/01488376.2011.564040](https://doi.org/10.1080/01488376.2011.564040)

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**Week 4: September 29****Engagement: Exploring and Elaborating; Verbal Responses; Motivational Interviewing****In-Class Activities:**

- Video: Exploring and Elaboration
- Guest Speaker

**√ Assignment Due: CBT Paper****Required Readings:**

- Asnaani, A., & Hofmann, S. G. (2012). Collaboration in multicultural therapy: Establishing a strong therapeutic alliance across cultural lines. *Journal of clinical psychology*, 68(2), 187-197.
- Boyle, S. W., Hull, G. H., Hurn Mather, J., Smith, L. L., and Farley, O. W. (2009). *Direct practice in social work* (2<sup>nd</sup> ed.). Boston, MA: Allyn and Bacon. Chapter 4.

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**Week 5: October 6****Video Interview Lab Day****Assessment: Major Tasks and Goals; Strengths Based Assessment; Multicultural Assessment****In-Class Activities:**

- Video Interview
- Review of Assessment Models
- Review of Agency/Employment Assessment Tools
  - Small Group Discussion: How do agencies incorporate the importance of diversity and culture in their assessments?

**Required Readings:**

- Cody Murphy, B. and Dillon, C. (2011). *Interviewing in action in a multicultural world* (4<sup>th</sup> ed.). Belmont, CA: Brooks/Cole, Cengage Learning. Chapter 6, pp.161-175.
- DeJong, P. & Miller, S. D. (1995). How to interview for client strengths. *Social Work*, 40(6), 729- 736.
- Oluo, I. (2018). *So You Want to Talk about Race*. New York, NY: Seal Press. Pp. 70-82 (“What is intersectionality and why do I need it?”)<sup>1</sup>
  - This chapter is from our school’s community read book. If you haven’t already, you may obtain your free copy from the library.
- She? Ze? They? What’s In a Gender Pronoun. (2018, January 19). Retrieved from <https://www.nytimes.com/2016/01/31/fashion/pronoun-confusion-sexual-fluidity.html>
- Goodridge, Hillary (2006). And You Are? (pp. 31-34). In Aizley, Harlyn. *Confessions of the Other Mother: Nonbiological Lesbian Moms Tell All!* Boston: Beacon Press.

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**Week 6: October 13****Generalist Practice with Families: Understanding and Engaging Families; Conceptualization and Formulation; Culturally Competent Family Assessment****In-Class Activities:**

- EcoMap: Shari
  - Culturagram
  - Video: Colorism
  - Case Application
  - Diversity in Families
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-Family Work Role Play

**In-Class Handouts:**

-Mental Status Exam

**Required Readings:**

- Dean, R.G. (2001). The myth of cross-cultural competence. *Families in Society*, 82(6), 623-630.
- Early, T. J. and GlenMaye, L. F. (2000). Valuing families: social work practice with families from a strengths perspective. *Social Work* 45(2), 118-130.
- Hartman, A. (1995). Diagrammatic assessment of family relationships. *The Journal of Contemporary Human Services* 1, 111-122.
- Nguyen, H. N., Graftsky, E. L., & Munoz, M. (2016). The Use of Ecomaps to Explore Sexual and Gender Diversity in Couples. *Journal of Family Psychotherapy*, 27(4), 308-314.
- Sokoloff, N.J. (2008). The Intersectional Paradigm and Alternative Visions to Stopping Domestic Violence: What poor women, women of color, and immigrant women are teaching us about violence in the family. In M.L. Anderson & P.H. Collins (Eds.) *Race, Class, & Gender: an Anthology*. Cengage Learning.

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**Week 7: October 20**

**Assessment and Planning: Solution-Focused Interviewing; Goal Setting and Contracting with Individuals and Families**

**In-Class Activities:**

- Video: Case Example of Solution-Focused Session
- Role Play: Using Solution-Focused Techniques
- Review of Agency/Employment Treatment Plans
  - Small Group Discussion: How do agency incorporate the importance of diversity and culture in their treatment plans?
- Role Play: Goal Setting

**In-Class Handouts:**

- Stages of Change
- Treatment Plans

**√ Assignment Due: Video Interview Analysis**

**Required Readings:**

- De Jesús, A. (2018) Addressing Alcohol and Other Drug Use Disorders in Context, *Journal of Social Work Practice in the Addictions*, 18:1, 107-111, DOI: 10.1080/1533256X.2018.1415578
- Walter, P. & Peller, J.E. (1992). *Becoming solution-focused in brief therapy*. (Chapter 4, pp.51-62) Brunner/Mazel, Inc.
- Birkenmaier, J. and Berg-Weger, M. (2017). *The practice of generalist social work* (4<sup>th</sup> ed.). New York: Routledge. (Chapter 6).

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**Week 8: October 27**

**Intervention: Behavior Techniques; Processes and Techniques with Families**

**In-Class Activities:**

- Small Group Discussion: Review and assessment of the family and film used
- Each One, Teach One: Interventions
- Utilizing Cultural Humility in Interventions

**Required Readings:**

- Madsen, W. (1999). *Collaborative therapy with multi-stressed families*, (Chapter 1 pp. 9-44). New York: The Guilford Press.
- Thompson, S. J., Bender, K., Berger Cardoso, J. and Flynn, P. M. (2011). Experiential activities in family therapy: Perceptions of Caregivers and Youth. *Journal of Child and Family Studies*, 20, 560-568.
- Bronstein, L. (2003). A model for interdisciplinary collaboration. *Social Work*, 48(3), 297-306.
- Birkenmaier, J. and Berg-Weger, M. (2017). *The practice of generalist social work* (4<sup>th</sup> ed.). New York: Routledge. (Traditional Social Work Roles in Contemporary Social Work Practice, pp. 200
- Darnell, J. (2013). Navigators and Assistants: Two Case Management Roles for Social Workers in the Affordable Care Act. *Journal of Health and Social Work*, 38(2), 123-126.

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### **Week 9: November 3**

#### **Challenges in the working relationship; Transference; Countertransference; Power and Influence; Self-Disclosure; Boundaries**

##### **In-Class Activities:**

- Review and Application of the NASW Code of Ethics
- Video: The Clinical Relationship: Issues and Dynamics; Boundary Issues
- Small Group: Case Application in Ethical Decision Making

##### **In-Class Handouts:**

- Steps in Ethical Decision Making

##### **Required Readings:**

- Mishne, J. (2002). *Multiculturalism and the therapeutic alliance*. New York: Guilford Press. Chapter 5, pg. 75-113.
- Birkenmaier & Berg-Weger (2017). The Practice of Generalist Social Work. New York, NY: *Routledge*. "The Client Perspective: Involuntary, Mandated, and Nonvoluntary Clients. Pp. 155-163.
- Snyder, C. & Anderson, S. (2009). An examination of Mandated vs. Voluntary Referral as a Determinant of Clinical Outcome. *Journal of Marital and Family Therapy*, 34; 3, 278–292. doi: 10.1111/j.1752-0606.2009.00118.x
- Bitar, G. W., Kimball, T., Bermúdez, J. M., & Drew, C. (2014). Therapist self-disclosure and culturally competent care with Mexican–American court mandated clients: A phenomenological study. *Contemporary Family Therapy*, 36(3), 417-425.

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### **Week 10: November 10**

#### **Evaluation: Evaluating Change; Termination & Follow-up**

##### **In-Class Activities:**

- Video: Endings and Transitions
- Termination Role Play

##### **Required Readings:**

- Miley, K. K., O'Melia, M. & DuBois, B. L. (2017). *Generalist Social Work Practice: An empowering approach*. Boston, MA: Allyn & Bacon. Chapter 15, pp. 390-395.

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### **Week 11: November 17**

#### **Introduction to Social Work with Groups; Preparing Clients, Developing the Group**

##### **In-Class Activities:**

- Guest Speaker: Darald Hanusa

√ **Assignment Due: Multi-Stressed Family Assessment**

**Required Readings:**

- Toseland, R.W. & Rivas, R.F. (2012). *An introduction to group work practice* (7<sup>th</sup> ed.). Boston, MA: Pearson. Chapter 1 and 3.
  - Wilfley, D.E. & Mackenzie, R.K. (2000). *Interpersonal Psychotherapy for Group*, (Chapter 7 pp. 159-182). New York: Basic Books.
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**Week Off November 24:** Thanksgiving Break

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**Week 12: December 1****Groups: Group Dynamics & Cohesion; Stages of Group Development****In-Class Activities:**

- Each One Teach One: Types of Groups
- Group Rules, Goals and Expectations
- Discussion on the Importance of Diversity in Group Process

**Required Readings:**

- Berman-Rossi, T. (1993). The tasks and skills of the social worker across stages of group development. *Social work with groups* 16, 69-81.
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**Week 13: December 8:****Groups: Group Leadership; Stages of Group Development; Task group and Decision Making; Treatment Groups; Ending the Group****In-Class Activities:**

- Leadership Styles
- Ethics in Group Work

**√ Assignment Due: Group Observation Assignment****Required Readings:**

- Corey, G. (2004). *Theory and Practice of Group Counseling* (6<sup>th</sup> Ed.). (Chapter 5). Belmont, CA: Brooks/Cole-Thomson Learning.
  - Toseland, R.W. & Rivas, R.F. (2012). *An introduction to group work practice* (7<sup>th</sup> ed.). Boston, MA: Pearson. Chapter 13.
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**Week 14: December 15****Vicarious Trauma, Compassion Fatigue, Burnout and the Importance of Self-Care  
Course Review and****In-Class Activities:**

- Guest Speaker
- TedTalk
- Course Evaluations

**In-Class Handouts:**

- Self-Care Plans

**Required Readings:**

- Kabat-Zinn, J. (1990). *Full catastrophe living: Using the wisdom of your body and mind to face stress, pain and illness*. (pp. 393-395). New York, NY: Bantam Dell.
  - LaRowe, K. (2005). *Transform compassion fatigue*. (Chapter 2, pg. 21-40). Eau Claire, WI: PESI, LLC.
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## V. Texts and Reading Materials

There will be no required textbook for this course, however, required and supplemental readings will be assigned, in advance, for specific class topics and available on Learn@UW. 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:

Points earned on each assignment and your final grade will be assigned as follows:

A	94-100	Outstanding work, surpasses minimum expectations in most areas
AB	88-93	Surpasses minimum expectations in some areas, but not in others
B	82-87	Meets minimum expectations
BC	76-81	Meets minimum expectations in some areas, but is below minimum expectations in many areas
C	70-75	Below minimum expectations in most areas
D	64-69	Far below minimum expectations in most areas, not acceptable work
F	<64	Far below minimum expectations in all areas, insufficient information for grading, multiple unexcused absences, or academic misconduct.

### Students will be Evaluated on the Following Assignments:

Attendance and Informed Participation	5 pts
CBT Worksheets and Reaction	15 pts
Video Interview Analysis	25 pts
Assessment of a Multi-Stressed Family	35 pts
Group Observation Assignment	20 pts
<b>Total:</b>	<b>100 pts</b>

### Assignment Descriptions, Instructions and Grading Criteria:

#### **Attendance and Informed Participation**

##### **Value: 5 Points**

Attendance and participation are 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 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. Additional information related to attendance can be found in the course policy section.

#### **Assignment #1:**

##### **Cognitive Behavior Therapy Worksheets and Reaction**

##### **Due: Week 4**

##### **Value: 15 Points**

##### **Length: 5–9 pages**

In your journey of exploring and learning generalist social work, and developing your skills in working with clients, it is crucial to begin at the beginning: you. A vital step in becoming an effective change agent is enhancing your

self-awareness. Being self-aware includes understanding your personal beliefs, values, thoughts, emotional responses and reactions. You must be aware of how your own past experiences (your “filing cabinet”) will influence your beliefs about yourself, others and the world.

For this assignment, you are being asked to complete handouts that are fundamental to cognitive behavioral therapy. With respect to your privacy, you will not be required to turn in these worksheets. You will, however, be asked to describe your experience using them. Keep in mind that you are not expected to be skilled at using these handouts; just do the best you can. Effective change agents should always be willing to engage in the process and techniques recommended to clients. This broadens self-awareness and enhances the client/worker relationship.

The following handouts will be provided in Week 1 and should be completed and brought to class the following week:

**-What is the Cognitive Model?** *Please read through this.*

**-ABC Sheet:** In CBT, clients are asked to fill out at least one ABC sheet a day. This sheet asks you to jot down several situations that lead to unpleasant emotions. When something occurs that prompts an emotional reaction within you, pay attention to what is going through your mind. Then write down a one-sentence description of the situation in the A column; the thoughts that go through your mind in the B column; and your emotional reaction as well as any behavioral responses in the C column. It may be easier to complete this sheet if you are dealing with a negative emotional response.

**-Automatic Thoughts Checklist:** (found in Wright’s Worksheets, page 267): Complete as instructed. Observe if any of these automatic thoughts occurred in your ABC sheet.

**-Schema Inventory:** (found in Wright’s Worksheets, page 273): Complete as instructed. Schemas may not pop up for you on a day-to-day basis, but are more likely to be deeply held beliefs that often influence our thinking without us realizing it.

**-Thinking Traps:** Review this worksheet. Put a star next to any cognitive errors you tend to engage in.

The following handouts will be provided in Week 2 and should be completed and discussed in your paper.

**-Activity Monitoring Form:** Complete as instructed for one week.

**-Examining the Evidence for Automatic Thoughts/Schemas Worksheet:** Complete as instructed. Notice how easy or difficult it is to challenge your thinking and develop alternative statements.

**-Thought Change Record:** This worksheet is OPTIONAL. It is very similar to the Examining Evidence worksheets, just in a brief, table format. If you like this worksheet, feel free to use it.

Upon completion of these handouts, you are asked to write a reaction paper describing your experience. Discuss what you liked/disliked about the worksheets, what you found helpful and any new discoveries you made and how this has enhanced your self-awareness. Comment on how you might use one or more of these CBT concepts to inform your practice. In your paper, you will need to use at least two citations from the readings on CBT using APA format.

Student’s Name: \_\_\_\_\_

ABC sheet reaction (2 points) \_\_\_\_\_

Automatic Thoughts Checklist reaction (1 point) \_\_\_\_\_

Schema Inventory reaction (2points) \_\_\_\_\_

Thinking Traps reaction (1 point) \_\_\_\_\_

Activity Monitoring Form reaction (2 points) \_\_\_\_\_

Examining the Evidence Form (1 point) \_\_\_\_\_

Sophisticated incorporation of readings, discoveries and learning from CBT worksheets into discussion of self-awareness (2 point) \_\_\_\_\_

Use of concepts in practice (2 points) \_\_\_\_\_

Spelling/Grammar (1 point) \_\_\_\_\_

Correct Citations (1 point) \_\_\_\_\_

Total Points Awarded \_\_\_\_\_ /15

## **ASSIGNMENT #2:**

### **Video Interview Analysis**

**Due: Week 7**

**Value: 25**

**Length: 6-10 pages**

Demonstrating competence in using interviewing skills is an important goal of this course. This project will help you to develop further both your skills and self-awareness. In class you will complete recorded role-plays of a 15-minute client interview with a classmate in which you demonstrate basic interviewing skills used in the engagement and assessment steps of planned change. The interview should be of a role-played first meeting with an individual who comes in with a specific problem or concern. The “client” needs to talk about a real problem or concern that they have, as they are likely to provide a richer description. Your task is to respond to the client in a way that demonstrates a variety of aspects of your interviewing style.

You will want to be sure to elicit feedback from your classmate/client after the role-play on their experience and your skills. 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.

You will use the School video labs during class to conduct and record your interview. You will each have 30 minutes to conduct and record your interview and elicit feedback so please come prepared.

Following your interview, you will review your video and present a 6-10 page written analysis of your interview. Consider watching 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.) 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?
- b.) 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? Notice your thoughts and how you feel as you watch yourself in the video. What goes through your mind as you are watching yourself? How does this make you feel? Be sure to utilize your understanding of the cognitive model and your “filing cabinet” in this discussion. How do your beliefs about yourself and others influence you in this interaction?
- c.) In your paper, include a discussion of how you open the interview. How do you begin? 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. Also be sure to discuss how you ended the interview. Did you provide a heads-up that the interview was nearing its end? Were you able to summarize main concepts from the meeting? How do you feel about how you ended the interview? Was it difficult to wrap it up?
- d.) What skills do you notice in your interview style? Discuss your listening behaviors and verbal responses. Do you notice yourself using rephrasing, reflective responding, clarification, interpretation, providing information, highlighting client’s strengths, self-disclosure, or summarization? Please include a discussion of the types of questioning you used in the interview.
- e.) How did the other person 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?
- f.) Overall, how do you feel about how you did as the social worker? What did you do well and what do you wish you had done differently? What do you see as areas for future growth? What will help you improve and grow in these areas?

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

Student's Name: \_\_\_\_\_

15-minute video recording staying within time limit (1 points) \_\_\_\_\_

In-depth analysis of interviewing style, including thorough discussion of both verbal and nonverbal behavior (4 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 (4 points) \_\_\_\_\_

Incorporation of the cognitive model in discussion demonstrating sophisticated self-awareness and grasp of how thoughts and beliefs influence feelings and behaviors (2 points) \_\_\_\_\_

In-depth, critical analysis of interviewing skills and questioning utilizing concepts from class discussion and the readings (4 points) \_\_\_\_\_

Detailed critique of how the interview was opened and closed by the worker (2 pts) \_\_\_\_\_

Critical consideration of the other person's perceptions and experience in the role-play, as well as any feedback they provided (2 points) \_\_\_\_\_

Thoughtful discussion of strengths and areas for improvement (3 points) \_\_\_\_\_

Proper Citations and use of resources to support analysis and demonstrate a strong grasp of important concepts (2 points) \_\_\_\_\_

Grammar/Spelling/Overall Writing (1 points) \_\_\_\_\_

If appropriate, 2 point deduction for failing to adhere to formatting requirements \_\_\_\_\_

Total Points Possible /25

### Assignment #3: Assessment of a Multi-Stressed Family

**Due: Week 11**

**Value: 35 Points**

**Length: 10-12 pages**

This assignment is designed to provide you with an opportunity to assess and conceptualize a multi-stressed family. For this assignment, you are asked to view the films "August: Osage County" and "Precious". **It is recommended you view these films prior to Week 6.** You will select one film for the focus of this paper, but we will discuss both films in class as we discuss working with families.

The characters in your selected film will be your clients. You will provide a thorough description of this family, including a detailed assessment and treatment plan and how you engaged each member in the process. You will assess this family's functioning based on what you learn about them in the film. Your "work" with this family does not need to exactly follow the events that transpire in the plot of the movie. The film should be used as a starting point for case conceptualization, to get a sense of your clients and their needs. Based on the readings assigned in class, additional outside readings you may have selected and lecture materials you will consider this family from various angles and demonstrate critical use of the material to inform your conceptualization of the family. Explicitly demonstrate how you are applying course readings and concepts, and properly reference readings on which you draw (at least 5 citations). You will write an assessment and treatment plan for this family covering the following areas:

#### Part I: Case Description

- a. Provide a thorough description of each family member, including observational data (appearance, affect, behavior) as well as relevant social, cultural, educational and vocational information. You might also include relevant mental health and medical history. Also include referral source and why they are coming to see you. In other words, what is your social work role?

#### Part II: Assessment

- a. Problem Identification: Describe the family's definition of or story about the difficulty with this event/situation/transition. Consider what each member of the family might see as the identified problem.
- b. What is your assessment of this family? Be sure to consider systems theory.

- i. Discuss any assessment tools you might use.
- ii. Comment on how you observe the family members to relate to one another based on their interactions in the film. You must discuss the following:
  - 1. Norms and beliefs/values that are influencing the current issue
  - 2. Roles
  - 3. Communication
  - 4. Problem solving
  - 5. Boundaries/alliances/coalitions
  - 6. Power
- c. Summarize what you know of early family history or developmental events relevant to the current situation.
  - i. What else do you need to know? How and from whom could this information be gathered?
- d. Identify and discuss strengths you observe in the family. Push yourself to find strengths in each family member, especially those members who might elicit negative reactions from you.
- e. Consider cultural humility in working with this family. Discuss any culturally relevant factors, including issues of oppression and discrimination that might influence their current situation.
- f. Assess environmental factors that influence the family's functioning and development. Consider resources and risk factors for this family at various systems levels.
- g. Consider any ethical issues you might encounter.

**Part III: Treatment Plan**

- a. What issues or problems need to be addressed? How would you prioritize the problems?
- b. What do you see as some preliminary goals? Identify short-term and longer-term goals. Will key players agree on these goals?
- c. What are some measurable objectives you can identify to inform you and the family that you are moving towards these goals? In other words, what will the family do and what will the worker do to work to meet these goals?
- d. What do you identify as potential or actual barriers to your work together? How might you address these?

**You are not required to write an introduction and conclusion for this assignment. It can read more like a case note using the items provided in BOLD below as HEADERS and SUB HEADERS (under assessment). If you refer to yourself in the assignment, refer to yourself as "this writer" or "the social worker" in order to use a professional tone.**

Student's Name: \_\_\_\_\_

Case Description (3 points) \_\_\_\_\_

How you accomplished Engagement (2 points) \_\_\_\_\_

Depth of Assessment:

- Presenting Problems (2 points) \_\_\_\_\_
- Assessment Tools (2 point) \_\_\_\_\_
- Observation of Family Dynamics (3 points) \_\_\_\_\_

Discussion of Early Family History (2 points) \_\_\_\_\_

Depth in professional discussion of Family Strengths (2 points) \_\_\_\_\_

Critical thinking about Cultural Competence, Environmental and Ethical Factors (4 points) \_\_\_\_\_

Thorough and specific Treatment Plan (9 points) \_\_\_\_\_

Proper Citations and use of resources (3 points) \_\_\_\_\_

Grammar/Spelling (2 points) \_\_\_\_\_

Correct use of course specific concepts and terms (1 point)	_____
If appropriate, 2 point deduction for failing to adhere to formatting requirements	_____
Total Points Possible	/35

**Assignment #4: Group Observation Assignment**

**Due: Week 13**

**Value: 20**

**Length: 3-5 pages**

Group work is an essential function and skill of the social work profession and is delivered in many different formats (Recreation/Skill Building; Education; Task; Problem Solving; Focus; Self Help and Mutual Aid; Treatment). Over the course of the semester, each student will learn about the different types of group formats and will pick a group to attend and observe. This group may take place at the placement agency, place of employment or within the community. The student is in charge of determining what sort of group they plan to attend, locating the group and making arrangements to attend a session. The student should also contact the group facilitator (if applicable) to receive permission to attend. While observing the group, the student will take note of the group format, group setting, leadership style and skills, engagement techniques, group interventions, group dynamics and general delivery of the group process. The student will then write a short reflection paper on their experience and share this experience with the class during the last class session. Students are also encouraged to gather any brochures or other informational materials related to the group, to share with the class.

Student's Name: \_\_\_\_\_

Detailed description of the group being attended. Why did you choose this group? What is the purpose of the group? In depth discussion of what it was like to locate this group. Was this an easy group to access? Did you speak with the facilitator? What might the experience of a client be in accessing this group? (4 points) \_\_\_\_\_

Critical discussion of interactions to engage the clients and build rapport between the facilitator and group members themselves (3 points) \_\_\_\_\_

In depth discussion on the leadership style and skills utilized by the facilitator. Identify different group interventions and dynamics that were observed or notable absent. (3 points) \_\_\_\_\_

Critical discussion of how culture and diversity were acknowledged and incorporated into the group process. (2 points) \_\_\_\_\_

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

Grammar/Spelling/Overall Writing (1 points) \_\_\_\_\_

5-minute classroom presentation of your experience (5 points) \_\_\_\_\_

If appropriate 1 point deduction for failing to adhere to formatting requirements \_\_\_\_\_

Total Points Possible /20

**VII. Course Policies**

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 any unexcused absences and if the student has had more than one excused absence.
- 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 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 canceled, students are responsible for checking their email to find out about any class work that will still be required that week and how it will be covered.
  - ~ 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.

### Writing 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

#### ***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, R. Dunn), 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, and 12-point Times New Roman font,
3. Headings should **NOT** be placed in the body of the paper
4. Papers should be placed in the Learn@UW Dropbox prior to class on the due date. 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. (Recent updates to the APA form can be obtained at <http://www.apastyle.org/manual/whats-new.aspx> )
6. Students needing assistance with written assignments are expected to use available resources (e.g., the Writing Lab, 6171 Helen C. White Hall).

### Late Assignment Policy

Assignments are due on the date specified. Students who believe they have a legitimate reason for turning in a late assignment should contact the instructor prior to the due date. **Unapproved late assignments will be marked**

**down three points for each day they are late.** You are required to contact the instructor if you will be handing in a paper late, this shows professionalism and responsibility. The instructor will **NOT** contact you if an assignment is not received.

### Learn@UW

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

Reading Assignments: 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.

### Plagiarism

The School, University and I take plagiarism very seriously. At any time when you use the words of another person verbatim or even paraphrase them, you must give that person credit. Students found to have plagiarized, **intentionally or not**, will be disciplined according to University and School policies.

### Student Behavior Policy

It is expected that students conduct themselves ethically and professionally in all aspects of this seminar. This includes confidentiality, proper respect for all members of the class and their clients and agencies, and support and contributions to the learning environment.

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 classmates, and demonstrate appreciation for the opportunity we have to learn from one another. Please respect your fellow students' opinions and viewpoints even if you disagree with them, and refrain from personal attacks or demeaning comments. Finally, remember to keep confidential all issues of a personal or professional nature discussed in class.

### Code of Ethics, Student Rights and Responsibilities & Plagiarism:

Incoming BSW and MSW students read and signed electronic forms of the NASW Code of Ethics, the School of Social Work Plagiarism Policy and the School's Principles of Professional Conduct. In doing so, they agreed that while in the BSW or MSW Program they would honor the Code of Ethics and Principles of Professional Conduct, 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 and in the preparation of course assignments.

### 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 Faculty Notification Letter 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](mailto: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

This faculty 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 that I may give, please contact me as soon as possible.

Use of Technology in the Classroom

A minimal level of external distraction is essential to a productive learning environment. Mobile devices are not to be used in class and must be either silenced or turned off completely. Laptop and tablet computers may be used only for *unobtrusive* note-taking (and only if there are no complaints from other students). If you choose to use a computer in class for this purpose, you may not have a web browser open at any time.

Note about Consultation & Feedback:

This instructor is available to assist your learning and to discuss any aspect of the course or your work. Feedback and suggestions for improving this course are welcomed. This instructor does maintain practice in the field so please plan ahead and allow time for the scheduling of consultation, email responses or phone contacts.

**Appendix A**

<b>Competencies and Description</b>	<b>Course Content relevant to Dimensions that Comprise the Competency*</b>	<b>Location in Syllabus</b>
<p>2.1.1: Demonstrate ethical and professional behavior</p> <p>Social workers recognize personal values and the distinction between personal and professional values. They also understand how their personal experiences and affective reactions influence their professional judgment and behavior. AP</p>	<p>Lecture, readings, small and large group discussion and exercises related to (K, S, V, C &amp; A):</p> <ul style="list-style-type: none"> <li>• NASW Code of Ethics</li> <li>• CBT worksheets</li> <li>• Guest Speaker</li> <li>• Self-Care Planning</li> </ul> <p>Assignment 1: CBT Reflection (C &amp; A)</p>	<p>Week 1, 2, 4, 9, 13, 14</p> <p>Page 8</p>
<p>2.1.6: Engage with Individuals, Families, Groups</p> <p>Social workers understand that engagement 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 value the importance of human relationships. Social workers understand theories of human behavior and the social environment, and critically evaluate and apply this knowledge to facilitate engagement with clients and constituencies, including individuals, families, groups, organizations, and communities. Social workers understand strategies to engage diverse clients and constituencies to advance practice effectiveness. Groups, Organizations Social workers understand how their personal experiences and affective reactions may impact their ability to effectively engage with diverse clients and constituencies. Social workers value principles of relationship-building and inter-professional collaboration to facilitate engagement with clients, constituencies, and other professionals as appropriate</p>	<p>Lecture, readings, video role play and discussion related to the engagement process (K, S, V, C &amp; A):</p> <ul style="list-style-type: none"> <li>• Introductory class exercise</li> <li>• Exploring and elaboration role play</li> <li>• Video Interview</li> <li>• Guest Speaker</li> </ul> <p>Assignment 2: Video Interview Analysis (S, C &amp; A)</p> <p>Assignment 3: Assessment of a Multi-Stressed Family (K, S, V, C &amp; A)</p> <p>Assignment 4: Group Observation Assignment (K, C &amp; A)</p>	<p>Week 1, 3, 4, 5, 6, 7, 8, 11, 12</p> <p>Page 9</p> <p>Page 10</p> <p>Page 12</p>
<p>2.1.7: Assess Individuals, Families, Groups</p>	<p>Lecture, readings, videos, case studies small and large group discussions</p>	<p>Week 5, 6, 7</p>

Competencies and Description	Course Content relevant to Dimensions that Comprise the Competency*	Location in Syllabus
<p>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.</p>	<p>covering assessment knowledge and skills related to the following content areas (K, S, V, C &amp; A):</p> <ul style="list-style-type: none"> <li>• Assessments Tools</li> <li>• Solution-Focused Interviewing</li> <li>• Culturally Sensitive Approaches in Assessment</li> <li>• Treatment Plans</li> <li>• Goal setting and contracting</li> <li>• Guest Speaker (K, S, C &amp; A)</li> </ul> <p>Assignment 2: Video Interview Analysis (S, C &amp; A)</p> <p>Assignment 3: Assessment of a Multi-Stressed Family (K, S, V, C &amp; A)</p> <p>Assignment 4: Group Observation Assignment (K, C &amp; A)</p>	<p>Page 9</p> <p>Page 10</p> <p>Page 12</p>
<p>2.1.8: Intervene with Individuals, Families, Groups</p> <p>Social workers understand that intervention 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 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</p>	<p>Lecture, readings, videos, case studies and small and large group exercises focused on intervention practices (K, S, C &amp; A):</p> <ul style="list-style-type: none"> <li>• CBT</li> <li>• Structural family therapy</li> <li>• Experiential activities</li> <li>• Incorporating Cultural Humility into Interventions</li> <li>• Strengths based interventions</li> <li>• Addressing transference and countertransference</li> <li>• Guest Speaker (K, S, C &amp; A)</li> </ul> <p>Assignment 3: Assessment of a Multi-Stressed Family (K, S, V, C &amp; A)</p> <p>Assignment 4: Group Observation Assignment (K, C &amp; A)</p>	<p>Week 8, 9, 12, 13</p> <p>Page 10</p> <p>Page 12</p>
<p>2.1.9: Evaluate Practice with Individuals, Families, Groups</p> <p>Social workers understand that evaluation 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 recognize the importance of evaluating processes and outcomes to</p>	<p>Lecture, readings and class discussion relevant to evaluation practices (K, S, C &amp; A)::</p> <ul style="list-style-type: none"> <li>• Review of different evaluation approaches and models</li> <li>• Discussion of agency/placement procedures of evaluation</li> <li>• Termination role-play</li> </ul>	<p>Week 10, 13</p>

Competencies and Description	Course Content relevant to Dimensions that Comprise the Competency*	Location in Syllabus
<p>advance practice, policy, and service delivery effectiveness. Social workers understand theories of human behavior and the social environment, and critically evaluate and apply this knowledge in evaluating outcomes. Social workers understand qualitative and quantitative methods for evaluating outcomes and practice effectiveness.</p> <p>441</p>	<p>Assignment 3: Assessment of a Multi-Stressed Family (K, S, V, C &amp; A)</p> <p>Assignment 4: Group Observation Assignment (K, C &amp; A)</p>	<p>Page 10</p> <p>Page 12</p>

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

