

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

**SW 441: Practice II: Generalist Practice with Individuals, Families and Groups (002)  
Fall 2018**

**Instructor:** Lara B. Gerassi, Ph.D., LCSW, Assistant Professor  
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**Credits:** 3  
**Canvas Course URL:** <https://canvas.wisc.edu/courses/117003>  
**Class Time:** Thursdays at 3:30-5:25pm  
**Location:** Engineering Hall, Room 2534  
**Instructional Mode:** All face-to-face

**Office Location:** Social Work, Room 308  
**Office Hours:** By Appointment

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**Teaching Assistant:** Kianna Goodwin  
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**Labs:** Lab 301 – Mondays -3:45-5:45pm  
Lab 302 – Mondays- 6:00- 8:00pm  
**Class Location:** Social Work, 4<sup>th</sup> Floor

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**Teaching Assistant:** Samantha Moeller  
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**Office Hours:** By Appointment  
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**Labs:** Lab 303 - Tuesdays 6-8pm  
Lab 306 - Thursdays 6-8pm  
**Class Location:** Social Work, 4<sup>th</sup> Floor

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**Teaching Assistant:** Karl Locher  
**Office Location:** Social Work, Room 130/132 (Basement)  
**Office Hours:** By Appointment  
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**Labs:** Lab 304 – Wednesdays 3:45-5:45pm  
Lab 305 - Wednesdays 6:00-8:00pm  
**Class Location:** Social Work, 4<sup>th</sup> Floor

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## **I. Catalogue Description:**

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

For Undergraduates, this course counts as Liberal Arts and Sciences credit in L&S. This course also counts toward the 50% graduate coursework requirement for graduate students.

Course requisites: Senior standing and declared in Bachelor of Social Work program or declared in Master of Social Work program

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 Thursdays from 3:30-5:25pm), experiential lab/discussion meetings, and other course learning activities (reading, writing and studying). The syllabus include 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. It focuses on culturally competent micro-level skills development 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 course is concurrent with the professional foundation course, SW442, required for fourth year BSW students and first year MSW students. This is a skills-based course. Much of each lecture will be built around learning and practicing basic direct practice social work skills. A variety of teaching methods will be utilized, including: lecture, lab, assigned readings, class dialogue, experiential exercises, case examples, video presentations and guest speakers. Students will also utilize interviewing, video recording, observation, group process analysis, and family case analysis to develop and enhance their skills.

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, experiential lab/discussion meetings, and other course learning activities (reading, writing and studying). The syllabus include more information about meetings times and expectations for student work.

## **III. Course Competencies and Practice Behaviors and Assignments:**

Social Work Education is framed by a competency-based approach to curriculum design. At the conclusion of their education, social work students are expected to be competent in 9 core areas. Competency is achieved through mastery of course content as measure through course activities, readings and assignments and behaviors learned in field experiences, and which are derived from social work knowledge, values, skills and cognitive and affective processes. The competencies addressed in this course can be found in Appendix A.

## **IV. Course Content:**

*Please note: You should be prepared to discuss the readings in BOTH lab and lecture. Because of the amount of students in lecture, most in-depth discussions of particular readings will occur in lab. However, I will reference and sometimes ask questions regarding important parts of the readings in lecture. So, you should be prepared in both lecture and lab.*

Class Date	Lecture Topic	Lab Activities
Week 1: Sept 6	<ul style="list-style-type: none"> <li>● Course overview and syllabus review</li> <li>● Community building</li> <li>● Self-care</li> </ul>	<p><b>Lab 1:</b></p> <ul style="list-style-type: none"> <li>● Icebreaker</li> <li>● Introductions and welcome to social work!</li> <li>● Community building</li> <li>● Self-care planning (introduce UB website) and worksheet, followed by discussion</li> </ul> <p><b>Complete the Implicit Bias Test prior to Lab 2</b></p>
Week 2: Sept 13	<ul style="list-style-type: none"> <li>● Increasing self-awareness</li> <li>● Multicultural Social Work</li> </ul> <p><b><i><u>PonP Speaker Series:</u></i></b>  <b><i>Zoila Rendon Ochoa</i></b>  <b><i>Social Worker at AWARE Program (Intimate Partner Violence Support Program) at Barnes Jewish Hospital</i></b></p>	<p><b>Lab 2:</b></p> <ul style="list-style-type: none"> <li>● Self-care focus</li> <li>● Bring completed CBT worksheets to Lab</li> <li>● Small Group Discussion: What discoveries did you make through the CBT worksheets? What did you discover through the implicit bias test? What is it like to recognize we make assumptions about others in milli-seconds based on visible observations, and how might this impact our social work practice? What can we do about it?</li> <li>● Self-Awareness Paper Assignment Preparation</li> </ul>

<p>Week 3: Sept 20</p>	<ul style="list-style-type: none"> <li>● Initial Meeting Considerations, including discussing confidentiality</li> <li>● Engagement: Beginning the Interview</li> <li>● Giving and receiving feedback</li> <li>● <b>In-class exercise: “Beginning the Interview” instructor-led role-play</b></li> </ul> <p><i><b>PonP Speaker Series:</b> Emily Loerzel (White Earth Ojibwe) Former Project Beacon Program Manager at American Indian Center of Chicago; Current Social Work Ph.D. Student at University of Washington</i></p>	<p><b>Lab 3:</b></p> <ul style="list-style-type: none"> <li>● Self-care focus</li> <li>● Small Group Discussion: Giving and Receiving Feedback</li> <li>● Recorded skills practice role-play, followed by video review and feedback: “Beginning the Interview”</li> </ul>
<p>Week 4: Sept 27</p>	<p><b>Due:</b> Self-Awareness Paper</p> <ul style="list-style-type: none"> <li>● Engagement: Facilitative Conditions</li> <li>● Listening, Tracking and Non-verbal communication</li> <li>● <b>In-class exercise: “Listening and use of Nonverbal Communication” instructor-led role-play</b></li> </ul>	<p><b>Lab 4:</b></p> <ul style="list-style-type: none"> <li>● Self-care focus</li> <li>● Video exercise: Tracking Charles’ Message</li> </ul> <p>Recorded skills practice role-play followed by video review and feedback: “Listening and use of Nonverbal Communication”</p>
<p>Week 5: Oct 4</p>	<ul style="list-style-type: none"> <li>● Engagement: Verbal Responses</li> <li>● Self-Disclosure</li> <li>● <b>In-class exercise: “Verbal Responses” instructor-led role-play</b></li> </ul> <p><i><b>PonP Speaker Series:</b> Deanna Kopriva McPherson Therapist at Safe Connections</i></p>	<p><b>Lab 5:</b></p> <ul style="list-style-type: none"> <li>● Self-care focus</li> <li>● Video exercise: Use of Self-Disclosure</li> </ul> <p>Recorded skills practice role-play followed by video review and feedback: “Verbal Responding”</p>

<p>Week 6: Oct 11</p>	<ul style="list-style-type: none"> <li>● Motivational Interviewing</li> <li>● Working with Mandated Clients</li> <li>● <b>In-class exercise: “Motivational Interviewing” instructor-led role-play</b></li> </ul> <p><b><u>PonP Speaker Series:</u></b>  <b>Kendan Elliot</b>  <i>Technical Assistant Manager at MANY. Former Director of Community Outreach Programs at Youth in Need</i></p>	<p><b>Lab 6:</b></p> <ul style="list-style-type: none"> <li>● Large group discussion: How do you engage mandated clients? What challenges have you encountered?</li> <li>● Skills practice role-play followed by video review and feedback: “Motivational Interviewing”</li> </ul>
<p>Week 7: Oct 18</p>	<ul style="list-style-type: none"> <li>● Generalist Social Work Practice with Families: Engagement, Assessment and Planning</li> <li>● Genograms and Cultural Genograms</li> </ul> <p>MIDTERM EVALUATIONS</p>	<p><b>Lab 7:</b></p> <ul style="list-style-type: none"> <li>● Small Group Exercise: Exploring Family Dynamics</li> <li>● In-class partner exercise: Creating Your Genogram or Cultural Genogram, followed by sharing it with your partner</li> <li>● Small group exercise: Planning with case examples  <b>***Bring an assessment sample to next lab</b></li> </ul>
<p>Week 8: Oct 25</p>	<ul style="list-style-type: none"> <li>● Assessment and Planning; Assessing Resources</li> <li>● Eco-Maps</li> <li>● Case Management</li> <li>● Interdisciplinary Collaboration</li> </ul> <p><b><u>PonP Speaker Series:</u></b>  <b>Christina Meneses</b>  <i>Education Supervisor at YWCA of Metropolitan St. Louis (Sexual Health and Educational Disability Education Program)</i></p>	<p><b>Lab 8:</b></p> <ul style="list-style-type: none"> <li>● Small and Large group sharing of assessment documents and process in your agency</li> <li>● Large Group Discussion: What are some examples of interdisciplinary collaboration you have engaged in? What was this like for you? What valuable contributions do social workers bring to an interdisciplinary table?</li> <li>● Partner activity: Create an eco-map for your partner</li> <li>● Preparing for Small Groups</li> </ul>

<p>Week 9: Nov 1</p>	<ul style="list-style-type: none"> <li>● Social Work in Groups</li> <li>● Types of Groups</li> <li>● Beginning the Group</li> <li>● <b>In-class exercise: “Beginning a Group” instructor-led role-play</b></li> </ul> <p><i><b>PonP Speaker Series: Samati Niyomchai Medical Case Manager at Washington University School of Medicine, Infectious Diseases LIVE for 3:30pm class</b></i></p>	<p><b>Lab 9:</b></p> <ul style="list-style-type: none"> <li>● Large group discussion: Types of groups you have been or will be a part of</li> <li>● Group One: Beginning the group (icebreaker); Community building and Identifying Goals Small group feedback followed by large group discussion</li> </ul>
<p>Week 10: Nov 8</p>	<ul style="list-style-type: none"> <li>● Group Leadership Skills</li> <li>● Group Dynamics</li> <li>● Stages of Group Development</li> </ul>	<p><b>Lab 10:</b></p> <ul style="list-style-type: none"> <li>● Large group discussion: What are the traits and skills in group leaders you admire? What do they do that works? What are some of the leadership skills that will come easily and which will be more difficult for you? Think of a group you are in – in which stage of group development is it?</li> <li>● Small Group Two: Clarifying goals and Identifying Action Small group feedback followed by large group discussion</li> </ul>
<p>Week 11: Nov 15</p>	<ul style="list-style-type: none"> <li>● Challenging Group Members</li> <li>● Working Through Transference and Countertransference</li> </ul>	<p><b>Lab 11:</b></p> <ul style="list-style-type: none"> <li>● Large group discussion: What sort of countertransference have you experienced? How did you notice it? What did you do?</li> <li>● Small Group Three: Working Through Challenges Small group feedback followed by large group discussion</li> </ul>

Week 12: Nov 29	<ul style="list-style-type: none"> <li>● Evaluation and Termination</li> <li>● Ending the Group's Work</li> </ul> <p><b><i>PonP Speaker Series:</i></b> <b><i>Jael Currie</i></b> <b><i>Housing Director at YWCA-Madison</i></b></p>	<p><b>Lab 12:</b></p> <ul style="list-style-type: none"> <li>● Small Group Four: Ending the group</li> <li>● Ending the Lab; Feedback; Evaluation</li> </ul>
Week 13: Dec 6	<ul style="list-style-type: none"> <li>● Ending the Course and Feedback</li> <li>● Evaluation</li> </ul> <p><b>COURSE EVALUATIONS</b></p>	<b>No Lab</b>

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

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

Required Reading:

Please carefully review the syllabus.

No other required readings.

**Students are required to familiarize themselves with the Self-Care Starter Kit found at <https://socialwork.buffalo.edu/resources/self-care-starter-kit.html>**

**Resources from this website will be used throughout the semester in your lab.**

**Week 2: Increasing Self-Awareness: Multicultural Generalist Social Work Practice**

Required Reading:

**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>**

Harriet Curtis-Boles (2009): Finding My Professional Voice: A Woman of Color's Professional Journey, *Women & Therapy*, 32:2-3, 209-221

Lee, J. & Robinson, K.W. (2015). Self-Reflections of a Gay Immigrant Social Worker. *Reflections: Narratives of Professional Helping*, 20;1, 15-28, nov. 2015.

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

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<sup>1</sup> This chapter is from our school's community read book. If you haven't already, you should obtain your free copy from the library. No need to re-read this chapter, if you have already read it, but be sure to re-familiarize yourself with its content.

violence in the family. In M.L. Anderson & P.H. Collins (Eds.) *Race, Class, & Gender: an Anthology*. Cengage Learning.

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

In-class exercise: beginning the interview role-play

**Required Reading:**

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>

**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 3.**

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.

Hill Collins, P. (2004). Prisons for Our Bodies, Closets for Our Minds: Racism, Heterosexism, and Black Sexuality. In M.L. Anderson & P.H. Collins (Eds.) *Race, Class, & Gender: an Anthology*. Cengage Learning.

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

In-class exercise: Listening role-play

**Due:** Self-Awareness Paper

**Required Reading:**

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.**

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)

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](https://doi.org/10.1080/1533256X.2018.1415578)



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

In-class exercise: Verbal responses role-play

#### Required Reading:

**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.**

Dewane, C. (2006). Use of self: A primer revisited. *Clinical Social Work Journal*, 34(4), 543-558.

### **Week 6: Motivational Interviewing; Working with Mandated Clients**

In-class exercise: Motivational interviewing role-play

#### Required Reading:

**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.

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

#### Required Reading:

**Birkenmaier, J. and Berg-Weger, M. (2017). *The practice of generalist social work* (4<sup>th</sup> ed.). New York: Routledge. (Chapter 6).**

Hartman, A. (1995). Diagrammatic assessment of family relationships. *The Journal of Contemporary Human Services* 1, 111-122.

Nguyen, H. N., Gafsky, 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.

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

#### Required Reading:

**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. 200-213)**

Bronstein, L. (2003). A model for interdisciplinary collaboration. *Social Work*, 48(3), 297-306.

Darnell, J. (2013). Navigators and Assisters: Two Case Management Roles for Social Workers in the Affordable Care Act. *Journal of Health and Social Work*, 38(2), 123-126.

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

In-class exercise: Beginning a Group

#### **Required Reading:**

Toseland, R.W. & Rivas, R.F. (2012). *An introduction to group work practice* (7<sup>th</sup> ed.). Boston, MA: Pearson. Chapters 1 and 7.

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

#### **Required Reading:**

**Birkenmaier, J. and Berg-Weger, M. (2017). *The practice of generalist social work* (4<sup>th</sup> ed.). New York: Routledge. (Theoretical Approaches to Intervening with Groups, pp. 404-422)**

Gerassi, L.B., Edmond, T.E., Fabbre, V., Howard, A., & Nichols, A.J. (2017). Disclosing sex trading histories to providers: Barriers and facilitators to navigation of social services among women impacted by commercial sexual exploitation (CSE). *Journal of Interpersonal Violence*. DOI 10.1177/0886260517746130

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

#### **Required Reading:**

Mishne, J. (2002). *Multiculturalism and the therapeutic alliance*. New York: Guilford Press. Chapter 5, pg. 75-113.

**Wilfley, D.E. & Mackenzie, R.K. (2000). *Interpersonal Psychotherapy for Group*, (Chapter 7 pp. 159-182). New York: Basic Books.**

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

#### **Required Reading:**

**Toseland, R.W. & Rivas, R.F. (2012). *An introduction to group work practice* (7<sup>th</sup> ed.). Boston, MA: Pearson. Chapter 13.**

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.

### **Week 13: Ending the Course; Feedback; Course Evaluations**

#### **Required Reading:**

Gelman, C.R., Fernandez, P. Hausman, N., Millar, S., & Weiner, M. (2007). Challenging endings: First year MSW interns' experiences with forced termination and discussion points for supervisory guidance. *Clinical Social Work Journal*, 35, 79-90.

### **V. Text and Reading Materials for the Course**

All readings will be assigned, in advance, for specific class topics and will be uploaded to CANVAS. Students will be expected to come prepared for class having thoughtfully read the assigned articles or other materials.

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

### **VI. Evaluation: Assignments, Grading and Methods**

#### **Grading Scale & Standards:**

Students' final grade will be based on the following:

<b>Points</b>	<b>Grade</b>	<b>What the point totals &amp; subsequent grade generally indicate</b>
94-100	A	Outstanding, excellent work in all areas
88-93	AB	Outstanding, excellent work in many areas
82-87	B	Meets expectations in all areas
76-81	BC	Meets expectations in most areas; below in others
70-75	C	Below expectations in most areas; not acceptable graduate work
64-69	D	Below expectations in all areas
<64	F	Course failure

#### **Assignments:**

<b>Assignment</b>	<b>Points/Percentages</b>	<b>Due</b>
Professional Participation Points (includes Lab)	20 points	Ongoing, Participation Self-Assessment due December 6th
#1 Self-Awareness Paper	15 points	September 27
#2 Video Interview Analysis	30 points	As assigned by TA
#3 Group Facilitation and Assessment	35 points	As assigned by TA (week after you lead your small group)
# 4 Participation Self Evaluation	None (connected to participation points above)	December 6 <sup>th</sup>
<b>Total Points</b>	<b>100 points</b>	

*In order to achieve the competencies, timely completion of assignments is expected. Students needing assistance with written assignments are expected to use available resources (e.g., the Writing Lab, 6171 Helen C. White Hall).*

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

### **Professional Participation (SEE PARTICIPATION SELF ASSESSMENT PROMPTS IN ASSIGNMENTS)**

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

**Participation is REQUIRED.** Effective participation consists of having completed readings and other assignments, the ability to integrate social work concepts with field and other experiences, AND the ability to fully engage in problem solving and other exercises (presenting social work issues or other perspectives for discussion as well as responding to other students who present issues). **Participation in role-plays is mandatory in this course.** Professional participation also includes arriving to class on time. You are required to be an alert, attentive and active participant in this class. This includes attentive non-verbal behavior and offering comments relevant to course dialogue. Participation can be challenging for some students. Please see instructor EARLY in the semester if you need any assistance in this or any other areas.

### **Perspectives on Practice Speaker Series (PonP):**

Our practice with individuals, families, and groups is influenced by the intersectional identities of both our clients and ourselves (such as race, ethnicity, sexual orientation, gender, sex, etc.). An essential component of our evolving education includes critically analyzing the strengths and challenges our identities bring to the work and identifying steps we can take to support ourselves, clients, and colleagues as both allies who hold privilege and/or individuals with who experience social oppression. As a professor, I can only provide such insights from my lens, which I will discuss over the course of the semester. In addition, it is important to integrate diverse perspectives in a number of ways throughout the course.

On designated weeks, we will have a guest speaker (typically via Skype) lead a 20-minute informal discussion briefly describing their work, identity-based strengths and challenges, and comments on allyship (as both an ally themselves and/or as an individual who experiences oppression in some way). Our speakers hold diverse, intersectional identities and do not represent any one social group. Rather, their reflections will expose you to a lens of social work practice (which may or may not be similar to yours) and hopefully help you critically examine your own identities and how they influence your own social work practice. Be prepared to listen, reflect on their points as they relate to your own experiences, and ask thoughtful questions (if you so choose). Questions

about your reactions to our speakers are integrated into your participation reflection assignment (see assignment 4).

***Confirmed Speakers:***

Week 2 (9/13)- *Zoila Rendon Ochoa*, Social Worker at AWARE Program (Intimate Partner Violence Support Program) at Barnes Jewish Hospital

Week 3 (9/20)- *Emily Loerzel* (White Earth Ojibwe), Former Project Beacon Program Manager at American Indian Center of Chicago; Current Social Work Ph.D. Student at University of Washington

Week 5 (10/4)- *Deanna Kopriva McPherson*, Therapist at Safe Connections

Week 6 (10/11)- *Kendan Elliott*, Technical Assistant Manager at MANY. Former Director of Community Outreach Programs at Youth in Need

Week 8 (10/25)- *Christina Meneses*, Education Supervisor at YWCA of Metropolitan St. Louis (Sexual Health and Educational Disability Education Program)

\*\*Week 9 (11/1) for 3:30pm class/ Week 10 (11/8) for 1:20pm class (recorded)- *Samati Niyomchai*, Medical Case Manager at Washington University School of Medicine, Infectious Diseases

Week 12 (11/29): *Jael Currie*, Housing Director, YWCA Madison.

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

**Assignments**

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

**Due: Class 4**

**Value: 15 Points**

**Length: 4-7 pages**

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

**Part I**

Think of a client you have encountered or might encounter in your field placement this year, or in your social work career in general. Choose someone who might identify with social identities different from your own (i.e. ethnicity, race, socioeconomic status, sexual preference, gender identity, religion, age or ability). Imagine that you are meeting the client for the first time.

Perhaps you have spoken on the phone prior to this first meeting or have reviewed their file and already have some assumptions about the client, perhaps not. Briefly describe the client based

on your observations in the first 1-5 minutes of things such as their appearance, age, race, language and speech, ability and gender expression. What are some assumptions or guesses you might have about this client based on this first few minutes and any information you might have about the client prior to meeting? Describe these assumptions and early ideas about the client in detail. Be sure to include in your discussion your thoughts about what is informing these assumptions (what “files” are you drawing from to establish an early understanding about this client?). What stereotypes, biases, life experiences and beliefs are influencing your perception of this client?

## **Part II**

In this second part of the paper, describe how you think you would present to the client you described in part I. Imagine how this person might view you, based on their first impression in the first 1-5 minutes of meeting you. Think about the characteristics they may notice about you, the things they may not realize about you in a first interaction, and therefore what they might assume and expect. You are being asked to demonstrate a sophisticated awareness of how others might perceive you based on a variety of the following observable features:

- Your Appearance (dress; grooming; size and stature; facial expressions and mannerisms; body language)
- Your Age
- Your Race
- Your Ethnicity
- Your Language/Style of Speech/Accent
- Your Physical Ability
- Your Gender

What are some assumptions that could be made about you? Assumptions could be addressing the following:

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

## **III. Discussion:**

A. What are your guesses about what is informing the client’s assumptions about you and vice versa? How does intersectionality play a role in these assumptions? What are the assumptions about the system you represent (e.g. social work or a particular field such as child protective services, criminal justice, etc.) that might be impacting your client’s views?

How might their own past experiences, beliefs and values influence their thoughts about you? What is it like for you to be assessed, judged or stereotyped by your client?

- B. Consider how you might interact with this person to address directly or indirectly some of their assumptions. What strengths do you bring to the work that may assist in engaging the client and establishing rapport? What strategies would you use to build rapport? How might issues of difference impact how you work with this client? What steps do you take to discuss differences and address them with your client?

A minimum of three citations are required for this paper, likely integrated into section III.

### Self-awareness Paper

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

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

Section IIIA: Discussion of this experience and how this informs your engagement practices (3 pts) \_\_\_\_\_

Section IIIB: Sophisticated incorporation of course materials into the discussion, demonstrating critical thinking and comprehension of the material (3 points) \_\_\_\_\_

Proper Citations (1 points) \_\_\_\_\_

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

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

Total Points Possible 15

Total Points Awarded \_\_\_\_\_

General Comments:

#### **ASSIGNMENT #2:**

#### **Video Interview Analysis**

**Due: Variable based on date assigned**

**Value: 30**

## Length: 6-8 pages

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

### Procedure and Process:

A. You will videotape yourself conducting an interview using the video lab on the 4<sup>th</sup> floor of the SW Building. If using the lab proves to be a hardship you may get permission from your TA to use your own video camera/equipment. Video assignments conducted in the lab can be saved as files on laptops provided in the lab and easily accessed by the TAs and faculty. The assignments done using other methods will need to be recorded and stored in a way that can be given to the TAs for grading.

B. The interview should be of a role-played first meeting with an individual(s) who comes in with a specific problem or concern. You are the social worker they have sought out for help. The “client” needs to talk about a **real** concern or problem, as this provides a more realistic and richer interviewing experience. The interviewer’s task is to respond to the client in a way that demonstrates a variety of aspects of interviewing. The observer will complete the skills recording form throughout the interview and provide this to the interviewer. The interview must last at least 10 minutes and no more than 15 minutes from beginning to end.

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

C. You will then develop a 6-8 page paper consisting of your analysis of the interview in the video. I recommend that you watch the video once with sound and once without sound to better note your nonverbal behavior. You are required to use three citations from the readings cited in APA format to support your analysis. The analysis must comment on the following:

- a.) The Interview: Provide a replay of the interview, discussing what is happening from moment to moment, analyzing the skills used and your thoughts and feelings as things progress.
  - a. How do you begin the interview? What do you say to structure the interview so your client knows what to expect? How do you feel about the way you opened the interview?
  - b. As you observe your interviewing style, what do you notice about your verbal and non-verbal behavior (e.g., eye contact, attentive listening, facial expressions, body



positioning, warmth, empathy, and genuineness)? Are there any things you do that you were not aware of?

- c. What skills do you notice in your interview? Discuss your listening behaviors and verbal responses. Specifically identify examples of your use of **single word responses, restatement, clarification, summarizing, responding to feelings, highlighting client's strengths (complimenting), and self-disclosure**. Please include a discussion of the types of questioning you used in the interview.
  - d. How did you end the interview? Did you provide a heads-up that the interview was nearing its end? Were you able to summarize main concepts from the meeting? How do you feel about how you ended the interview? Was it difficult to wrap it up?
  - e. Try to recall the thoughts and feelings you were having during the role-play. What was going through your mind? How were you feeling? How did this influence what you did and said? Did this impact your ability to hear your client's message? What thoughts and feelings come up for you as you watch the video?
- b.) Client and Observer Feedback:
- a. How did the client and the observer perceive you? What feedback did you receive from them? What did you do well and what did they find helpful? What suggestions did they have for what you could do differently? Were there areas of misunderstanding or times when you missed the message being sent?
- c.) Overall, how do you feel about how you did as the social worker? How did social norms (related to issues of identity, privilege, oppression, and/or intersectionality) impact the interview? How do you anticipate this being similar or different outside of the classroom? What did you do well and what do you wish you had done differently? What do you see as areas for future growth?

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

### **Video Interview Analysis**

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

In-depth analysis of the interview, including thorough discussion of beginning and ending the interview as well as both verbal and nonverbal behavior (6 points) \_\_\_\_\_

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

Thorough exploration and discussion of your thoughts and feelings both during the role-play and as you watch the video, as well as discussion of how these thoughts and feelings influenced what you did and said in the moment (3 points) \_\_\_\_\_

Critical discussion of the client and observer’s feedback and suggestions (3 points)	_____
Thoughtful discussion of strengths and areas for improvement (2 points)	_____
Correct citations and effective use of resources to support analysis and demonstrate a strong grasp of important concepts (2 points)	_____
Overall writing, including grammar, spelling, introduction, conclusion and paper organization (3 points)	_____
If necessary, a deduction of two points for failure to proofread and/or adhere to format requirements.	_____
Total Points Possible	30
Total Points Awarded	_____
General Comments:	

**ASSIGNMENT #3: Group Facilitation and Group Assessment Paper**

**Due: Paper is due the week after you co-lead your small group**

**Value: 10 points for group facilitation (peer-graded); 25 points for group assessment paper**

**Length: 5-7 pages**

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

### **Group Facilitation (Peer-Graded)**

Each group session will be followed by 25 minutes of feedback time, in which the group members provide feedback to the group leaders and complete a skills evaluation of the leaders' performances. Group members will score each leader's performance separately on an evaluation form and submit the forms to the TA. Each leader will also complete the evaluation form for their co-leader. The TA will average the scores which will provide up to ten points for this portion of the assignment.

### **Group Members:**

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

### **Group Leader's Critical Assessment of the Group (Paper)**

The group leaders will need to review their group session video and debrief with their co-leader on the group process and effectiveness of their facilitation of the group.

Each leader will write a critical assessment of their group. Leaders will incorporate the feedback provided by their group members and co-leader into the paper. This paper will be due by 11:59pm the week following your experience as group leader. This is an academic paper and should include an introduction, conclusion and at least three citations from the readings in APA format. You may use first person pronouns as appropriate. In your paper, focus your discussion on the questions below. Your discussion does not need to proceed in the order described below or cover every question prompt, however all aspects (in bold) of the assignment must be discussed. DO NOT use bolded items as headers in the paper.

#### **1. Brief Introduction to the group:**

- a. Briefly explain the **purpose of this group**. What were the group's and leaders' primary objectives and tasks in this session?
- b. **Describe the group size and composition** – who are the other members in the group?

#### **2. Description of the Group Content and Process**

- a. You will need to provide a summary of what occurred during the group session. This summary needs to capture what occurred in the group from beginning to end.
  - i. **How did the group begin?**
    1. How did you "open" the group and welcome members? How did you provide a structure for what would occur in the group that day? Were the group rules reviewed? Was confidentiality reviewed? Should either have been reviewed?
  - ii. **What was discussed?**
    1. Did everyone actively participate? Were you able to engage everyone? Please describe the level and nature of participation of the group members.

**iii. How did the self-care intervention go?**

1. What was the intervention? How well was it introduced? How did it go?

**iv. How did the group end?**

1. How did group leaders bring the group to a close?

**b. What are some of the norms and dynamics in this group?**

1. What do you observe the other members' roles to be in the group?
2. How does the composition of the group impact group dynamics?
3. Are there other factors that influenced group dynamics, such as the room layout, room size, placement of the leaders in the room?

**3. Member and Co-Leader Feedback** - Please provide specific examples from the feedback you received from group members; direct quotes are strongly encouraged.

- a. **How did your members and your co-leader describe your style as the group leader?** (You might comment on body posture, volume, tone, eye contact, use of self, use of humor, organizational style, etc.)
- b. **What skills did your members and your co-leader observe you using?** (Ex: reflective listening, clarification, interpretation, providing information, emphasizing member's strengths, self-disclosure, summarization, humor, verbal and non-verbal behavior, etc.)

**4. Personal reflection on the group - What was your experience as a co-leader?** Overall, how did the group go? Would you say you achieved your goals? Was this group successful and effective? How well did you and your co-leader work together? **What seemed effective and what could be improved in your style and techniques?** Please provide specific examples from the feedback you received from group members and your co-leader.

Assignment Rubric

Introduction to the group (3 points)

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

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

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

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

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

Total Points Possible

25

Total Points Awarded

\_\_\_\_\_

General Comments:

**Assignment #4: Participation Self-Assessment (Connected to Participation Grade)**

**Due: Class 13**

**Length: 1-2 paragraphs**

**Professional Participation Self-Assessment**

Total Points Possible: 20 points

The instructor and TAs will use your comments and score as a guide in determining your participation points for the class and labs. The instructor and TAs may choose to give a score that differs from the student's self- score.

**Guidelines for Evaluating Participation**

Give yourself a score out of 20 reflecting your belief as to the points you earned. Please provide a brief statement in which you comment on your attendance and professional participation in class and labs. In your statement below, please comment on:

- Presence in class and lab (e.g. arriving on time to lecture/labs, remaining alert and attentive, demonstrating respect to your instructor, TAs and fellow classmates by giving your full attention to the speaker, proper use of electronics such as phones or non-related class activities, preparation for class such as readings and preparation for role-plays, timely and thoughtful completion of assignments)
- Your thoughtful reflections on the Perspectives on Practice Speaker Series.

Total Possible Points: 20

Student self-score: \_\_\_\_\_

Statement: (1-2 paragraphs)

**VII. Course Policies**

**Role of the Teaching Assistants:**

- Lead individual lab sections.
- Establish and maintain communication with supervising faculty.
- Promptly inform the supervising faculty of any problems.

- Grade and return assignments in a timely fashion.
- Maintain accurate and up-to-date records.
- Perform other duties as required of any Teaching Assistant:
  - Attend and/or assist with course lectures
  - Proctor examinations
  - Develop course materials, such as exam questions or homework problems.

*Important Note: Student complaints or concerns about a teaching assistant should be addressed with that teaching assistant. If concerns persist or are not adequately addressed, students should bring their concern to the course instructor.*

### Grading Questions

Your goal for this and other courses should be to make the most of your learning experience, and not to simply earn 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, and clarity), and (3) your ability to demonstrate critical thinking and write with depth. If there are assignment instructions that are unclear to you, please note that it is your responsibility to bring this to my attention and do so in a timely manner. If you have an issue with a grade on an assignment, please document your reasons in writing with specific attention to the three points above. Next, email the document to your TA, who will give your concerns fair and careful attention.

### **Classroom Climate:**

Classroom climate, or the way a classroom space feels to everyone in the room based on communication, norms, values and processes, impacts participation, motivation and learning. Meeting course objectives requires that the instructor and students actively work to create a learning environment that is respectful and safe so that ideas can be examined honestly, diverse viewpoints shared, and in-class activities approached with maximum curiosity and enthusiasm. In order to learn, we must be open to the views of people different from ourselves. Diversity in beliefs, ideas and lived experiences are highly valued here. Each student has knowledge and experience that will enhance the learning of their colleagues and each voice is important. In this time we share together over the semester, please honor the uniqueness of your fellow classmates, and appreciate the opportunity we have to learn from each other. Because the class will represent diverse individual beliefs, backgrounds, and experiences, every member of this class must show respect for every other member of this class.

I am firmly committed to diversity and equality in all areas of campus life and building an inclusive classroom space where everyone feels safe and welcome. I recognize that we all have biases. Discrimination can be direct or indirect and take place at both institutional and personal levels. I believe that such discrimination is unacceptable and I am committed to providing equality of opportunity for all by eliminating any discrimination, harassment, bullying, or victimization. The success of this policy relies on the support and understanding of everyone in this class. We all have a responsibility not to be offensive to each other, or to participate in, or

condone harassment or discrimination of any kind. We all have a responsibility to hold in our minds the disproportionate impact systems and “isms” have on marginalized people. I invite you to bring any concerns in this regard to my attention.

We will share the challenges of upholding our community guidelines and responding to moments when we fail to abide by them. Students will be held accountable for what they are expressing verbally and nonverbally. Students are expected to keep confidential all issues of a personal or professional nature discussed in class. However, as the professor, I acknowledge that I cannot guarantee confidentiality and, as a participant, you should know and act accordingly.

### **Student Wellness**

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

Other student support services and programs include:

- Multicultural Student Center <https://msc.wisc.edu/>
- LGBT Campus Center <https://lgbt.wisc.edu/>
- Dean of Students Office <https://www.students.wisc.edu/doso/>
- UHS Violence Prevention and Survivor Services: <https://www.uhs.wisc.edu/vpss/>

### **Out-of-Class Contact with Instructor**

With the exceptions of questions that should be discussed with a TA (related to grading, labs, etc.), I encourage students to meet with me outside of class to discuss career paths, concerns, answer questions and provide feedback. I am usually available to meet briefly right before or after class or during break, with the exception of between 3:30-3:45pm, as I am teaching back-to-back sections of Practice 441 this year. Rather than holding office hours, I prefer to meet with students by appointment. Please email me with a request to arrange a time and I will be happy to meet with you. If my office door is fully open, you may feel free to drop by to talk. In the event that I have another appointment or am unavailable, I may ask for us to schedule a follow-up time.

### **Technology in Class:**

***Nonacademic use of laptops and other devices is distracting and seriously disrupts the learning process for everyone.*** Neither computers nor other electronic devices are to be used in the classroom during class for non-academic reasons. This use includes emailing, texting, social networking, and use of the Internet. The use of cell phones during class time is prohibited, and they should be set on silent before class begins. In the case of an absolute emergency, please step out of the room to take the call. The instructor has the right to hold students accountable for

meeting these expectations, and failure to do so may result in a loss of participation points, a loss of the privilege of computer use in the classroom, or being asked to leave the classroom.

### **Americans with Disabilities Act:**

The University of Wisconsin-Madison supports the right of all enrolled students to a full and equal educational opportunity. The Americans with Disabilities Act (ADA), Wisconsin State Statute (36.12), and UW-Madison policy (Faculty Document 1071) require that students with disabilities be reasonably accommodated in instruction and campus life. Reasonable accommodations for students with disabilities is a shared faculty and student responsibility. Students requiring accommodation, as approved by the McBurney Center, are expected to provide the instructor with a copy of their 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); 702 W. Johnson St., #2104, Madison, WI

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

Students requiring accommodations pursuant to the Americans with Disability Act should disclose their needs to their TA at the beginning of the course. Information regarding participation by students with disabilities, accommodations for religious observances, academic conduct, complaint procedure, grade appeals procedures, sexual harassment policy, safety policy and other standing policies/procedures is available in the student handbook.

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

### **Attendance Policy:**

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

- ***Promptness***

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

- ***Absence***



If you must miss class or lab, you are required to inform your TA via email in advance. Students are responsible for completing any class requirements for the day missed, and for obtaining from a fellow classmate any assignments, materials, and communications missed due to absence, late arrival, or early departure. Students who must be absent due to inclement weather or other emergencies must contact the TA prior to the start of class. Students who are absent for two classes or labs will be asked to complete a make-up assignment. Students who are absent three or more times in the semester will be required to schedule a meeting with the instructor to discuss their performance and continuation in the course. Three or more absences may lead to a student receiving a failing grade.

### **Religious Holidays:**

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

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

### **CANVAS**

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

### **Late assignment policy**

Assignments are due on the date specified by 11:59pm. If you are not able to be in class the day a written assignment is due, you are still responsible for turning in your assignment on the due date. If a student a) communicates with their TA at least 48 hours *prior* to the due date, b) provides the TA with a reasonable justification for an extension, and c) they come to an agreement about a revised deadline, the assignment handed in by the new date will be considered "on time." Unapproved late assignments will be marked down 1 point *for each day the assignment is late*.

### **Written Assignment Policy:**

1. All written assignments are to be completed in Microsoft Word, without exception. The instructor will not review assignments submitted in another format.
2. Always include a cover sheet (not counted as one of the required pages) with the title of the paper, your name, the date turned into the instructor, course number, and course title (do not put this information on the first page of your paper).
3. Students must format assignments using **one-inch margins**, **double-spacing**, and a **Times New Roman 12-point font**.
4. Headings should not be placed in the body of the paper unless indicated.

5. You must use correct APA format for citations. Consult the UW writing center's guide for APA formatting (<http://writing.wisc.edu/Handbook/DocAPA.html>).
6. Reference pages must be on a separate sheet from the paper (not counted as one of the required pages). When required to use references, you must use peer-reviewed journals. **Websites may only be used with prior approval from the instructor.**
7. Papers should be placed in CANVAS by the due date and time. 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 on CANVAS by the time it is due.

### **Academic Writing Criteria**

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

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

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

BSW and incoming MSW students read and signed electronic forms of the NASW Code of Ethics, the School of Social Work Plagiarism Policy and the Student Rights and Responsibilities. In doing so, they agreed that while in the BSW or MSW Program they would honor the NASW Code of Ethics and Student's Rights and Responsibilities, as well as adhere to the Plagiarism Policy and that should they not do so, sanctions would be imposed. BSW and MSW students are expected to adhere to these policies in the classroom, in the field and in the preparation of course assignments.

#### **Plagiarism Policy:**

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

The School of Social Work defines plagiarism as:

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

There are two major forms of plagiarism:

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

Process:

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

Sanction:

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

For more information:

Academic misconduct rules procedures can be found in UWS 14:

<http://www.students.wisc.edu/doso/docs/UWS14.pdf>

For guidelines on quoting and paraphrasing:

UW-Madison Writing Center <http://writing.wisc.edu/Handbook/QuotingSources.html>

### **Grade Appeals/Grievance Policy:**

The process for appeal a final grade is set forth in the School of Social Work's Student Rights and Responsibilities Handbook.

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

**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 lab exercises related to (K, S, V, C &amp; A):</p> <ul style="list-style-type: none"> <li>•CBT worksheets</li> <li>•Increasing self-awareness</li> <li>•Self-care planning</li> <li>•Perspectives on Practice Series</li> </ul> <p>Assignment 1: Self Awareness Paper (C &amp; A)</p>	<p>Weeks 1 and 2</p> <p>Labs 1, 2 and 3</p> <p>Page 13</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, videos, instructor-led role plays; student role-plays in labs, discussion and lab activities related to the engagement process (K, S, V, C &amp; A):</p> <ul style="list-style-type: none"> <li>•Increasing Self-Awareness</li> <li>•Multicultural Social Work</li> <li>•Exploring Implicit Bias discussion</li> <li>•Beginning the interview role-plays</li> <li>•Listening and use of nonverbal communication role-plays</li> <li>•Facilitative conditions</li> <li>•Video: Tracking Charles' Message</li> <li>•Verbal responses role-plays</li> <li>•Motivational interviewing role plays</li> <li>•Engaging mandated clients</li> <li>•Engagement with families</li> <li>•Interdisciplinary collaboration</li> <li>•Beginning the group role plays</li> </ul> <p>Assignment 2: Video Interview Analysis (S, C &amp; A)</p>	<p>Weeks 2, 3, 4, 5, 6, 7 and 9</p> <p>Labs 2, 3, 4, 5, 6, 8 and 9</p> <p>Page 15</p>

Competencies and Description	Course Content relevant to Dimensions that Comprise the Competency*	Location in Syllabus
	Assignment 3: Group Facilitation and Group Assessment Paper (K, S, C & A)	Page 18
<p>2.1.7: Assess Individuals, Families, Groups</p> <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>Lecture, readings, instructor-led role plays; student role-plays in labs, discussion and lab activities related to the assessment process (K, S, V, C &amp; A):</p> <ul style="list-style-type: none"> <li>•Motivational Interviewing</li> <li>•Assessment with families</li> <li>•Genograms and Cultural Genograms</li> <li>•Sharing agency assessment examples</li> <li>•Planning with case examples</li> <li>•Assessing resources</li> <li>•Eco-maps</li> <li>•Interdisciplinary collaboration</li> <li>•Assessing group dynamics and stages of group development</li> </ul> <p>Assignment 1: Self Awareness Paper (C &amp; A)</p> <p>Assignment 2: Video Interview Analysis (S, C &amp; A)</p> <p>Assignment 3: Group Facilitation and Group Assessment Paper (K, S, C &amp; A)</p>	<p>Week 6, 7, 8, 10</p> <p>Labs 6, 7, 8</p> <p>Page 13</p> <p>Page 15</p> <p>Page 18</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,</p>	<p>Lecture, readings, videos, instructor-led role-plays, student role-plays in labs, discussion and lab exercises focused on intervention practices (K, S, C &amp; A):</p> <ul style="list-style-type: none"> <li>•CBT</li> <li>•Giving and receiving feedback</li> <li>•Use of self-disclosure</li> <li>•Motivational interviewing</li> </ul>	<p>Week 2, 3, 5, 6, 8, 10, 11</p> <p>Labs 2-13</p>

Competencies and Description	Course Content relevant to Dimensions that Comprise the Competency*	Location in Syllabus
<p>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>	<ul style="list-style-type: none"> <li>•Working with mandated clients</li> <li>•Case Management</li> <li>•Interdisciplinary collaboration</li> <li>•Group leadership skills</li> <li>•Stages of group development</li> <li>•Challenging group members</li> <li>•Addressing transference and countertransference</li> </ul> <p>Assignment 3: Group Facilitation and Group Assessment Paper (K, S, C &amp; A)</p>	<p>Page 18</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 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>Lecture, readings, discussion and lab activities relevant to evaluation practices (K, S, C &amp; A):</p> <ul style="list-style-type: none"> <li>•Evaluation and termination</li> <li>•Ending the group’s work</li> <li>•Ending and evaluating the course and feedback</li> </ul> <p>Assignment 3: Group Facilitation and Group Assessment Paper (K, S, C &amp; A)</p>	<p>Week 12 and 13</p> <p>Page 18</p>

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