

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

**SW441 (020): Direct Practice with Individuals, Families & Groups  
Fall 2018**



**Instructor:** Dr. Susan M. Wolfgram, Ph.D., MSSW, LICSW

**Instructor Email:** [swolfgram@wisc.edu](mailto:swolfgram@wisc.edu)

**Class Time & Location:** Saturdays 12:00pm–3:00pm,  
HSS 177, UWEC Site

**Credits:** 3

**Instructor Office Hours:** By Appointment

**Contact Information:** 715-379-2557 (\*Please text)

**Instructional Mode:** All Face to Face

**Canvas Course URL:**

<https://canvas.wisc.edu/courses/11702>

**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.

**Requisites:** 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 to 3:00pm, experiential lab/discussion, and other course learning activities (reading, writing and studying). The syllabus includes more information about meeting 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. Practice II 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 is a skills-based course. Much of each lecture will be built around learning and practicing basic direct practice social work skills. A variety of teaching methods will be utilized, including: lecture, assigned readings, class dialogue, experiential exercises, case examples, video presentations and guest speakers. Students may also be engaged in the use of interviewing, video recording, observation, group process analysis, family therapy case analysis.

### **III. Learning Outcomes: Competency, Description 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:**

*The Instructor reserves the right to modify this syllabus, the assignment schedule, and/or any materials related to the completion of this course in the time allowed without jeopardizing any course objectives.*

#### **Week 1: September 8**

##### **Overview of SW 441 and Syllabus review**

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

- Introductions
- What is a Social Worker video
- NASW Code of Ethics
- Review of Syllabus
- What is Generalist Social Work?
- Self-Care
- Brene Brown, Ph.D., LMSW Video, “The Power of Vulnerability”
- Preview 9/15 class: CBT documents (see p. 8 for assignment description)
- Preview Self-Awareness Paper due 9/22 (see p. 9 for assignment description)

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

- Miley, K.K., O’Melia, M.W., & Dubois, B.L. (2017). *Generalist social work practice: An empowering approach*. (8th ed.). (Chapter 1) NY: Pearson Publishers.

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#### **Week 2: September 15**

##### **Getting Started: Interviewing**

##### **Increasing Self Awareness: The Cognitive Model**

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

- Video: Principles of CBT
- Sharing of CBT worksheets
- Preview 9/22 class

### **In-Class Handouts/Discussion**

- Schema Inventory
- Examining the Evidence
- Activity Monitoring

### **Required Readings:**

- Wright, J.H. (2006). Learning cognitive therapy. *Focus*, 82(2), 173-178.
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### **Week 3: September 22**

#### **Engagement: The Setting, Attending and Listening, Facilitative Conditions**

#### **√ Due: Self Awareness Paper**

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

- Use of Self in the Interview
- The Empowering Approach
- Brene Brown on Empathy: <https://www.youtube.com/watch?v=KZBTYViDPIQ>
- Creating the Space
- Nonverbal Communication
- Initial Client Interview Video: <https://www.youtube.com/watch?v=aIURx2HrSRg>
- Facilitative Conditions Role Play
- Cultural Humility: <https://www.youtube.com/watch?v=LLchs28ANj8>
- Preview 9/29 class
- Preview 10/6 Video Interview Lab Day

### **Required Readings:**

- Miller, W.R., & Rollnick, S. (2002). *Motivational interviewing: Preparing people for change*. (2nd ed.). NY: Guilford Press.
  - France, H., & Rodriguez, C. (2013). “Good” Versus “Right”: Awareness of self in counsellor training. *Satir Journal of Counselling and Family Therapy*, (1), 10-17.
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### **Week 4: September 29**

#### **Engagement: Exploring and Elaborating; Verbal Responses; Understanding and Engaging Families**

- Family Engagement Video <https://www.youtube.com/watch?v=mwKnqvIGLaI>
- Diversity in Families: Cultural Values Case Scenarios
- Preview 10/6 Video Interview Lab Day
- Preview Multi-Stressed Family Assessment Assignment & Viewing Film prior to Week 6; **if you choose your own film, review all criteria of assignment to be certain the film meets criteria. You need to clear the film with me for appropriateness by next Saturday, 10/6.** Be prepared to explain how this film meets the criteria of the assignment (see p. 13 for assignment description)

**Required Readings:**

- Dawson, K., & Berry, M. (2002). Engaging families in child welfare services: An evidence-based approach to best practice. *Child Welfare, LXXXI* (2), 293-316.
  - Larson-Rife, D., & Brooks, S. (2009). The importance of family engagement in child welfare services. *Northern Training Academy Supporting Children and Family Services*, 1-39.
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**Week 5: October 6****Video Interview Lab Day****Assessment: Major Tasks and Goals; Assessing for Strengths; Multicultural Assessment****In-Class Activities:**

- Video lab interviews
  - Process interviews
  - Multicultural Assessment Overview
  - Preview 10/13 class & come prepared to discuss the family you chose in your film for Multi-Stressed Family Assessment Assignment
  - Preview Video Interview Analysis Assignment Due 10/20 (see p. 11 for assignment description)
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**Week 6: October 13****Assessment: Bio-Psychosocial Assessment, Conceptualization and Formulation; Culturally Competent Family Assessment****In-Class Activities:**

- System's Theory and other Family Theories
- Review of Assessment Tools
- Cultural Competence in Family Assessment
- Small Group Discussion: Review assessment of family in your chosen film for assignment
- Video: Colorism
- Preview 10/20 Class

**Required Readings:**

- Warde, B. (2012). The cultural genogram: Enhancing the cultural competency of social work students. *Social Work Education, 31*(5), 570-586.
  - Fisher-Borne, M., Cain, J., & Martin, S. (2015). From mastery to accountability: Cultural humility as an alternative to cultural competence. *Social Work Education, 34*(2), 165-181.
  - Early, T., & Glenmayer, L. (2000). Valuing families: Social work practice with families from a strengths perspective. *Social Work, 45*(2), 118-130.
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**Week 7: October 20****Assessment and Planning: Solution-Focused Interviewing; Goal Setting and Contracting with Individuals and Families**

√ **Due: Video Interview Analysis**

**In-Class Activities:**

- Prochaska & DiClemente Change Model
- Video: Solution-Focused Session
- Small Group Activity: Helping the Client with Goals
- Role Play: Goal Setting and Contracting
- Preview 10/27 class

**Required Readings:**

- Bartholomew, N.G., Dansereau, D.F., & Simpson, D.D. (2007). Mapping your treatment plan: A collaborative approach. *TCU Institute of Behavioral Research*, 1-51.
  - Visser, C. (2013). The origin of the solution-focused approach. *International Journal of Solution-focused Practices*, 1(1), 10-17.
  - Corey, G. (2005). Theory and practice of counseling and psychotherapy. (7th ed., 3-8) Belmont, CA: Wadsworth.
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**Week 8: October 27****Intervention: Behavior Techniques; Processes and Techniques with Families****In-Class Activities:**

- Ted Talk: Change Your View Challenge
- Applying Behavior Interventions
- **Speakers, Social Workers in the Field: Diverse Interventions with Families**
- Preview 11/3 class

**Required Readings:**

- Marsiglia, F., & Booth, J. (2015). Cultural adaptations of interventions in real practice settings. *Research on Social Work Practice*, 25(4), 423-432.
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**Week 9: November 3****Intervention: Challenges in the working relationship; Transference; Countertransference; Power and Influence; Self-Disclosure; Boundaries****In-Class Activities:**

- Video: The Clinical Relationship: Issues and Dynamics; Boundary Issues
- Brene Brown Video on Establishing Boundaries
- Boundary Roleplays
- Ethical Decision Making Case Scenarios
- Preview 11/10 class
- Preview Multi-Stressed Family Assessment due 11/17

**Required Readings:**

- Ruisard, D. (2016). Transformation through attachment: The power of relationship in clinical social work. *Clinical Social Work Journal*, 44, 279-292.
- Karpetsis, G. (2015). Psychoanalytic insights into social work practice: Evaluating the effectiveness of the 'Transference interpretation to the setting' technique. *Journal of Social Work Practice*, 29(4), 429-444.
- Reamer, F. (2003). Boundary issues in social work: Managing dual relationships. *Social Work*,

**Week 10: November 10**

**Evaluation: Evaluating Change, Termination & Follow-up**

**In-Class Activities:**

- Review of Agency/Employment Treatment Plans
- **Dr. Gloria Fennel, Professor Emeritus: Endings, Transitions, Termination**
- Preview 11/17 class

**Required Readings:**

- Roe, D., Dekel, R., Harel, G., Fennig, S., & Fennig, S. (2006). Clients' feelings during termination of psychodynamically oriented psychotherapy. *Bulletin of the Menninger Clinic*, 70(1), 68-81.
  - Fragkiadaki, E. & Strauss, S. M. (2012). Termination of psychotherapy: The journey of ten psychoanalytic and psychodynamic therapists. *Psychology and Psychotherapy: Theory, Research and Practice*, 85(3), 335-350
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**Week 11: November 17**

**Self-Care**

**Introduction to Social Work with Groups**

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

**In-Class Activities:**

- Student Small Group Design & Sharing
- Preview 12/1 class (off 11/24 for Thanksgiving Break)
- Preview Group Observation Assignment (see p. 15 for assignment description)

**Required Readings:**

- Bressi, S., & Vaden, E. (2017). Reconsidering self-care. *Clinical Social Work Journal*, 45, 33-38.
  - Birnbaum, M., Mason, S., & Cicchetti, A. (2003). Impact of purposeful sessional endings on both the group and the practitioner. *Social Work with Groups*, 25(4), 3-19.
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**Week Off: November 24**

Thanksgiving Break

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**Week 12: December 1**

**Groups: Preparing Clients; Developing a Group: Group Dynamics & Cohesion; Behavioral Rehearsal**

**In-Class Activities:**

- Student design of a "First Session"
- Preview 12/8 class

**Required Readings:**

- Gitterman, A., & Knight, C. (2016). Curriculum and psychoeducational groups: Opportunities and challenges. *Social Work, 61*(2), 103-109.
- Toseland, R., Jones, L., & Gellis, Z. (2004). Group dynamics. In C. Garvin, L. Gutierrez, & M. Galinsky (Eds.) *Handbook of social work with groups*, (pp.13-31). Guilford Publications.

**Week 13: December 8****Groups: Group Leadership; Stages of Group Development****In-Class Activities:**

- Exercises for Groups
- Discussion on the importance of diversity in group process
- Group Role Plays
- Preview 12/15 class and preparation for ending
- Group Observation Assignment due 12/15

**Required Readings:**

- Sethi, B. (2017) Healing through group work, *Social Work with Groups, 40*(1-2), 156-160.
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**Week 14: December 15****Groups: Task group and Decision Making; Treatment Groups  
Course Review and Ending the Group****√ Due: Group Observation Assignment****In-Class Activities:**

- Dr. Wolfgram “Treats” Lunch
  - Group Observation sharing
  - Course Recap, Feedback and Evaluations
  - Talking Stick Closing
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**V. Course Text and Reading Materials Required**

There is no text for you to rent or purchase.

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

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

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

*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).*

**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	15 pts
Self Awareness Paper	15 pts
Video Interview Analysis	25 pts
Multi-Stressed Family Assessment	25 pts
Group Observation Assignment	20 pts

**Total: 100 pts**

Grades are not assigned on a curve. There is no extra credit, nor additional credit given for “trying hard”. Rigorous coursework and high expectations are expected as part of any graduate program.

**Note about grading:** Your goal for this and other courses should be to make the most of your learning experience, and not to simply “get an A.” Your expectations about the grades you receive on assignments should be wholly based on (1) the extent to which you respond to assignment objectives, (2) the quality of your writing (to include grammar and spelling, organization, flow and clarity), and (3) your ability to demonstrate depth and critical thinking. If there is something about an assignment that is unclear to you, it is your job to bring this to my attention.

**Grade expectations should NOT be based on what you have received in other courses**—this is never a legitimate argument for appealing a grade. If you have an issue with a grade that you receive in this course, please document the reasons for your appeal in writing with specific attention to the three points raised above and I will give your appeal my careful attention.

**Assignment Descriptions, Instructions, and Grading Criteria:**

**Attendance and Informed Participation**

**Value: 20 Points**

This class is a seminar with critical and informed participation as its foundation. Attendance and participation are REQUIRED. Effective participation consists of regularly attending class, being on time, having completed readings and other assignments, demonstrating 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). 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. **Your effort and involvement in class role-plays is imperative to your learning and will be noted.** Your participation grade will reflect your attendance whether class absence is excused or unexcused. 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.

- **There will be class discussion assignments that will not be graded but core to your informed and critical participation.**

**CBT Worksheets (not graded but reviewed in class):**

Cognitive Behavioral Therapy is one of the most widely studied and implemented evidence-based treatments available for mental health and behavioral difficulties. As a social worker, you are likely to encounter clients who have had some exposure to this treatment model. In the service of increasing self-awareness, as well as your understanding of some core components of CBT, you are being asked to complete worksheets that are fundamental to cognitive behavioral therapy. With respect to your privacy, you will not be required to turn in these worksheets or disclose what you have written on them. You are not expected to be skilled at using these handouts. The goal in assigning these worksheets is to assist you in increasing your self-awareness as you move forward in the semester.

**The following handouts will be provided in class 9/8 and should be completed and brought to class on 9/15:**

- **The Cognitive Model & Learning Cognitive Therapy + other preparatory readings:** Please read before class on 9/15.
- **ABCDE Thought Change Record/Worksheet:** In CBT, clients are asked to fill out at least one ABCDE sheet a day. We will complete a sample in class on 9/8 before you bring to class on 9/15.
- **Automatic Thoughts Checklist:** This worksheet is provided to give some examples of common automatic thoughts.

**Assignment #1: Self Awareness Paper: It Start with You**

**Due: Class 3, September 22<sup>nd</sup>**

**Value: 15 Points**

**Length: 5–8 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, otherwise known as “the potential to do harm”. You are also at increased risk for burnout in your career as a social worker.

**Part I**

Imagine a client you 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, 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 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 interaction 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, experiences and beliefs are influencing your perception of this client?

## **Part II**

In this second part of the paper, reverse your point of view and describe yourself in the eyes of the client you described in Part I. Imagine how this person might view you, based on their first impression. Describe how the person might see you, what they might assume and expect based on this first interaction.

**You are being asked to demonstrate a sophisticated awareness of how others might perceive you based on a variety of the following observable features:**

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

**What might the client assume about you based on what they observe? Briefly discuss the client's possible assumptions about the following:**

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

**What are your guesses about what is informing the client's assumptions?** 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?

**Lastly, consider how you might interact with this person to address directly or indirectly some of their assumptions.** In those early moments of engagement with the client, what can you do or say that might minimize negative assumptions and help build rapport? How might culture and issues of difference impact how you work with this client? What strengths do you bring to the work that may assist in engaging the client and establishing rapport?

**Five in-text and reference APA citations are required for this paper.** You are asked to include your learning to date in the class and new discoveries from the ABCDE worksheets in your discussion, so referencing the readings on CBT would be appropriate. You can also reference appropriate scholarly journal or textbook citations outside of the readings in the class.

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

Detailed description of client including your observations, assumptions and expectations with a thorough discussion of your thoughts/beliefs that are informing these assumptions (2 points) \_\_\_\_\_

In depth description of client's observations, assumptions/perceptions and expectations about you, including a detailed discussion of your guesses about what might be informing these assumptions and expectations (2 points) \_\_\_\_\_

Critical discussion of interactions to engage the client and build rapport (2 points) \_\_\_\_\_

Critical discussion of how culture and issues of difference impact how you work with the client (2 points) \_\_\_\_\_

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

Personal reactions to being evaluated by the client (2 points) \_\_\_\_\_

Professional and academic incorporation of readings into the discussion demonstrating critical thinking and comprehension of the material (1 points) \_\_\_\_\_

Proper Citations (1 point) \_\_\_\_\_

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

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

Total Points Possible 15

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

**ASSIGNMENT #2:**

**Video Interview Analysis**

**Due: Week 7, October 20<sup>th</sup>**

**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. You will use one full class period to completed 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. 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.) 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 your "personal best". 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 (stay within time limit) and interviewing skill (2 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 (1 points)	_____
Grammar/Spelling/Overall Writing (1 point)	_____
If appropriate, 2 point deduction for failing to adhere to formatting requirements	_____
Total Points Possible	25
Total Points Awarded	_____

**Assignment #3: Multi-Stressed Family Assessment**  
**Due: Class 11, November 17th**  
**Value: 25 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 can choose your own family stress film, current within the past 5 years**, or, you can view one of these two films “Rachel Getting Married” and “Precious” for this assignment. **It is recommended you view these films prior to class 6; if you choose your own film, you need to clear with me by 10/6 and explain how it meets the criteria of the assignment.** You will select one film for the focus of this paper, but we will discuss all 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 reading assigned in class, additional outside readings you may have selected and lecture material 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, in-

text and reference list).

**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
  - iii. Comment on the stages of the life cycle of the family members
- 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 competence 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 required to write a brief introduction and conclusion for this assignment. The balance of the paper can read more like a case note using the items provided in BOLD as HEADERS and SUB HEADERS for Parts 1, 2, 3 (4 levels of headings for some Parts). You can refer to yourself as “I” after identifying yourself as the Social Worker in the introduction.**

Student’s Name: \_\_\_\_\_

Case Description (2 points) \_\_\_\_\_

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

Depth of Assessment:

    Presenting Problems (2 points) \_\_\_\_\_

    Assessment Tools (1 point) \_\_\_\_\_

    Observation of Family Dynamics (2 points) \_\_\_\_\_

Discussion of Life Cycle (1 point) \_\_\_\_\_

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 (2 points) \_\_\_\_\_

Thorough and specific Treatment Plan (5 points) \_\_\_\_\_

Proper Citations and use of resources (2 points) \_\_\_\_\_

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

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 25

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

**Assignment #4: Group Observation Assignment**

**Due: Class 14, December 15th**

**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? (5 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 notably 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 (4 points) \_\_\_\_\_

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

Total Points Possible 20

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

**VIII. Course Policies**

Attendance:

Due to the accelerated nature of courses in the University of Wisconsin-Madison Part-Time MSW Program, students are expected to attend all scheduled classes and to arrive on time. Class will not be dismissed early; we will use any additional time to begin and receive consultation on upcoming assignments.

***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
  - ~ 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 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, illness 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:

- a. **Critical Thinking:** Validity, relevance, support of main points, ability to consider other perspectives
- b. Sources, quotes and paraphrases appropriately identified clear connection to course ideas/readings. Own thinking comes through
- c. Organization, clarity, logical flow, completed as required
- d. Has an introduction and conclusion, unless otherwise stated
- e. Paragraphs should have topic sentences that reflect the content of the paragraph and should have a smooth flow from one paragraph to the next
- f. Has **depth**, includes **critical evaluation**, is **integrative-looks at the whole**.
- g. Appropriate grammar, spelling, format, etc.
- h. 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, Dr. Wolfgram), 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. Papers should not include outlines.
4. Papers should be submitted to Canvas prior to class on the due date. It is your responsibility to be sure your paper has been submitted; you may be asked to provide evidence that paper was submitted if not received. The instructor will adhere to the policy on late assignments if an assignment is not in 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 and APA format are expected to use the Madison Writing Center: <https://writing.wisc.edu/> \*Ask for the person working with the UWEC students.

#### Late Assignment Policy

Assignments are due on the date and time 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

Canvas is replacing D2L as the UW course delivery system: <https://canvas.wisc.edu/courses/11702>

Reading Assignments: You are expected to have read all assigned material and completed all required class “prep”, posted on Canvas, prior to the upcoming class date. 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. Adjust your schedules accordingly to read and prepare for each class as well as for the major assignments.

#### Code of Ethics, Professional Conduct & 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 if 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.

#### A Note on Plagiarism:

Plagiarism involves the use of others’ words, ideas, or evidence without clearly acknowledging the source. Plagiarism in this class (and other classes) is unacceptable and will be treated as a serious ethical breach with possible penalties. Students found to have plagiarized, **intentionally or not**, will be disciplined according to University/School policies.

#### Student Behavior Policy:

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

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

#### Accommodation of Student Disability:

The University of Wisconsin-Madison supports the right of all enrolled students to a full and

equal educational opportunity. The Americans with Disabilities Act (ADA), Wisconsin State Statute (36.12), and UW-Madison policy (Faculty Document 1071) require that students with disabilities be reasonably accommodated in instruction and campus life. Reasonable accommodations for students with disabilities is a shared faculty and student responsibility. Students requiring accommodation, as approved by the McBurney Center, are expected to provide the instructor with a 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

I will work either directly with you or 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. I want all my students to have an excellent learning experience.

Use of Technology in the Classroom:

In order to learn, you must be respectful to your fellow classmates and instructor by using technology appropriately in the classroom. Please turn off or silence your cell phones before class and refrain from sending or receiving text messages. **Bring your laptop to class; however, it is my policy that laptops will not be used for notetaking since psychological presence is required in a seminar format.** You will have access to all PPTs and resources necessary for assignments; notetaking will be supplemental. **Laptops will be used during designated work times.** We will have a 15” break which can also serve as a “tech-break” during the class. Repeated violation of electronic use may impact your grade.

Note about Consultation & Feedback:

I am available to assist your learning and to discuss any aspect of the course or your work. I welcome feedback and appreciate suggestions for improving this course. Please remember that I work in the field and may be unavailable during the workday. Please plan ahead and allow time for my response. I welcome emails, and you can text me on my cell phone (715-379-2557). I will do my best to be responsive to your needs.

**Appendix A**

<b>Competencies and Description</b>	<b>Course Content relevant to Dimensions that Comprise the Competency*</b>	<b>Location in Syllabus</b>
2.1.1: Demonstrate ethical and professional behavior	Lecture, readings, small and large group discussion, role plays and exercises related to (K, S, V, C & A):	Week 1, 2, 9, 11

Competencies and Description	Course Content relevant to Dimensions that Comprise the Competency*	Location in Syllabus
<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>	<ul style="list-style-type: none"> <li>• Activity: Reflection on Social Work</li> <li>• CBT worksheets <ul style="list-style-type: none"> <li>-What is the Cognitive Model</li> <li>-ABC Sheets</li> <li>-Automatic Thoughts Checklist</li> <li>-Thought Change Record</li> <li>-Schema Inventory</li> <li>-Examining the Evidence</li> <li>-Activity Monitoring</li> </ul> </li> <li>• Guest Speaker</li> <li>• Self-Care Planning</li> </ul> <p>Assignment 1: Self Awareness Paper (V, C &amp; A)</p>	<p>Page 9</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</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>• Facilitative Condition role play</li> <li>• Video Interview</li> </ul> <p>Guest Speakers</p> <p>Assignment 2: Video Interview Analysis (K, 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, S, C &amp; A)</p>	<p>Week 1, 3, 4, 5, 6, 12</p> <p>Week 12</p> <p>Page 11</p> <p>Page 13</p> <p>Page 15</p>



Competencies and Description	Course Content relevant to Dimensions that Comprise the Competency*	Location in Syllabus
<p>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>	<ul style="list-style-type: none"> <li>•Incorporating Cultural Humility into Interventions</li> <li>•Strengths based interventions</li> <li>•Change you View exercise</li> <li>•Group Work role plays and exercises</li> <li>•Stress Management and Self Care</li> </ul> <p>Guest Speaker (K, 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, S, C &amp; A)</p>	<p>Week 11 &amp; 12</p> <p>Page 13</p> <p>Page 15</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 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>•Video: Ending &amp; Transitions</li> <li>•Group Exercise</li> <li>•Termination role-play</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, S, C &amp; A)</p>	<p>Week 10, 14</p> <p>Page 13</p> <p>Page 15</p>

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