

SOCIAL WORK 359—SOCIAL WORK METHODS: CASEWORK

In-Person Tuesday & Thursday 12:30pm – 1:45 pm (see calendar)

UWSP Main Campus – **Room: Science Building D314**

INSTRUCTOR

Instructor: Tara Anderson DSW, LCSW, CSAC

Office: Science Building, B345

Department of Sociology & Social Work phone: 715-346-2883

- This is a general shared mailbox and messages will be forwarded to me on weekdays during business hours. Please indicate the message is for me, course name, and return call information. To reach me the quickest please send an email or message through Canvas.

Email: tanderso@uwsp.edu

Office Hours: in-person Tuesday and Thursday 10am- 10:45am and online via Zoom by appointment.

Instructor's Corner: General course questions can be posted in the Instructor's Corner on the Canvas course site.

COURSE PRE-REQUISITES

Admission into the Social Work Major or Consent of Instructor.

ONLINE LEARNING PLATFORM

Canvas login, support information, and training opportunities are available at www.uwsp.edu/canvas.

RENTAL TEXT

Miley, K. K., O'Melia, M.W. & DuBois, B. (2017). *Generalist social work practice: An empowering approach* (8th ed.). Pearson.

ADDITIONAL REQUIRED MATERIALS (free online)

NASW. (2015). NASW Standards & Indicators for Cultural Competence in Social Work Practice.

<https://www.socialworkers.org/LinkClick.aspx?fileticket=7dVckZAYUmk%3D&portalid=0>

NASW. (2021). Code of Ethics. <https://www.socialworkers.org/About/Ethics/Code-of-Ethics/Code-of-Ethics-English>

E-RESERVE READINGS

Additional readings and multi-media are posted on Canvas. The instructor reserves the right to introduce readings or multi-media, with ample notice, after the semester has begun.

COURSE DESCRIPTION

This course is designed help students develop beginning interviewing and casework theories and skills essential for professional social work practice. Particular attention is given to developing cultural competence. Students will learn and practice the phases of generalist social work practice with individuals including engagement, assessment, intervention, evaluation, and ending.

Note: SW 359 is a required course for social work majors

CORE COMPETENCIES AND EXPECTED LEARNING OUTCOMES

Graduates of accredited social work programs should demonstrate competency in the nine areas listed below, as defined by the Council on Social Work Education (CSWE). As articulated by CSWE, "Social work competence is the ability to integrate and apply social work knowledge, values, and skills to practice situations in a purposeful, intentional, and professional manner to promote human and community well-being" (2015 EPAS). This course addresses many of these areas of competency as indicated under "course objectives" below.

- Competency 1: Demonstrate Ethical and Professional Behavior
- Competency 2: Engage Diversity and Difference in Practice
- Competency 3: Advance Human Rights and Social, Economic, and Environmental Justice
- Competency 4: Engage in Practice-informed Research and Research-informed Practice
- Competency 5: Engage in Policy Practice
- Competency 6: Engage with Individuals, Families, Groups, Organizations, and Communities
- Competency 7: Assess Individuals, Families, Groups, Organizations, and Communities
- Competency 8: Intervene with Individuals, Families, Groups, Organizations, and Communities
- Competency 9: Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities

COURSE OBJECTIVES

At the completion of the course, all students will:

1. Further identify as a professional social worker and demonstrate professional behavior. (Competency 1)
2. Understand and apply ethical standards to social work practice with individuals. (Competency 1)
3. Demonstrate skill in professional documentation in an effective and ethical manner. (Competency 1)
4. Develop self-awareness, knowledge of other cultures and skills to tailor services to specific clients, and the ability to identify differences in power and privilege, in order to develop competence in multicultural social work practice. (Competency 2)
5. Demonstrate skill in carrying out the phases of strength-based generalist social work practice with individuals including engagement, assessment, intervention, evaluation, and ending. (Competencies 6-9)
6. Integrate theoretical concepts and practice methods in understanding and utilizing strategies of the change process. (Competencies 6-8)

UNIVERSITY POLICIES AND PROCEDURES

First Nation Land Acknowledgement

We would like to recognize that the University of Wisconsin-Stevens Point occupies the lands of the Ho Chunk and Menomonee people. Please take a moment to acknowledge and honor this ancestral Ho Chunk and Menomonee land, and the sacred lands of all indigenous peoples.

Rights and Responsibilities

For information on policies and resources associated with being a student at UWSP, please see the Student Handbook at: <https://www.uwsp.edu/dos/Pages/handbook.aspx>

Emergency Procedures

UW-Stevens Point Emergency Management Plan at <https://www.uwsp.edu/emergency/Pages/emergency-procedures.aspx> for details.

Severe Weather

In the case of inclement weather, please check your email and Canvas course announcements to determine if class will be held in-person or virtually. If the class is cancelled, you may receive instructions to complete an alternate assignment. See UWSP's information about severe weather here:

<https://www.uwsp.edu/emergency/Pages/severe-weather.aspx>

Policy Related to Sexual Violence on Campus

UWSP is committed to fostering a safe, productive learning environment. Title IX and school policy prohibit discrimination on the basis of sex, which includes harassment, domestic and dating violence, sexual assault, and stalking. Please see the information on the Dean of Students webpage for information on making confidential reports of misconduct or interpersonal violence, as well as campus and community resources available to students. <https://www.uwsp.edu/DOS/sexualassault/Pages/default.aspx>

Special Needs

Students who have special needs that affect their participation in the course may notify the instructor if they wish to have special accommodations considered in either instruction or examination. Students are encouraged to contact the instructor as early in the semester as possible to discuss special needs. If you have a disability or acquire a condition during the semester where you need assistance, please contact the Disability and Assistive Technology Center on the 6th floor of Albertson Hall (library) as soon as possible. DATC contact information: 715-346-3365 or DATC@uwsp.edu. More information about disability services is available at this website: <http://www.uwsp.edu/disability/Pages/students/studentInformation.aspx>

Face Coverings

See updated UWSP guidance throughout the semester related to policies on face coverings.

Academic Integrity

Academic Integrity is an expectation of each UW-Stevens Point student; work integrity is also an expectation within the social work practice community. Campus community members are responsible for fostering and upholding an environment in which student learning is fair, just, and honest. Through your studies as a UW-Stevens Point student, it is essential to exhibit the highest level of personal honesty and respect for the intellectual property of others. Academic misconduct is unacceptable. It compromises and disrespects the integrity of our university and those who study here. To maintain academic integrity, a student must only claim work which is the authentic work solely of their own, providing correct citations and credit to others as needed. Cheating, fabrication, plagiarism, unauthorized collaboration, and/or helping others commit these acts are examples of academic misconduct, which can result in disciplinary action. Failure to understand what constitutes academic misconduct does not exempt responsibility from engaging in it. Please see this document for guidance: <https://www.uwsp.edu/dos/Documents/AcademicIntegrityBrochure.pdf>

University Supports

The Dean of Students Office provides resources and referrals for students experiencing any personal issues or challenges: <https://www.uwsp.edu/dos/Pages/stu-personal.aspx>. Home page for Dean of Students <https://www.uwsp.edu/dos/Pages/default.aspx>

Branch Campus Contacts

Wausau: <https://www.uwsp.edu/wausau/about/Pages/offices.aspx>

Marshfield: <https://www.uwsp.edu/marshfield/about/Pages/offices.aspx>

Library Supports

- Online Chat: www.uwsp.edu/library/chat Email: librefd@uwsp.edu
- Text: 715-602-3542
- Personal Research Consultation via Zoom <https://www.uwsp.edu/library/Pages/researchConsultation.aspx>

PROFESSIONAL BEHAVIOR AND CLASSROOM EXPECTATIONS

Attendance and Class Participation

Students are expected to attend class regularly, read all assigned texts, and watch assigned multimedia prior to class. If students are unable to attend class- notify instructor prior to class. Participation is actively completing in-class assignments, engaging with your peers in group work, being responsible with partner work, and cooperating in creating a supportive, respectful environment.

Confidentiality

The classroom is a safe place for learning, inquiring, and expression; as such, there will be a professional standard of confidentiality maintained in the classroom.

Technology in the Classroom

Students are encouraged to use technology to enhance their learning.

UWSP Technology Support

- Visit with a Student Technology Tutor or seek assistance from IT Service Desk (Formerly HELP Desk)
- IT Service Desk Phone: 715-346-4357 (HELP) or IT Service Desk Email: techhelp@uwsp.edu

Course Technology Requirements

- a stable internet connection
- web-cam for any scheduled virtual class days

Protecting your Data and Privacy

UW-System approved tools meet security, privacy, and data protection standards. For a list of approved tools, visit this website. <https://www.wisconsin.edu/dle/external-application-integration-requests/>

Tools not listed on the website linked above may not meet security, privacy, and data protection standards. If you have questions about tools, contact the UWSP IT Service Desk at 715-346-4357. Here are steps you can take to protect your data and privacy.

- Use different usernames and passwords for each service you use
- Do not use your UWSP username and password for any other services
- Use secure versions of websites whenever possible (HTTPS instead of HTTP)
- Have updated antivirus software installed on your devices

Classroom and Canvas Civility and Respect for Diversity

In this class we will learn multicultural social work practice skills. We will learn to apply self-awareness and self-regulation to identify and manage influences of personal biases and values and show a willingness to learn about diversity. We will communicate using professional, strength-based, and person-first language.

Written Assignments

All assignments will be submitted through Canvas on or before the due date unless otherwise specified. All written assignments must adhere to APA guidelines. Please refer to the APA publication manual for additional guidance or utilize the free APA Style Blog: <https://apastyle.apa.org/blog/>

Late Work

Students are expected to find ways to integrate their personal and educational lives to complete course work by the date due. Students are responsible for reaching out to the instructor to negotiate alternate due dates when it may be needed. You must do this at least 24 hours before the due date; however, requesting an extension is not guaranteed. The maximum extension is 3 days per semester. You are welcome to use this extension on one assignment (3 days) or 3 assignments (1 day extension each). Late assignments without advance notice or turned in after the agreed extension may result in a deduction of a half letter grade (example from A to A-) *per day*. No late assignments will be accepted two weeks past their due date.

Student Feedback

Students are encouraged to provide feedback during office hours, by phone, by e-mail, and by appointment, if they desire. The instructor welcomes the opportunity to discuss assignments and/or course content.

CLASS FORMAT

This is an in-person course with a focus on experiential learning. Schedule and detailed readings & assignments are posted in Canvas. If needed, virtual sessions will be conducted via Zoom. This course includes building knowledge and skills. The in-person component includes lecture, discussion, and activities directed at helping students absorb the knowledge, values, and skills for social work practice. The experiential learning will include conducting interviews and assessments as well as writing treatment plans among other learning activities. The practice component includes working with partners.

Note: The instructor reserves the right to alter components of this syllabus at any time, including assignments and scheduling. Students will be given fair notice if such changes occur.

COURSE REQUIREMENTS

❖ Interviewing & Professional Documentation/Final Portfolio	75 points
❖ Cultural Competence Self-Assessment Paper	60 points
❖ In Class Progress Note	10 points
❖ In Class Assignments	50 points
❖ Professional Social Work Interview & Paper	60 points
❖ Quiz 1	50 points
❖ Quiz 2	<u>50 points</u>
Total: 355 points	

GRADING SCALE

	Percent				
A	=	94-100	C+	=	78-80
A-	=	91-93	C	=	74-77
B+	=	88-90	C-	=	71-73
B	=	84-87	D+	=	68-70
B-	=	81-83	D	=	60-67
			F	=	59 and below

ASSIGNMENTS- SEE DETAILED INSTRUCTIONS IN CANVAS

In-class Assignments: Competency 1-9

We will have in-class activities/assignments during every class period as we engage with the course content and our peers to build competency in our casework skills. If you are not in class, we cannot learn from you, and you miss an opportunity to exchange ideas with classmates and practice applying skills for social work practice.

Interviewing & Professional Documentation Portfolio: 115 points in total, Competency 6-8

With a partner, students will practice interviewing skills studied in this course to gain competency. You will complete professional documentation by completing casework records and reports. The casework records (listed below) will be completed throughout the semester. *I will grade these and provide feedback to further develop your competency in writing these reports. At the end of the semester, you will re-submit these documents in a portfolio assignment that demonstrates your best work and incorporates revisions from feedback provided.*

Graded 1st drafts - Documentation will be submitted using templates provided (see dates in Canvas): (50 points)

- Social history/Assessment (20 points)
- Service Plan (treatment plan/case plan) (20 points)
- Discharge Summary (10 points)

Portfolio: Resubmit documents with revisions based on feedback & include self-evaluation. (25 points total)

- Social history/Assessment (10 points)
- Service Plan (10 points)
- Self-Evaluation (5 points)

Quizzes: Competency 1-9

Quizzes may consist of multiple choice, short-answer, essay, or case study. They may also include video responses to demonstrate interviewing techniques.

Practitioner-Level Cultural Competence, 60 points, (Competency 1-4, 6-8)

Becoming Self-Aware Paper - Students will complete a cultural self-inventory examining personal identity, spiritual beliefs, knowledge of others, and cross-cultural skills. Students will utilize the inventory to write a 5-page paper synthesizing these components. See Rubric on Canvas for grading and assignment expectations.

Social Work Appreciative Inquiry Interview & Paper: 60 points, Competency 1, 6, 8

Appreciative Inquiry is a strengths-based approach to organizational assessment. Using this style, you will conduct an interview with a social worker to learn more about an organization/social work practice area as well as help you practice interviewing. The person you interview should not be a close relative or friend.

- Consider calling to schedule an interview soon, as it may take time to secure one. When you call, present yourself professionally. Share that you are doing an interview as part of a class assignment, but you also have an interest in their area of social work as a possible career path. Give them a sense for what the interview will involve, how long it will be, and how helpful they could be to your learning.
- The interview can be conducted over phone or video such as Zoom. Ask the interviewee which they prefer. Do not record the interview.
- Create an outline for a 30-minute interview. Your outline should include the process of the interview (How you will go about it) and questions you plan to ask. See pages 272-273 in the Finn e-reserve for sample questions to consider. Completing an outline will help you prepare.

CLASS TOPICS & SCHEDULE

In Person Tuesdays and Thursdays 12:30pm – 1:45pm, please check your Canvas Announcements before class for any schedule updates including any scheduling of virtual sessions. Spring Break March 18- March 27

See Canvas for detailed & up to date view of readings, multimedia links, & course activities

Module	Topic	Dates	Read/ Activities	Due Dates/ Notes:
1	<u>Competency 1</u> Topic: Introduction to Course, generalist social work practice values, purpose, functions & roles	Tues 1/25 Thurs 1/27	Read: Miley et al., Ch1	Tues: Review syllabus & course Thurs: Ch 1
2	<u>Competency 1, 6-9</u> Topic: Empowerment approach, phases of practice	Tues 2/1 Thurs 2/3	Read: Miley et al., Ch 5	
3	<u>Competency 4</u> Topic: Social Work Theories, Human System Perspectives, social systems, ecosystems	Tues 2/8 Thurs 2/10	Read: Miley et al., Ch 2	
4	<u>Competency 1-4,6,8</u> Topic: Multicultural Social Work, recognizing/activating cultural strengths	Tues 2/15 Thurs 2/17	Read: Miley et al., Ch 3 & Ch 9	Due: Cultural Competence paper due Fri 2/18
5	<u>Competency 1-2,5- 6</u> Topic: Strengths Perspective, Empowerment Based Practice, Engagement- forming partnerships, confidentiality	Tues 2/22 Thurs 2/24	Read: Miley et al., Ch 4 & Ch 6	
6	<u>Competency 1, 6, 8</u> Topic: Engagement- models of communication, responding	Tues 3/1 Thurs 3/3	Read: Miley et al., Ch 7	

7	<u>Competency 1-8</u> Topic: Engagement- record-keeping and documentation, eco-maps, forming a partnership, summary recording	Tues 3/8 Thurs 3/10	Read: Miley et al., p. 259 (eco-maps), p. 266-270 Record-keeping Read: e-reserve	Due: In-Class Assignment Progress Note 3/10 Quiz 1 (take home), modules 1-7, Due Sun 3/13
8	<u>Competency 6-8</u> Topic: Engagement- Stages of Change, enhancing client motivation, taking priority actions	Tues 3/15 Thurs 3/17	Read: Miley et al., Ch 8 & 10 e-reserve p. 372-375	
SPRING BREAK				
9	<u>Competency 1, 7-8</u> Topic: Assessment tools, assessing resource capabilities, social history, problem exploration	Tues 3/29 Thurs 3/31	Read: Miley et al., Ch 10	
10	<u>Competency 1, 7</u> Topic: Practice/Apply Interview Skills	Tues 4/5 Thurs 4/7 No Class – work day	*Do social hx in-class Tues *Thurs meet with partner independently to finish	Due: Social History/ Assessment Sun 4/10
11	<u>Competency 7,8</u> Topic: Assessment: Planning, Goals & Objectives, Action Plans	Tues 4/12 Thurs 4/14	Read: Miley et al., Chapter 11 Read: e-reserve *Practice service plans	
12	<u>Competency 1, 8</u> Topic: Practice/Apply Interview Skills	Tues 4/19 Thurs 4/21	*Do partner service plan in-class Tues/Thur	Due: Service Plan Friday 4/24
13	Tuesday <u>Competency 7, 8, 9</u> Topic: Intervention, Case Management Thursday <u>Competency 7-9</u> Topic: Evaluation and Ending: Recognizing successes, evidence-based practice	Tues 4/26 Thurs 4/28	Tuesday Read: Miley et al., Ch 12 & 13 Thursday Read: Miley et al., Ch 15 to p.394 & Ch 16 to p.424 & p.431	Due: Discharge Summary Sunday 5/1
14	<u>Competency 1- 9</u> Topic: Catch-up & Review, portfolio	Tues 5/3 Thurs 5/5	Read: Catch up on any readings	Due: Portfolio 5/6
15	<u>Competency 1-8</u> Topic: Quiz, Applied Learning community social work interview	Tues 5/10 Thurs 5/12 *Applied learning day	Read: Catch up on any materials from Modules 8-15	Due: Quiz 2 (5/10) (Modules 8-14)
<i>Finals</i>	<u>Finals Week: Competency 1-9</u>			Due: Professional Social Worker Interview