

SOCIAL WORK 359—SOCIAL WORK METHODS: CASEWORK

In-Person/Hybrid
UWSP Main Campus –SCI D314
In- person Mondays 10:00am-11:50am

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

Student Office Hours: (see Canvas for in-person and zoom availability)

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

** Students are encouraged to provide feedback during office hours, by phone, by e-mail, and by appointment, if they desire. I am happy to discuss assignments and/or course content. **

COURSE PRE-REQUISITES

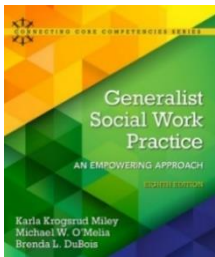
Admission into the Social Work Major or Consent of Instructor.

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: Advance Human Rights and Social, Racial, Economic, and Environmental Justice

Competency 3: Engage Anti-Racism, Diversity, Equity, and Inclusion (ADEI) in Practice

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 in appearance, oral, written, and electronic communication, and recordkeeping tasks. (Competency 1)
2. Understand and apply ethical standards to social work practice with individuals. (Competency 1)
3. Demonstrate cultural humility by applying critical reflection, self-awareness, and self-regulation to manage the influence of bias, power, privilege, and values in multicultural social work practice with individuals. (Competency 3)
4. Understand how racism and oppression shape human experiences and how these constructs influence practice with individuals. (Competency 3)
5. Demonstrate skill in carrying out the problem-solving process of engagement, assessment, planning, intervention, evaluation and termination in social work practice with individuals. (Competencies 6-9)
6. Use empathy, reflection, and interpersonal skills to engage in culturally responsive interviewing practices. (Competency 6)
7. Integrate theories of human behavior and person in environment and other multidisciplinary theoretical concepts and practice methods in understanding and utilizing strategies of the change process in engagement, assessment, intervention, and evaluation practices with individuals. (Competencies 4, 6-9)

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

See 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>

Equal Access and Disability Accommodations

If you have a condition that may impact your learning and/or participation in course activities, please contact the Disability Resource Center (DRC). The DRC will engage in an interactive process with students and identify appropriate academic accommodations and auxiliary services in accordance with the University's legal obligations. Instructors, students, and DRC staff work collaboratively to establish any necessary adjustments or supports. Accommodations are rarely applied retroactively so it is vital that students make timely requests. The DRC is located in 108 Collins Classroom Center and can be reached at 715/346-3365 and drc@uwsp.edu

Academic Integrity

At UW-Stevens Point and, in all courses, we place great emphasis on academic integrity and honesty. Plagiarism, fabrication, cheating, helping others commit these acts, and any form of dishonesty compromise the educational process and devalue the achievements of all students. All work you submit must be original and completed individually unless collaboration is explicitly allowed. Always acknowledge your sources, cite appropriately, and give credit where it's due. If instances of alleged academic dishonesty are identified, appropriate actions will be taken in accordance with the institution's policies ([UWSP Chapter 14](#)). These actions could include revising the assignment, receiving a lower grade or no credit for the assignment, receiving a lower grade for the entire course, or facing more serious academic consequences.

Since writing, analytical, and critical thinking skills are part of the learning outcomes of this course, all writing assignments should be prepared by the student. Developing strong competencies in this area will prepare you for the workplace. Therefore, AI generated submissions are not permitted and will be treated as plagiarism.

Tutoring Learning Center (TLC)

If you would like some help [make an appointment with a TLC tutor through Navigate](#) or submit writing directly for written feedback to our [Online Writing Lab](#).

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>.

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>

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

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.

PROFESSIONAL BEHAVIOR AND CLASSROOM EXPECTATIONS

Attendance and Class Participation

Students are expected to attend class regularly [for online this is regularly engaging in materials and discussions on Canvas], read assigned texts, and watch assigned multimedia. *If students are unable to attend class- notify instructor prior to class. This notification is part of developing our skills in professionalism.* Participation is actively completing assignments, engaging with your peers in partner/group work, being responsible with partner work, and cooperating in creating a supportive, respectful environment. **Regular attendance is part of demonstrating readiness for students who would be applying for internships.**

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.

Classroom and Canvas Civility and Respect for Diversity

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 integrate their personal and educational lives to complete course work on time and are responsible for reaching out to negotiate alternate due dates, when needed, at least *24 hours* before the due date; however, an extension is not guaranteed.

- Papers (not exams/quizzes) due Sunday at midnight have a grace period until Monday 8 a.m. After 8 a.m. Monday it is considered late if you did not reach out 24 hours in advance for an approved extension. *Reaching out to request an extension is expected and builds professional communication skills needed in the workplace.*
- Late assignments may result in a half letter grade deduction (example A to A-) *per day*.
- No late assignments will be accepted two weeks past their due date and multiple assignment extensions will not be granted. No late quizzes will be accepted as answers are posted.

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.

Social Work Program Academic and Professional Expectations

The Social Work Program at UWSP takes seriously the responsibility to prepare and graduate generalist social work practitioners who demonstrate a strong commitment to the six core values of the social work profession. Students will be held accountable to demonstrate positive academic and professional behaviors in all aspects of our program. Failure to meet expectations may result in further action, such as developing a plan for improvement or delaying participation in social work field.

| SOCIAL WORK CORE VALUE | Students Demonstrate Values when they: |
|-----------------------------------|---|
| DIGNITY AND WORTH OF THE PERSON | <ul style="list-style-type: none">• Use basic courtesy in interactions with others• Refrain from behaviors that interfere with the learning process• Speak and behave in ways that show respect for persons with individual differences or members of diverse communities |
| IMPORTANCE OF HUMAN RELATIONSHIPS | <ul style="list-style-type: none">• Develop and maintain positive working relationships with others• Demonstrate respect for others• Engage in effective communication• Accept responsibility for own behavior• Use appropriate problem-solving and conflict resolution skills |
| INTEGRITY | <ul style="list-style-type: none">• Complete their own work• Maintain academic and professional honesty in all interactions |
| COMPETENCE | <ul style="list-style-type: none">• Attend classes and meetings on time• Remain attentive in class and meetings• Participate in academic and professional learning activities• Read all assigned materials• Produce quality work• Submit work on time• Prepare for meetings, presentations, and exams• Respectfully give and receive feedback |
| SERVICE | <ul style="list-style-type: none">• Engage in learning opportunities to strengthen professional development• Actively participate in service opportunities on campus and in the community |
| SOCIAL JUSTICE | <ul style="list-style-type: none">• Recognize that discrimination and oppression exist• Acknowledge their own bias and privilege• Advocate for social, economic, and environmental change• Listen to and honor the voices of others |

STUDENT EXPECTATIONS

In this course you will be expected to complete the following types of tasks.

- Complete hybrid learning component outside of class.
- Complete assigned reading and media (textbook chapters, additional readings/videos in Canvas) before class.
- Submit written assignments in Canvas on time.
- Participate in class discussions.
- Attend class on time- demonstrate professionalism.
- Demonstrate ethical and professional behavior aligned with social work values.
- Participate in partner interviews.

CLASS FORMAT

This is an in-person course with a hybrid component. This means there are in-person course meetings for 2 hours per week with additional learning outside the classroom. There may be virtual classes as needed. Assignments are posted in Canvas. Any virtual sessions will be conducted via Zoom.

This course includes building knowledge and skills. The in-person component includes lectures, discussion, and activities directed at helping students absorb the knowledge, values, and skills for social work practice. **The experiential learning and skills practice includes conducting interviews and assessments as well as writing treatment plans and progress notes. This course involves partner work for interviewing skills work.** Part of class 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 in role-plays is part of the course.

Note: It may be necessary to change parts of this syllabus to adapt to class circumstances. To allow necessary flexibility, Dr. Anderson reserves the right to change this syllabus as she deems necessary. Notice of such changes will be announced on canvas or through email.

COURSE REQUIREMENTS

| | |
|--|-------------------|
| ❖ Interviewing & Professional Documentation Series | 152 points |
| ❖ Practitioner-Level Cultural Competence Paper | 25 points |
| ❖ Participation (drop 1) | ~39 points |
| ❖ Professional Social Worker Interview & Paper | 50 points |
| ❖ Mini-Quizzes and Exams | <u>150 points</u> |
| Total: | 416 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

Participation Activities: 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.

Quizzes & Exams: 150 points total, Competency 1-9

Quizzes may consist of multiple choice, short-answer, essay, or case study. They may also include video responses to demonstrate skill in communication/interviewing techniques. There will be several mini-quizzes worth 10 points each that are focused on the weekly content. There are 2 exams. Exam 1 covers all the course content up to that exam and Exam 2 is comprehensive of the entire course.

- Mini-Quizzes: 5 quizzes worth 10 points each = 50 points
- Exam 1 – 50 points

- Exam 2 – 50 points

Practitioner-Level Cultural Competence Paper, 25 points, (Competency 1, 3)

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 3-4-page paper synthesizing these components. See Rubric on Canvas for grading and assignment expectations.

Interviewing & Professional Documentation Portfolio Series: 152 points in total, Competency 1, 3, 6-8

With a partner, students will practice interviewing skills to gain competency. You will complete professional documentation by completing casework reports.

Documentation will be submitted using templates provided- see Canvas

- Responding Techniques Video Responses – (20 points)
- Progress Note (based on assigned video) – (12 points)
- Social history/Assessment- (20 points)
- Service Plan (treatment plan/case plan)- (10 points)
- Discharge Summary- (10 points)

Recorded video interview 1 – Beginning/Exploring- see recording instructions in Canvas- (40 points)

- 15-minute video session conducting an interview with your partner
- Self-Evaluation of session

Recorded video interview 2 – Ending- see detailed instructions in Canvas- (40 points)

- 15-minute video session conducting an interview with your partner
- Self-Evaluation of session

Professional Social Worker Interview & Paper: 50 points, (Competency 1, 2, 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 in-person, over the 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 Mondays, online work, and partner interviews

Please check your Canvas Announcements before class for any schedule updates including any scheduling of virtual sessions. **See Canvas for detailed & up to date view of readings, multimedia links, & online course activities.** The syllabus is subject to change- any changes will be given advance notice.

| Module/ Competency | Topic | Date | Read | Notes/Online Activities/Experiential | Due Dates |
|----------------------------------|--|---------------------------|---|--|--|
| <i>Mod 1 Comp 1</i> | Topic: Intro, orienting to class, generalist social work values, inclusive language | 1/22 | Language Guide, start Ch 1, p. 1-10 | Get oriented to Canvas, explore weekly materials *Cournoyer Ch 2 (start) | |
| <i>Mod 2 Comp 1</i> | Topic: purpose, functions, roles | 1/29 | Rest of Ch 1 | Continue Cournoyer Ch 2 | Mini-quiz #1- Ch 1 due Sat 2/3 |
| <i>Module 3 Comp 1,3 6-9</i> | Topic: Empowerment approach, phases of social work practice | 2/5 | Ch 5 | Ch 3: Values & Multicultural Competence lecture | Mini-quiz #2- Ch 5 due Sat 2/10 |
| <i>Module 4 Comp 4</i> | Topic: Social Work Theories, Human System Perspectives, social systems, ecosystems | 2/12 | Ch 2 | Continue Ch 3: Values & Multicultural Competence | Mini-quiz #3 – Ch 2 due Sat 2/10 |
| <i>Module 5 Comp 1, 5-7</i> | Topic: record-keeping and documentation, eco-maps, forming a partnership, notes Watch: How to write a SOAP note video | 2/19 | p. 259-260 (eco-maps), p. 266-270 Records | Skills Practice: Writing a SOAP note Cultural competence reflection | Progress note due Sat 2/24 Sun 2/25 due Cultural Competence paper |
| <i>Module 6 Comp 1,5- 6</i> | Topic: Engagement- forming partnerships, confidentiality *Beginning | 2/26 | Ch 6 | Watch: Code of Ethics 2021 updates video Exam Preparation | Module 1-6 Exam Due Sat 3/2 |
| <i>Module 7 Comp 1,6-8</i> | Topic: Engagement Articulating Situations- models of communication, responding *Exploring | 3/4 | Ch 7 | Skills Practice: Responding techniques | Due Sat 3/9 Mini-Quiz #4 Module 7 |
| <i>Module 8 Comp 1,5- 6</i> | Topic: Strengths Perspective, cultural strengths, Empowerment Based Practice | 3/11 (no class) | Ch 4 Ch 9 | Watch recorded lectures Skills demonstration: Responding techniques | Due Mon 3/11 Responding Techniques |
| | Spring Break 😊 3/15 6pm -3/24 | | | | |
| <i>Module 9 Comp 1, 6-8</i> | Topic: Engagement- Stages of Change, enhancing client motivation, priority actions | 3/25 | Ch 8 | Listen to podcast: Singer, J. B. (2009, October 10). Prochaska and DiClemente's Stages of Change Model for Social Workers [Episode 53]. <i>Social Work Podcast</i> . http://www.soci | |

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|----------------------------------|---|------|--------------------------|---|---|
| | | | | alworkpodcast.com/2009/10/prochaska-and-diclementes-stages-of.html <i>Partner Skills Work:</i> Beginning & Exploring *Record partner video 1 this week | |
| <i>Module 10 Comp 1, 7-8</i> | Topic: Assessment tools, assessing resource capabilities, social history, problem exploration *Assessing | 4/1 | Ch 10 | <i>Partner Skills Work:</i> Exploring – Start social history interview | Due Tues 4/2 Partner <i>Beginning/Exploring Video Interview 1 & Self-eval</i> Due Sat 4/6 Mini-Quiz #5 on module 10 |
| <i>Module 11 Comp 1, 6</i> | Topic: Assessment (continued) | 4/8 | | <i>Partner Skills Work:</i> Continue Social history and Assessment document | Due: Sat 4/13 Social History/ Assessment |
| <i>Module 12 Comp 1, 7-9</i> | Topic: Assessment: Planning, Goals & Objectives, Action Plans, Writing service plans *Contracting | 4/15 | Ch 11 | <i>Partner Skills Work:</i> Planning/Contracting | Due Sat 4/20 Service Plan |
| <i>Module 13 Comp 1, 7-9</i> | Topic: Intervention, Case Management, self-care *Working & Evaluating | 4/22 | Ch 12, 13 | <i>Skills Work:</i> Prepare for community Social Worker interview | Due Sat 4/27 Professional SW Interview |
| <i>Module 14 Comp 8-9</i> | Topic: Evaluation and Ending: recognizing successes, evidence-based practice, writing discharge *Ending | 4/29 | Ch 16 | <i>Partner Skills Work:</i> Termination *Record partner video 2 this week | |
| <i>Module 15 1-9</i> | Topic: Catch-up & Review | 5/6 | Catch up on any readings | Preparation for Exam 2 | Due: Tues 5/7 Discharge Summary and Partner Video #2 |
| <i>Finals Comp 1-9</i> | <i>Finals Week – Exam 2 Thurs 5/16 2:45- 4:45pm</i> | | | | Due Exam 2 |