

SOCIAL WORK 359—SOCIAL WORK METHODS: CASEWORK

Fall 2016

Mondays and Wednesdays 9:35-10:50; CCC 205

INSTRUCTOR

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OFFICE HOURS: Tuesdays and Thursdays 9:30-11:30 and 1:00-2:00 and by appointment.

COURSE PRE-REQUISITES

Admission into the Social Work Major or Consent of Instructor

COURSE WEBSITE

<https://uwsp.courses.wisconsin.edu/> (Desire2Learn)

RENTAL TEXT

Kadushin, A. & Kadushin, G. (1997). *The Social Work Interview, 4th Edition*. New York: Columbia University Press.

RESERVE READINGS

Cournoyer, B.R. (2011). *The Social Work Skills Workbook, 7th Edition*. Belmont, CA: Brooks/Cole

Two copies of this book are on reserve at the library. They can be checked out for two hour blocks. Students can scan excerpts to their email accounts free of charge and/or make photocopies for a fee. In previous semesters, some students have opted to purchase a copy through Amazon or another online vendor.

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, exploration, assessment, contracting, intervention, evaluation, and termination.

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, the student 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. (Competency 1)
4. Recognize the need to tailor social work approaches according to elements of client diversity when working with individual clients. (Competency 2)
5. Demonstrate skill in carrying out the phases of generalist social work practice with individuals including engagement, exploration, assessment, contracting, intervention, evaluation, and termination. (Competencies 6-9)
6. Demonstrate skill in obtaining knowledge about community resources relevant to social work practice with individuals. (Competency 8)
7. Demonstrate skill in evaluating one's own practice. (Competency 9)

CLASS FORMAT

This course is about knowledge building as well as skill building. It will include both a "classroom" component and a "practice" component. The classroom component will consist of lecture, discussion, and activities directed at helping the student absorb the knowledge, values, and skills essential for effective social work practice. The practice component will provide students with the opportunity to practice interviewing and casework skills with partners.

COURSE REQUIREMENTS

1.	Attendance and Participation	50 points
2.	Social Work Interview	100 points
3.	DAC—D portion	20 points
4.	DAC—A portion	20 points
5.	DAC—C portion	20 points
6.	Progress Recording 1	10 points
7.	Progress Recording 2	10 points
8.	Closing Summary	20 points
9.	Exam 1	100 points
10.	Exam 2	100 points

- ◆ Students are expected to **attend class** and **read all assignments** before attending the class for which they are assigned. It is imperative that you **attend every class session** due to the way the class is structured. If you miss class, you will not only impede your own learning, but also the learning of others.
- ◆ Students should be prepared to take part in discussion, experiential, and written assignments in class.
- ◆ Students should expect to spend time outside of class conducting assigned interviews and other assignments.
- ◆ The exams may include multiple choice, true-false, short answer, and essay questions. Focus is on applying knowledge, skills, and values to situations.

GRADING SCALE

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

WRITING ASSIGNMENTS

- ◆ Papers will be graded on accuracy, breadth of content, consideration of social work principles, development of ideas, spelling, grammar, and proper use of required format.
- ◆ Assignments should use Standard English and non-sexist language. Papers should include complete sentences and appropriate paragraphs.
- ◆ If utilized, **sources for all quotations, statistics, and major ideas must be cited.** ALL sources must appear in a reference list at the end of the paper using APA style.
- ◆ **All assignments must be typed/ word processed.**
- ◆ All assignments must include YOUR NAME, the COURSE name and number, the INSTRUCTOR'S name, the NAME OF THE ASSIGNMENT, and the DATE it is due.
- ◆ Assignments may be turned in before the due date.

ASSISTANCE WITH ASSIGNMENTS

I am happy to meet with you to discuss assignments. We can do this in person, by phone, or by e-mail. If you want to meet in person, you may stop in during office hours or we can set up another time that works for both of us.

LATE PAPERS/MISSED EXAMS/INCOMPLETES

Students are expected to complete course work by the date that it is due. You are responsible for contacting me to negotiate for any alternate dates. You must do this **BEFORE THE DUE DATE.** The same process is necessary to request an incomplete. Requesting an extension does not automatically mean that you will receive one.

PLAGIARISM

Plagiarism—using words or ideas of another person without citation—will result in a failing grade for the course and may lead to other disciplinary action. Any quotation, specific fact, or major idea taken from a book, article, or other source, must be cited with its page number within your paper, as well as being included in your reference list at the end of the paper. If you do not do this, it is plagiarism.

DISABILITIES/SPECIAL NEEDS

Students who have disabilities/special needs affecting their participation in the course may notify the instructor if she/he wishes 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.

CONFIDENTIALITY

Since personal information may be revealed during the course of this class, confidentiality is of utmost importance. We will be discussing case examples about real people and will be sharing information about ourselves for the purpose of practicing social work skills. Students are expected to hold confidential any personal information shared in class and in practice counseling sessions, with the exception of sharing with the instructor for consultation purposes and if concerns arise beyond the students' capacity to manage. Writing assignments will be viewed only by the instructor. Personal information will be held confidential by the instructor unless information shared implies a threat of harm to the student, another person, or reveals academic misconduct.

GROUND RULES FOR CLASS PARTICIPATION

- We are working to develop knowledge, skills, and values that are consistent with social work in this class. We all have misinformation, and sometimes prejudices, about groups of people. One of the goals of this class is to learn accurate information that will help us change prejudice and discrimination--our own and that of others. In order to do this, we need to practice changing what we say after we have learned that we have misinformation. We need to practice not blaming people for their positions in life. We need to find accurate information about all people and actively work against myths and stereotypes that exist about people.
- We need to share information about ourselves for this course. No one is expected to be perfect. Everyone is expected to try. This involves some risk taking. I want to make this classroom a safe place to practice this kind of risk taking. Students are expected to assist in attaining this goal.
- Demonstration of ethical behavior is expected in all aspects of academic performance. Professional/ ethical behavior is expected to be displayed during class and in the completion of assignments. Social Workers work with vulnerable populations who must be able to depend on the ethical standards of behavior from the professionals from whom they seek assistance.

RIGHTS AND RESPONSIBILITIES

For more information on rights and responsibilities associated with being a student at UWSP, please see the UWSP Community Bill of Rights and Responsibilities at <http://www.uwsp.edu/centers/rights/RRBOOKLET8-2005-06.pdf>.

EMERGENCY PREPAREDNESS

Please review the UW-Stevens Point Emergency Management Plan at www.uwsp.edu/rmgt for details on all emergency response at UW-Stevens Point.

READING ASSIGNMENTS AND CLASS TOPICS FOR:

Week 1 (9/7)

Introductions of Students, Instructor, and Course; Introduction to Generalist Social Work Skills

Read: Cournoyer Chapter 1

Week 2 (9/12 & 9/14)

Professionalism; Critical Thinking, Scientific Inquiry, and Career-Long Learning (*Competency 1*)

Read: Cournoyer Chapters 2 & 3

Week 3 (9/19 & 9/21)

Diversity & Difference; Ethical Decision-Making (*Competency 2; Competency 1*)

Read: Cournoyer Chapters 4 & 5

Week 4 (9/26 & 9/28)

The Social Work Interview; The Communication Process (*Competency 6*)

Read: Kadushin Chapters 1 & 2

Week 5 (10/3 & 10/5)

Listening (Competency 6)

Read: Cournoyer Chapter 6; Kadushin Chapter 3

Week 6 (10/10 & 10/12)

Nonverbal Communication (Competency 6)

Read: Kadushin Chapter 11

EXAM 1—10/12

Week 7 (10/17 & 10/19)

Preparing (Competency 1; Competency 6)

Read: Cournoyer Chapter 7; Kadushin Chapter 4

Week 8 (10/24 & 10/26)

Beginning (Competency 1; Competency 6)

Read: Cournoyer Chapter 8; Kadushin Chapter 5

Practice Counseling: Beginning skills

Week 9 (10/31 & 11/2)

Exploring & Questioning (Competency 1; Competency 7)

Read: Cournoyer Chapter 9; Kadushin Chapters 6 & 9

Practice Counseling: Exploring & Questioning

Due: Client Documentation—D portion (by Sunday 11/6 at 11:59 p.m.)

Week 10 (11/7 & 11/9)

Assessing (Competency 1; Competency 7)

Read: Cournoyer Chapter 10

Practice Counseling: Assessment

Due: Client Documentation—A portion (by Sunday 11/13 at 11:59 p.m.)

Week 11 (11/14 & 11/16)

Contracting (Competency 1; Competency 8)

Read: Cournoyer Chapter 11

Practice Counseling: Contracting

Due: Client Documentation—C portion (by Sunday 11/20 at 11:59 p.m.)

Week 12 (11/21 & 11/23)

Working & Evaluating (Competency 1; Competency 8; Competency 9)

Read: Kadushin Chapters 7 & 8

Practice Counseling: Working & Evaluating/Intervention

Due: Client Documentation—Progress Recording 1 (by Sunday 11/27 at 11:59 p.m.)

Week 13 (11/28 & 11/30)

Working & Evaluating (Competency 1; Competency 8; Competency 9)

Read: Cournoyer Chapter 12

Practice Counseling: Working & Evaluating/Intervention (continued)

Due: Client Documentation—Progress Recording 2 (by Sunday 12/4 at 11:59 p.m.)

Due: Social Work Interview (by Sunday 12/4 at 11:59 p.m.)

Week 14 (12/5 & 12/7)

Ending (Competency 1; Competency 8; Competency 9)

Read: Cournoyer Chapter 13 & Kadushin Chapter 10

Practice Counseling: Ending

Due: Client Documentation—Closing Summary (by Sunday 12/11 at 11:59 p.m.)

Week 15 (12/12 & 12/14)

Self-care; Self-evaluation (Competency 1)

Course closure

Final Exam— Friday, December 16th 12:30-14:30

Client Documentation Assignments (Competency 1)**DAC Documentation**

- You will be assigned a fellow classmate as a “client” to “counsel” for 7 brief sessions. You will use the “DAC” documentation format outlined in the Cournoyer text or organize and document aspects of this process. After your second session, you will organize the **descriptive** information of your client. After your third session, you will complete the **assessment** portion, and after your fourth session, you will complete the **contract** portion. The **contract** portion includes an evaluation component in which you will detail the means by which you and the client will evaluate progress and your practice as a social worker.
- Submit your documentation to the “dropbox” by the times and dates indicated in the syllabus.

Progress Recordings

- For the next 2 sessions, you will complete a “Progress Recording,” as detailed in the Cournoyer text.
- Submit your recordings to the “dropbox” by the times and dates indicated in the syllabus.

Closing Summary

- For the last session, you will complete a “Closing Summary,” as detailed in the Cournoyer text. The closing summary includes a section on evaluation, in which you will evaluate your client’s progress as well as your own practice.
- Submit your summary to the “dropbox” by the time and date indicated in the syllabus.

Social Worker Interview Assignment (Competency 1)

- Choose an area of social work that you would like to know more about.
- Identify a social worker working in that area that you would like to interview (this person should be certified as a social worker and/or have an actual degree in social work). This person should not be a close relative or friend; this assignment aims to help you practice your professional interviewing skills. The interview must be in-person.
- You should consider calling to schedule an interview as soon as possible, as it may take some time to secure one. When you call to schedule, present yourself as professionally as possible. Share that you are doing this as part of a class assignment but that 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 process. Have your schedule in front of you when you call so that you can easily identify a time that works for both of you. Offer to come to their workplace for the interview.
- Outline a 30-minute interview. Your outline should include both the process of the interview (HOW you will go about it) and the questions you plan to ask. Completing an outline will help you prepare for the interview and can be used as a guide during the interview.
- Your interview write-up should include both the content (what was said) and the process (how it was said/what occurred). To do this adequately, you will likely need 5-6 pages.
- Include the following:
 1. date of the interview
 2. name, degree, credentials, agency, and job title of the social worker
 3. your preparation for the interview—refer to preparing skills discussed in class
 4. the setting where the interview took place and how the setting impacted the interview—describe
 5. what happened during the meet, seat, and greet portion of the interview
 6. how you introduced yourself in the role of social work student
 7. how you clarified the purpose of the interview
 8. how you established a relationship/rapport with the social worker
 9. a brief summary of what you discussed
 10. the interview techniques that you used—relate to techniques discussed in class
 11. the interview techniques that the social worker used—relate to techniques we discussed in class
 12. what transitions took place and what they were like
 13. what non-verbal communication took place—remember nonverbal is about more than just body language
 14. what diversity issues were present between you and the social worker and how they impacted the interaction
 15. how the interview was ended—what you did to facilitate a smooth ending
 16. a summary of what the experience was like for you- feelings, thoughts- both personal and professional