

SOCIAL WORK 359—SOCIAL WORK METHODS: CASEWORK

Online-Hybrid

Virtual meetings (Tuesdays 11am-12:15pm)

INSTRUCTOR

Instructor: Tara Anderson (she, her, hers) DSW, LCSW, CSAC

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

- This is a general mailbox and messages will be forwarded to me on weekdays during business hours. Please indicate the message is for me, the course name, and your return call information.

Email: My preference is through the Canvas Inbox but you can also contact me at tanderso@uwsp.edu

Virtual Student Office Hours: See link in Canvas for Zoom office hours. Tuesdays 1-2pm, Wednesdays 7-8pm, Thursdays 12n-1pm and available to meet over phone or online via Zoom by appointment.

Instructor's Corner: General course questions can be posted in the Instructor's Corner on the Canvas course site. Students are encouraged to answer each other's questions here as well.

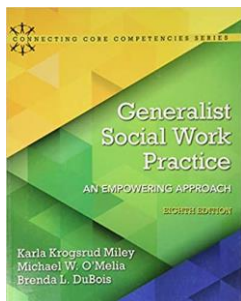
COURSE PRE-REQUISITES

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.

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.

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, both BSW and MSW 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, skill to tailor services to specific clients, and 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

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 to determine if class will be held in-person or virtually. If the class is cancelled, you may receive instructions to complete a short alternate assignment to earn attendance points. Please view 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

At all UW-Stevens Point campus locations, the wearing of face coverings is mandatory in all buildings, including classrooms, laboratories, studios, and other instructional spaces. Any student with a condition that impacts their use of a face covering should contact the Disability and Assistive Technology Center to discuss accommodations in classes.

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>

TECHNOLOGY IN THE CLASSROOM

Online synchronous sessions should be treated the same as the regular classroom. Upon entering the classroom, please turn phones to silent and put them away. Students are encouraged to use technology to enhance learning.

UWSP Technology Support

- Visit with a Student Technology Tutor

- Seek assistance from the 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

- webcam
- microphone
- access to a printer as needed
- a stable internet connection

Information about Zoom

Zoom is the UWSP Web Conferencing Tool. Virtual, live conversations are hosted on this platform. Follow this link to read more about Zoom and to activate your account:

<https://www.uwsp.edu/infotech/Pages/Tutorials/Zoom/Zoom.aspx>

To enter our Zoom class sessions, you'll navigate to the Canvas page, select our course, then scroll down to Zoom tab. You'll then select the appropriate date and join.

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

PROFESSIONAL BEHAVIOR AND CLASSROOM EXPECTATIONS

Virtual Class Attendance and Class Participation

Students are expected to attend class regularly and read the assigned readings before class. If students are unable to attend class, they must discuss this with the instructor prior to class. Different students have different learning styles; as such, the instructor takes an inclusive view of participation which includes verbal and non-verbal participation, active engagement with all required texts and materials, and participation in small and large group discussions. Participation is actively completing in-class assignments, engaging with peers in group work, and cooperating in creating a supportive, respectful environment.

Please advise your instructor if you are not able to attend a virtual session for alternative arrangements.

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.

Netiquette for Online Learning

Netiquette is a set of rules for behaving properly online. Your instructor and fellow students wish to foster a safe online learning environment. All opinions and experiences, no matter how different or controversial they may be perceived, must be respected in the tolerant spirit of academic discourse. You are encouraged to comment, question, or critique an idea but you are not to attack an individual. Working as a community of learners, we can build a polite and respectful course community.

The following netiquette tips will enhance the learning experience for everyone in the course:

- Do not dominate any discussion.
- Give other students the opportunity to join in the discussion.
- Do not use offensive language. Present ideas appropriately.
- Be cautious in using Internet language. For example, do not capitalize all letters since this suggests shouting.
- Popular emoticons such as ☺ or / can be helpful to convey your tone but do not overdo or overuse them.
- Avoid using vernacular and/or slang language. This could possibly lead to misinterpretation.
- Never make fun of someone's ability to read or write.
- Share tips with other students.
- Keep an "open-mind" and be willing to express even your minority opinion. Minority opinions have to be respected.
- Think and edit before you push the "Send" button.
- Do not hesitate to ask for feedback.
- Using humor is acceptable.

Adapted from:

Mintu-Wimsatt, A., Kernek, C., & Lozada, H. R. (2010). Netiquette: Make it part of your syllabus. *Journal of Online Learning and Teaching*, 6(1). http://jolt.merlot.org/vol6no1/mintu-wimsatt_0310.htm

Shea, V. (1994). Netiquette. Albion.com. <http://www.albion.com/netiquette/book/>.

Classroom and Canvas Civility and Respect for Diversity

One of the goals of this class is to 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 complete course work by the date it is due. Students are responsible for reaching out to the instructor to negotiate alternate due dates. You must do this at least 48 hours before the due date; however, requesting an extension is not guaranteed. If assignments are turned in late, partial credit will be given. No late assignments will be accepted two weeks past their due date. *There is a one-day automatic grace period for all assignments except the course preparation assignments and exams. Please reach out if there is a situation preventing you from submitting your work on time so we can work together.*

Communication

Communication will occur virtually through Canvas, email, and Zoom. If you need to contact me about a private matter, send me a message through the Canvas inbox or email. I typically respond to messages within 24 hours (except weekends). If your question is related to a general course matter, consider asking it in the Tara's Corner discussion board; you are encouraged to answer each other's questions as this will benefit everyone.

I welcome the opportunity to meet with students via Zoom, cell, or email to discuss assignments and/or course content. Student feedback is welcome throughout the course.

CLASS FORMAT

This course will be delivered online through the course management system Canvas. You will use your UWSP account to login to the course from the Canvas Login Page. Virtual sessions will be conducted via Zoom.

The course breakdown includes the weekly virtual session, online instruction/learning activities, experiential learning partner practice sessions, and coursework (reading & assignments). Compared to a traditional classroom experience, a blended live and online class requires greater self-motivation and discipline.

This course is about knowledge building as well as skill building. It will include a skills 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 online component will include skills videos & other multi-media instructional activities. The practice component will provide students with the opportunity to practice interviewing and casework skills 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

❖ Professionalism & Preparation	55 points
❖ Social Worker Interview	60 points
❖ Practice Skills Sessions	170 points
❖ Cultural Competence	100 points
❖ Stages of Change	30 points
❖ Mid-Term Exam	20 points
❖ Final Exam	<u>20 points</u>
Total: 455 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

Professionalism & Preparation, 5 points each, Modules 2-15, (3 lowest dropped- total 11) Competency 1

As we will learn, skills in casework require preparation. The practice of professionalism in the virtual classroom is a foundational skill for future social work practice. The expectations for professionalism and preparation will help you get the most out of the course learning activities and prepare you for the virtual session as well as skills sessions with your partner. See Canvas for weekly specifics, but in general the expectation is:

- The purpose of the reflective reading responses are to make conscious connections to the weekly topic and to prepare yourself for active participation in the weekly virtual sessions & skill building peer activities. Virtual sessions on Tuesdays- chapter reflections due before class. (3 points)
- Attend & participate in virtual session-*if unable to attend contact instructor for alternate activity* – (1 pt)
- Review skills videos, engage in preparation for partner skills session, & meet with partner (1 point).

Practice Skills Sessions & Documentation, 170 points in total, Competency 1, 6-9

BSW: Students will meet over Zoom in groups. Students will practice skills to demonstrate competence in interviewing skills studied in this course. Students will prepare for each session using instructions and

assignment submission descriptions posted on Canvas. Each session has different assignments to be turned in including some recorded sessions and professional documentation used in casework.

Documentation will be submitted using templates provided in Canvas.

- Module 2: Understanding Phases of Practice
 - Submit 1-page paper identifying phases of practice from case study p. 114-117 (10 points)
- Module 3: Understanding Theory
 - *No submission*. Study session with your partner reviewing theoretical perspectives
- Module 4: Listening & Non-verbal communication
 - *No submission*
- Module 5: Preparation of role play- practice client- agency
 - Submit to partner your basic case information of practice client
- Module 6: Beginning the therapeutic relationship- confidentiality, informed consent
 - *No submission*
- Module 7: Problem Exploration
 - *No submission* (but keep your notes to add to the social history/assessment due later)
- Module 8: Creating an eco-map
 - Submit eco-map and Progress Note (10 points)
- Module 9: Assessing stage of change
 - Document the stage of change (10 points)
- Module 10: Social History Interview & Strengths
 - 3-5 minute video submission from Module 10 or 11 (10 pts)
- Module 11: Social History Interview (cont) and Assessment (50 points)
 - Submit social history/assessment based on the information provided during the role plays.
- Module 12: Develop Action plan/Treatment plan/Case Plan (20 points)
 - Submit Action Plan (treatment plan/case plan) based on collaboration with your practice client.
- Module 13: Case Management
 - Submit Progress Note (10 points)
- Module 14: Evaluate Progress
 - Submit Action Plan with update to reflect progress (10 points)
- Module 15: Termination/Ending
 - Submit Closing Summary (20 points)
 - Video submission 3-5 minutes (10 points)
- Finals Week – NO PRACTICE SESSION
 - Submit Self-Evaluation (10 points)

Practitioner-Level Cultural Competence, 100 points, Competency 1-4, 6-8

See Rubrics on Canvas for grading and assignment expectations.

BSW: *Becoming Self-Aware* - 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.

Stages of Change, 30 points, Competency 1, 4, 6-8

BSW: Complete case study assignment identifying the stage of change and an effective motivational interviewing tool that could be used to enhance a client's commitment to change efforts.

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

Appreciative Inquiry is a strengths-based approach to organizational assessment. Using this style, you will conduct an interview with a social worker in an organization you would like to know more about in order to learn more about an organization/social work practice area as well as help you practice your professional interviewing skills. 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 should be conducted over phone or through video such as Zoom. Ask the interviewee which they are most comfortable with. 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 and can be used as a guide.

Grading Rubric for Paper:

❖ your preparation for the interview—refer to preparing skills discussed in class ❖ how you introduced yourself in the role of social work student ❖ how you clarified the purpose of the interview ❖ date of the interview ❖ name, degree, credentials, agency, and job title of the social worker ❖ setting where the interview took place and how the setting impacted the interview	10
➤ what happened during the meet and greet portion of the interview? ➤ how you established a relationship/rapport with the social worker ➤ the interview techniques that you used—relate to techniques discussed in class and describe ➤ what transitions took place and what they were like ➤ what non-verbal communication took place—remember nonverbal is about more than just body language ➤ how the interview was ended—what you did to facilitate a smooth ending	10
• interview summary that includes highlights of what you learned about the organization & practice area as well as identified strengths of the organization	10
~ what diversity issues were present between you and the social worker and how they impacted the interaction—think of diversity in a broad sense, relate to class readings	10
▪ Self-reflection of what the experience was like for you- feelings (affective), thoughts (cognitive)- both personal and professional	10
✓ Page length: 5-6 pages, typed, double-spaced, APA formatting with headers for each section, reference page, references to course readings, citations, grammar should be free of typos and spelling errors, readability	10
Total:	60

Mid-Term & Final Exam, 20 points each, Competency 1-9

Exams may consist of multiple choice, short-answer, essay, video responses or case study. Mid-term is due during Module 7 & Final Exam will be due during Finals Week.

CLASS TOPICS & SCHEDULE

See Canvas for detailed view of all required readings, multimedia links, course activities, and due dates

Module 1: (Competency 1)

Topic: Introduction to Course, generalist social work practice values, purpose, functions & roles

- Read: Miley et al., Chapter 1
- Participate: *Virtual Session*
- Due: Introduction Discussion Board

Module 2: (Competency 3)

Topic: Empowerment approach, phases of practice

- Read: Miley et al., Ch 5 (pages 93-107, 115-122),
- Due: Chapter Reflection
- Participate: *Virtual Session*
- Practice: Partner Skills Session

Module 3: (Competency 2- 4)

Topic: Social Work Theories, Human System Perspectives, social systems, ecosystems framework

- Read: Miley et al, Chapter 2
- Due: Chapter Reflection
- Participate: *Virtual Session*
- Practice: Partner Skills Session

Module 4 (Competency 1-4,6,8)

Topic: Multicultural Social Work, professional values

- Read: Miley et al., Chapter 3
- Due: *Becoming Self-Aware papers*
- Due: Chapter Reflection
- Participate: *Virtual Session*
- Practice: Partner Skills Session- Listening & Nonverbal Communication

Module 5 (Competency 1-4, 6-8)

Topic: Strengths Perspective, Empowerment Based Practice

- Read: Miley et al., Chapter 4
- Due: Chapter Reflection
- Participate: *Virtual Session*
- Practice: Partner Skills Session - Preparation of role-play practice client

Module 6 (Competency 6)

Topic: Engagement- forming partnerships, confidentiality, models of communication, responding

- Read: Miley et al., Chapter 6, 7
- Due: Chapter Reflection
- Participate: *Virtual Session*
- Practice: Partner Skills Session- Beginning the Therapeutic Relationship

Module 7 (Competency 7)

Topic: Interviewing Techniques

- Read: see e-reserve readings in Canvas

- Due: Chapter Reflection
- *Due: Mid-Term Exam*
- Participate: *Virtual Session*
- Practice: Partner Skills Session- Problem Exploration

Module 8 (Competency 6,7)

Topic: Documentation & Record-Keeping

- Read: Miley et al., page 259 (eco-maps), page 266-270 Record-Keeping
- *Due: Eco-map and summary recording*
- Due: Chapter Reflection
- Participate: *Virtual Session*
- Practice: Partner Skills Session – Client eco-map

Spring Break until 3/28/2021

Module 9 (Competency 6-8)

Topic: Engagement- Stages of Change, enhancing client motivation, taking priority actions

- Read: Miley et al., Chapter 8, e-reserve
- *Due: Stages of Change case study due*
- Due: Chapter Reflection
- Participate: *Virtual Session*
- Practice: Partner Skills Session- Assessing stage of change

Module 10: (Competency 1, 7)

Topic: Assessment- identifying strengths, cultural strengths

- Read: Miley et al., Chapter 9, e-reserve
- Due: Chapter Reflection
- Participate: *Virtual Session*
- Practice: Partner Skills Session- Social History Interview/Assessment

Module 11: (Competency 1, 7)

Topic: Assessment tools

- Read: Miley et al., Chapter 10, e-reserve
- *Due: Social History, including brief interview recording (recording due module 10 or 11)*
- Due: Chapter Reflection
- Participate: *Virtual Session*
- Practice: Partner Skills Session- Social History Interview/Assessment

Module 12: (Competency 7, 8)

Topic: Planning & Intervention- goals and objectives, action plans

- Read: Miley et al., Chapter 11, e-reserve
- *Due: Action Plan & brief interview recording*
- Due: Chapter Reflection
- Participate: *Virtual Session*
- Practice: Partner Skills Session – Developing Action Plan

Module 13: (Competency 7, 8)

Topic: Intervention, case management

- Read: Miley et al., Chapter 13 pages 338-348

- Due: Chapter Reflection
- Participate: *Virtual Session*
- Practice: Partner Skills Session- Case Management

Module 14: (Competency 8, 9)

Topic: Evaluation, evidence-based practice

- Read: Miley et al., Chapter 15 through page 394
- Due: *Social Work Interview*
- Due: Chapter Reflection
- Participate: *Virtual Session*
- Practice: Partner Skills Session- Evaluate Progress

Module 15: (Competency 8, 9)

Topic: Evaluation & Ending- recognizing successes

- Read: Miley et al., Chapter 16 through 424 and page 431
- Due: *Practice Session Closing Summary & recording*
- Due: Chapter Reflection
- Participate: *Virtual Session*
- Practice: Partner Skills Session- Termination/Ending

Finals Week

- Due: Final Exam
- Due: Self-evaluation