

SOCIAL WORK 359—SOCIAL WORK METHODS: CASEWORK

Fall 2020

Online-Hybrid

Virtual meetings (see calendar for dates)

UWSP Main Campus

INSTRUCTOR

Instructor: Tara Anderson DSW, LCSW, CSAC

Office: CCC 0464

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- 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: tanderso@uwsp.edu

Virtual Office Hours: Available to meet 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

Kadushin, A. & Kadushin, G. (2013). *The Social Work Interview, 5th Edition*. Columbia University Press.

E-RESERVE READINGS

Cournoyer, B.R. (2017). *The Social Work Skills Workbook, 8th Edition*. Brooks/Cole.

Finn, J.L. (2016). *Just Practice*. Oxford University Press.

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, 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)

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>

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, 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 your 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.

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 their 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

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

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 accurate information that will help us change prejudice and discrimination--our own and that of others. There is an expectation that students will do their best to use non-sexist, non-racist, gender-neutral, and non-stigmatizing language during class discussions and in written work. Some useful guidelines for accomplishing this include:

- When referring to ethnic and racial groups use the language that is presently acceptable to that group.
- When referring to people who have intellectual, cognitive, or emotional challenges, or are homeless, etc. present this in a way that does not stigmatize them. Avoid using terms like “the mentally ill”, “the disabled”, “illegal aliens” or “the homeless”. Instead, use person-centered language, such as “individuals experiencing mental illness”, “people with disabilities”, undocumented immigrant or worker, etc.

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/>

The instructor welcomes the opportunity to meet with students to discuss assignments and/or course content.

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 discussion board posts and scheduled class presentations.

Student Feedback

Student feedback is welcome either informally or formally about classroom learning and content, the instructor’s teaching strategies, scheduling, or other items. Students are encouraged to provide feedback during office hours, by phone, by e-mail, and by appointment, if they desire.

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.

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.

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 practice component will provide students with the opportunity to practice interviewing and casework skills with partners.

COURSE REQUIREMENTS

❖ Discussion Boards (8)	80 points
❖ Practice Session assignments (6)	120 points
❖ Appreciative Inquiry-Social Work Interview	60 points
❖ Quizzes (2)	<u>40 points</u>
Total: 300 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

CLASS TOPICS & SCHEDULE

See Canvas for detailed view of additional required readings, multimedia links, & course activities

Module 1: (Competency 1)

Topic: Introduction to Course, Introduction to Generalist Social Work Skills & Professionalism

- Read: E-Reserve- Cournoyer Chapter 2
- Discussion Board

Module 2: (Competency 2,6,8)

Topic: Cross-Cultural Interviewing & Ethical Considerations for Working with Diverse Groups

- Read: Kadushin Ch 12, see additional readings posted in Canvas
- *Virtual session Tuesday 9/15, 12:30-1:45pm*
- Discussion Board

Module 3 (Competency 6)

Topic: The Social Work Interview, The Communication Process: Listening & Nonverbal Communication

- Read: Kadushin Chapters 1-4
- *Virtual Session Tuesday 9/29, 12:30-1:45pm*
- Practice Session (a) Listening & Nonverbal communication
- Discussion Board

Module 4 (Competency 6)

Topic: Engagement, Establishing a Relationship, Introductory Phase

- Read: Kadushin Chapter 5 & 6, E-Reserve- Finn Chapter 5- Just Get Started: Engagement

- *Virtual Session Tuesday 10/13, 12:30-1:45pm*
- Practice Session (b) Beginning the therapeutic relationship
- Discussion Board

Module 5 (Competency 1, 7)

Topic: Problem Exploration Phase & Questioning Techniques

- Read: Kadushin Chapter 7 & 10
- *Virtual Session Tuesday 10/27, 12:30-1:45pm*
- Practice Session (c) Exploration of supports, issues, concerns
- Discussion Board
- Quiz

Module 6: (Competency 1, 7)

Topic: Assessing

- Read: E-Reserve- Cournoyer Chapter 10 and Appendix 9, Finn p.268-273
- *Virtual Session Tuesday 11/10, 12:30-1:45pm*
- Practice Session (d) Assessment/Case formulation
- Discussion Board

Module 7: (Competency 1,8)

Topic: Contracting

- Read: E-Reserve- Cournoyer Chapter 11
- *Virtual Session Tuesday 11/24, 12:30-1:45pm*
- Practice Session (d) Contracting/Case Planning
- Discussion Board
- Assignment Due: Social Work Interview

Module 8: (Competency 8, 9)

Topic: Termination & Evaluation

- Read: Kadushin Chapter 11
- *Virtual Session Tuesday 12/8, 12:30-1:45pm*
- Practice Session (e) Evaluation/Termination
- Discussion Board
- Quiz

ASSIGNMENTS- SEE DETAILED INSTRUCTIONS IN CANVAS

Online Discussion Board (10 points each = 80 points total, Competency 1-9): Modules 1-8

Discussion Board posts will be conducted for each module. These will be written, audio, video, or other multi-media posts. See Rubric in Canvas. Professional engagement and responses in the discussion board is expected that aligns with social work values. Posts should include thoughts, feelings, reactions, and experiences as well as critical thinking and evidence-based responses that include APA citations and references, full sentences, and proper punctuation. Posts will consist of minimally an initial post and 2 responses to peer discussion posts. Late posts not accepted.

Practice Sessions (20 points each submitted assignment = 120 points total, Competency 6-9): Modules 3-8

1. Students will meet over Zoom in groups of 2 or 3. Sessions will take place during modules 3-8. Groups will select their own time to meet that best fits their schedules. Plan for 1-hour meetings.
2. During meetings students will rotate through roles of client, social worker, and observer (if group of 3).

- ❖ Sessions will be focused on the core components of professional practice and organized by the following:
 - a) Listening & Nonverbal communication (module 3)
 - ❖ Submit *reflection*
 - b) Beginning the therapeutic relationship (module 4)
 - ❖ Submit *reflection*
 - c) Exploration of supports, issues, concerns (module 5)
 - ❖ Start assessment documentation (no submission)
 - d) Assessment/Case formulation (module 6)
 - ❖ Submit *assessment* incorporating description/assessment components
 - e) Contracting/case planning (module 7)
 - ❖ Submit *service goals in SMART format with evaluation tool/log*
 - f) Evaluation/termination of the case (module 8)
 - ❖ Submit *progress recording* and *closing summary*
 - ❖ Students will prepare for each session using instructions and assignment submission descriptions posted on Canvas.
3. Please send the instructor your zoom links and tentative schedule. You can record the zoom sessions for further learning and review as well as additional instructor feedback if you and your partner agree.

Social Work Appreciative Inquiry Interview & Paper: (60 points, Competency 1, 8): Due Module 7

Appreciative Inquiry is a strengths-based approach to organizational assessment. Using this interview style, you will conduct an interview with a social worker in a community organization that you would like to know more about in order to both 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 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 an interview 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.
- The interview should be conducted over phone or through video technology 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 both the process of the interview (HOW you will go about it) and the 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 for the interview and can be used as a guide during the interview.

Grading Rubric for Paper:

<ul style="list-style-type: none"> ❖ 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
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<ul style="list-style-type: none"> ➤ 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
<ul style="list-style-type: none"> ○ interview summary that includes highlights of what you learned about the organization & practice area as well as identified strengths 	10
<ul style="list-style-type: none"> ~ 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
<ul style="list-style-type: none"> ▪ Self-reflection of what the experience was like for you- feelings (affective), thoughts (cognitive)- both personal and professional 	10
<ul style="list-style-type: none"> ✓ Page length: 5-6 pages, typed, double-spaced, APA formatting with headers for each section, reference page with minimum of 3 references to course readings, citations, grammar should be free of typos and spelling errors, readability 	10
Total:	60