

## **SOCIAL WORK 359—SOCIAL WORK METHODS: CASEWORK**

In-Person

UWSP Main Campus – CBB Room 161

Tues/Thurs 9:30-10:45am

### **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](mailto: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**

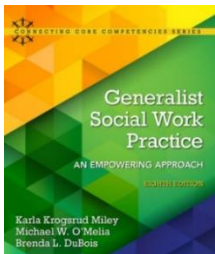
Admission into the Social Work Major or Consent of Instructor.

### **ONLINE LEARNING PLATFORM**

Canvas login, support information, and training opportunities are available at [www.uwsp.edu/canvas](http://www.uwsp.edu/canvas)

### **RENTAL TEXT**

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

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

## **Severe Weather**

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

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

## **Policy Related to Sexual Violence on Campus**

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

## **Special Needs**

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

<http://www.uwsp.edu/disability/Pages/students/studentInformation.aspx>

## **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](http://www.uwsp.edu/library/chat) Email: [librefd@uwsp.edu](mailto:librefd@uwsp.edu) Text: 715-602-3542
- Personal Research Consultation via Zoom <https://www.uwsp.edu/library/Pages/researchConsultation.aspx>

## **PROFESSIONAL BEHAVIOR AND CLASSROOM EXPECTATIONS**

### **Attendance and Class Participation**

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

### **Confidentiality**

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

### **Technology in the Classroom**

Students are encouraged to use technology to enhance their learning.

#### *UWSP Technology Support*

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

#### *Course Technology Requirements*

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

### **Protecting your Data and Privacy**

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

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

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

### **Classroom and Canvas Civility and Respect for Diversity**

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

### **Written Assignments**

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

### **Late Work**

Students are expected to find ways to integrate their personal and educational lives to complete course work on time. Students are responsible for reaching out to the instructor to negotiate alternate due dates when needed. You must do this at least 24 hours before the due date; however, an extension is not guaranteed. Late

assignments without advance approval or turned in after the agreed extension may result in a deduction of a half letter grade (example A to A-) *per day*. No late assignments will be accepted two weeks past their due date.

### **CLASS FORMAT**

This is an in-person course. There may be occasional virtual sessions. 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 lecture, 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 as we work with partners. 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: The instructor reserves the right to alter components of this syllabus at any time, including assignments and scheduling. Students will be given fair notice if such changes occur.**

### **COURSE REQUIREMENTS**

❖ Interviewing & Professional Documentation Series	75 points
❖ Cultural Competence Self-Assessment Paper	55 points
❖ Participation (drop 2 lowest scores)	~50 points
❖ Professional Social Worker Interview & Paper	60 points
❖ Quizzes (2 @ 50 points each)	<u>100 points</u>
<b>Total:</b>	<b>340 points</b>

### **GRADING SCALE**

	<b>Percent</b>				
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: 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: Competency 1, 3, 4, 6-9**

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.

#### **Practitioner-Level Cultural Competence, 55 points, (Competency 1, 3)**

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

**Interviewing & Professional Documentation Portfolio Series: 75 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): (50 points)

- Progress Note (based on assigned video) – (10 points)
- Social history/Assessment- (20 points)
- Service Plan (treatment plan/case plan)- (20 points)
- Discharge Summary- (in-class assignment)

Recorded video interview- see detailed instructions in Canvas- (25 points)

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

**Professional Social Worker Interview & Paper: 60 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 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 Tues/Thurs.

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/In-class Activities	Notes:	Due Dates
<i>Empowerment approach, phases of practice, cultural competency</i>					
<i>Mod 1 Comp 1</i>	Topic: Intro, generalist social work values, inclusive language, purpose, functions, roles	1/24 1/26	1/26 Read: Miley et al., Ch1, pg 1-10, Language Guide		
<i>Mod 2 Comp 1</i>	Topic: purpose, functions, roles	1/31 2/2	Read: rest of Ch 1		
<i>Module 3 Comp 1, 6-9</i>	Topic: Empowerment approach, phases of social work practice	2/7 2/9	Read: Miley et al., Ch 5		
<i>Module 4 Comp 4</i>	Topic: Social Work Theories, Human System Perspectives, social systems, ecosystems	2/14 2/16	Read: Miley et al., Ch 2		
<i>Module 5 Comp 1-3,6-8</i>	Topic: Multicultural Social Work, recognizing/activating cultural strengths	2/21 2/23	Read: Miley et al., Ch 3 & Ch 9		Sun 2/27 due Cultural Competence
<i>Engagement communication, &amp; records</i>					
<i>Module 6 Comp 1,5- 6</i>	Topic: Strengths Perspective, Empowerment Based Practice, Engagement- forming partnerships, confidentiality	2/28 3/2	Read: Miley et al., Ch 4 & Ch 6		
<i>Module 7 Comp 1,6-8</i>	Topic: Engagement- models of communication, responding	3/7 3/9zoom TBD	Read: Miley et al., Ch 7	Skills Practice: Responding techniques	Quiz 1, mod 1-7, due Mon 3/13
<i>Module 8 Comp 1, 5-7</i>	Topic: record-keeping and documentation, eco-maps, forming a partnership, notes	3/14 3/16	Miley et al., p. 259-260 (eco-maps), p. 266-270 Records	Skills Practice: Writing a SOAP note Meet w/ Partners	
	Spring Break 😊				
<i>Interview Skills- phases</i>					
<i>Module 9 Competency 1, 6-8</i>	Topic: Engagement- Stages of Change, enhancing client motivation, priority actions	3/28 3/30	Read: Ch 8	<i>Partner Skills Work: Engagement/ Beginning</i>	Progress note due Mon 3/27
<i>Module 10 Comp 1, 7-8</i>	Topic: Finish Ch 8 if needed, Assessment tools, assessing resource capabilities, social history, problem exploration	4/4 4/6zoom	Read: Miley et al., Ch 10	<i>Partner Skills Work: Exploring – Start social history interview</i>	
<i>Module 11 Comp 1, 6</i>	Topic: Assessment (continued)	4/11 <b>4/13</b> <b>Meet w/ partner</b>		<i>Partner Skills Work: Finish Assessment (social history)</i>	Due: 4/16 Social History/ Assessment
<i>Module 12 Comp 1, 7-9</i>	Topic: Assessment: Planning, Goals & Objectives, Action Plans, Writing service plans	4/18 4/20	Read: Miley et al., Chapter 11	<i>Video Session: TBD</i> <i>Partner Skills Work: Planning/Contracting</i>	Service Plan Sun 4/23
<i>Module 13 Comp 1, 7-9</i>	Topic: Intervention, Case Management, self-care	4/25 4/27	Read: Miley et al., Ch 12, 13	<i>Skills Work: Social Worker interview</i>	
<i>Module 14 Comp 8-9</i>	Topic: Evaluation and Ending: recognizing successes, evidence-based practice, writing discharge	5/2 5/4	Miley et al., Ch 16	<i>Partner Skills Work: Termination</i>	Video Self-Evaluation due 5/2
<i>Module 15 1-9</i>	Topic: Catch-up & Review for Quiz 2	5/9 5/11	Read: Catch up on any readings		5/9 SW Interview
<i>Finals Comp 1-9</i>	<i>Finals Week – Quiz 2</i> <b>Monday 5/15 12:30-2:30pm</b>	<i>Mon</i> 5/15			Quiz 2