

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

Spring 2018

Monday and Wednesday, 9:30-10:45 AM, CCC 320

### **INSTRUCTOR**

Jess Bowers

452 CCC/ 715-346-2444/ [jbowers@uwsp.edu](mailto:jbowers@uwsp.edu)

OFFICE HOURS: Mondays and Wednesdays 11:00 AM – 12:30 PM; Tuesdays 9:30-11:00 AM; and by appointment.

### **COURSE PRE-REQUISITES**

**Admission into the Social Work Major**

### **COURSE WEBSITE**

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

### **RENTAL TEXT**

Kadushin, A. & Kadushin, G. (2013). *The Social Work Interview, 5<sup>th</sup> Edition*. New York: Columbia University Press.

### **RESERVE READINGS**

Cournoyer, B.R. (2011). *The Social Work Skills Workbook, 7<sup>th</sup> 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. Also, the first three chapters are available on the D2L Course website.***

### **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	35 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/Final	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

		<b>Percent</b>
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**

- ◆ Please write all assignments in APA format
- ◆ Papers will be graded on accuracy, breadth of content, consideration of social work principles, development of ideas, spelling, and grammar.
- ◆ Spelling and grammar should be checked prior to submitting assignments and discussion posts. Please do not rely on spell and grammar check as your only editorial tools.
- ◆ When outside sources are used, ALL references must appear in a reference list at the end of the paper in APA formatting.
- ◆ Students will lose points for assignments that are turned in late. No assignments will be accepted if they are turned in more than two weeks past their due date. If extensions are needed on assignments, this must be discussed with me prior to 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. Late assignments can be turned in for partial credit. No assignments will be accepted if they are turned in more than two weeks past the due date.

### **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**

If you have special needs that affect your participation in the course, please notify me. I will ensure that you have the necessary accommodations with instruction and/or examinations. You are encouraged to contact me as early in the semester as possible to discuss special needs.

You may also seek assistance at the Disability Services office, which is located in room 609 of the Learning Resource Center. More information about disability services is available at their website: <http://www.uwsp.edu/disability/Pages/students/studentInformation.aspx>

## **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. Members of the class may wish to make comments that they do not want repeated outside of the classroom. The class is expected to respect the confidentiality of their fellow students. 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.
- ◆ Students are expected to attend class regularly and read all assignments before attending the class for which they are assigned. Students should be prepared to take part in discussion, experiential, and written assignments in class. Laptop use and cell phone use, including texting, is forbidden during class. Points will be awarded for attendance and counseling session participation.
  - ◆ \*If there is a specific reason why you need a laptop or phone during a particular class please see me to discuss this.

## **UWSP POLICIES:**

### **POLICY RELATED TO SEXUAL VIOLENCE ON THE UWSP CAMPUS:**

Our school is committed to fostering a safe, productive learning environment. Title IX and our school policy prohibit discrimination on the basis of sex, which includes harassment, domestic and dating violence, sexual assault, and stalking. In the event that you choose to disclose about having survived sexual violence, including harassment, rape, sexual assault, dating violence, domestic violence, or stalking, and specify that this violence occurred while a student at UWSP, federal and state laws mandate that I, as your instructor, notify the Dean of Students, Troy Seppelt.

The Dean of Students or designee will contact you to let you know about accommodations and remedies available at UWSP and in our community. 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.

<http://www.uwsp.edu/dos/Pages/default.aspx>

\*If it is determined that an alleged perpetrator poses an imminent threat to the broader campus community or if person(s) under 18 years of age are involved, UWSP employees are required to notify the Title IX Coordinator, Pam Dollard, and/or law enforcement.

### **EMERGENCY PROCEDURES**

In the event of a medical emergency call 911. Offer assistance if trained and willing to do so. Guide emergency responders to a victim.

In the event of a tornado warning, proceed to the lowest level interior room without window exposure. See [www.uwsp.edu/rmgt/Pages/em/procedures/other/floor-plans](http://www.uwsp.edu/rmgt/Pages/em/procedures/other/floor-plans) for floor plans showing severe weather shelters on campus. Avoid wide-span rooms and buildings.

In the event of a fire alarm, evacuate the building in a calm manner. Meet at the Sun Dial. Notify instructor or emergency command personnel of any missing individuals.

In the event of an active shooter – Run/Escape, Hide, Fight. If trapped hide, lock doors, turn off lights, spread out and remain quiet. Follow instructions of emergency responders. See UW-Stevens Point Emergency Management Plan at [www.uwsp.edu/rmgt](http://www.uwsp.edu/rmgt) for details on all emergency response at UW-Stevens Point.

### **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>.

### **READING ASSIGNMENTS AND CLASS TOPICS FOR:**

#### **Week 1 (1/22/18 & 1/24/18)**

Introductions and Course Overview; Introduction to Generalist Social Work Skills; Professionalism (*Competency 1*)

**Read: Cournoyer Chapters 1 & 2**

#### **Week 2 (1/29/18 & 1/31/18)**

Critical Thinking, Scientific Inquiry, and Career-Long Learning; Diversity & Difference (*Competency 1; Competency 2*)

**Read: Cournoyer Chapters 3 & 4**

#### **Week 3 (2/5/18 & 2/7/18)**

Ethical Decision-Making (*Competency 1*)

**Read: Cournoyer Chapter 5**

#### **Week 4 (2/12/18 & 2/14/18)**

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

**Read: Kadushin Chapters 1 & 2**

#### **Week 5 (2/19/18 & 2/21/18)**

Listening (*Competency 6*)

**Read: Cournoyer Chapter 6; Kadushin Chapter 3**

**Week 6 (2/26/18 & 2/28/18)**

Nonverbal Communication (Competency 6)

**Read: Kadushin Chapter 11**

**EXAM 1—2/26/18**

**Week 7 (3/5/18 & 3/7/18)**

Preparing (Competency 1; Competency 6)

**Read: Cournoyer Chapter 7; Kadushin Chapter 4**

**Week 8 (3/12/18 & 3/14/18)**

Beginning (Competency 1; Competency 6)

**Read: Cournoyer Chapter 8; Kadushin Chapter 5**

**Practice Counseling: Beginning skills (small group session begin every Wed.)**

**Week 9 (3/19/18 & 3/21/18)**

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 4/1 at 5:00 p.m.)**

**Spring Break: No Class 3/26/18 & 3/28/18**

**Week 10 (4/2/18 & 4/4/18)**

Assessing (Competency 1; Competency 7)

**Read: Cournoyer Chapter 10**

**Practice Counseling: Assessment**

**Due: Client Documentation—A portion (by Sunday, 4/8 at 5 p.m.)**

**Week 11 (4/9/18 & 4/11/18)**

Contracting (Competency 1; Competency 8)

**Read: Cournoyer Chapter 11**

**Practice Counseling: Contracting**

**Due: Client Documentation—C portion (by Sunday, 4/15 at 5 p.m.)**

**Week 12 (4/16/18 & 4/18/18)**

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

**Read: Kadushin Chapters 7 & 8**

**Due: Process Recording 1 (by Sunday, 4/22/18 at 5 p.m.)**

**Week 13 (4/23/18 & 4/25/18)**

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

**Read: Cournoyer Chapter 12**

**Practice Counseling: Working & Evaluating/Intervention**

**Due: Client Documentation—Progress Recording 2 (by Sunday, 4/29 at 5 p.m.)**

**Week 14 (4/30/18 & 5/2/18)**

Evaluating and Ending (Competency 1; Competency 8; Competency 9)

**Read: Cournoyer Chapter 13 & Kadushin Chapter 10**

**Practice Counseling: Working & Evaluating/Intervention (continued)**

**Due: Social Work Interview (by Sunday 5/6 at 5 p.m.)**

## **Week 15 (5/7/18 & 5/9/18)**

Ending; Self-care; Self-evaluation (Competency 1)

### ***Practice Counseling: Ending***

***Due: Client Documentation—Closing Summary (by Sunday 5/13 at 5 p.m.)***

Course closure

**Final Exam— Thursday, 5/17/18**

**10:15 AM – 12:15 PM**

.....

### **Counseling Session Details:**

1. Students will be assigned to groups of 3 or 4. Each group will be assigned to a private location in the CCC or on campus to meet and practice counseling skills. Counseling sessions will take place during class every Wednesday starting **week 8- (3/14/18)**.
2. Approximately every 20 minutes during each of these class periods, students will rotate through roles of client, counselor, and observer.
  - a. Sessions will be focused on the core components of professional practice and organized by the following:
    - i. Beginning the therapeutic relationship -3/14
    - ii. Exploration of supports, issues, concerns -3/21
    - iii. Preparing an assessment/Case formulation -4/4
    - iv. Developing a contract/case plan -4/11
    - v. Working/Evaluating the action plan/established goals -4/18 & 4/25
    - vi. Ending/termination of the case -5/2
  - b. Students will be able to prepare for each session using the counseling guides and documentation file instructions posted in the content area of D2L. In addition, the practice skills utilized in each counseling session will be reviewed prior to the Wednesday sessions.
3. The course instructor will stop by to check-in on Wednesday sessions to provide support if necessary. In addition, 2 participation points will be awarded for these each of the sessions.

### **Assignment Details:**

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

#### **DAC Documentation- (Due at 5 PM on 4/1, 4/8, & 4/15)**

- You will use the “DAC” documentation format outlined in the Cournoyer text to organize and document aspects of the counseling process with your assigned client. 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.
- Detailed Instructions and Examples are posted under the Documentation Files tab in the Content area is the D2L course website.
- Submit your documentation to the “Dropbox” by the times and dates indicated in the syllabus.

### **Progress Recordings (Due at 5 PM on Sunday 4/22 & 4/29)**

- A Process recording is a tool used to examine the dynamics of a particular interaction in time. The process recording is an excellent teaching device for learning and refining interviewing and intervention skills. For two of the later sessions with your “client” you will complete a “Progress Recording,” as detailed in the Cournoyer text.
- Further instructions are posted under the Documentation Files tab in the content area of D2L. The recordings will be due at 5 PM on 12/3/17 and 12/10/17. Please submit your recordings to the “Dropbox”.

### **Closing Summary (Due at 5 PM on Sunday, 5/13)**

- 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. Detailed instructions are posted under the Documentation Files tab in the content area of D2L. Please submit your summary to the “Dropbox” by Sunday 12/17/17.

### **Social Worker Interview Assignment (Due at 5 PM on Sunday, 5/6/18)**.(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 travel 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. Please 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—describe



11. the interview techniques that the social worker used—relate to techniques we discussed in class—describe
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—think of diversity in a broad sense
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