

SOCIAL WORK 359/559—SOCIAL WORK METHODS: CASEWORK

Hybrid

In-Person Mondays 6-8:50pm (see calendar) and online
UWSP Wausau Branch – **Room: 238**

INSTRUCTOR

Instructor: Tara Anderson DSW, LCSW, CSAC

Office: Wausau- 085A

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, the course name, and your return call information. To reach me the quickest please send an email or message through Canvas.

Email: tanderso@uwsp.edu

Office Hours: Before and after class, and online via Zoom by appointment.

Instructor's Corner: General course questions can be posted in the Instructor's Corner on the Canvas course site.

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.

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.

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, all 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 along with the skill to tailor services to specific clients, and the 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

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 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. More information about disability services is available at this website: <http://www.uwsp.edu/disability/Pages/students/studentInformation.aspx>

Face Coverings

See updated UWSP guidance throughout the semester related to policies on face coverings.

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.

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 through this hybrid course.

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

- 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

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 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, student may not receive full credit and no late assignments will be accepted two weeks past their due date.

Student Feedback

Students are encouraged to provide feedback during office hours, by phone, by e-mail, and by appointment, if they desire. The instructor welcomes the opportunity to discuss assignments and/or course content.

CLASS FORMAT

This is a hybrid course. We will meet bi-weekly in person on Monday with online and experiential work between course meetings. Schedule and materials are posted in Canvas. You will use your UWSP account to login to the course from the Canvas Login Page. If needed, virtual sessions will be conducted via Zoom.

This course includes building knowledge and skills. The in-person 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/experiential component will additionally include online discussions, skill demonstration videos, skills practice and other learning activities. The practice component includes 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

	BSW	MSW
❖ Online Discussion Boards (2)	20 points	20 points
❖ Interviewing & Professional Documentation/Final Portfolio	130 points	130 points
❖ Cultural Competence Self-Assessment Paper	60 points	60 points
❖ <i>Cultural Strengths Presentation (MSW only)</i>		25 points
❖ In-Class Assignments	15 points	15 points
❖ Social Work Interview Paper	60 points	60 points
❖ Quiz 1	50 points	50 points
❖ Final Exam	<u>50 points</u>	<u>50 points</u>
	Total: 385 points	410 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

Online Discussion Board: 10 points each, Competency 1-9: Selected online modules

BSW: Discussion Board posts will be conducted for 2 online modules. These will be written, audio, video, or other multi-media posts. See Rubric in Canvas. Professional engagement and responses are 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 1 response to peer discussion posts.

MSW: See above and, additionally, MSW students will demonstrate enhanced leadership, insight, and research-informed responses in their posts by responding to 2 classmates and by including an outside reference with proper citation in their peer responses- adding additional depth and advancing the discussions.

Interviewing & Professional Documentation Portfolio: 130 points in total, Competency 6-8

BSW/MSW: With a partner, students will practice interviewing skills studied in this course to gain competency. Students will prepare to practice interviewing skills using instructions and assignment submission descriptions posted on Canvas. You will also learn to complete professional documentation by completing casework records and reports. The casework records (listed below) will be completed throughout the semester. I will grade these and provide feedback to further develop competency in writing these reports. At the end of the semester, you will re-submit these documents in a portfolio assignment that demonstrates your best work and incorporates revisions from feedback provided.

Graded 1st drafts - Documentation will be submitted using templates provided (see dates in Canvas): (90 points)

- Summary recording (progress/case note) (20 points)
- Social history/Assessment (30 points)
- Video demonstrating interviewing skills (10 points)
- Action Plan (treatment plan/case plan) (20 points)
- Discharge Summary (10 points)

Portfolio: Resubmit final documents with revisions based on feedback received & include your self-evaluation. (40 points total)

- Summary recording (10 points)
- Social history/Assessment (10 points)
- Action Plan (10 points)
- Discharge Summary (5 points)
- Self-Evaluation (5 points)

Practitioner-Level Cultural Competence, 60 points, (Competency 1-4, 6-8)

See Rubrics on Canvas for grading and assignment expectations for BSW/MSW.

BSW: *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.

MSW: *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 **6**-page paper synthesizing these components.

❖ *Presentation* - MSW students will prepare presentations that recognize cultural and/or ethnic group strengths to further develop our class *Competence in Multicultural Social Work*. Students will pick a population and sign-up for a presentation day. See details on Canvas. (25 points)

Social Worker Interview & Paper: 60 points, Competency 1, 8

BSW/MSW: 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 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 can be conducted 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.
- See rubric on Canvas

Quiz, Final Exam, 50 points each, Competency 1-9

Quiz & Final exam may consist of multiple choice, short-answer, essay, or case study. They will also include video responses to demonstrate interviewing techniques.

CLASS TOPICS & SCHEDULE

See Canvas for detailed up to date view of additional readings, multimedia links, & course activities

In-Person: 9/20, 10/4, 10/18, 11/1, 11/15, 11/29

Module/Topic	Date/Modality	Readings/Assignments
<u>Module 1: (Competency 1)</u> Topic: Introduction to Course, generalist social work practice values, purpose, functions & roles	Thurs 9/2-Sun 9/5 Online	Review Syllabus Read: Miley et al., Chapter 1 Video Introduction Post
<u>Module 2: (Competency 1, 6-9)</u> Topic: Empowerment approach, phases of practice	Mon 9/6-Sun 9/12 (no school Mon 9/6 Labor Day) Online	Read: Miley et al., Ch 5 Due: Discussion Board
<u>Module 3: (Competency 4)</u> Topic: Social Work Theories, Human System Perspectives, social systems, ecosystems framework	Mon 9/13-Sun 9/19 Online	Read: Miley et al., Chapter 2 Due: Discussion Board
<u>Module 4 (Competency 1-4,6,8)</u> Topic: Multicultural Social Work, recognizing and activating cultural strengths	Mon 9/20-Sun 9/26 In-Person Monday 9/20 6-8:50pm	Read: Miley et al., Chapter 3 & 9 Optional Read: NASW Standards & Indicators for Cultural Competence in Social Work Practice.
<u>Module 5 (Competency 1-2,5- 6)</u> Topic: Strengths Perspective, Empowerment Based Practice, Engagement- forming partnerships, confidentiality	Mon 9/27- Sun 10/3 Online	Read: Miley et al., Chapter 4 and Chapter 6 Due: BSW/MSW Cultural Competence paper (10/3)
<u>Module 6 (Competency 1, 6, 8)</u> Topic: Engagement- models of communication, responding	Mon 10/4- Sun 10/10 In person Monday 10/4	Read: Miley et al., Chapter 7
<u>Module 7 (Competency 1, 6-8)</u> Engagement- record-keeping and documentation, eco-maps, forming a partnership, summary recording	Mon 10/11-Sun 10/17 Online	Read: Miley et al., page 259 (eco-maps), page 266-270 Record-Keeping Due: Summary recording
<u>Module 8 (Competency 6-8)</u> Topic: Engagement- Stages of Change, enhancing client motivation, taking priority actions	Mon 10/18-Sun 10/24 In Person Monday 10/18	Read: Miley et al., Chapter 8 Due: Quiz 1 (modules 1-7)
<u>Module 9 (Competency 1, 7-8)</u> Topic: Assessment- assessment tools, assessing resource capabilities, social histories, problem exploration	10/25-10/31 Online	Read: Miley et al., Chapter 10
<u>Module 10: (Competency 1, 7)</u> Topic: Practice Interview Skills	11/1-11/7 In-Person Monday 11/1	Due: Social History/Assessment & Interview Recording
<u>Module 11: (Competency 1, 7)</u> Topic: Application of interview skills	11/8-11/14 Online	Due: Social Work Interview
<u>Module 12: (Competency 7,8)</u> Topic: Assessment: Planning, Goals & Objectives, Actions Plans	11/15-11/21 In person 11/15	Read: Miley et al., Chapter 11, e-reserve Due: Action Plan

<u>Module 13: (Competency 7, 8, 9)</u> Topic: Intervention, Case Management	11/22-11/24 (Thanksgiving week) Online	Read: Miley et al., Chapter 12 & 13
<u>Module 14: (Competency 7, 8)</u> Topic: Topic: Evaluation and Ending: Recognizing successes, evidence-based practice	11/29- 12/5 In person 11/29	Read: Miley et al., Chapter 15 through page 394, Chapter 16 through 424 and page 431 Due: Discharge Summary (12/5)
<u>Module 15: (Competency 1-3,6-9)</u> Topic: Wrap-up/Catch-up, reviewing documentation	12/6-12/12 Online	Due: Final Exam (covers Modules 8-14)
<u>Finals Week: (Competency 1-9)</u>	Date 12/13-12/17	Due: Portfolio