MidAmerica Nazarene University
Soc 4503
CASEWORK AND INTERVENTION
Spring 2009

Instructor: Rev. Bo Cassell
Division of Behavioral Sciences
Office Location: Metz 204
email: brcassell@mnu.edu

Tuesday 1:45-4:15pm
Metz 211
Office Phone: 913-971-3613
Office Location: Metz 204
Office Hours: Mon. 9:00-10:30am; Wed. and Fri. 9:00-10:30am, 1:30-3:00pm.
Tues. 10:30am-12 Noon. Also by appointment (call or email).

Course Description: This course will assist the student in the development of interviewing techniques, assessment, and delivery of social services. The course will also emphasize the impact of the family and heritage of both the giver and receiver of professional help.

Course Objectives: Students who satisfactorily complete this course should be able to:
- Master basic speaking and listening skills
- Identify basic generalist practice skills in the micro, mezzo, and macro levels of social work as well as skills used with families.
- Develop interviewing techniques and assessment skills.
- Recognize how the client’s background effects the therapy process including the student’s own background.

Course Requirements:
- Dialogue Paper. A 600-900 word dialogue paper of practiced listening and communication skills will be written. It will include a transcribed portion of a recorded session with another student. It will/may also include a short answer take home exam portion.
- Counseling Reaction Paper. Students will attend 3 counseling sessions. A 650 word minimum reaction paper will be due upon completion of the sessions. Details of counseling arrangements will be provided in class. Paper requirements can be found below in this syllabus.

Texts:


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Casework and Intervention Syllabus

- **Weekly Fable Reactions.** Short reactions to the stories in *Friedman’s Fables* will be turned in weekly before class. They will be 300 word minimum reactions to the readings in Friedman’s Fables (two fables per week—about 150 word write up per fable). These reactions will be graded on the mechanics (meeting the assignment requirements), demonstrating that you have read the material, and your reaction to the fable, combined with any application you can make of the story to life and caring/helping professions. How might this story help a social worker?

- **Exams.** Three exams (not including the final) will be given. They will test comprehension of concepts and reading of the text books. Exams will consist of a combination of formats—multiple choice, matching, essay, etc.

- The comprehensive **Final Exam** is a group effort in which groups analyze a movie (possibilities include “Fried Green Tomatoes,” etc.) AND/OR a case study and answer essay questions covering all readings and class discussions. The movie analysis project should be 1500-2100 words (about 5-7 pages) and even if working in groups, each student is expected to provide their own original write up of the assignment. Groups will meet to work on the project and a finalized typed written copy of the exam/project will be turned in to Blackboard by 5:00 p.m. **APRIL 30TH**.

- **Miscellaneous assignments** may occasionally be assigned and collected – and may or may not count as a scored/graded assignment.

- **Participation** is an essential part of the learning experience in this class. Discussion of material and in-class exercises will be a major element in understanding the casework and intervention class. You are expected to participate in exercises and contribute to the topics raised in class. You are also expected to read all assigned chapters prior to the appropriate class. You will receive points for your participation in class discussion, role play and experiential exercises for a total of 100 points.

- **Attendance** is extremely important if you are to gain the appropriate experience from this class. Missed classes will result in deductions that will be taken from your Participation points (if you are not in class, you can’t participate) AND any additional deductions will be taken from other work turned in, once the Participation points are exhausted. (See attendance policy, below.)

**Evaluation:**

- Dialogue Paper 150 points
- Counseling Reaction Paper 100 points
- Exams (3 @ 100) 300 points
- Weekly Fable Reactions 150 points
- (10 @ 15)
- Final Exam/Group Project 200 points
- Participation (Attendance) 100 points

**TOTAL 1000 Points**

**Grading Scale:**
A       93-100%
A-      90-92%
B+      87-89%
B        83-86%
B-      80-82%
C+      77-79%
C        73-76%
C-      70-72%
D+      66-69%
D        63-65%
D-      60-62%
F  Below 60%

Policies

Electronic Communication Between Faculty and Students
All electronic communication between faculty and students must be made using their mnu.edu account. Homework assignments and research papers must also be submitted through the MNU server.

Turning In Work
All work will be turned in electronically to Blackboard (http://bb.mnu.edu) unless otherwise noted. All work is due on the day it is due, before midnight, unless stated otherwise. Due date= Date given, time due= before 12:00 midnight that day. All papers should follow the ASA (American Sociological Association) Style Guide or the APA (American Psychological Association) Style unless otherwise noted. For more information, students can visit:
www.asanet.org/page.ww?name=Quick+Style+Guide&section=Sociology+Depts
www.calstatela.edu/library/bi/rsalina/asa_styleguide.html
www.buffalostate.edu/library/docs/asa.pdf

ALL ASSIGNMENTS IN ALL OF PROFESSOR CASSELL’S CLASSES ARE TURNED IN TO BLACKBOARD, AND CHECKED THROUGH THE "TURN IT IN" (www.turnitin.com) or Blackboard’s “Safe Assign,” ACADEMIC INTEGRITY WEB SITE, unless stated otherwise. PAPER ASSIGNMENTS WILL NOT BE ACCEPTED ANY OTHER WAY.

NOTE: Since all assignments (unless noted) are turned in electronically, and at times electronic servers cease to function or electronic transfers break down and occasionally do not go through properly, it is important for the student to KEEP A COPY OF ALL WORK TURNED IN. Also, keep a copy of any posting receipt that you receive from Blackboard. IT IS THE STUDENT’S RESPONSIBILITY TO PROVE THAT THEY HAVE COMPLETED THE WORK, AND THAT THE WORK WAS TURNED IN, and turned in on time.

Late Work
Work turned in late will be penalized by 5% off the total per day. A day is a 24 hour period from the time it is due. Work turned in one minute after it is due loses 5%. For example, say you have an assignment due Monday at 12:00 midnight, and it is an “A” quality paper, (that would normally receive 93%). If you turn it in at 11:59 p.m., you receive an “A.” If you turn this paper in at 12:01 a.m., you will receive an “B+” (5% off the total, or in this case, 88%). Another 24 hours later, it drops another 5%. See the table below for a sample explanation:

<table>
<thead>
<tr>
<th>Paper Due on Monday at 12:00 midnight is turned in...</th>
<th>Percentage of Points Deducted</th>
</tr>
</thead>
<tbody>
<tr>
<td>Up to Monday, 11:59 pm</td>
<td>0% deducted</td>
</tr>
</tbody>
</table>
Casework and Intervention Syllabus

<table>
<thead>
<tr>
<th>Day</th>
<th>Late Work Deduction</th>
</tr>
</thead>
<tbody>
<tr>
<td>Tuesday, 12:01 am to 11:59 pm</td>
<td>5% deducted (one 24 hour period—one day late)</td>
</tr>
<tr>
<td>Wednesday, 12:01 am to 11:59 pm</td>
<td>10% deducted (two days late)</td>
</tr>
<tr>
<td>Thursday, 12:01 am to 11:59 pm</td>
<td>15% deducted (three days late)</td>
</tr>
<tr>
<td>Friday, 12:01 am to 11:59 pm</td>
<td>20% deducted (four days late)</td>
</tr>
<tr>
<td>Saturday, 12:01 am to 11:59 pm</td>
<td>25% deducted (five days late)</td>
</tr>
<tr>
<td>Sunday, 12:01 am to 11:59 pm</td>
<td>30% deducted (six days late)</td>
</tr>
<tr>
<td>Monday, 12:01 am to 11:59 pm</td>
<td>35% deducted (seven days late)</td>
</tr>
<tr>
<td>After Monday 12:00 midnight, one week late</td>
<td>40% deducted (After 7 full days—automatic F)</td>
</tr>
</tbody>
</table>

(Note also that this policy allows for hard working students to take “an extra day” and still get an “A”. If you are working on your assignment and could use more time, but could make it outstanding, you could turn it in later on the day it is due, and if it warrants 100%, you would receive 95%, an A.)

**Make Up Work/Make Up Exams**

Make up work is allowed only under a dire, life and death excuse. Any non-emergency late work will be treated according to the late work policy, above—exams are never accepted late without prior permission from the professor, or in emergency cases as accounted for in this paragraph. Student MUST provide written verification of the emergency reason for missing an assignment/exam. Written verification must be provided on an official form or business letterhead with an address or phone number for follow up verification. For example, if the student is in a car accident on the way to the exam, the professor will need to see the police report. If the car breaks down on the way to the exam, the professor will need to see the repair receipt. If sick, the professor will need to see a note from the resident educator on university letterhead. In other words, you will need a verifiable emergency reason to make up an exam or assignment.

**Unique Circumstances**

Students traveling to represent the school at school sanctioned events (away sporting events, debate teams, out of town class trips or presentations, etc.) should plan ahead and turn assignments in early. Students on school sanctioned trips longer than 3 days will be given one extra day without penalty—when their travel falls on an assignment due date. Allowance will be given for attendance during these trips, but students may be required to do special “away trip assignments” to make up for the attendance points lost. The instructor must be notified in writing ahead of time for these allowances to take effect.

Students facing a family emergency—on the level that an employer would excuse you from work (i.e. death, life threatening illness, etc.) will be given three extra days without penalty when these happen during a due date only. The student must communicate to the instructor, and “emergency” must be verified and approved by the instructor for this to take effect. (See above policy on make up work/make up exams).

**NO ASSIGNMENTS WILL BE ACCEPTED AFTER THE DAY OF THE CLASS FINAL. NO EXCEPTIONS.**

**Attendance/Late Arrival/Class Disruption**

The basic policy of MNU is that there are no excused absences. Consistent attendance is essential for success in the course. In this class, Students will lose 1% of their final grade for each HOUR absence. However, you have three “free” absences (in this once per week class, that is one “free” week). In other words, if you miss three class hours, nothing is deducted. Upon the fourth hour, 40 points (4%) will be taken off your final grade (approximately one grade step—i.e. A- to B+). For every additional hour absence, 10 additional points (1%) will be deducted. Students more than 7 minutes late for a given class period without a reasonable excuse will be counted as absent for that class period (the instructor’s watch...
will be used as the time reference). YOUR THREE FREE HOUR ABSENCES ARE FOR ANY AND ALL REASONS. Use them wisely. If you use them up, and then get sick, or have an emergency later, all absences will be counted.

Disruptive behavior will not be tolerated. Students that are a distraction to other students or to the instructor may be asked to stop their behavior, and/or leave the classroom—AND MAY LOSE GRADE POINTS FROM THEIR FINAL GRADE (from attendance/participation). Disruptive behavior includes, but is not limited to: inappropriate talking in class, text messaging/cell phone use, distracting laptop use or laptop use “wasting time” on uses not related to class. For classes with Participation point, these behaviors can result in a loss of participation points even if they are not disruptive to others.

**Special Accommodations**
Students needing special accommodations should notify the professor and visit the Kresge Center *(in the library) during the first two weeks of the course.* (Note that the Kresge Center is not just for students with particular needs. There is tutoring available for any student.)

**Academic Integrity**
All work is expected to be the student’s own. No credit will be given for assignments or exams that have been plagiarized. Cheating and other dishonest behavior will result in an F for the assignment and will be reported to the Vice President for Academic Affairs.

Students who don’t know what plagiarism is, or who don’t understand the serious nature of it should visit:
- http://www.plagiarism.org
- http://www.indiana.edu/~wts/pamphlets/plagiarism.shtml
- http://www.unc.edu/depts/wcweb/handouts/plagiarism.html

Students may also find this helpful for creating proper citations:
- www.chicagomanualofstyle.org
- www.easybib.com
- www.noodletools.com

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**Counseling Reaction Paper for Therapy Sessions**

1. Students are **not** expected to reveal the content of the therapy sessions, but are encouraged to share the *process* of the therapy experience. (Student/therapist interactions, structure of therapy, progress of sessions, how issues were discussed)

2. Other things to focus on can include: awareness of any feelings of stigma in going to a counselor; any feelings on the part of the student about the assignment and/or therapy sessions; any surprises; and/or any style or techniques used by the therapist that the student liked or disliked and why?

3. Papers will be graded according to the following:
a. Mechanics: paper meets all requirements, formatting, and fulfills purpose of the assignment.
b. Reaction: Student provides their reaction to the process of counseling, noting how it felt to them to be the “counselee.”
c. Reflection: Student reflects on this assignment, discussing what they learned from this process, and how they could apply it to dealing with clients in social work.

Dialogue Paper

1. Students will meet in dyads or triads to practice speaking and listening skills using Sherod Miller’s Awareness wheel, basic speaking skills and listening skills. Students will meet a minimum of 3 times outside of class for 30 minutes each. Each student will practice speaking and listening (i.e. each will speak/listen for 15 minutes).

2. If students are in a triad, the third party will observe and offer constructive feedback to the speaking/listening dyad. Note: Each student needs to practice speaking and listening each time.

3. After practicing, the student will then audio tape one of his/her practice sessions in which he/she is the listener.

4. A 600-900 word (two to three page) dialogue paper will be typed in transcription style (see below). Students only need to pick out a section of dialogue that will fill 600-900 words (not the whole thing).

5. The student will then evaluate the dialogue using the awareness wheel (for the speaker) and listening skills (for the listener). (see below)

6. The student will answer essay questions given to them by the professor and include their answers with the transcript.

Example:

Speaker: I’m really frustrated about school right now. (feeling) It seems that no matter what I do I can’t get a good grade. (sensory data). I have even gone to Kresge Center and I’m still barely passing. (sensory date, action) Sometimes I just want to give up and quit. (want)

Listener: I can understand your frustration when it sounds like you have tried and tried and still aren’t getting good grades. (summary). You must be discouraged. (acknowledge)

Speaker: I am. I know I’m not stupid, (thought) but sometimes I feel that way. (feeling)

Listener: I can imagine. (acknowledge) Tell me more about the kinds of things you have tried besides the Kresge center. (inviting)
<table>
<thead>
<tr>
<th>Date</th>
<th>Class Focus</th>
</tr>
</thead>
<tbody>
<tr>
<td>January 13</td>
<td>Introduction to the class, Kirst-Ashman Chapter 1</td>
</tr>
<tr>
<td>January 20</td>
<td>(Read and review Kirst-Ashman Chapter 1); Miller &amp; Miller Chapter 1; Fables: The Bridge, Nervous Condition</td>
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<tr>
<td>January 27</td>
<td>Miller &amp; Miller Chapters 2-4, and 9-11; Fables: Friendly Forest, Round in Circle <em>Dialogue partners assigned</em></td>
</tr>
<tr>
<td>February 3</td>
<td>Miller &amp; Miller Chapters 5-8; Fables: Projection, Power of Belief</td>
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<tr>
<td>February 10</td>
<td>NO CLASS</td>
</tr>
<tr>
<td>February 17</td>
<td>Kirst-Ashman Chapter 2; Fables: American Holly, Soaring</td>
</tr>
<tr>
<td>February 24</td>
<td>Kirst-Ashman Chapter 5; Fables: Net Results, Metamorphosis</td>
</tr>
<tr>
<td>March 3</td>
<td>Kirst-Ashman Chapter 6; Fables: Symbiosis, Attachment <em>Dialogue Paper Due</em></td>
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<tr>
<td>March 10</td>
<td>Kirst-Ashman Chapter 7</td>
</tr>
<tr>
<td>March 17</td>
<td>SPRING BREAK (NO CLASS)</td>
</tr>
<tr>
<td>March 24</td>
<td>Kirst-Ashman Chapter 8 &amp; 16; Fables: Jean and Jane, Magic Ring</td>
</tr>
<tr>
<td>March 31</td>
<td>Kirst-Ashman Chapter 11; Fables: The Lesson, Cinderella</td>
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<tr>
<td>April 7</td>
<td>Miller &amp; Miller Chapter 12; Kirst-Ashman Chapter 9; Fables: Caught in Her Own Web, the Wallflower <em>Reaction Paper due</em></td>
</tr>
<tr>
<td>April 14</td>
<td>Macro Skills/Advocacy/Cultural Competence (Kirst-Ashman Chapter 14, pages from Ch. 4 and 12 to be assigned). Fables: Panic, Burnout <em>EXAM #3</em></td>
</tr>
<tr>
<td>April 21</td>
<td>Movie/Case Study for Final Exam</td>
</tr>
<tr>
<td>April 28</td>
<td>Work on Final Exam/Group Project</td>
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<tr>
<td>April 30</td>
<td>5:00 p.m. - Final Exam Due to Blackboard</td>
</tr>
</tbody>
</table>
Alignment of Mission, Objectives, and Outcomes
MidAmerica Nazarene University

Term: Spring 2009  Class: Casework & Intervention
Dept #: SOCI 4503  CRN: 50066
Professor: Bo Cassell
Means of Dialogue Paper

University Mission Statement:
The University provides a wide variety of intellectual, social, and religious activities that serve a developmental function in students. The ultimate goal is to develop broadly educated individuals with specific skill and career knowledge related to a potential field of work.

Related Division Mission:
The Division of Behavioral Sciences educates and develops students to be competent in academic disciplines focused on understanding human behavior, mental processes, social functioning and the institutional structures of society.

Course Objectives:
Students will grasp a clear vision of service to humanity through participation in the discipline of Sociology. Students will be able to embrace the multicultural and multiethnic diversity of our nation and world specifically as it impacts learning and practice in the field of Sociology.

Intended Educational (Student) Outcome or State Standards:
Students will interact with empathy and compassion toward the disadvantaged and disenfranchised through an awareness of social problems and needs within the American society.

Means of Assessment:
Dialogue Paper
Alignment of Mission, Objectives, and Outcomes
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Term: Spring 2009   Class: Casework & Intervention
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Means of Counseling Reaction Paper

University Mission Statement:
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Related Division Mission:
The Division of Behavioral Sciences educates and develops students to be competent in academic disciplines focused on understanding human behavior, mental processes, social functioning and the institutional structures of society.

Course Objectives:
Students are competent to pursue a career and/or graduate studies within a broad range of cultural and institutional contexts.

Intended Educational (Student) Outcome or State Standards:
Students are productively involved in a professional career in Sociology or a related field.

Means of Assessment:
Counseling Reaction Paper