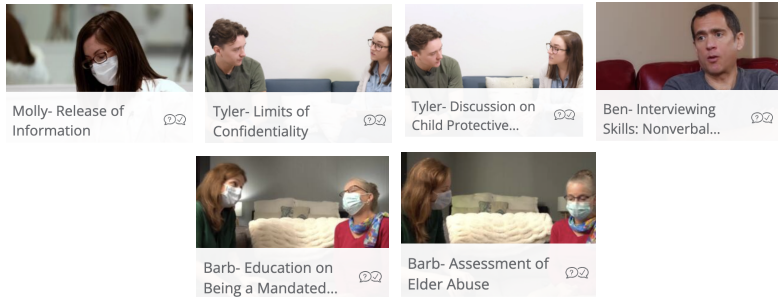
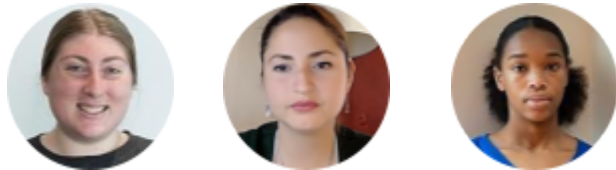


Bachelor of Social Work Simucase® Lesson Plans













Table of Contents

Generalist Social Work Practice I	2
Human Behavior and the Social Environment I	4
Child Welfare	6
Case Management	8

Course	Learning Objectives	Simucase Simulation and Video Assignments	Measuring Objectives Met
<p>Generalist Social Work Practice</p> <p>EPAS Competencies Addressed:</p> <p>Competency 1: Demonstrate Ethical and Professional Behavior</p> <p>Competency 2: Advance Human Rights and Social, Racial, Economic, and Environmental Justice</p>	<p>Demonstrate beginning knowledge of the NASW Code of Ethics.</p>	<p>Videos:</p> <ol style="list-style-type: none"> 1. Molly- Release of Information 2. Tyler- Limits of Confidentiality 3. Tyler- Discussion on Child Protective Services Report 4. Ben- Interviewing Skills: Nonverbal Communication 5. Barb- Education on Being a Mandated Reporter 6. Barb-Assessment of Elder Abuse 	<p>Review the assigned videos in Interactive Mode to test your knowledge on the ethics discussed in each video.</p>
<p>Competency 3: Engage Anti-Racism, Diversity, Equity, and Inclusion (ADEI) in Practice</p> <p>Competency 4: Engage in Practice-Informed Research and Research-Informed Practice</p> <p>Competency 6: Engage with Individuals, Families, Groups, Organizations, and Communities</p> <p>Competency 9: Evaluate Practice</p>	<p>Identify and define social work concepts such as starting where the client is, empowerment of client systems, and biopsychosocial, spiritual, and cultural influences on client systems in the environment.</p> <p>Describe the use of self within social work practice.</p> <p>Demonstrate empathy skills with client systems.</p> <p>Define and correctly use words and affective phrases associated with oppression, exploitation, and dehumanization.</p> <p>Explain the stages of social work generalist practice, including engagement, assessment, planning, implementation/ intervention, evaluation, termination, and follow-up.</p>	<p>Simulations</p> <p>Pat- Ecomap Part-Task Trainer: Pat is scheduled to meet with a social worker to discuss her son Brandon’s behavioral issues at school.</p> <p>Patty- Genogram Part-Task Trainer: Patty is a 35-year-old referred by Child Protective Services for a recent family crisis.</p> <p>April- Psychosocial Interview Part-Task Trainer: April is a 16-year-old whose foster mother recently found drug paraphernalia in April’s bedroom.</p> 	<p>Complete each simulation.</p> <ul style="list-style-type: none"> • Administer an ecomap, genogram, or biopsychosocial spiritual-cultural assessment with a partner. • Discuss the differences involved in being the social work interviewer compared with the client being interviewed.




<p>with Individuals, Families, Groups, Organizations, and Communities</p>	<p>Use oral and written communication skills, as well as critical-thinking skills, to collect, analyze, and synthesize observational data pertinent to micro, mezzo, and/or macro client systems in the social environment.</p> <p>Demonstrate critical thinking and use of evidence in assessment of micro, mezzo, and/or macro client system characteristics.</p> <p>Identify current social issues that impact client systems, human services agencies, and social welfare policies.</p> <p>Identify strengths and resources of client systems and their social environments.</p> <p>Describe the process of social work supervision.</p> <p>Demonstrate beginning-level cultural humility skills within a diverse and pluralistic society, i.e., identify aspects of cross-cultural communication with people from oppressed and/or at-risk groups, e.g., people who are rural, poor, immigrants, women, Native American, elderly, Latino/Hispanic, Asian-American, Black-American, Arab-American, disabled, of diverse religious backgrounds, of diverse family structures, and/or gay, lesbian, bisexual, and/or transgendered.</p>	<p>Simulations</p> <ol style="list-style-type: none"> 1) Jessica- Assessment: Jessica is an 18-year-old who is being evaluated by the Department of Human Services following a police response to an altercation in the home. 2) Jessica- Intervention: Jessica is an 18-year-old who is currently working with a Child Protective Service social worker regarding concerns of her parenting abilities for her young daughter. <div data-bbox="882 402 1029 552"></div> <div data-bbox="1125 402 1272 552"></div> <p>Videos</p> <ol style="list-style-type: none"> 1. LGBTQIA+ Terminology 101 2. Molly- Interprofessional Collaboration 3. Thomas- Interprofessional Collaboration Conversation 4. April- Social Worker's Corner: Working with Sexual Assault Clients 5. Joy-Social Worker's Corner: Caregiver Support 6. Ellie-Social Worker's Corner: Trauma-informed Practice 7. Tyler-Social Worker's Corner: Child Protective Services and Poverty 8. Jessica- Social Worker's Corner: Working with Families in Child Protective Services <div data-bbox="680 1211 869 1305"></div> <div data-bbox="680 1305 869 1354"><p>LGBTQIA+ Terminology 101</p></div> <div data-bbox="882 1211 1071 1305"></div> <div data-bbox="882 1305 1071 1354"><p>Molly- Interprofessional...</p></div> <div data-bbox="1083 1211 1272 1305"></div> <div data-bbox="1083 1305 1272 1354"><p>Thomas- Interprofessional...</p></div> <div data-bbox="1285 1211 1474 1305"></div> <div data-bbox="1285 1305 1474 1354"><p>April-Social Worker's Corner: Working...</p></div>	<p>Complete each simulation.</p> <ul style="list-style-type: none"> Review and complete the Policy Paper for Jessica Assessment and the Self-Reflection Paper for Jessica Intervention. <p>Review the assigned videos in Interactive Mode to test your knowledge on the content discussed in each video.</p> <ul style="list-style-type: none"> Discuss three ways in which you can use cultural humility with any client with whom you work.
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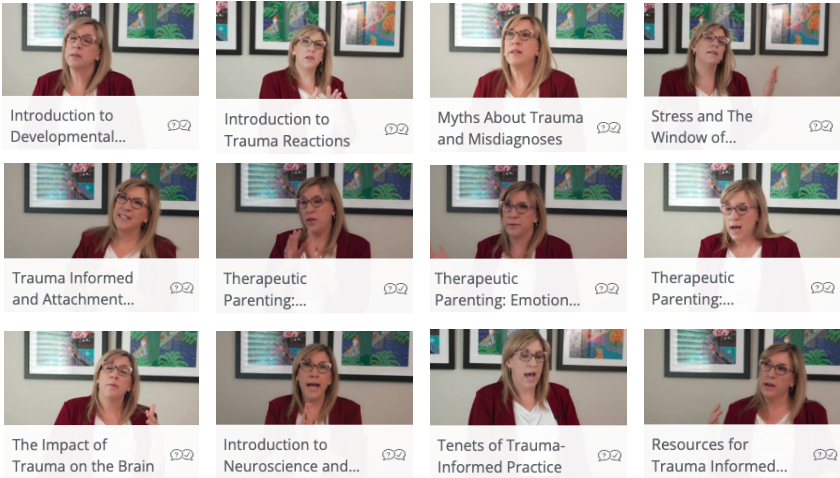
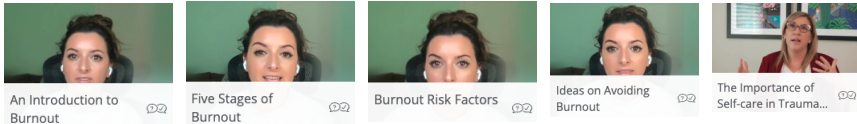
		    Joy-Social Worker's Corner: Caregiver... Ellie- Social Worker's Corner: Trauma... Tyler- Social Worker's Corner... Jessica- Social Worker's Corner:...	
Course	Learning Objective	Simucase Simulation and Video Assignments	Measuring Objectives Met
Human Behavior and the Social Environment EPAS Competencies Addressed: Competency 1: Demonstrate Ethical and Professional Behavior Competency 2: Advance Human Rights and Social, Racial, Economic, and Environmental Justice	Demonstrate beginning knowledge of human life course development.	Videos: <ol style="list-style-type: none"> Nico- Child Development Day Collaborative Assessment Part 1 Cameron- Assessment of Play Skills Jessica- Child Welfare Home Visit Joseph- Case History Interview Dan- Patient History and Interview    Nico- Child Development Day... Cameron- Assessment of Play... Jessica- Child Welfare Home Visit   Joseph- Case History Interview Dan- Patient History and Interview	Review the assigned videos in Interactive Mode to test your knowledge on the content discussed in each video. <ul style="list-style-type: none"> Based on your understanding of human life course development, what other questions might you ask each client to gain information for developing a collaborative treatment plan?
Competency 3: Engage Anti-Racism, Diversity, Equity, and Inclusion (ADEI) in Practice Competency 4: Engage in Practice Practice-Informed Research and Research-Informed Practice	Explore the interactions among individuals and between individuals and families, groups, organizations, communities, society, and culture.	Simulations April- Psychosocial Interview Part-Task Trainer: April is a 16-year-old who has recently had drug paraphernalia found by her foster mother. Ben- Psychosocial Interview Part-Task Trainer: Ben is a 30-year-old who has a history of substance misuse and addiction. Norman- Psychosocial Interview Part-Task Trainer: Norman is a 56-year-old who has recently started receiving medical care at the community clinic.   	Complete April, Ben, and Norman's Psychosocial Interview PTTs. <ul style="list-style-type: none"> Discuss how each case is impacted by the client's social environment. How might their experiences have been different if their environments were different?


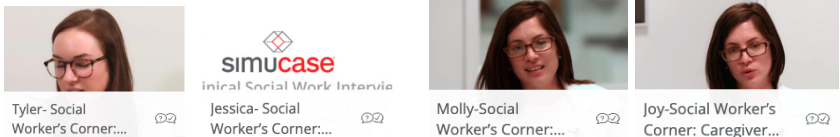


<p>Competency 6: Engage with Individuals, Families, Groups, Organizations, and Communities</p>	<p>Apply life span and life course theories to client experiences.</p>	<p>Simulations</p> <ol style="list-style-type: none"> 1. Johnny Assessment: Johnny is a 7-year-old experiencing family transitions and behavioral issues. 2. Ellie Assessment: Ellie is a 16-year-old whose brother, Alec, is undergoing chemotherapy treatment for cancer. 3. Noah Assessment: Noah is a 26-year-old recently referred by his insurance company to receive support for his increasing anxiety. 4. Molly Assessment: Molly is a 63-year-old admitted to the hospital one week ago due to an exacerbation of congestive heart failure. 5. Trish Assessment: Trish is a 68-year-old who has engaged in compulsive behaviors for over fifty years. 6. Joy Assessment: Joy is a 71-year-old sole caregiver for her husband, Greg, who has a dementia diagnosis. <div data-bbox="688 592 1522 722"> </div>	<p>After conducting the case history assessment with one simulation and gathering additional information from the collaborators, choose one of the following theories to further assess the chosen case:</p> <ul style="list-style-type: none"> ● Erikson's Developmental Theory ● Piaget's Cognitive Development ● Kohlberg's Moral Development Theory <p>Apply the concepts of your chosen theory to develop a deeper understanding of the client's psychosocial needs and behaviors in a written paper using the following structure:</p> <p>I. Presenting Problem State the presenting problem in this case. Explain the specific issues or behaviors the social worker needs to address.</p> <p>II. Case History Summarize the assessment interview and identify the areas in the case history that are significant for understanding the client's situation. Which questions offered the most insight?</p> <p>III. The Theory Explain the theory you chose and the basic concepts of the theoretical framework. Apply each concept to the case. Describe how these concepts help you understand the client's psychosocial issues and determine a treatment plan.</p>
Course	Learning Objective	Simucase Simulation and Video Assignments	Measuring Objectives Met
<p>Child Welfare</p> <p>EPAS Competencies Addressed:</p> <p>Competency 1: Demonstrate Ethical and Professional Behavior</p> <p>Competency 2: Advance Human Rights and Social, Racial, Economic,</p>	<p>Demonstrate an understanding of child welfare services available to children and families.</p> <p>Explore child welfare documentation practices and legal mandates.</p>	<p>Videos:</p> <ol style="list-style-type: none"> 1. Documenting as a Case Manager <div data-bbox="1010 1153 1199 1291"> <p>Documenting as a Case Manager</p> </div>	<p>Review the assigned video in Interactive Mode to test your knowledge on common case management documentation practices.</p> <ul style="list-style-type: none"> ● Discuss legal mandates, court reports, and how client documentation is used in the court system.

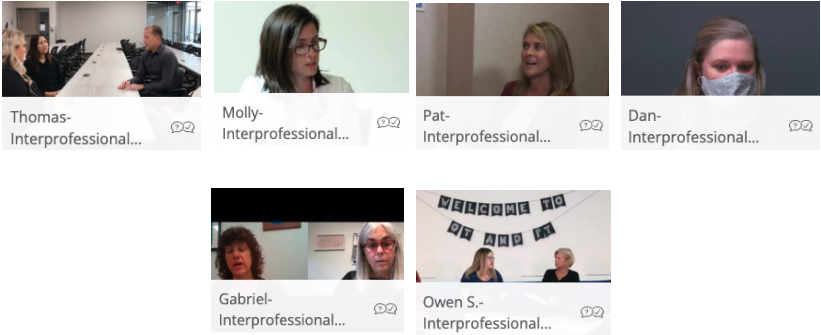
<p>and Environmental Justice</p> <p>Competency 3: Engage Anti-Racism, Diversity, Equity, and Inclusion (ADEI) in Practice</p> <p>Competency 4: Engage in Practice-Informed Research and Research-Informed Practice</p> <p>Competency 5: Engage in Policy Practice</p>	<p>Engage in child abuse and neglect screenings to identify child and family needs.</p> <p>Perform child welfare assessments to create collaborative treatment plans and understand co-occurring issues impacting the family or child.</p> <p>Demonstrate an understanding of ongoing services and client follow-up.</p> <p>Develop an understanding of secondary trauma.</p>	<p>Simulations:</p> <ol style="list-style-type: none"> 1. April- Psychosocial Interview Part-Task Trainer: April is a 16-year-old whose foster mother recently found drug paraphernalia in April's bedroom. 2. Tyler- Assessment: Tyler is a 15-year-old high school student who recently relocated with his mother and sister. 3. Thomas- Assessment: Thomas is 16-year-old who is exhibiting signs of withdrawal from peers and activities, excessive fatigue, and headaches. 4. Jessica- Assessment: Jessica is an 18-year-old who is being evaluated by the Department of Human Services following a police response to an altercation in the home. 5. Jessica- Intervention: Jessica is an 18-year-old who is currently working with a Child Protective Service social worker regarding concerns of her parenting abilities for her young daughter. <div data-bbox="695 586 1520 738">  </div>	<p>Complete April, Tyler, and Jessica's cases in their entirety. After submitting the case, click the supplemental activities link. For each case, complete the supplemental activities as indicated.</p> <ul style="list-style-type: none"> • April: Contact Note; Self-Reflection • Tyler: Contact Note; Child Protective Services Report • Thomas: Contact Note; Anti-Racism, Diversity, Equity, and Inclusion Practice • Jessica- Assessment: Contact Note; Collaborative Strengths-Based Treatment Plan • Jessica- Intervention: Contact Note; Self-Reflection <p>Research your state's current laws and policies on mandated reporting and discuss the following questions:</p> <ul style="list-style-type: none"> • Identify the statutes for mandated reporting in your state. What professionals are required to report suspected abuse and neglect? Who else is required to report suspected abuse and neglect? • Discuss what is considered privileged communication in your state as it relates to mandated reporting. Are all reporters given privileged communication? What are these privileges? • Reflect on how you could advocate for a change to your state statutes. When were these policies last updated? Do they need to be modified? Are they missing pieces you think are critical for the safety and well being of children?
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[Return to Table of Contents](#)

<p>Competency 6: Engage with Individuals, Families, Groups, Organizations, and Communities</p> <p>Competency 7: Assess Individuals, Families, Groups, Organizations, and Communities</p> <p>Competency 8: Intervene with Individuals, Families, Groups, Organizations, and Communities</p> <p>Competency 9: Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities</p>	<p>Evaluate trauma-informed practices and supports for children, parents, families, and schools when working with children who have experienced trauma.</p> <p>Demonstrate an understanding of adverse childhood experiences and the impact they have on child growth and development.</p>	<p>Videos:</p> <ol style="list-style-type: none"> Introduction to Developmental Trauma Introduction to Trauma Reactions Myths About Trauma and Misdiagnoses Stress and the Window of Tolerance Trauma Informed and Attachment Focused Intervention Models Therapeutic Parenting: Attachment Cycles and Felt Safety Therapeutic Parenting: Emotional Regulation and Sensory Input Therapeutic Parenting: Connection, Resilience, and Developmental Ages The Impact of Trauma on the Brain Introduction to Neuroscience and Trauma Tenets of Trauma-Informed Practice Resources for Trauma Informed Practice 	<p>Review the assigned video in Interactive Mode to test your knowledge on trauma-informed practices.</p> <ul style="list-style-type: none"> How will this information impact your practice with children and families involved in child welfare systems? How might you teach children and families about the impact of trauma?
	<p>Identify and apply strategies for avoiding burnout and engaging in self-care.</p>	<p>Videos:</p> <ol style="list-style-type: none"> An Introduction to Burnout Five Stages of Burnout Burnout Risk Factors Ideas on Avoiding Burnout The Importance of Self-care in Trauma Work 	<p>Review the assigned videos in Interactive Mode to test your knowledge on burnout and self-care.</p> <ul style="list-style-type: none"> Discuss your own self-care practices and how this may look when working with clients.

Course	Learning Objective	Simucase Simulation and Video Assignments	Measuring Objectives Met
Case Management EPAS Competencies Addressed: 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	<p>Demonstrate an understanding for how case management services are consistent with systems theory and person-in-environment approaches to social work practice.</p> <p>Identify case management best practices, including functions, models, tasks, roles, and steps involved in the case management process.</p> <p>Develop skills and knowledge related to the development of an assessment and a treatment plan related specifically to the case management needs of clients.</p> <p>Demonstrate knowledge about the case management needs of and services to vulnerable populations such as those with mental illness, the elderly, child welfare clients, persons who are homeless, veterans, immigrants, and those with HIV/AIDS.</p> <p>Demonstrate an understanding of and appreciation for the importance of case management services in social work practice, especially as related to the wellbeing of vulnerable populations.</p>	<p>Simulations:</p> <ol style="list-style-type: none"> Tyler- Assessment: Tyler is a 15-year-old high school student who recently relocated with his mother and sister. Thomas- Assessment: Thomas is 16-year-old who is exhibiting signs of withdrawal from peers and activities, excessive fatigue, and headaches. Jessica- Assessment: Jessica is an 18-year-old who is being evaluated by the Department of Human Services following a police response to an altercation in the home. Molly- Assessment: Molly is a 63-year-old admitted to the hospital one week ago due to an exacerbation of congestive heart failure. Joy- Assessment: Joy is a 71-year-old sole caregiver for her husband, Greg, who has a dementia diagnosis.  <p>Videos:</p> <ol style="list-style-type: none"> Tyler- Social Worker's Corner: Child Protective Services and Poverty Jessica- Social Worker's Corner: Working with Families in Child Protective Services Molly- Social Worker's Corner: Medical Social Work Joy- Social Worker's Corner: Caregiver Support 	<p>Complete the assigned simulations. Choose one client with whom to create a collaborative strengths-based treatment plan.</p> <ul style="list-style-type: none"> What follow-up plan would you put in place with the client once you develop the treatment plan? How would you discuss this plan with the client? What might you need to consider regarding anti-racism, diversity, equity, and inclusion when creating treatment plans with individuals from varying backgrounds? <p>Review the assigned videos in Interactive Mode to test your knowledge on case management practices with vulnerable populations.</p>

[Return to Table of Contents](#)

<p>Competency 6: Engage with Individuals, Families, Groups, Organizations, and Communities</p> <p>Competency 7: Assess Individuals, Families, Groups, Organizations, and Communities</p> <p>Competency 8: Intervene with Individuals, Families, Groups, Organizations, and Communities</p> <p>Competency 9: Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities</p>	<p>Evaluate the importance of interprofessional collaboration when working as part of a care team.</p>	<p>Videos:</p> <ol style="list-style-type: none"> 1. Thomas- Interprofessional Collaboration Conversation 2. Molly- Interprofessional Collaboration 3. Pat- Interprofessional Collaboration Conversation 4. Dan- Interprofessional Collaboration PT/SLP 5. Gabriel- Interprofessional Collaboration 6. Owen S. Interprofessional Collaboration Conversation <div data-bbox="699 420 1514 753">  <p>Thomas- Interprofessional...</p> <p>Molly- Interprofessional...</p> <p>Pat- Interprofessional...</p> <p>Dan- Interprofessional...</p> <p>Gabriel- Interprofessional...</p> <p>Owen S.- Interprofessional...</p> </div>	<p>Review the assigned videos in Interactive Mode to test your knowledge on interprofessional collaboration.</p> <ul style="list-style-type: none"> • Acting as their social worker, what suggestions or ideas might you present at an interprofessional meeting for Pat, Dan, Gabriel, and Owen S.? • What psychosocial interventions or resources may help these clients after hearing about their treatment plans?
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[Return to Table of Contents](#)

Course			
Course			
Course			
Course			