Mission Statement
The mission of the social work program at Lewis-Clark State College is to prepare students for entry-level generalist practice. Through courses, internships, research projects, and student activities delivered by traditional and nontraditional methods (technology), the program fosters in its students a celebration of differences among people, and a belief that respecting these differences enriches the quality of life for all. We are committed to the preparation of professional social workers who possess the knowledge, skills, and values to address the needs and potential of individuals, families, groups, communities, and organizations. Drawing on an ecological and liberal arts based background and strength’s based perspective; the program prepares students for the pursuit of a more just, humane society. Graduates are prepared for practice particularly with the oppressed and at-risk members of society. Graduates are expected to practice from a set of ethical principles inherent in the social work profession, including the recognition that professional development is a life-long learning process.

Note: Last day to add class(es) or to drop without “W” grade on transcript is September 10, 2013

COURSE DESCRIPTION
The focus of this course is to help social work and non-social work majors gain an understanding of the professional foundation of social work. Students will be introduced to the knowledge, skills and ethics involved in generalist social work practice. Students will explore the theoretical, political, social and economic contexts of social work practice. Attention is given to the many settings and roles in which social workers work with diverse client groups whom social workers serve. Volunteer service learning project is required. This course is required for social work majors.

I. INTRODUCTION AND OVERVIEW
This course is designed to introduce students to the history of social welfare, the profession of Social Work and to provide an experiential sense of what the field of social work is really like. This course affords students an opportunity to explore social work as a profession and career choice. Students will be introduced to the knowledge, skills, and ethics involved in generalist social work practice. This course also explores the theoretical, political, social and economic contexts of social work practice. Attention will be given to the many settings and roles in which social workers work with diverse client groups whom social workers serve. This course will introduce the planned change model and explore the ecological, systems and strengths based perspectives which look at how individuals, groups, families, organizations, and communities interact and influence one another.
II. PURPOSE OF THE COURSE IN THE CURRICULUM

This course is an introductory course in social work and social welfare. The focus of this course is to help social work and non-social work majors gain an understanding of the professional foundation of social work.

NOTE WE ARE NO LONGER INCLUDING PROGRAM GOALS AND PROGRAM OBJECTIVES IN THE SYLLABUS

III. EPAS Competencies and Practice Behaviors (Expected learning Outcomes) Met in Course

The Council on social Work Education sets educational standards for all accredited social work programs. The 2008 Educational and Policy Accreditation Standard (EPAS) established 10 Core Competencies and 41 Practice Behaviors that social work students are expected to meet upon graduation from an accredited BSW Program. Professional Social Work Education is competency based education.

Education Policy 2.1 – Core Competencies

Competency-based education is an outcome performance approach to curriculum design. Competencies are measurable practice behaviors that are comprised of knowledge, values, and skills. The goal of the outcome approach is to demonstrate the integration and application of the competencies in practice with individuals, families, groups, organizations and communities. As a result of the focus on competency based education, the faculty has identified within the LCSC curriculum where the Core Competencies and Practice Behaviors are addressed and measured. Below are the Core Competencies and Practice Behaviors that are addressed in this course. Please note that the Practice Behaviors are linked to the Course Objectives and Assignments.

2.1.1 – Identify as a professional social worker and conduct oneself accordingly
D. Demonstrate professional demeanor in behavior, appearance, and communication

2.1.2 – Apply social work ethical principles to guide professional practice
A. Recognize and manage personal values in a way that allows professional values to guide practice

2.1.3 – Apply critical thinking to inform and communicate professional judgments
C. Demonstrate effective oral and written communication in working with individuals, families, groups, organizations, communities, and colleagues

2.1.4 – Engage diversity and difference in practice
A. Recognize the extent to which a culture’s structures and values may oppress, marginalize, alienate, or create or enhance privilege and power

2.1.5 – Advance human rights and social and economic justice
A. Understand the forms and mechanisms of oppression and discrimination

IV. COURSE OBJECTIVES

Upon completion of this course, students should be able to:

A. Demonstrate a beginning knowledge of social welfare history; EPAS 2.1.1D
B. Explore and describe the process of helping by participating in a volunteer experience; EPAS 2.1.3C
C. Evaluate personal values, beliefs, and life experiences that inform the ways that you construct knowledge and make meaning in life; EPAS 2.1.2A
D. Acquire knowledge that will allow for an opportunity to self-assess if social work or related human services field are a potential option for the student; EPAS 2.1.1D
E. Understand and describe generalist social work practice, the nature of social work education at the baccalaureate level, and the relationship of the BSW practitioner to other levels of professional practice; EPAS 2.1.1D
F. Acquire a basic understanding of generalist social work practice, including awareness and appreciation of essential knowledge, values and skills of the profession; EPAS 2.1.1D
G. Identify the steps of the planned change model and how it can be used in practice at the micro, mezzo and macro levels; EPAS 2.1.2D
H. Explore a framework for understanding and evaluating the social welfare system; EPAS 2.1.2D
I. Understand the importance of social justice, strengths based practice, client empowerment, and cultural competence in social work practice; EPAS 2.1.5A
J. Understand the various roles of the social work profession in promoting social and economic justice and working toward eliminating oppression at all levels of the environment; EPAS 2.1.4A
K. Understand the various types of client populations and the context in which social workers provide service to these client populations; EPAS 2.1.3C
L. Understand the various dimensions of human diversity; EPAS 2.1.4A
M. Acquire a basic understanding of the uses of research in the social work profession; EPAS 2.1.3C
N. Contribute as a group member in group exercises and class discussions; EPAS 2.1.1D
O. Demonstrate good oral and written skills through class assignments; EPAS 2.1.2D

V. TEXTS AND REQUIRED READING

REQUIRED:

RECOMMENDED:

VI. TEACHING METHODS/CLASS CLIMATE

The primary teaching approach in this class will be combination of lecture and self-directed, experience-based, and problem-centered activities. Teaching methods include: lecture, discussion, modeling, quizzes, exams, guest speakers, video, and small group exercises. There will be times during this course when societal "isms" or prejudicial attitudes and discriminatory practices are examined. Because of our commitment to social and economic justice, we are open to hearing all views and all perspectives will be carefully examined. Students are expected to be respectful of the opinions of others while at the same time striving to attain the ideals of social justice.

Students in a professional program should conduct themselves as professionals in relation to the class session and assignments. It is not acceptable to be late for classes except in unusual circumstances. Frequent lateness or other unprofessional class conduct is likely to result in a lowered grade. Students are also evaluated on their personal and professional behavior or conduct in this class as described in the BSW Handbook. Please refer to the Handbook for further clarification.

Disabilities: Coeur d’Alene
In compliance with the Americans with Disabilities Act of 1990 and Section 504/508 of the Rehabilitation Act of 1973, LCSC provides services and accommodations to students who experience barriers in the educational setting due to learning, emotional/psychiatric, physical,
visual, or hearing disabilities. For more information please contact LCSC-CdA located at 1000 W. Hubbard Street, Suite 144, Coeur d’Alene, ID (208) 666-6707.

Disabilities: Lewiston
The Americans with Disabilities Act of 1990 requires that the College make reasonable accommodation to persons with disabilities as defined in the act. Students with a disability seeking an academic accommodation must contact the Office of Student Life, Room 111, Reid Centennial Hall. The Disability Services Coordinator will inform faculty of specific classroom and course accommodations consistent with ADA guidelines.

Shared Client And Agency Information: In the classroom, students and professors will occasionally discuss clients and agencies. In these discussions, it is expected that information about clients and agencies should be disguised or eliminated if clients could be identified and that this information is to be held in confidence within the bounds of the Code of Ethics. You must disguise the identity of clients in written assignments including changing the name of the client.

Textbook Companion Website: The textbook publishers have provided a companion website for students. There are practice questions for each chapter. Some questions on each of the quizzes will be taken from the list of questions provided on the companion website. The link to the website

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Points</th>
<th>Course Objectives</th>
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</thead>
<tbody>
<tr>
<td>Social Justice Paper</td>
<td>100</td>
<td>A;F;J;J;M</td>
</tr>
<tr>
<td>Volunteer Experience</td>
<td>200</td>
<td>A;B;F;K;O</td>
</tr>
<tr>
<td>Fields of Practice Assignment</td>
<td>100</td>
<td>C;D;O</td>
</tr>
<tr>
<td>5 Tests</td>
<td>500 (100 points each)</td>
<td>A;E;F;G;H;J;J;L;P</td>
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<tr>
<td>Mid Term</td>
<td>100</td>
<td>A;E;F;G;H;J;J;L;P</td>
</tr>
</tbody>
</table>

Total Points 1000

Grading Scale
A=900-1000 points
B=800-899 points
C=700-799 points
D=600-699 points
F=599 and below

Deadline for Submission of Class Assignments
1. Assignments must be submitted to the instructor during class sessions unless otherwise arranged. Faxing class assignments is NOT permitted.

2. Assignments are due on the dates listed on the syllabus or as scheduled by the instructor of this course. On the rare occasion of a medical, personal, or family emergency, the student may write a letter of explanation requesting permission to hand in a late paper. Discretion of late paper acceptance is entirely up to the instructor. Late assignment grades may be reduced by 10% each day they are late.
3. In the event a quiz or test is missed, to make up the work, the student must contact the instructor and request permission to make up the work assigned by the instructor. Makeup quizzes or tests are due
within 7 days of the missed quiz or test, or the student will receive a failing grade for the test. A student may not miss the final exam, as there will be no makeup work.

4. **Extra-Credit:** This credit, if earned, will only count towards your final grade if all assignments have been completed and turned in on time and a satisfactory class attendance record has been maintained.

**Policy Regarding GPA**
Social work majors must achieve a C- in all required social work courses. In the event that a student does not achieve at least a C- in the course, they will be required to retake the course. Additionally, students must maintain an overall GPA of 2.5 and a 2.7 Cumulative GPA in social work courses.

**Policy Regarding Course Incompletes**
Students are expected to complete all work before the final session of the class. Incompletes are not granted automatically. A grade of “I” may be assigned only in cases of illness, accident, or other catastrophic occurrence beyond the student’s control. It is the responsibility of the student to request an incomplete grade from the instructor before the end of the term. All work must be completed by the deadline specified by the instructor, which must be on or before the last day of the next term, excluding summer session. Students, who fail to complete the required work, will be assigned a grade of “F”.

**Academic Honesty and Plagiarism**
Part of the mission of this college is to educate students to be ethical. Students share with the faculty the responsibility for academic honesty and integrity. The University expects its students to do their own academic work. In addition, it expects active participation and equitable contributions of students involved in group assignments. Violation of the Academic Integrity Statement, in whole or part, could result in an “F” grade for the course. The following acts of academic dishonesty are not acceptable:

- Cheating: using or attempting to use unauthorized materials, information, or study aids in any academic exercise (e.g., an exam).
- Fabrication: unauthorized falsification or invention of any information or citation in an academic exercise (e.g., a paper reference).
- Plagiarism: representing the words or ideas of another as one’s own in any academic exercise (e.g., failing to cite references appropriately or taking verbatim from another source).
- Facilitating academic dishonesty: helping or attempting to help another to commit academic dishonesty (e.g., allowing another to copy from your test or use your work).

**In addition to action by the professor, all incidents will be reported to Student Affairs.**

**Professional Writing Standards**
All printed work submitted to this professor should be prepared at a college standard of professional editing in accordance with the Publication Manual of the American Psychological Association (5th Ed.)*. Therefore, allow sufficient preparation time for proofreading and correction of typos, misspellings, and grammatical errors. The reason for this expectation is that professionals are often judged based upon the quality of their written work. Carelessness in spelling and editing suggests that there will also be mistakes in the substance of the work. Therefore, written work, which has misspellings and other editing problems, will be graded down on this basis alone.

**Note:** If you need help with your writing skills, the Writing Center (792-2433) may be able to assist you in improving them. The efforts you make will help you with your courses at LCSC as well as throughout your professional career because you will continue to be judged by other professionals on the basis of
* Recommended for 140/241. Required for all others.

The instructor reserves the right to waive one or more of the policies listed above in rare, but special circumstances

**Tentative Class Schedule**

<table>
<thead>
<tr>
<th>Tuesday</th>
<th>Thursday</th>
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<tbody>
<tr>
<td><strong>8-27</strong></td>
<td><strong>8-29</strong></td>
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<tr>
<td>- Introduction to the Course</td>
<td>- Video: This could be you</td>
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<tr>
<td>- Review of Syllabus</td>
<td>- What is a social worker?</td>
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<tr>
<td>Assignments: Read Chapter 1</td>
<td>- What is social welfare?</td>
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<td>- Critical Thinking Skills- Triple A</td>
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<tr>
<td><strong>9-3</strong></td>
<td><strong>9-5</strong></td>
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<tr>
<td>- Social Work Values and Ethics</td>
<td>- Empowerment and Human Diversity</td>
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<td>- NASW Code of Ethics</td>
<td>- Cultural Issues</td>
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<td>- Strengths Perspectives</td>
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<td>- Populations at Risk</td>
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<tr>
<td>Assignments: Study for Test #1 (100 points)</td>
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<tr>
<td><strong>9-10</strong></td>
<td><strong>9-12</strong></td>
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<tr>
<td>- The Generalist Practice Process</td>
<td>- Chapter 1,2,3 Test</td>
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<tr>
<td>- Planned Change Process</td>
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<td>- Professional Roles</td>
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<tr>
<td>Assignments: Study for Test #1 (100 points)</td>
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<tr>
<td><strong>9-17</strong></td>
<td><strong>9-19</strong></td>
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<tr>
<td>- Practice Settings</td>
<td>Video: Video for Social Justice Paper</td>
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<tr>
<td>- Micro, Mezzo, Macro</td>
<td>Assignment: Study for Test #2</td>
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<td>Career in Social Work</td>
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<td><strong>9-24</strong></td>
<td><strong>9-26</strong></td>
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<tr>
<td>- Chapter 4 &amp; 5 Test</td>
<td>- Social Work History</td>
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<tr>
<td><strong>10-1</strong></td>
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<tr>
<td>- Social Work History</td>
<td><strong>10-3</strong></td>
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<td>- Policy, Public Analysis, Policy Practice and</td>
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<td>- Policy Advocacy</td>
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<td>- Social Justice Paper Due in Class</td>
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<td><strong>10-8</strong></td>
<td><strong>10-10</strong></td>
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<tr>
<td>- Stereotypes about people on welfare</td>
<td>- Video-Waging a Living</td>
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<td>- Hidden rules about class</td>
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<tr>
<td>- Assignments: Study for Test #3 (100 points)</td>
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<tr>
<td><strong>10-15</strong></td>
<td><strong>10-17</strong></td>
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<tr>
<td>- Mid Term</td>
<td>- No Class-Mid Term make ups</td>
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<td>Date</td>
<td>Topic</td>
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<tr>
<td>10-22</td>
<td>• Chapter 6,7,8 Test</td>
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<tr>
<td>10-29</td>
<td>• Video: Living Old (Frontline)</td>
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<tr>
<td>11-5</td>
<td>• Improving Health Care Provisions</td>
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<td>11-12</td>
<td>• Video: The Released</td>
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<tr>
<td>11-19</td>
<td>• Substance Use, Abuse, and Dependence</td>
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<tr>
<td>11-26</td>
<td>• Thanksgiving Week</td>
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<tr>
<td>11-26</td>
<td>• Video: Death by Fire (Frontline)</td>
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<tr>
<td>12-3</td>
<td>• Presentations</td>
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<tr>
<td>12-10</td>
<td>• Presentations</td>
</tr>
<tr>
<td>12-17</td>
<td>• Presentations</td>
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</table>

Descriptive Material Regarding Assignments

1. **In-class group exercises**-students will be assigned to small discussion groups early in the semester. The discussion groups will meet during class time and process an exercise using the “Triple A Model for Critical Thinking”. Each group will appoint a spokesperson at the beginning of the exercise. The spokesperson will report to the class the findings, main points, and conclusions, etc. of his/her group. When all groups have had an opportunity to report to the class the topic will be open for general discussion.
2. **Social Justice Paper** - This systematic evaluation of a topic is intended to deepen your understanding of social justice. And, ultimately, this evaluation is a way of learning about you. Students will view a video in class related to a social justice issue and write a paper addressing the following questions:
   - What is/are the theme(s) of the video? The main idea(s)?
   - What evidence does the video cite to support the theme?
   - What are the weaknesses and strengths of the video?
   - What are your personal values and biases that surfaced?
   - What are the current challenges for social workers with respect to the theme of the video?
   - How could you go about advocating for social justice with respect to this issue?

*DUE October 3rd, 2013*

3. **Volunteer Experience Paper** - students will volunteer their assistance with projects that are intended to help others. A student should complete a minimum of 15 hours on 1 or 2 volunteer activities. Information about activities occurring on the campus can be obtained by contacting Community Warriors Volunteer Center, 792-2084. Students are to report his or her activities in the form of a paper and a timesheet signed by the volunteer activity coordinator. The paper should be no less than 3 pages.

The following information should be used as topic heading and be included in the paper
   - Description of the Agency:
     - Location,
     - funding source,
     - mission,
     - history
   - Description of the target population
     - What was their problems and how were they served
   - Report your opinion of the experience
     - What did you do
     - What was the most positive aspect of your experience
     - What was the most negative aspect of your experience

*DUE November 28th, 2013*

4. **Fields of Practice Presentation and Paper** - students will draw out of a hat, different types of social work fields of practice. The student will then research the field and present to the class at the end of the semester.

*The presentation should be informative, keep other class members attention and be fun and creative. The use of PowerPoint, video clips, music, pictures or others are welcomed and encouraged.

*The following areas should be covered in your presentation.

1. Introduce the field of social work and describe the field (what they do, what you learned
a. Historical Perspective (when was the field first defined)
b. What are the common roles of the social worker in this field of practice?
c. What is the clientele population like?
d. What are the most common practice settings/agencies?
e. What practice methods are used by most social workers in this field?
f. Is this field involved in prevention, service delivery, social change or a combination

2. Are there any relevant issues in this field?

3. What level of education/skills are needed?

4. What is the salary range for this field?

5. What are the challenges/rewards in this field?

6. Is this field of practice one that you might consider pursuing, why/why not?

*The presentation should be between 5-10 minutes, you cannot read your presentation

Paper Due Dec 12/3/2013  Presentations 12/3-12/20

Criteria for Written Assignments

Heading is place one inch from the top left corner of the first page as follows:

Student Name
SW-140
Date of Assignment
Title of Assignment

Typed and double spaced;
Ariel Font, 11 pt only
Number all pages
Spell out contraction (don’t s/b do not)
One inch margins- top, bottom, left and right margins
Citation, (references) should be written in APA format

All papers will include:

a. Introduction-Indicate the major points that will be discussed in the text of your paper
b. Test- Response to specific questions related to assignment- Refer to sequence in writing assignments for text portion of the paper. Information should be organized in logical sequence.
c. Conclusion- summary of your findings and re-emphasize your opinion, bring the essay to a clear and definite end. Do not introduce new information
Paragraphs must be well-developed with strong topic and supporting sentences. Make sure to use complete sentences, good grammar and correct spelling.

ATTENDANCE POLICY
Students are expected to attend all scheduled classes. Those students unable to attend are responsible for all work and class material. Students are considered in attendance only if present for the entire class. Arriving late or leaving early is disruptive and will result in being counted as absent. Missing fifteen percent (15%) or more of the scheduled class sessions is considered excessive absences, and will result in the reduction of your final grade by 1 (one) letter grade.

LCSC Administration Syllabus Addendum

Syllabus Addendum
Consumer Information
In 2008, the federal government required all post-secondary institutions offering federal financial aid programs to provide key data to both prospective and current students. To comply with this requirement, Lewis-Clark State College has developed a consumer information page, which may be accessed at http://www.lcsc.edu/studentconsumerinformation/

Disability Accommodations
Students requiring special accommodations or course adaptations due to a disability and/or a health-related issue should consult their course instructors and the LCSC Student Counseling Center immediately (RCH 111, 792-2211). Official documentation may be required in order to provide an accommodation and/or adaptation.

Student Rights and Responsibilities
Students have the responsibility for knowing their program requirements, course requirements, and other information associated with their enrollment at LCSC. Students should review the LCSC General Catalog (http://www.lcsc.edu/catalog/) and the LCSC Student Handbook (available at http://www.lcsc.edu/studentservices/contactus.htm) for more information.

Accidents/Student Insurance
Students participating in LCSC classes normally must look to their personal health insurance policy (Student Health Insurance Plan or comparable private coverage) should an accident occur. In the event of an accident, please seek medical help, if necessary, and report the incident to LCSC Security (792-2226). Fieldtrips or other special student activities may also require students to submit a signed participation waiver (forms can be obtained from the supporting Division Office).

Enrollment Verification/Attendance
Students who are not actively pursuing their classes may have to repay part or all of their financial aid awards depending upon the circumstances.

Academic Dishonesty
Academic dishonesty, which includes cheating and plagiarism, is not tolerated at LCSC. Individual faculty members will impose their own policies and sanctions regarding academic dishonesty. Students who are accused of being academically dishonest may be referred to the VP for Student Affairs for official disciplinary action.

Illegal File Sharing
Students using LCSC’s computers and/or computer network must comply with the college’s appropriate use policies and are prohibited from illegally downloading or sharing data files of any kind. Specific information about the college’s technology policies and its protocols for combating illegal file sharing may be found on the VP for Student Affairs’ web page (http://www.lcsc.edu/studentservices/).

Diversity Vision Statement
Regardless of race, color, age, sex, religion, national origin, disability, veteran status, or sexual orientation, you will be treated and respected as a human being. http://www.lcsc.edu/culturaldiversity/

Updated August 2013

BIBLIOGRAPHY


http://www.ojp.usdoj.gov/bjs (U.S. Dept. of Justice/Bureau of Justice Studies)

http://www.census.gov/hhes/www/poverty.html (Census Bureau)

http://www.ecf.org/kidscount/kc2001 (Annie Casey Foundation)

http://www.samhsa.gov/ (Substance Abuse & Mental Health Services Adm.)

http://www.socialworker.com (Social work information)

http://www.naswdc.org (National Association of Social Workers)
Social Work Program
Record of Volunteer Hours

NAME: __________________________________________________

<table>
<thead>
<tr>
<th>Agency Name</th>
<th>Date</th>
<th>Service Hours</th>
<th>Verification - Signature of Agency Personnel</th>
</tr>
</thead>
<tbody>
<tr>
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The above is an accurate record of my service activities and hours.

Signature: ___________________________________________ Date: ________________________