SW 341: Generalist Practice - Micro  
Tuesday and Thursday, 12:00-1:15  
Fall 2015

Lewis-Clark State College  
Social Work Program  
Revised: 6/2015

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Email: epdowney@lcsc.edu  
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Office Hours: Tuesdays 10:30-12:00; Wednesdays 3:00-4:30; Thursdays 10:00-11:00; others by appointment. Please feel free to drop by my office anytime.

Social Work Program Mission Statement

The mission of the social work program at Lewis-Clark State College is to prepare students for entry-level generalist practice. We are committed to the preparation of professional social workers instilling the knowledge, skills, and values to address the needs and potential of individuals, families, groups, communities, and organizations. Drawing on an ecological, strengths-based perspective, the program prepares students to engage as professional social work practitioners who will be able to provide competent services with integrity to promote social justice and human rights recognizing the dignity and worth of the person. Graduates are prepared for practice with diverse populations understanding the person-in-environment influence on identity development and relationships. Through courses, internships, and student activities, the program aims to foster in its students a celebration of differences among people and a belief that respecting these differences enriches the quality of life for all. Graduates will 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. Finally, our program is dedicated to the inclusion of non-traditional age, rural, and lower income students. The program is also devoted to providing students the opportunity to engage in meaningful research projects, in the community in which they live, by conducting program evaluations and needs assessments through our research sequence which culminates in a public symposium. (Revised 10/13, Reviewed 5/15)

Note: Last day to add class/es or to drop on-line is August 28, 2015; last day to drop class without “W” grade on transcript is September 4, 2015. Last day to withdraw from class/es or college for the semester is November 5, 2015.

COURSE DESCRIPTION

This course teaches theory and practice skills utilized in generalist social work practice focusing on work with individuals and work with families. There are several theoretical frameworks that
will be introduced that will help the generalist social worker to understand the behavior of individuals and families as well as a variety of ways to help them improve the fit between themselves and their environments.

INTRODUCTION AND OVERVIEW

The social work program at LCSC is based on the generalist practice problem-solving model. This model is emphasized and integrated into all of its social work courses. This approach assists students in acquiring a broad repertoire of skills and knowledge for beginning social work practice. The steps in the problem-solving process – assessment, planning, intervention, evaluation, termination, and follow-up – are addressed using systems thinking/analysis with an ecological framework of assessing and building on the strengths of individuals/families/groups/communities/organizations and influential structural environments. The program presents a multi-dimensional, multi-theoretical, holistic perspective with which to view individual issues. The cultural and historical elements of the ecological perspective are grounded in sensitivity to, an appreciation for, and encouragement of diversity.

PURPOSE OF THE COURSE IN THE CURRICULUM

This is a practice course that prepares students for generalist practice social work with individuals and families in the context of their social environments with an emphasis on diversity.

The focus is on a holistic approach that provides the practitioner knowledge, skills, and values necessary to engage in the change process at the micro level of practice. Building on the strengths perspective, the approach incorporates the social systems and the ecological models as the foundation for the change process. Several theories of behavior and interaction are introduced to help students gain an understanding of why issues arise in our individuals’ lives and some practical ways of helping them with change aimed at the best fit with their environments.

Generalist social work practice incorporates knowledge that is transferable, empowers individuals and families, utilizes a variety of intervention strategies and theories, analyzes development of the life span, evaluates the impact of social policies and other societal forces, and serves as a foundation for professional practice.

EPAS COMPETENCIES AND PRACTICE BEHAVIORS (LEARNING OUTCOMES) MET IN THIS COURSE

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.

<table>
<thead>
<tr>
<th>EPAS Competencies and Practice Behaviors and Learning Objectives</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>2.1.2—Apply social work ethical principles to guide professional practice.</strong></td>
</tr>
<tr>
<td>B. make ethical decisions by applying standards of the National Association of Social Workers Code of Ethics and, as applicable, of the International Federation of Social Workers/Int'l.</td>
</tr>
<tr>
<td><strong>2.1.3—Apply critical thinking to inform and communicate professional judgments.</strong></td>
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</tbody>
</table>
B. analyze models of assessment, prevention, intervention, and evaluation.

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;
B. gain sufficient self-awareness to eliminate the influence of personal biases and values in working with diverse groups;
C. recognize and communicate their understanding of the importance of difference in shaping life experiences;
D. view themselves as learners and engage those with whom they work as informants.

2.1.6—Engage in research-informed practice and practice-informed research.
B. use research evidence to inform practice.

2.1.7—Apply knowledge of human behavior and the social environment.
A. utilize conceptual frameworks to guide the processes of assessment, intervention, and evaluation;
B. critique and apply knowledge to understand person and environment.

2.1.10(a)–(d)—Engage, assess, intervene, and evaluate with individuals, families, groups, organizations, and communities.
A. substantively and effectively prepare for action with individuals, families, groups, organizations, and communities;
B. use empathy and other interpersonal skills;
C. develop a mutually agreed-on focus of work and desired outcomes;
D. collect, organize, and interpret client data;
E. assess client strengths and limitations;
F. develop mutually agreed-on intervention goals and objectives;
G. select appropriate intervention strategies;
J. help clients resolve problems.

COURSE EXPECTATIONS

Course Methodology: Learning activities may include lecture, readings, small group discussion and activities, role-playing, simulations, audio/videotapes, and individual study. Case examples will also be used. A focus on the process of change will be maintained throughout the course.

Assignment Due Dates: All assignments are due in class on the assigned due date unless otherwise specified. Note some assignments are due on Fridays. Assignments will be accepted after the due date; however, late papers will lose 10% of the total points for each day the assignment is late. Plan your semester's work so you can complete your assignments before the due date. The paper must be received on the due date in order to be considered on time. All papers and tests should be kept until the end of the semester and the final grade has been assigned. NO ASSIGNMENTS WILL BE ACCEPTED PRIOR TO THE DUE DATE.

Technology Usage: Cell phone usage is prohibited during class time and all cell phones must be turned off or placed on vibrate before entering the classroom. It is never acceptable to text, use your cell phone, or use any headphones or MP3 in the classroom. Students are not permitted to use computers, laptops etc., during class.
**Students with Special Needs:** The Americans with Disabilities Act of 1990 requires that the College provide reasonable accommodations to persons with disabilities as defined by the Act. Students with a disability seeking an academic accommodation must contact the Office of Student Life, 111 Reid Centennial Hall. The Disability Services Coordinator will inform faculty of specific classroom and course accommodations.

If course adaptations or accommodations are needed because of a disability, if you need to make the instructor aware of emergency medical information, or if you will need special arrangements in case of building evacuation, please contact the instructor by the 10th day of the semester.

**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.

**Policy Regarding GPA:** Social work majors must achieve a minimum of a B- in all required social work practice courses. In the event that a student does not achieve at least a B- in the course, he/she will be required to retake the course. Additionally, students must maintain an overall GPA of 2.7 and a 3.0 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 occurrences 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”.

**Social Work Program Attendance Policy:** Students are expected to attend all scheduled classes. Those students unable to attend a class are responsible for all work and class material. Missing more than four (4) classes or 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. This policy applies to all classes taught as part of the social work curriculum. Rare exceptions to this policy may be made at the discretion of the instructor.

**Academic Honesty and Plagiarism**
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 the Office of 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* (6th ed.). (Recommended for SW140 and SW241, required of all others.) 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 your written work.

*It is a student’s responsibility to discuss any concerns regarding the course, attendance, assignments, or grades with the instructor at the initial time the concern is experienced. If circumstances arise which affect your ability to complete assignments or attend class, it is expected that you will contact the instructor as soon as possible to discuss the situation.*

**GRADING PROCEDURES AND CLASS ASSIGNMENTS**

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<tr>
<th>Assignments</th>
<th>Points</th>
<th>EPAS Competencies</th>
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<tbody>
<tr>
<td>Who Are They?</td>
<td>100</td>
<td>EPAS 2.1.4 A,B,C,D</td>
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<tr>
<td>Mid-term – Take home</td>
<td>100</td>
<td>EPAS 2.1.4 A,B,C/ 2.1.10 A,B,C,D,E,F,G,J/ 2.1.2.B/ 2.1.7 A,B/ 2.1.3. B/ 2.1.6. B</td>
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<tr>
<td>Practice Simulations &amp; SOAP Notes</td>
<td>150 (50 pts. each)</td>
<td>EPAS 2.1.4 A,B,C /2.1.10 B,C,D,E,F,G,J/ 2.1.2.B/ 2.1.7 A, B/ 2.1.3. B/ 2.1.6. B</td>
</tr>
<tr>
<td>Reflection Paper &amp; Thank You Note</td>
<td>100</td>
<td>EPAS 2.1.3 B / 2.1.4 A,B,C,D</td>
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<tr>
<td>Case Plan</td>
<td>50</td>
<td>EPAS 2.1.3 B / 2.1.4 A,B,C,D / 2.1.7 A, B / 2.1.10 C, D, E, F, G</td>
</tr>
<tr>
<td>Individual Assessment</td>
<td>125</td>
<td>EPAS 2.1.4 A,B,C / 2.1.10 B,C,D,E,F,G,J/ 2.1.2.B/ 2.1.7 A,B/ 2.1.3. B/ 2.1.6. B</td>
</tr>
<tr>
<td>Family Assessment</td>
<td>125</td>
<td>EPAS 2.1.4 A,B,C / 2.1.10 A,B,C,D,E,F,G,J/ 2.1.2.B/ 2.1.7 A,B/ 2.1.3. B/ 2.1.6. B</td>
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<tr>
<td>Strengths &amp; Challenges Paper</td>
<td>100</td>
<td>EPAS 2.1.6 B / 2.1.7B</td>
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LEARNING ACTIVITIES AND ASSIGNMENTS

Reading:

Required Reading: Students are expected to complete all reading by the due dates listed in the course outline. The class sessions will build upon the assigned reading material. It is the responsibility of the student to ask questions when the reading assignments are not clear or if questions arise about the readings. Reading should be completed prior to coming to class – see due dates on the course outline.

Textbooks:


Quizzes and Assignments

Mid-Term (100 points)

There will be a mid-term exam that incorporates the material from the first half of the semester, including all lectures and readings. Keep in mind that many of the skills learned in this class are cumulative. The mid-term will be completed outside of class and turned in on the assigned date in the course schedule. It will be distributed no later than one week before the due date.

Final Exam (150 points)

There will be a final exam that will cover the content of the course. This exam will be completed
outside of class.

**Service Learning** – Each student will be assigned to a resident of Royal Plaza Retirement Community. Students will be expected to visit with the resident five times during the course of the semester.

**Written Assignments – See Class Schedule for Due Dates**

Biographical Sketch - Students are to write a one-page biographical sketch including information about your background and interests. These biographical sketches will be used by the social worker to match students with residents of a retirement community.

Intake Form - Using the form distributed in class, create a character who is requesting the assistance of a social worker. This is the role you will assume in the three (3) interview simulations. Please do not use any of your own personal challenges or struggles for these role plays.

**Who Are They? (100 points) Due: Varies** - Each student will be randomly assigned a diverse or underserved population. Students will locate (3) three peer-reviewed articles using *Social Work Abstracts* on the assigned population and demographic information from reliable websites. Develop a 15-minute class presentation for your peers that includes the following points:

- The demographics of the population in the United States and the world. Use reliable internet sources. (Examples: U.S. Census, United Nations Database)
- Discuss some important characteristics and customs of the group.
- Specialized knowledge needed by the social worker to practice culturally competent social work when engaging members of the population in the planned change process. (Example: Definition of family, eye contact, indigenous healers, immigration status, victims of persecution, etc.)

Students will also prepare a one-page informational hand-out on the assigned population to be distributed to peers including correctly cited resource materials.

**Practice Simulation Sessions (Ungraded)** – Each student will assume the role of a social worker and a second role as an individual seeking assistance. Students will be randomly assigned to these roles. As the student social worker, you will conduct 3 interviews.

Your work with your “individual” during this course is an attempt to simulate the reality of practice and provide an experience to which you can apply concepts and principles found in the text and discussions in class. Role-playing an individual needing assistance will simulate for you and your “social worker” many of the issues faced in practice. Serving as the individual seeking assistance should also assist you in developing a sense of empathy for individuals with whom you will be working. Each student will assume two roles: (1) “social worker” and (2) an “individual” seeking assistance. As the “social worker” you will assume a professional role and work with a student who is your “individual” and you will also role play an “individual” and receive services from a student social worker. (Note: Your individual and your social worker will be different students.)
For the simulations you will assume a fictitious role you create for yourself as an individual seeking assistance. This character will be summarized on the Intake Form. Under no circumstances are students to use these role plays to explore or resolve their own issues or conflicts within their own family.

Students will role play three interviews. One session will be conducted in class and one session will be videotaped outside the class. Students in the social worker role will receive peer and instructor feedback. Students are not graded on the interviews.

During these simulations, personal and sometimes confidential information will be shared. As in real interactions within an agency, this information must remain confidential unless the individual gives consent to have the information shared. Information shared during practice sessions will remain confidential unless there is a threat to self or other safety concerns arise. The instructor will monitor sessions carefully and meet with a student for discussion should any concerns arise. Please sign and date the confidentiality statement. This statement also applies to your relationship with an individual at Royal Plaza. Breaches of confidentiality are taken very seriously and can potentially result in a failing grade for the class.

Class Interviews and Video Recording

Each student will conduct one interview in front of the class, either the case planning interview or the termination interview. Students not conducting the interview in front of the class will video tape the interview outside of class.

Assignments Related to Practice Simulations

SOAP NOTES: The first part of this assignment consists of three separate sets of progress or SOAP notes. The notes should be 1-3 typed pages using the SOAP note format discussed in the lecture notes. Prepare your written notes soon after each interview. SOAP notes are to be submitted to the instructor on the dates in the course schedule.

Criteria for Rating SOAP Notes (50 points each): The quality of the SOAP format, clarity of writing, organization, and descriptive material will be the basis of rating the material. Be sure to provide a clear and factual description of what occurred during the interview, what was done or will be done with the individual. The report should be typed and double-spaced. Each note should be signed and dated. If these were actual case notes, other professionals should be able to read the note and know where you are with the individual as well as the plan for further work with the individual or family. The student can use ideas and techniques described in the lecture notes and text book. Note: One factor considered in grading reports will be whether you demonstrate clear improvement in writing SOAP notes over the course of the semester.

Feedback from Instructor and Peers: After in-class role plays are conducted in class, classmates and the “individual” will provide positive, constructive feedback to the student social worker. Forms will be provided from the instructor. Forms must be completed and submitted to the instructor at end of class. After the instructor views the comments from peers, the forms will be given to the “student social worker” to assist in her/his professional development. It is important
to use the strengths perspective in this assignment. The instructor will provide direction regarding constructive feedback prior to starting the exercise. Points will be deducted for students who do not use the strengths perspective and who do not provide feedback that will assist the “student social worker” in her/his growth toward competent social work practice.

**Individual Assessment (125 points) Three Parts – No SOAP NOTES WILL BE SUBMITTED FOR THIS INTERVIEW.**

Part 1: Individual Assessment (100 points). Each student will conduct an assessment interview with their assigned partner. Based on the information received in the interview, students will complete a factual and detailed social assessment report about the individual. The purpose of this assignment is to allow the student to demonstrate his/her ability to organize and write a report that contains a critical assessment on the functioning of an individual and an analysis of the problem areas. The reports should be 3-6 double-spaced pages in length. It should contain a clear, concise, and defensible (supported by concrete examples) assessment of your client. The format for the Assessment will be distributed in class and posted on Blackboard.

**Part 2: Research the Literature - Evidence Based Practice: (25 points).** Search the Social Work Abstracts data base for a scholarly (peer-reviewed) journal article related to your individual’s problem or the type of intervention you would consider using. At the end of the Assessment, write 2-3 paragraphs about the article and its relationship to your work with your individual. Be sure to properly cite the article in your paper and include a References Cited page that properly cites the article. (Using scholarly articles in our practice is one way to link research to practice.)

**Case Plan (50 points):** During the planning interview students will develop a case plan or contract using the form distributed in class. The case plan is to be negotiated and agreed upon by both the individual and the social worker. **Both must sign the written case plan.** An example of the plan will be distributed in class and additional information can be found in the textbook.

**Reflection Paper and Thank You Note (100 points).** After your fifth visit with a resident of Royal Plaza, students are to write a reflection paper about the experience and a personal thank you note to the resident. The paper should be 4-5 pages in length and address the following points

1. Detailed description of resident – Appearance, abilities, affect, personality
2. Summary of the topics covered during visits
3. Discuss four (4) interviewing skills you used during these meetings.
4. What are your strengths and what are areas that need further growth?

**Family Assessment Two Parts (125 points)**

Part 1: Family Assessment (100 points). Using the Family Assessment Form (pg. 355 in text) and the case example, complete a family assessment. The purpose of the assignment is to allow students to demonstrate their ability to organize and write a critical assessment of family functioning and an analysis of the difficulties the family is facing. The report should be 3-6 typed
pages and contain a critical assessment of the family, an analysis of the problem, and plans for an appropriate intervention. The report should contain a clear, concise, and defensible (supported by concrete examples) assessment of the family.

Part 2: Research literature on evidence-based practice. (25 points) In addition to the family assessment report, search the Social Work Abstracts data base for a scholarly (peer-reviewed) journal article related to the type of family discussed in your family assessment. At the end of the Assessment, write 2-3 paragraphs about the article and its relationship to the work you might do with this family. Be sure to properly cite the article in your paper and include a References Cited page that properly cites the article.

Strength and Challenges paper (100 points).

As part of the termination process, the student “social worker” and the “individual” will engage in feedback during the termination session. The “individual” must identify three strengths and three areas for professional growth in her/his social worker and share this with him/her during the session. The individual should give the student social worker the list of strengths and challenges in writing using the form distributed in class. With the information from the “individual” as a starting point, the “social worker” should reflect on her/his role as the social worker including strengths and challenges as well as feedback from in-class interviews. Write a 4-6 page paper addressing the following points:

- Discuss the strengths and challenges feedback from your interviewing partner as well as information from in-class interview. Do you agree or disagree with any of the feedback?
- Discuss what was learned about your interviewing ability through the relationship with an elder.
- Discuss how these strengths and challenges will affect your role as an intern in your field placement.

The assignment will be graded on completeness, depth, and insight demonstrated in the paper and not the quality of the student’s interviewing ability.

Class Schedule*

<table>
<thead>
<tr>
<th>TUESDAY</th>
<th>THURSDAY</th>
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| 8/25  
**Topic:** Introduce Class and Review Syllabus  
Sign Confidentiality Statement | 8/27  
**Topic:** Generalist Intervention Model & Direct Practice  
**Read:** Chapter 1 & Review Case Studies |
| 9/1   
**Topic:** Professional Boundaries & Ethics  
**Read:** Chapter 2 - pp. 31-44  
**Assignment Due:** Biography | 9/3   
**Topic:** Ethics & Values  
**Read:** Chapter 2 – pp. 44-60  
**Assignment Due:** Intake Form |
| 9/8   
**Topic:** Ethics & Values  
**Read:** Chapter 2 – pp. 61-72 | 9/10  
**Topic:** Engagement Skills  
**Read:** Chapter 4 – pp. 113-125 |
<table>
<thead>
<tr>
<th>Date</th>
<th>Topic</th>
<th>Read</th>
<th>Assignment</th>
<th>Date</th>
<th>Topic</th>
<th>Read</th>
<th>Assignment</th>
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<tbody>
<tr>
<td>9/15</td>
<td><strong>Engagement Skills</strong></td>
<td><strong>Chapter 4 – pp. 125-138</strong></td>
<td><strong>Video SOAP Note Practice</strong></td>
<td>9/17</td>
<td><strong>Writing Skills</strong></td>
<td><strong>Appendix pp. 499-512 &amp; Handout</strong></td>
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<tr>
<td>9/22</td>
<td><strong>Engagement Skills</strong></td>
<td><strong>Chapter 4 – pp.139-152</strong></td>
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<td>9/24</td>
<td><strong>Engagement Skills</strong></td>
<td><strong>Chapter 4</strong></td>
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<tr>
<td>9/29</td>
<td><strong>Assessment Skills</strong></td>
<td><strong>Chapter 5 – pp. 153-162</strong></td>
<td><strong>Assignment Due: SOAP Notes 1</strong></td>
<td>10/1</td>
<td><strong>Assessment Skills</strong></td>
<td><strong>Chapter 5 – pp. 163-176</strong></td>
<td><strong>Assignment Due: A minimum of one meeting with Elder</strong></td>
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<td>10/6</td>
<td><strong>Assessment Skills</strong></td>
<td><strong>Chapter 5 – pp. 176-189</strong></td>
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<td>10/8</td>
<td><strong>Assessment</strong></td>
<td><strong>Chapter 5</strong></td>
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<td>10/13</td>
<td><strong>Planning Skills</strong></td>
<td><strong>Chapter 6 – pp. 190-214</strong></td>
<td><strong>Assignment Due: Mid-term</strong></td>
<td>10/15</td>
<td><strong>Planning Skills</strong></td>
<td><strong>Chapter 6 – pp. 215-228</strong></td>
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<tr>
<td>10/20</td>
<td><strong>Planning Skills</strong></td>
<td><strong>Chapter 6</strong></td>
<td><strong>Assignment Due: Individual Assessment</strong></td>
<td>10/22</td>
<td><strong>Planning Skills</strong></td>
<td><strong>Assignment: In class role plays</strong></td>
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<tr>
<td>10/27</td>
<td><strong>Coping Skills</strong></td>
<td><strong>Chapter 8 – pp. 266-280</strong></td>
<td></td>
<td>10/29</td>
<td><strong>Motivational Interviewing</strong></td>
<td><strong>Chapter 8 – pp. 295-297 &amp; Posted Material</strong></td>
<td><strong>Assignment Due: Case Plan &amp; Soap Notes 2</strong></td>
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<tr>
<td>11/3</td>
<td><strong>Empowerment and Strengths Based Practice</strong></td>
<td><strong>Chapter 9 – pp. 302-331</strong></td>
<td></td>
<td>11/5</td>
<td><strong>Termination</strong></td>
<td><strong>Chapter 14 – pp. 473-482</strong></td>
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<td>11/10</td>
<td><strong>Termination</strong></td>
<td><strong>Chapter 14 – pp. 483-490</strong></td>
<td><strong>Assignment Due: Reflection Paper &amp; Thank you Note</strong></td>
<td>11/12</td>
<td><strong>Termination</strong></td>
<td><strong>Chapter 14 – pp. 491-498</strong></td>
<td><strong>Assignment: In class role plays</strong></td>
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<td>11/17</td>
<td><strong>Families</strong></td>
<td><strong>Chapter 10 – pp. 332- 347</strong></td>
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<td>11/19</td>
<td><strong>Families</strong></td>
<td><strong>Chapter 10 – pp. 348-360</strong></td>
<td><strong>Assignment Due: Termination Soap Notes &amp; Strengths and Challenges Paper</strong></td>
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<td>11/24</td>
<td><strong>THANKSGIVING BREAK</strong></td>
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<td>11/26</td>
<td><strong>THANKSGIVING BREAK</strong></td>
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<tr>
<td>12/1</td>
<td><strong>Families</strong></td>
<td><strong>Chapter 10 – pp. 361-367</strong></td>
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<td>12/3</td>
<td><strong>Families</strong></td>
<td><strong>Chapter 10</strong></td>
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</table>
*Changes made to the class schedule will be given to students in writing.

**BIBLIOGRAPHY**


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**LEWIS-CLARK STATE COLLEGE**

**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/consumer-information/](http://www.lcsc.edu/consumer-information/)

*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://webdev.lcsc.edu/catalog) and the LCSC Student Handbook (http://www.lcsc.edu/media/2157659/Student-Handbook.pdf) 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 may impose their own policies and sanctions regarding academic dishonesty after offering the student an opportunity to explain his or her actions. Sanctions imposed by the faculty member are limited to grades on the assignment(s) in question and/or on the course grade. On matters of academic dishonesty, faculty members do not have the authority to dismiss a student from class indefinitely nor to disenroll a student from a program without corroboration from a Division Chair (or program ethics committee where applicable), the appropriate instructional dean, and the Vice President for Student Affairs. 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/student-affairs/student-code-of-conduct/).

**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.

**Disclosures**

During this course, if you elect to discuss information with me which you consider to be sensitive or personal in nature and not to be shared with others, please state this clearly. Your confidentiality in these circumstances will be respected unless upholding that confidentiality could reasonably put you, other students, other members of the campus community, or me in danger. In those cases or when I am bound by law to report what you have told me, such as incidents involving sexual assault or other violent acts, I will submit a report to appropriate campus authorities.

**Student Feedback**

Students shall be provided the opportunity to formally evaluate each course in which they are enrolled. Notification of student feedback opportunity and timelines will be made through the official LCSC student email (currently LCMail) or online course learning management (currently Blackboard Learn) systems.

Approved by VP for Student Affairs & Provost 5/12/2015