SW 341: Generalist Practice in Micro-Interventions Fall 2015
Tuesday 8:30-11:15 OR Wednesday, 9:00-11:45

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Lewis-Clark State College
Social Work Program
Office: CDA, Suite 140

Office Hours: Tuesday, 12–2:30pm; Thursday, 12-2:30pm; other hours available by appointment.


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 aged, 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.
Note: Last day to add class/es or to drop without “W” grade on transcript is September 8, 2015. Last day to withdraw from class/es or college for the semester is November 5, 2015.

REQUIRED TEXTS/READINGS


COURSE DESCRIPTION
This course teaches theory and practice skills utilized in generalist, social work practice focusing on work with individuals and then 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 the influential structural environment. The program presents a multi-dimensional, multi-theoretical, holistic perspective with which to view client 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 practice 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 client’s 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 (Expected Learning Outcomes) Met in Course
The Council on Social Work Educations sets educational standards for all accredited social work programs. The 2008 Educational and Policy Accreditation Standard (EPAS) establishes 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 six of the ten Core Competencies and seventeen Practice Behaviors that are addressed in this course. Please note that the Practice Behaviors are linked to the Course Objectives and Assignments.

<table>
<thead>
<tr>
<th>2.1.2--Apply social work ethical principles to guide professional practice.</th>
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<tbody>
<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>
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<tr>
<td>2.1.3—Apply critical thinking to inform and communicate professional judgments.</td>
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<tr>
<td>B. analyze models of assessment, prevention, intervention, and evaluation;</td>
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<tr>
<td>2.1.4--Engage diversity and difference in practice.</td>
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<tr>
<td>A. recognize the extent to which a culture’s structures and values may oppress, marginalize, alienate, or create or enhance privilege and power;</td>
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<td>B. gain sufficient self-awareness to eliminate the influence of personal biases and values in working with diverse groups;</td>
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<tr>
<td>C. recognize and communicate their understanding of the importance of difference in shaping life experiences;</td>
</tr>
<tr>
<td>D. view themselves as learners and engage those with whom they work as informants.</td>
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<tr>
<td>2.1.6—Engage in research-informed practice and practice-informed research.</td>
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<tr>
<td>B. use research evidence to inform practice.</td>
</tr>
<tr>
<td>2.1.7—Apply knowledge of human behavior and the social environment.</td>
</tr>
<tr>
<td>A. utilize conceptual frameworks to guide the processes of assessment, intervention, and evaluation;</td>
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<tr>
<td>B. critique and apply knowledge to understand person and environment.</td>
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<tr>
<td>2.1.10(a)–(d)—Engage, assess, intervene, and evaluate with individuals, families, groups, organizations, and communities.</td>
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<tr>
<td>A. substantively and affectively prepare for action with individuals, families, groups, organizations, and communities;</td>
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<tr>
<td>B. use empathy and other interpersonal skills;</td>
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</table>
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;
H. help clients resolve problems;

Course Objectives
Upon completion of this course,

1. Students will learn the range of generalist practice skills which enable them to help individuals enhance their well-being from a strengths perspective, with a focus on populations at risk. EPAS 2.1.4 A, EPAS 2.1.10 B.C, D,E,F,G,J
2. Students will develop an understanding of entry-level social work generalist practice with an ecological systems perspective using the Generalist Intervention Model guided by the NASW Code of Ethics. EPAS 2.1.2.B, EPAS 2.1.7 B
3. Students will develop awareness of the impact of differences in social, cultural, racial, religious, spiritual, class, gender, sexual orientation, age, and physical and mental capabilities on practice with individuals and families. EPAS 2.1.4 C
4. Students will gain foundation knowledge of social work practice with family systems. EPAS 2.1.10 A
5. Students will enhance their understanding of self, and how to work with individuals and families within the ethics and values of social work practice. 2.1.4. B
6. Students will demonstrate generalist practice skills of engagement, assessment, planning, implementation, evaluation, termination, and follow-up with individuals and families from several theoretical frameworks including but not limited to: cognitive, behavioral, crisis, psychodynamic, family systems theories and constructivism as a paradigm. EPAS 2.1.3. B, 2.1.6. B, 2.1.7 A
7. Students will demonstrate an ability to give and receive both evaluative and descriptive feedback in a respectful manner, to enhance the development of their own and classmates’ interpersonal skills. EPAS 2.1.4. D
8. Students will understand their responsibility for their current education and life-long learning by exploring published social work research on individuals and families. EPAS 2.1.4. D

COURSE EXPECTATIONS

Course Methodology: Learning activities will 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 change process will be maintained throughout the course.

Assignment Due Dates: See Individual Assignment Description for Due Date Policy. All papers and tests should be kept until the end of the semester and the final grade has been assigned. Assignment rubrics can be found on blackboard. All assignments must be uploaded on Blackboard. No assignments will be accepted if submitted by email or in hard copy form. If you have problems submitting to Blackboard, notify the helpdesk and send an email to the
instructor with the assignment attached for proof the assignment was completed within the due date time frame. In addition, I will not be able to delete assignments for you once they have been submitted. It is your responsibility to ensure you have submitted a correct and complete assignment.

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. Lap top computers are not permitted in practice 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. The NASW code of ethics can be found at: http://www.socialworkers.org/pubs/code/default.asp

Course Website: There is a course website through LCSC Blackboard. The site contains all lecture power points, additional resources including links to useful websites, and exams. A copy of the syllabus is on the web page and all grades will be posted on the web page.

Policy Regarding GPA
Students must maintain an overall GPA of 3.0 in social work classes and a minimum of a B- must be received in all social work practice 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, in writing, an Incomplete prior to the end of the term, and to meet with the instructor. If granted by the instructor, all work must be completed by the deadline specified by the instructor, which must be on or before the last day of the fourth week of classes in the next term, excluding summer session. Students who fail to complete the required work will be assigned a grade of “F”.

Note: In order to receive an incomplete, over 70% of the coursework must be completed. If granted, incompletes expire within 30 days of the following semester. It is also important to note that incompletes may affect your financial aid eligibility. Please contact the Financial Aid office to discuss your situation should you be granted an incomplete grade.
Attendance and Participation

Students are expected to attend all scheduled classes. This is a core social work class and involves a great deal of effort and work. It is expected that students will attend all classes and participate accordingly. In order for an absence to be excused, the student must contact the instructor prior to class and provide documentation to support the excused absence. The instructor will let the student know if documentation is needed as all absences may not necessarily involve documentation. If you miss class, regardless if the absence is excused, you miss participation points. Because this is a practice class, it is imperative that you attend in order to learn valuable skills for social work practice. If over 15% (2 classes) of class is missed, it could result in a failing grade.

Participation requires being present in the classroom during the whole class session, being prepared for class, answering questions based upon the readings, and participating in class activities. If you leave early you will be counted absent for the class period. Participation in this class is included in your evaluation for entrance into the social work program for three important reasons: One, when you are not present, the class is diminished by not having your ideas, your presence, and/or your influence on our thinking. Two, being in class also expresses your interest in the class, your ability to keep appointments, and your ability to conduct yourself in a professional manner. Three, participation also exemplifies your commitment to the work to be done and your professionalism which is so important to your future employers.

As a professional program, Social Work faculty must make assessments about your readiness to enter the field at the professional level. Being on time and keeping appointments, such as attending class, is of utmost importance as a professional.

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. *Always have someone proof read and edit your work!*

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.

**Grading Scale**

<table>
<thead>
<tr>
<th>Grade</th>
<th>Percentage</th>
<th>Notes</th>
</tr>
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<tbody>
<tr>
<td>A</td>
<td>95-100%</td>
<td></td>
</tr>
<tr>
<td>A-</td>
<td>90-94.9%</td>
<td></td>
</tr>
<tr>
<td>B+</td>
<td>87-89.9%</td>
<td></td>
</tr>
<tr>
<td>B</td>
<td>83-86.9%</td>
<td></td>
</tr>
<tr>
<td>B-</td>
<td>80-82.9%</td>
<td></td>
</tr>
<tr>
<td>C+</td>
<td>77-79.9%</td>
<td></td>
</tr>
<tr>
<td>C</td>
<td>73-76.9%</td>
<td></td>
</tr>
<tr>
<td>C-</td>
<td>70-72.9%</td>
<td></td>
</tr>
<tr>
<td>D</td>
<td>63-69.9%</td>
<td></td>
</tr>
<tr>
<td>F</td>
<td>62.9% and below</td>
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</table>

**Grade Definitions:**

- **F**: below minimum standards for content and written communication, incomplete, and/or late.
- **D**: poor content or poor written communication, and/or incomplete, and/or late.
- **C**: minimum level for content and written communication.
- **B**: appropriate college level work meeting the syllabus’ expectations
- **A**: above and beyond.

**GRADING PROCEDURES AND CLASS ASSIGNMENTS**

<table>
<thead>
<tr>
<th>Assignments</th>
<th>Points</th>
<th>Objectives</th>
<th>EPAS Competencies</th>
</tr>
</thead>
<tbody>
<tr>
<td>Exams</td>
<td>300</td>
<td>1,2,3,4,5,6</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>
</tr>
<tr>
<td>Who are they? Paper</td>
<td>100</td>
<td>1,2,3,6,8,</td>
<td>EPAS 2.1.4 A,C,D/ 2.1.10 A,B,C, D,E,F, G,I, J/ 2.1.2.B/ 2.1.7 A,B/ 2.1.3. B, 2.1.6. B</td>
</tr>
<tr>
<td>Practice Simulations &amp; Case Notes</td>
<td>200</td>
<td>1,2,3,5,6,7</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>Case Plan</td>
<td>75</td>
<td>1,2,3,4,6</td>
<td>EPAS 2.1.3B / 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>75</td>
<td>1,2,3,4,6</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>Eco-map</td>
<td>25</td>
<td>1,2,3,4,6</td>
<td>EPAS 2.1.3B / 2.1.4 A, B, C, D / 2.1.7 A, B / 2.1.10 C, D, E, F, G</td>
</tr>
<tr>
<td>Family Assessment</td>
<td>75</td>
<td>1,2,3,4,5,6</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>
</tr>
<tr>
<td>Genogram</td>
<td>25</td>
<td>1,2,3,4,6</td>
<td>EPAS 2.1.3B / 2.1.4 A, B, C, D / 2.1.7 A, B / 2.1.10 C, D, E, F, G</td>
</tr>
<tr>
<td>Strengths &amp; Limitations Paper</td>
<td>25</td>
<td>5,7</td>
<td>EPAS 2.1.6 B / 2.1.7B</td>
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<tr>
<td><strong>Total Points Possible</strong></td>
<td>900</td>
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LEARNING ACTIVITIES

In order to simulate an agency atmosphere and begin working on professionalism, all students must dress professionally for all role plays and/or presentations in this class.

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. At points in the semester, materials may be posted on blackboard, or handed out in class. 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.

EXAMS

Three Exams (100 points each): There will be three (3) exams that incorporate the material from the semester, including all lectures, readings, and handouts. Exam one will cover material from weeks 1-4, Exam two will cover material from weeks 5-9, and Exam three will cover material from weeks 10-15. Exams can be found on Blackboard and will consist of multiple choice, true/false, and essay questions. You will take the exams outside of the scheduled class period. Make sure your computer has a strong internet connection prior to beginning the exam. Please see course outline for due dates.

WHO ARE THEY? PAPER

Each student will pick a diverse population of interest on the first day of class. Inform the instructor of your choice before the end of the class period. The student will prepare a 3 page paper which will include a brief description of the population (demographics), special issues and concerns particular to this population, and specialized knowledge required by the generalist social worker to work with this population.

The paper will be in APA format, citing at least three web-based resources and at least two journal/academic references. You do not need an abstract for this paper. Each student is to turn in an electronic copy to SafeAssign, located in Bb. Papers will be graded using the following criteria: Adequacy of topic coverage, ability to synthesize and integrate the literature, salience of literature to specific practice application, use of APA guidelines, and writing and organizational skills. A grading rubric is available on Blackboard under resources.

The title page and reference page do not count as part of the 3 page requirement. APA guidelines can be found in: Publication Manual of the American Psychological Association (6th ed.). (2001). Washington, DC: American Psychological Association. There are also many websites that can assist with ensuring APA guidelines are met: (http://www.apastyle.org/) or (http://owl.english.purdue.edu/owl/resource/560/01/) or (http://www.apa.org/).
PRACTICE SIMULATION SESSIONS
This series of assignments is designed to simulate the tasks and activities of direct social work practice in an agency setting. For these activities, the instructor will assume the role of an agency supervisor and you will assume the role of a social worker (case worker) employed by the agency.

Your employing "agency", like all social agencies, has many policies, procedures, and regulations that must be followed. If you do not adhere to these requirements, your “employment,” may be terminated (receive a low grade or fail the course). A social worker must be able to understand and follow written instructions such as those found in agency policy manuals and protocol statements (syllabus). There are many instructions and rules associated with this course. The social worker must prepare numerous written reports, maintain records, etc. Therefore, the written assignments for this course are designed to simulate the work you will be doing during your field placement and after graduation. Meeting deadlines (often unrealistic ones) is a reality in social work practice. Thus, there are numerous deadlines in this course.

Your work with a "client" 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 texts and discussions in class. Serving as a "client" will simulate for you and your "social worker" many of the issues faced in practice. Each student will assume two roles: (1) social worker, and (2) client. You will assume a helper role and work with a student who is your "client" and you will be a client and receive service from a student social worker. (Note: Your client and your social worker will be different individuals). You are expected to take these roles very seriously. You are to demonstrate maturity, responsibility, and professionalism as if you were actually in the field.

Students will engage in four, 15-20 minute sessions. Sessions will be practiced in class and students will be randomly assigned to demonstrate their skills. Students in the social worker role will receive peer and instructor feedback and a grade for each of the four sessions. Grades will be based on case notes, peer and instructor feedback as well as the ability to use the skills designated for that particular session.

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 issues and conflicts in their own family.

During these simulations, personal and sometimes confidential information will be shared. As in real interactions with a client, this information must remain confidential unless the client gives written consent to share with others. Students enrolled in this class and the instructor agree that information shared during practice sessions will remain confidential unless there is a threat to self or others or other safety concerns arise. The instructor will monitor sessions carefully and meet with a student for discussion if any concerns arise. Please sign and date the last attachment on this syllabus stating that you agree to this policy. Turn this attachment into the instructor by the second class.

Work Due for Practice Simulations:

1) **Sessions and Case Notes:** The first part of this assignment consists of four separate case notes. After each of your sessions with your client, prepare a written session note. The case note should be
approximately 1-3 pages in length and include the SOAP note format discussed in the lecture notes. Prepare your written case note soon after each interview. Case notes will be submitted on Blackboard. Case notes will not be accepted after the due date. After each session feedback forms are returned to you with comments and a grade. All case notes should be signed and dated by the student social worker – this includes electronic signature.

Criteria for Rating Progress Notes: The student will use the prescribed SOAP format, the report is clearly written, well organized and descriptive (provides a clear and factual description of what occurred and what was done or will be done with the client). The report is to be typed, double spaced, with one-inch margins and size 12 font (times new roman). Each note should be signed and dated. If this were a real note, other professionals should be able to read it and know where you are with the client, as well as, the plan for working with the client. The student can use ideas and techniques described in the lecture notes, Boyle, et al. Note: A factor considered in grading reports will be whether you demonstrate clear improvement from the beginning to the end of this activity.

2) Feedback from the Client and Peers: After each session is viewed by the class, classmates and client will provide positive, constructive feedback on how well the “student social worker” did during the session. Forms will be provided by the instructor. Forms must be completed and submitted to the instructor at the end of class. After the instructor views the comments from peers, the forms will be given to the “student social worker” to assist in their skill improvement. It is important to use a strengths perspective in this assignment. The instructor will provide direction regarding constructive feedback prior to starting this exercise. Points will be deducted for those students who do not use a strengths perspective and who do not provide feedback that will assist the “student social worker” in their growth toward competent social work practice.

CASE PLAN
Beginning in session 1, the student social worker should begin work on a case plan. After the 2nd session with your client, you are to submit a 1 page type-written case plan. The case plan is to be negotiated and agreed upon by both the social worker and the client. Both must sign the written case plan (an electronic signature is fine). A brief example for this plan is located under the “assignments” tab in the Blackboard website for this course and additional information can be found in the Boyle, et al. text beginning on pg. 410.

The case plan should include a focus area (problem/issue), goal to overcome the problem, and objectives (at least 3). Objectives are the specific tasks to be carried out by the client and the worker. You will also identify your specific methodology for monitoring and evaluating the effectiveness of the objectives (e.g., how will you know when the client has completed the task? Will you use of instruments, charts, journals, etc.? How will you know if you have met your objectives as the social worker?), procedures for renegotiating the service contract, procedures for scheduling or canceling a session, place of meeting, etc., and worker and client signatures and date. The case plan should be signed and dated by the student social worker and the client—this includes electronic signature.

INDIVIDUAL AND FAMILY SOCIAL ASSESSMENT REPORTS:
1) Individual and Family Social Assessment Report
   a. Individual Report: Soon after your 2nd session with your client, you are to prepare a typed, highly factual and detailed social assessment report about your client. The purpose of this assignment is to allow you to demonstrate your ability to
organize and write a report that contains a critical assessment on the functioning of a client and an analysis of problem areas. The report should be no more than 3-6 pages and typed in report format. This report must include assessment and recommendations. It should contain a clear, concise, and defensible assessment for your client. In addition to this report, you will search the LCSC data bases for a scholarly (peer-reviewed) journal article related to your client’s problem or the type of intervention you would consider using with the client. At the end of the report, using the critical thought process, write 1-3 paragraphs about the article and why you chose it. The article you chose to read should be attached to the report. Using scholarly articles in our practice with clients is one way to link research to practice. Note: You must have completed at least 2 sessions with your client before preparing this assessment report. Information for this report will be obtained from your “student client” during the first 2-3 sessions. If additional information is needed, “student social worker” and “student client” will need to set up a time to meet outside of class.

b. Family Report: This report is similar to the first but will include an identified client and their family members. For the family assessment report, you are to view a movie about a family and complete a social assessment report based on your assessment of the family, individual members and issues that the family is experiencing. The movie you pick must be from the approved list (see below). The purpose of this assignment is to allow you to demonstrate your ability to organize and write a report that contains a critical assessment on the functioning of a family and an analysis of problem areas within the family. This report must include assessment and recommendations. In addition to this report, you will search the LCSC data bases for a scholarly (peer-reviewed) journal article related to your client’s problem or the type of intervention you would consider using with the client. At the end of the report, using the critical thought process, write 1-3 paragraphs about the article and why you chose it. The article you chose to read should be attached to the report. Using scholarly articles in our practice with clients is one way to link research to practice. The report should be no more than 3-6 pages and typed in report format. It should contain a clear, concise, and defensible assessment for your client.

Movie List for the Family Report: Joe the King, Once We Were Warriors, Gilbert Grape, Little Miss Sunshine, Ordinary People

Report Format: An example outline for these reports is attached to the syllabus. Additional information can be found in your Boyle, et al. text on pp. 507-512. The report should be single-spaced with a blank space between paragraphs. Headings should be used and highlighted in bold in order to make the report easy to read and easy to find specific information. Use the headings found in the outline in this syllabus. Reports are always written in paragraph form and not in outline form. Do not use roman numerals, letters or numbers to designate sections. Please use a 12pt. font and times new roman. Done well, the report is probably one of the more difficult documents to write. What is important is that the assessment provides sufficient information so that any other professional could read the report and have a clear understanding of the major aspects/problems/strengths of the client/family. This report must include assessment and recommendations. All reports should be signed and dated by the student social worker – this includes electronic signature.
2 & 3) Eco-Map and Genogram: Along with the social assessment reports, you are to submit an eco-map and/or a genogram. Eco-map is submitted with the Individual Assessment, and the genogram is submitted with the Family Assessment. The genogram is to cover at least three generations (e.g. your client, his/her siblings, parents, and his/her grandparents OR your client, client's children, client siblings, and client’s parents). Eco-map examples can be found in your Boyle, et al. text on pp. 354-357 and genogram examples can be found on pp. 357-358.

STRENGTHS AND LIMITATIONS PAPER
As part of the termination process, the student “social worker” and the “client” will engage in a final session (session 4). The “client” must identify 3 strengths and 3 limitations in the performance of his/her “social worker” and share this with him/her during the session. With information from the “client” as a starting point, the “social worker” should reflect upon their role as the social worker and then prepare a 2-3 page paper that describes both strengths and limitations. In the paper, the student should identify specific actions to be taken to correct limitations and explain how knowledge of specific strengths and limitations will affect the student once they are in the field working as a social work practitioner. This paper is graded as Pass/Fail. If you follow the directions above and turn in the assignment you automatically receive full points. However, if you do not follow the instructions above, you will not receive any points for this assignment.

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.
### SW 341-7501 Course Schedule – Tuesday and Wednesday

<table>
<thead>
<tr>
<th>Week</th>
<th>Wednesday</th>
<th>Topic</th>
<th>Reading</th>
<th>Assignments Due</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>August 25&amp;26</td>
<td>Introductions and Course Overview Generalist Intervention Model <strong>Skill Building:</strong> Interview and Introduce</td>
<td>Chapter 1 and review case studies</td>
<td>In class: Sign Confidentiality Statement</td>
</tr>
<tr>
<td>2</td>
<td>September 1 &amp; 2</td>
<td>Professionalism, Ethics, Confidentiality, informed consent, duty to warn Documentation SOAP notes <strong>Skill Building:</strong> Opening Lines and Confidentiality</td>
<td>Chapter 2</td>
<td>Intake Form</td>
</tr>
<tr>
<td>3</td>
<td>September 8 &amp; 9</td>
<td>Engagement Skills: Talking and listening, practicing presence <strong>Skill Building:</strong> Active Listening and interviewing</td>
<td>Chapter 4 p. 113-124</td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>September 15 &amp; 16</td>
<td>Engagement Skills: Preparing and Beginning – Interviewing Skills <strong>Session 1 in class demonstration</strong></td>
<td>Chapter 4 p. 125-152</td>
<td>EXAM 1</td>
</tr>
<tr>
<td>5</td>
<td>September 22 &amp; 23</td>
<td>Assessment Skills: Strengths and exploring needs <strong>Skill Building:</strong> Assessment</td>
<td>Chapter 5</td>
<td>SOAP Notes-Session 1</td>
</tr>
<tr>
<td>6</td>
<td>September 29 &amp; 30</td>
<td>Assessing Readiness and Motivation - <strong>Session 2 in class demonstration</strong></td>
<td>Chapter 8</td>
<td>Who are they? Paper</td>
</tr>
<tr>
<td>7</td>
<td>October 6 &amp; 7</td>
<td>Planning Skills: Critical Thinking <strong>Skill Building:</strong> Finding scholarly articles</td>
<td>Chapter 6 p. 191-212</td>
<td></td>
</tr>
<tr>
<td>8</td>
<td>October 13 &amp; 14</td>
<td>Planning Skills: Developing Goals and tasks <strong>Session 3 in class demonstration</strong></td>
<td>Chapter 6 p. 213-228</td>
<td>SOAP Notes-Session 2</td>
</tr>
<tr>
<td>9</td>
<td>October 20 &amp; 21</td>
<td>Monitoring and Evaluation: Barriers to change, working with challenging clients, evaluating intervention <strong>Skill Building:</strong> Reducing Resistance</td>
<td>Chapter 13</td>
<td>EXAM 2</td>
</tr>
<tr>
<td>10</td>
<td>October 27 &amp; 28</td>
<td>Termination Terminating professional relationships <strong>Skill Building:</strong> Termination</td>
<td>Chapter 14</td>
<td>Individual Assessment w/Ecomap</td>
</tr>
<tr>
<td>11</td>
<td>November 3 &amp; 4</td>
<td>Coping in the World of Social Work Trauma Stewardship and self-care <strong>Session 4 in class demonstration</strong></td>
<td></td>
<td>SOAP Notes-Session 3 Case Plan</td>
</tr>
<tr>
<td>12</td>
<td>November 12 &amp; 13</td>
<td>Families General System s Concepts</td>
<td>Chapter 10 p. 332-342</td>
<td></td>
</tr>
<tr>
<td>13</td>
<td>November 17 &amp; 18</td>
<td>Families Assessment and Geno-gram</td>
<td>Chapter 10 p.342-357</td>
<td>SOAP Notes-Session 4</td>
</tr>
<tr>
<td>14</td>
<td>November 24 &amp; 25</td>
<td><strong>Thanksgiving Break – Enjoy!</strong></td>
<td></td>
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<tr>
<td>15</td>
<td>December 1 &amp; 2</td>
<td>Families Process and Technique</td>
<td>Chapter 10 p. 357-367</td>
<td>Family Assessment w/ Genogram <strong>EXAM 3</strong></td>
</tr>
<tr>
<td>16</td>
<td>December 8 &amp; 9</td>
<td>Families Levels of Care and intervention</td>
<td></td>
<td>S&amp;L Paper</td>
</tr>
</tbody>
</table>
This syllabus constitutes a contract between the professor and the students. Terms in this syllabus may be subject to change in order to accommodate unforeseen events/concerns, and promote flexibility in learning and teaching. Such changes will be discussed openly in class and students will be informed of them in a timely fashion.

Additional References


Social Assessment Report Outline

Also known as: Biopsychosocial, Psychosocial, Social History

I. Identifying Data
   a. Name
   b. Date of birth, age
   c. Address, phone
   d. Gender
   e. Education (describe client's education and training, capacity for abstract thinking, memory, and problem solving; oral and written communication; schools attended, G.P.A.; grades and school performance, etc.)
   f. Ethnicity
   g. Primary language
   h. Employment (i.e. types of jobs held, social work related skills, special training received, schools attended, military service, etc.)
   i. Religious affiliation – and its influence

II. Report Purpose
   a. Date
   b. Author of report (this can be a signature block at the end)
   c. Date of client interview(s) and who was in attendance
   d. Data sources
   e. Indication confidentiality was explained to the client and a release of information was signed (if applicable)

III. Presenting Problem
   a. Reason for the provision of professional services
      i. Presenting problem (use the client’s own words to describe the situation)
      ii. Referral source and the reason for the referral (if applicable)

IV. Family and Support
   a. Current living situation and relationships (marital, peer, family)
   b. Family (description or list of client’s parents, siblings, extended family or other important people)
   c. Interpersonal functioning (describe the client’s relationships with family members and significant others, social roles and relationship among these roles)
   d. Social participation
   e. Network resources/support system

V. Resources
   a. Economic Situation: (i.e. income from job and benefits, expenses, debts, financial stressors, etc.)
   b. Housing and Transportation: (nature and adequacy of housing and transportation)
   c. Use of Community Resources: (i.e. client's current or recent utilization of various social service, health care, financial assistance, legal, educational, and recreational programs. Include UNK resources and services)

VI. Relevant History
   a. History of presenting situation or problem with the bio-psychosocial factors affecting it (e.g., family of origin, children, developmental history (including prenatal and perinatal factors), trauma, etc.)
b. Previous services or treatment history for the presenting problem and any related problems (include dates, provider names, treatment, services, collateral contacts, and reported results)
c. Other problems or systems that either impact the presenting problem or add significantly to an understanding of the client’s current situation and functioning.

VII. Current Functioning
a. Emotional Functioning (predominant emotions, feelings, and moods; capacity to experience and control emotions especially anger, sadness, and fear).
b. Physical Functioning (current health and medical problems, physical supports, disabilities)
c. Medical history and habits (list medications, what the medication is used for, dosages, and dates of prescriptions)
d. Substance use/abuse history
e. Risk Factors (suicide, homicide, self-harm, violence)
f. Cognitive functioning
g. Usual Ways of Coping (predominant and habitual ways of coping with life and its stressors, defense mechanisms commonly used to handle troublesome thoughts and emotions)

VIII. Assessment and Impressions
a. This is a concise summary of your impressions and how you understand the above information. Include the exact number of problems and related problems which impact the presenting problem, significant losses, patterns of behaviors (both adaptive and maladaptive), defenses, ego functioning, significant life events, sources of stress and responses, an evaluation of risk factors, etc. This section contains your professional interpretation based on facts and observed behaviors (NO ASSUMPTIONS OR OPINIONS). This section involves your creative and critical thinking and application of theory. For example, it can contain cohesive statements and interpretations of how the past has affected the present, how current behavior reflects both past and present patterns of behaviors and how environmental considerations affected the client’s past and current functioning (systems theory). While the sections prior to this one are based on information provided by the client and other sources, this section reflects your professional thinking on the multiplicity of factors involved (biological, interpersonal, environmental, and systems).
b. Clients strengths, support systems and motivation for assistance
c. Estimation of the reliability of the data and sources
d. Evaluation of any obstacles or barriers to services along with plans to alleviate them.

IX. Recommendations and Referrals

This is an outline of anything and everything that could be included in a social assessment report. You are not required to include all of these areas in your assignment. However, you are required to include each of the headings (in bold) and fill in with the data you have collected from your student client.
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/student-consumer-information/](http://www.lcsc.edu/student-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](http://webdev.lcsc.edu/catalog)) and the LCSC Student Handbook ([http://www.lcsc.edu/media/1152314/13-14-Student-Handbook-Revised.pdf](http://www.lcsc.edu/media/1152314/13-14-Student-Handbook-Revised.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 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/student-affairs/student-code-of-conduct/](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.

Updated January 2014
During practice simulations, personal and sometimes confidential information will be shared. As in real interactions with a client, this information must remain confidential unless the client gives written consent to share with others. Students enrolled in this class, and the instructor, agree that information shared during practice sessions will remain confidential unless there is a threat to self or others, or other safety concerns arise. The instructor will monitor sessions carefully and will meet with a student(s) if there are any concerns about the sessions.

The student social worker, student client, and classmates agree to take each role very seriously. You are to demonstrate maturity, responsibility, and professionalism. This is not simply an assignment. The work you do for this assignment will enable you to learn valuable practice skills and obtain feedback about your skills (or lack of) from a licensed, professional, clinical social worker. This experience will prepare you to enter the field of social work and will provide tools for you to practice effectively, competently, ethically, and professionally.

Student: ___________________________ Date: __________________

Instructor: ___________________________ Date: __________________

_This form must be signed and turned into the instructor by the second week of class._