SW 492-7501: Working with Children and Families Fall 2015
MOL 264
Monday, 9:00-11:45

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Office Hours: Tuesday, 12:30-2:30pm; Thursday, 12:30-2:30pm; or 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 Sept. 4, 2015.
REQUIRED TEXTS/READINGS


COURSE DESCRIPTION

Working with Families and Children is an elective course designed to expand students’ skills and build on the knowledge base of human development from HBSE course work. In this course, students practice applying skills based upon more recent theories of Social Work practice with families. Case examples will be used for implementing practice skills. The course will explore assessments and developing empirically based treatment skills for several of the most common problems presented by families. The role play activities in class require students to synthesize and integrate learning on multiple levels (cognitive, emotional, interpersonal, and ethical) from varying perspectives. They will discover how different models and roles impact treatment and their relationship with clients. Students will recognize that often a family’s distress is embedded in a larger cultural context of multigenerational behavior patterns requiring skills for advocacy and social justice interventions.

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 practice course is designed to give students more in-depth skills and knowledge for working with children and their families. The course prepares students for generalist social work practice with children and families in the context of their social environments.

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/mezzo/macro 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.

### 2.1.2--Apply social work ethical principles to guide professional 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. 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.

### 2.1.3—Apply critical thinking to inform and communicate professional judgments.
A. recognize and communicate their understanding of the importance of difference in shaping life experiences;
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.
A. critique and apply knowledge to understand person and environment.
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. 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;
H. help clients resolve problems;

### 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](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, anIncomplete 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 class 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!*  

**Grading Scale**

<table>
<thead>
<tr>
<th>Grade</th>
<th>Points</th>
<th>Objectives</th>
<th>EPAS Competencies</th>
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<tbody>
<tr>
<td>A</td>
<td>95-100%</td>
<td>1,2,6,8</td>
<td>EPAS 2.1.4 A/ 2.1.10 B,C, D,E,F, G, J/ 2.1.2.B/ 2.1.7 B</td>
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<tr>
<td>A-</td>
<td>90-94.9%</td>
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<tr>
<td>B+</td>
<td>87-89.9%</td>
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<td></td>
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<tr>
<td>B</td>
<td>83-86.9%</td>
<td></td>
<td></td>
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<tr>
<td>B-</td>
<td>80-82.9%</td>
<td></td>
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<tr>
<td>C+</td>
<td>77-79.9%</td>
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<tr>
<td>C</td>
<td>73-76.9%</td>
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<tr>
<td>C-</td>
<td>70-72.9%</td>
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<td>D</td>
<td>63-69.9%</td>
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<tr>
<td>F</td>
<td>62.9% and below</td>
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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**
**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.*

**Research Paper:**

Research and critical thinking skills are an important part of the social work profession. Students will write an 8-10 page (not including cover and reference page) paper on a subject unfamiliar but of strong interest to you pertaining to social work practice with children and families. The focus of the paper is to discover evidence based intervention models for the specific issues your identified families are struggling with. The paper should include the following components:

1. A description of presenting problem (i.e., Domestic violence, families dealing with aging relatives, families working with foster adopt, families struggling with adolescent substance use/abuse, Adolescent Homelessness, Child & Adolescent Obesity, Residential Treatment, Child & Adolescent Neurology, Addictions, Gangs, LGBTQ youth, etc., or whatever family problem is of interest to you.)
2. Impact of presenting problem on families
3. Brief literature review of evidence based treatments for presenting problem

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.

Presentation: 150 Points
Using the findings from your research paper, prepare a presentation to be shared in class. Presentations need to be approximately 30 minutes. Creativity in how the presentation is structured is encouraged. The presentation should include the following:

1. A case example – taken from a movie, book, or practicum placement
2. Discuss the presenting problem and impact on children and families
3. Briefly present evidence-based interventions for the problem
4. Discuss implications for SW practice.
5. Video tape a family session role-play using one of the interventions we discuss in class (20 minutes minimum). The video must demonstrate a minimum of 3 techniques specific to the intervention chosen. The video will be played and critiqued in class.

Book Review 50 Points
Students will read “Ghosts from the Nursery; tracing the roots of violence” and complete a 5 page review including the following: a summary with particular focus on critical examination of the importance of the book in your understanding of the therapeutic process and clinical practice with children and adolescents; how you will use the knowledge gained from reading the book in working with children.

Critical Think RX 80 Points
Students will complete the online training “The Critical Curriculum on Psychotropic Medications” The link is found in Bb (www.criticalthinkrx.org). There are 8 modules. Beginning week 2 students will have completed one module online and written a brief reaction paper to be shared in class. The paper needs to include a one paragraph summary, one paragraph brief student reaction, and one paragraph discussing implication for social work practice.
# SW 492-7501 Course Schedule

<table>
<thead>
<tr>
<th>Week</th>
<th>Wednesday</th>
<th>Topic</th>
<th>Assignments Due</th>
</tr>
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<tbody>
<tr>
<td>1</td>
<td>August 24</td>
<td>Introduction, review syllabus and course expectations</td>
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<tr>
<td>2</td>
<td>August 31</td>
<td>ACE’s and Resilience</td>
<td>Critical Think Rx Module 1</td>
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<td>Documentary: The medicated Child</td>
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<tr>
<td>3</td>
<td>September 7</td>
<td>Developmental theories and theoretical framework</td>
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<tr>
<td>4</td>
<td>September 14</td>
<td>Assessment and case planning with children and families</td>
<td>Critical Think Rx Module 3</td>
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<td>5</td>
<td>September 21</td>
<td>Attachment- Early intervention</td>
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<tr>
<td>6</td>
<td>September 28</td>
<td>Attachment-Trauma</td>
<td>Critical Think Rx Module 4</td>
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<td>Child Welfare and maltreatment</td>
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<tr>
<td>7</td>
<td>October 5</td>
<td>Collaborative Problem Solving for children with executive skills deficits</td>
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<tr>
<td>8</td>
<td>October 12</td>
<td>Systemic Interventions</td>
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<tr>
<td>9</td>
<td>October 19</td>
<td>Systemic Interventions</td>
<td>Critical Think Rx Module 7</td>
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<tr>
<td>10</td>
<td>October 26</td>
<td>Behavioral Intervention</td>
<td>Critical Think Rx Module 8</td>
</tr>
<tr>
<td>11</td>
<td>November 2</td>
<td>Solution Focused Intervention</td>
<td>Book Report</td>
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<tr>
<td>12</td>
<td>November 9</td>
<td>Narrative Intervention</td>
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<tr>
<td>13</td>
<td>November 16</td>
<td>Domestic Violence</td>
<td>Presentations should be completed</td>
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<td></td>
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<td></td>
<td>Assessment and Genogram</td>
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<tr>
<td>14</td>
<td>November 23</td>
<td>Thanksgiving Break – Enjoy!</td>
<td></td>
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<tr>
<td>15</td>
<td>November 30</td>
<td>Presentations Begin</td>
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<tr>
<td>16</td>
<td>December 7</td>
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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/

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/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/).

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
SW 341
Fall 2014

Agreement and Understanding of Confidentiality

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.