SW 492-60 Special Topics in Social Work
Spring 2017
Lewis Clark State College
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Mission

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.
Description:

This course is designed to give students the opportunity to explore three specific areas of Social Work employment. Each area has been identified as a field in which there is a significant need for future Social Workers. Students will learn about the social and systemic needs specific to the populations served in these areas.

Educational Outcomes

* Students will learn about emerging opportunities in specific fields of Social Work.
* Students will better understand the biological, psychological, social and spiritual needs specific to the populations served in these fields of Social Work.
* Students will improve upon their oral and written communication skills.
* Students will be able to practice their networking skills with Social Workers in these specific fields.

Purpose of the Course in the Curriculum:

This course is an elective class designed to give students the opportunity to explore future career opportunities while simultaneously learning about the needs of specific populations.

Teaching Methods/Class Climate:

The primary teaching approach in this class will be collaborative learning. Materials in the course will be presented through discussion, lectures, group work, and media presentations. Students will be responsible for all materials presented in class and all outside assignments. Assigned readings and topics for the day are outlined in the Schedule and students are expected to come to complete all work.

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

Shared Client and Agency Information:

In the virtual 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.

Academic Honesty and Plagiarism:

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

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

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

*Social and Economic Justice:*
The faculty members of the Social Work Program believe that we all share a responsibility for championing social and economic justice for all members of society. Guided by the Code of Ethics, social workers should strive to:

♦ Eliminate personal and institutional discrimination,
♦ Ensure access to needed resources and opportunities for all persons,
♦ Expand options and opportunities for everyone, but especially for persons who are disadvantaged or disenfranchised,
♦ Respect cultural diversity in society,
♦ Advocate changes that improve social conditions and promote social justice,
♦ Encourage participation in the democratic process, and
♦ Encourage people to develop their own voice.

Disability Statement:
Students with a documented disability will be eligible for reasonable accommodations. Please contact me in the first week of class in order to make arrangements for the semester.

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.). 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. All work must be completed in 12 font, preferably Times New Romans style or a similarly readable style.

Note: 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.

Required Texts:

Crisis Hotline: Press One (This is a documentary produced by HBO. Students can either watch online with their HBO subscription, or purchase on YouTube for $10.00)

Course Grading:

Weekly Participation: Each week students will either participate in a discussion board or a small-group discussion, or write and submit a journal entry to the professor. Each week is worth 10 points. New “participation” assignments will be opened every Monday morning and will remain open until the following Sunday at 11:59 pm. Late work will not be accepted. If you miss more than 3 weeks’ worth of participation assignments, you will automatically fail the course. (150 points total)

Short Essays: Students will write a short essay at the end of each topic module. Essays will be 5-6 pages in length and will answer questions provided in a prompt. All essay prompts will be posted to BB two weeks prior to the due date. Each essay is worth 50 points. Late essays will not be accepted. Students must complete all three essays in order to pass the class. (150 point total)

Student’s Choice: Students will complete a semester project of their choice. Instructions will be provided. This assignment will include a short presentation and a paper. (100 points)

Total Points Available: 400

Please note that although this is an online course, attendance is still mandatory. Students who fail to complete three weeks’ worth of participation points will automatically receive a failing grade. Students who do not turn in any of the four assignments will receive a failing grade.

Late Assignment Policy:

Students who need additional time to complete an assignment should make a request in writing no less than 48 hours prior to the due date/time. Extension requests should only be made in extenuating circumstances. If you have a genuine emergency that prevents you from submitting an assignment, please notify me immediately. Late papers may or may not be accepted at the discretion of your professor. If a late paper is accepted, full points will not be awarded. The Student’s Choice assignment due at the end of the semester will not be accepted after the due date. If a student wishes to take an Incomplete or “I” in the course, this will need to be arranged with the professor prior to the end of the class.

Tentative Schedule: Please note this is subject to change, I will notify you of any changes before they are made. Additional readings may be assigned.
Course Schedule: Spring 2017

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<th>Week</th>
<th>Thursday</th>
<th>Things to Read and Watch</th>
<th>Assignments or Things to Do</th>
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| 1    | January 16\textsuperscript{th}  
Intro & Overview | **Lecture**: Syllabus Review  
**Read**: Please be sure to read the syllabus carefully. Pay special attention to attendance policies, assignments, and academic honesty.  
**Notes**: Make sure you have purchased both of the required readings. These can be obtained at the bookstore, or on Amazon. One of the books is free if you download it to a Kindle. You might also check your local library, or consider sharing the books with a classmate to reduce cost. | Discussion Board: Introduce yourself to the class. |
| 2    | January 23\textsuperscript{rd}  
Module #1: Working with Veterans | **Lecture**: Introduction to working with Veterans.  
**Read**:  
*NASW Standards for Social Work Practice with Service Members, Veterans & their Families*  
Available online at:  
*The Emerging Needs of Veterans: A Call to Action for the Social Work Profession* | Small Group Discussion |
|---|---|---|
| 3 | January 30th Module #1: Working with Veterans | **Read:** Healing the Warrior Heart: pg. 4- 50  
*Note:* This text is a combination of short stories and poems. 50 pages might seem like a lot, but will not take that long to read.  
**Lecture:** What is PTSD?  
**Watch:** Post Traumatic Combat Stress available at:  
[https://www.youtube.com/watch?v=seMzGydVJHE](https://www.youtube.com/watch?v=seMzGydVJHE)  |
| 4 | February 6th Module #1: Working with Veterans | **Read:** Healing the Warrior Heart: pg. 51- 100  
**Lecture:** How to conduct a suicide assessment  
**Watch:** Crisis Hotline: Press One  
Available for free if you have an HBO subscription, or for $10 on YouTube. |
| 5 | February 13th Module #1: Working with Veterans | **Read:** Healing the Warrior Heart: pg. 101 – 145  
**Watch:** Street Vets: A Documentary  
[https://www.youtube.com/watch?v=Axoi93hZpZ8](https://www.youtube.com/watch?v=Axoi93hZpZ8)  |
| 6 | February 20th Module #1: Working with Veterans | **Read:** Students Choice  
This week in your small group discussions, each students needs to bring one reading to share with the group. Post a  
**Journal**  
**Small Group Discussion** |
working link for your classmates to read, as well as post your thoughts and questions for discussion.

**Watch:** Women in War available at:

http://www.makers.com/documentary/womeninwar

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<td>February 27&lt;sup&gt;th&lt;/sup&gt;</td>
<td>Module #2: Medical Social Work</td>
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<td>8</td>
<td>March 6&lt;sup&gt;th&lt;/sup&gt; Module #2: Medical Social Work</td>
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<td>9</td>
<td>March 13&lt;sup&gt;th&lt;/sup&gt; Module #2: Medical Social Work</td>
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<td></td>
<td>March 27&lt;sup&gt;th&lt;/sup&gt; <strong>SPRING BREAK</strong></td>
<td><strong>NO CLASSES</strong></td>
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<td>April 3&lt;sup&gt;rd&lt;/sup&gt; Module #3: Social Work with the Elderly</td>
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