



SW 341: Social Work Practice with Individuals

Course Information

Semester: Fall 2022

Semester Hours: 3

Classroom Location: DARM 101

Class Time: Wednesday 9:00-11:45

Instructor Information

Instructor: Marte White, LCSW

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Office Location: Harbor Center

Office Hours: By appointment.

Program's Mission Statement:

The mission of the Social Work program at Lewis-Clark State College is to prepare students for entry-level generalist practice within their chosen community. Our program is dedicated to meeting students' needs by providing in-person and online delivery options to promote success for all students. We are committed to the preparation of professional Social Workers by enhancing cognitive and affective processes, and instilling knowledge, skills, and values to serve the needs of individuals, families, groups, communities, and organizations.

The Program relies on a liberal arts foundation and draws on person-in-environment, ecological, and strengths-based perspectives. Through courses, field education, and student service activities the program prepares graduates to:

- Provide competent services to promote social, economic, and environmental justice and advocate for human rights.
- Acknowledge the importance of human relationships and value the dignity and worth of the person.

- Practice respectfully with diverse populations, using a range of prevention and intervention methods, understanding the importance of enhancing the quality of life for all persons, locally and globally.
- Practice from a set of ethical principles inherent to the Social Work profession, including the recognition that professional development is a life-long learning process.
- Practice with integrity as professional Social Workers.
- Engage in meaningful scientific inquiry, practice-informed research, and research-informed practice.

(Revised March 2022)

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.

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.

Educational Policy & Accreditation Standards (EPAS) Competencies & Practice Behaviors (Expected Learning Outcomes) Met in Course

The Council on Social Work Educations sets educational standards for all accredited social work programs. The **2015 Educational and Policy Accreditation Standard (EPAS)** establishes 9 Core Competencies and 31 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.

Educational Policy 2.1: Core Competencies Definition

Competency-based education is an outcome performance approach to curriculum design. Competencies are measurable practice behaviors that are comprised of knowledge, values, and skills. The goal of the outcome approach is to demonstrate the integration and application of the competencies in practice with individuals, families, groups, organizations and communities.

As a result of the focus on competency-based education, the faculty has identified within the LCSC curriculum where the Core Competencies and Practice Behaviors are addressed and measured. Below are the Core Competencies and Practice Behaviors that are addressed in this course. Please note that the Practice Behaviors are linked to the Course Objectives and Assignments.

2015 Social Work Competencies Applied to this Course

2.1.2--Apply social work ethical principles to guide professional practice.
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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
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2.1.3—Apply critical thinking to inform and communicate professional judgments.
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B. analyze models of assessment, prevention, intervention, and evaluation;
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2.1.4--Engage diversity and difference in practice.
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recognize the extent to which a culture's structures and values may oppress, marginalize, alienate, or create or enhance privilege and power;

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;

2.1.6—Engage in research-informed practice and practice-informed research.

B. use research evidence to inform practice.

2.1.7—Apply knowledge of human behavior and the social environment.

utilize conceptual frameworks to guide the processes of assessment, intervention, and evaluation;

B. critique and apply knowledge to understand person and environment.

2.1.10(a)–(d)—Engage, assess, intervene, and evaluate with individuals, families, groups, organizations, and communities.

substantively and affectively prepare for action with individuals, families, groups, organizations, and communities;

B. use empathy and other interpersonal skills;

REQUIRED TEXTS/READINGS

Hepworth, D., Rooney, R., Dewberry-Rooney, G. Strom-Gottfried, K., (2017). *Direct Practice in Social Work. (10th ed)*. Boston, MA: Cengage Learning

Karr-Morse, R. (2013). *Ghosts in the nursery; tracing the roots of violence*. New York, NY: Atlantic Monthly Press

American Psychological Association. (2020). *Publication manual of the American Psychological Association. (7th ed.)*. A.P.A.

NASW, Inc. (1997). *Code of Ethics of National Association of Social Workers*. Silver Spring, MD: -Author.

Classroom Expectations

Attendance

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 class prepared to discuss the assignments. An absence is not an excuse for not coming to class prepared to be actively involved. Missing fifteen percent (15%) or more of the scheduled class sessions is considered excessive absences and will result in the reduction of your final grade by 1 (one) letter grade. Missing more than two classes may result in students repeating the course. This policy applies to all classes taught as part of the social work curriculum. Exceptions to this policy may be made at the discretion of the instructor. (Found in [Social Work Handbook](#) p. 17).

Tardiness

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

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.

Deadline for Submission of Class Assignments

1. Assignments must be submitted to the instructor via Canvas unless otherwise arranged and approved by the instructor.
2. Tests and assignments are due on the dates listed on the syllabus or as scheduled by the instructor of this course. Late papers and tests are not accepted. If due to extreme extenuating circumstances, the student is unable to turn a paper in on time, the student must contact the instructor prior to the due date of the assignment. This will result in an automatic 10% grade reduction for that assignment.
3. Extra Credit: There are no extra credit assignments for this course.
4. All Assignments must be turned in to pass the class.

Re-write Policy

Rewrites are not an option in this class. If you have any questions regarding the assignment, please do not hesitate to meet with this instructor. As the assignments are given on the first day of class (or at least two weeks before the assignment is due for pedagogical reasons) and because sufficient time is given, it is expected that quality work is submitted.

Cell Phone Policy

The use of Cell Phones will not be tolerated during classroom hours. Students who choose to utilize their phones for Facebook, texting, or any other activity will be asked to leave the classroom. I do understand there may be circumstances for family or work which may at times require you to keep your cell phone on or to be available. If this is the case, please let me know before class begins.

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 (7th 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-point 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.

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. In addition to action by the professor, all incidents will be reported to the Social Work Program Director and possibly the Vice President of Student Affairs. 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).

Policy Regarding GPA

Social Work majors must achieve a B- or better in this required course. In the event that the student does not achieve a B- or better he/she will be required to retake the course.

Policy Regarding Incompletes

Students are expected to complete all work before the final session of the class. Incompletes are not granted automatically. A grade of “I” may be assigned only in cases of illness, accident, or other catastrophic occurrences beyond the student’s control. It is the responsibility of the students to request an incomplete grade from the instructor before the end of the term. All work must be completed by the deadline specified by the instructor; otherwise the required work will be receiving a grade of “F.”

Challenging a Grade

Students who wish to challenge a grade must do so in writing within one week of receiving a grade. I will consider your request and determine whether or not to review your grade. If I choose to review your grade I will review your assignment in full and may adjust your grade up or down.

Social and Economic Justice

Lewis-Clark State College's Statement of Inclusion

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. Please visit [LCSC's Diversity](#) web page for more information.

Social Work Program Expectations

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 *NASW 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.

Grading Procedures

Grading Scale

A	93-100%	A-	90-92.99%
B+	87-89.99%	B	83-86.99%
B-	80-82.99%	C+	77-79.99%
C	73-76.99%	C-	70-72.99%
D	60-66.99%	F	60 and below

Grade Definitions

A	Above and beyond
B	Appropriate college level work meeting the syllabus' expectations
C	Minimal level for content and written communication
D	Poor content or poor written communication, and/or incomplete, and/or late
F	Below minimum standards for content and written communication, incomplete, and/or late

LEARNING ACTIVITIES

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.*

Weekly Quizzes (14 @ 10 points each)

Weekly Quizzes: There will be 10 quizzes that incorporate the material from the readings. Quizzes can be found on Canvas and will consist of multiple choice, true/false, and essay questions. You will take the quizzes 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.*

DIVERSITY PAPER (150 Pts.)

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 minimum of 5-page paper which will include a brief description of the population (demographics), special issues and concerns particular to this population, and any specialized knowledge required by the generalist social worker to work with this population.

The paper will be in APA format, citing at least five (5) scholarly articles. You do not need an abstract for this paper. The paper will be turned in on Canvas. *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 Canvas.

The title page and reference page do not count as part of the 5-page requirement. APA guidelines can be found in: Publication Manual of the American Psychological Association (7th ed.). 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/>).

Book Report (100 Points)

Students will read the book *Ghosts from the nursery; Tracing the roots of violence* and write a summary and assessment of the book. Grading Rubric can be found on Canvas. The paper must be in APA format.

PRACTICE SIMULATION SESSIONS (2 @ 100 Points each)

This series of assignments is designed to simulate the tasks and activities of direct social work practice in an agency setting.

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. ***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 present two, 15-minute sessions. Skills will be practiced in class and students will demonstrate their skills to their peers. Students in the social worker role will receive peer and instructor feedback and a grade for each of the two sessions. Grades will be based on, the ability to demonstrate the skills designated for that particular session. A rubric of skills will be provided on Canvas

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.

PROGRESS NOTES (3 @ 50 points each):

After each in class Demonstration Session and after your video presentation you will write a progress note (also referred to as case notes). The notes will be written in SOAP format.

Criteria for Rating Progress Notes: The student will use the prescribed 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). 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.

BIO-PSYCHO-SOCIAL ASSESSMENT REPORT (70 Points)

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.

Report Format: An example outline for this report can be found in Canvas. 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. 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.

CASE PLAN (45 Points)

Once you have completed the assessment you are to prepare a case plan. You will submit a 1 page type-written case plan. The case plan should include a focus area (problem/issue), a clearly stated and measurable goal to overcome the problem, and at least 3 objectives. Objectives are the specific steps to reach the goal. 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.

VIDEO PROJECT (100 Points):

Students will be expected to demonstrate competency in numerous basic direct-practice skills. These skills will be highlighted throughout the class in readings, lecture, class exercises and culminate in a final video project to be viewed and critiqued in class. Evaluation will be a joint venture between the student and the instructor. The project will include personal assessment and reflection as well as peer evaluation. A grading rubric is available on Blackboard.

STRENGTHS AND LIMITATIONS PAPER (45 Points)

As part of the termination process, the student “social worker” and the “client” will engage in a Termination Session. 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. *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.

**All due dates are posted in the Course Schedule and on Canvas. Assignments turned in late will automatically be reduced by one grade point. Late assignments will be docked 10% per week that the assignment is late.

Weekly Outline

Week	Wed.	Topic	Reading	Assignments Due
1	Aug. 23	Introductions and Course Overview, Confidentiality, Generalist Intervention Model Skill Building: Interview and Attitude toward difference	Chapter 1&2	In class: Sign Confidentiality Statement Quiz chapter 1&2 DUE ON SUNDAY
2	Aug. 30	Professionalism, Ethics, informed consent, duty to warn Skill Building: Ethics and Opening lines – Confidentiality	Chapter 3&4	In Class: Values and Boundaries Exercises Quiz Chapters 3&4
3	Sept. 6	Assessing Readiness and Motivation - Motivational Interviewing Skill Building: Value Cards	Chapter 5	Quiz Chapter 5
4	Sept. 13	Engagement Skills: Preparing and Beginning – Interviewing Skills Skill Building: Reflective Listening and Summaries In Class Video – Engagement Skills	Chapter 6	Quiz Chapter 6
5	Sept. 20	Engagement Skills: Talking and listening, practicing presence. Skill Building: Open ended questions and Affirmation	Chapter 7	Quiz Chapter 7
6	Sept. 27	Session 1 in class demonstration – OARS		Diversity Paper

7	Oct. 4	Assessment Skills: Narrative Therapy Mapping person and problem Skill Building: Eliciting change Talk	Chapter 8	Progress Note 1 Quiz Chapter 8
8	Oct. 11	Assessment Continued Skill Building: Bio-psycho-social assessment of client	Chapter 9	Quiz Chapter 9
9	Oct. 18	Planning Skills: Developing Goals and tasks Skill Building: Readiness Ruler and change talk	Chapter 12	Quiz Chapter 12
10	Oct. 25	Session 2 in class demonstrations	Chapter 13	Quiz Chapter 13 Biopsychosocial - Assessment
11	Nov. 1	Intervention: Developing Client Coping Skills Skill Building: Distress	Chapter 17	Progress Note 2 Quiz Chapter 17
12	Nov. 8	Managing Barriers to Change Skill Building: Task Implementation	Chapter 18	Quiz Chapter 18
13	Nov. 15	Termination Terminating professional relationships Skill Building: Termination	Chapter 19	Case Plan Quiz Chapter 19
14	Nov. 22	Thanksgiving Break – No class		
15	Nov. 29	Video Presentations		Progress Note 3 – Termination Book Report
16	Dec. 6	Video Presentations		S&L Paper

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.