



SW355: Self-Care in Social Work

Course Information

Semester: Fall 2022

Semester Hours: 3

Classroom Location: Online Only

Instructor Information

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Social Work Program Mission Statement

The mission of the Social Work program at Lewis-Clark State College is to prepare students for entry-level generalist practice 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 is an undergraduate level class designed primarily for students in social work. The objective of the course is two-fold. First, the course is designed to familiarize students with contemplative practice and its relevance for the fields of first responders and helpers. Second, the course is designed to give future care providers practical methods for taking care of themselves and preventing burnout. The course will entail both academic and experiential learning. The class is reflective as well as interactive as we build self-awareness in applying self-care practices into our daily life; and see how it influences those around us.

As we become aware of the care of our mind, body, and spirit we learn when we are our best self, we then contribute to our world consciously. Self-care involves making those choices that reflect a consciousness of our well-being.

Introduction and Overview

By the end of the semester, each student will be able to accomplish the following objectives:

1. Examine self-care activities in everyday life.
2. Learn how to develop a strategy for ongoing professional and personal self-care (create a daily, weekly, monthly, self-care plan for spiritual development).
3. Understand the key concepts of workplace stress, burnout, vicarious trauma and compassion fatigue in the health and community services sector.
4. Understand self-care in the context of social work ethics and practice standards.
5. Develop the capacity to recognize and assess individual signs of stress and trauma.
6. Utilize self-test activities to gauge degree of personal self-care and articulate the benefits of self-care.
7. Explore and experience research-based practices known to enhance wellbeing.
8. Understand strategies that build sustainable personal and professional wellbeing.
9. Recognize and self-correct patterns of unhealthy choices, thoughts, and behaviors.
10. Make requests of others (personal and professional) to support desired goals for wellbeing.

Purpose of the Course in the Curriculum

This course is an elective for students to choose to assist in profession of the social work degree. Two social work electives are required. This course is providing the opportunity for the student to explore current social work trends, ideas, research, knowledge regarding self-care in the field.

Because of the focus on competency-based education, the faculty has identified within the

LCSC curriculum where the Core Competencies and Practice Behaviors are addressed. While these practice behaviors are not measured in this course, the knowledge, skills, and values required to perform them are introduced and/or reinforced.

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.

Because 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

COMPETENCY	DESCRIPTION
COMPETENCY 1:	Demonstrate Ethical & Professional Behavior
1.1	make ethical decisions by applying the standards of the NASW Code of Ethics, relevant laws and regulations, models for ethical decision-making, ethical conduct of research, and additional codes of ethics as appropriate to context
1.2	use reflections and self-regulation to manage personal values and maintain professionalism in practice situations
1.3	demonstrate professional demeanor in behavior; appearance; and oral, written, and electronic communication

COMPETENCY	DESCRIPTION
1.4	use technology ethically and appropriately to facilitate practice outcomes
1.5	use supervision and consultation to guide professional judgment and behavior
COMPETENCY 2:	Engage Diversity and Difference in Practice
2.1	apply and communicate understanding of the importance of diversity and difference in shaping life experiences in practice at the micro, mezzo, and macro levels
2.2	present themselves as learners and engage clients and constituencies as expert of their own experiences
2.3	apply self-awareness and self-regulation to manage the influence of personal biases and values in working with diverse clients and constituencies
COMPETENCY 3:	Advance Human Rights and Social, Economic and Environmental Justice
3.1	apply their understanding of social, economic, and environmental justice to advocate for human rights at the individual and system levels
3.2	engage in practices that advance social, economic, and environmental justice
COMPETENCY 4	Engage in Practice-informed Research and Research-informed Practice
4.1	use practice experience and theory to inform scientific inquiry and research
4.2	apply critical thinking to engage in analysis of quantitative and qualitative research methods and research findings
4.3	use and translate research evidence to inform and improve practice, policy, and service delivery
COMPETENCY 6	Engage with Individuals, Families, Groups, Organizations, and Communities
6.2	use empathy, reflection, and interpersonal skills to effectively engage diverse clients and constituencies
COMPETENCY 7	Assess Individuals, Families, Groups, Organizations, and Communities
7.1	collect and organize data, and apply critical thinking to interpret information from clients and constituencies
7.2	apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical

COMPETENCY	DESCRIPTION
	frameworks in the analysis of assessment data from clients and constituencies
7.3	develop mutually agreed-on intervention goals and objectives based on the critical assessment of strengths, needs, and challenges within clients and constituencies
7.4	select appropriate intervention strategies based on the assessment, research knowledge, and values and preferences of clients and constituencies
COMPETENCY 8	Intervene with Individuals, Families, Groups, Organizations, and Communities
8.1	critically choose and implement interventions to achieve practice goals and enhance capacities of clients and constituencies
8.2	apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in interventions with clients and constituencies
8.3	use inter-professional collaboration as appropriate to achieve beneficial practice outcomes
8.4	negotiate, mediate, and advocate with and on behalf of diverse clients and constituencies
8.5	facilitate effective transitions and endings that advance mutually agreed-on goals
COMPETENCY 9	Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities
9.1	select and use appropriate methods for evaluation of outcomes
9.2	apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in the evaluation of outcomes
9.3	critically analyze, monitor, and evaluate intervention and program processes and outcomes
9.4	apply evaluation findings to improve practice effectiveness at the micro, mezzo, and macro levels

Required Textbooks

Grise-Owens, Miller, Eaves (2016). The A-to-Z Self-Care Handbook for Social Workers and Other Helping Professionals, the New Social Worker, Pennsylvania

Dernoot Lipsky, Laura van (2009). Trauma Stewardship: An Everyday Guide to Caring for Self While Caring for Others, Berret-Koehler Publishers, San Francisco

Classroom Expectations

Attendance Online

The primary teaching approach in this class will be collaborative learning. Materials in the course will be presented through books, discussion, articles, lectures, and media presentations. Students will be responsible for all materials presented in class and all assignments. Assigned readings and topics for the day are outlined in the Schedule. 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).

Shared Client and Agency Information

In the classroom (face to face, online, or zoom), 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. 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 deducted 5% per day.
2. Extra Credit: There are no extra credit assignments for this course.

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 be submitted.

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 based on 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).

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 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

Letter Grade	Percentage	Letter Grade	Percentage
A	95-100%	A-	90-94.9%
B+	87-89.9%	B	83-86.9%
B-	80-82.9%	C+	77-79.9%
C	73-76.9%	C-	70-72.9%
D	63-69.9%	F	62.9% and below

Grade Definitions

LETTER GRADE	DEFINITION
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

Class Assignments

1. **Process Journal and Daily Self-Care:** *The A-Z book journal is 30 points for the dialogue from the book and 15 points for the self-care you tried or did and discussion of it (180 Points). The Trauma Stewardship book journal is 60 points for the dialogue from the book and again 15 points for the self-care you did and the discussion of it (675 Points). This increases as the semester progresses because you are increasing in self-care skill and understanding.*

In no less than 700 words the journal will be an opportunity for you to dialogue with yourself (and to a lesser extent with me) about your experiences during this course. The intent of the journal is to provide a holistic outlet for your reactions. You should discuss in your journals both your reaction to the ideas and concepts in the readings and discussions and your reactions to the contemplative practices. You are expected to take ideas from the readings and to pursue the implications of them in depth in your journals. Consider the journal an opportunity to demonstrate that you have read, synthesized, and integrated the readings. The journal is an appropriate place to talk about not only positive changes and effects that are associated with your practice, but also the resistance and blockages to your practice, as well as fears and anxieties that you may experience. You will be marked down severely if you solely list that you did activity “x” for “y” amount of time and it was “good,” “difficult,” “and adjective of choice here.” All journal entries will be considered confidential. You will turn in your journal weekly during the semester. The purpose of my review of your journals will not be to evaluate the quality of your experience but rather to give you feedback and evaluate the quality of your thinking with respect to the readings and activities.

You will be expected to engage in some type of practice for a minimum of 45 minutes a day, six days per week. Practice can be anything that you can describe benefit your wellbeing, specifically. This must be documented in journal.

Journal Prompt Questions Ideas *(Use the following questions to help you structure your journals with describing the self-care used, use as many as you like to discuss your week with self-care whether via application of the actual self-care or thinking of the reading in relation to self-care.)*

How did the self-care practice make you feel? Why do you think you felt this way?

What do you think about during practice? Why do you think you are doing this?

How do you think you can focus on the now?

How does this affect your everyday life? Mentally/physically/socially.

Does self-care practice make you feel connected/disconnected from the world?

Does it make you feel a part of something else?

What is the point of the experience as it relates to the rest of your life/day?

How has your life improved with the self-care or not improved? Where are you being stuck/what is stopping you?

What time of day is preferred? Why?

What reservations do you have about the self-care practice? Have they worked for/against you?

How do distractions affect you?

Has your physical body changed because of the self-care practice?

What are your expectations about what you will get out of the self-care practice?

How does your atmosphere affect you? E.g., people around you, time of day, place.

Why do other thoughts enter your mind during self-care practice?

Why is your practice affecting other parts of your life in the way it is?

What can you do to make the effects last longer?

What can you do to make yourself more focused?

What are you feeling and thinking right after self-care practice?

Where is best place for you to do your self-care practice?

Why do you think this is helping/not helping?

2. Self-Care Summary Paper: (100 points) For the past semester you have discovered self-care uniquely to you. In reflection on your self-care plan, were you able to follow through with it? How would you define self-care for you? Why does self-care matter to you? How was the process for your self-care? Did you reject it at times? What changes do you still wish to make? What activities did you find bring you the most joy? Have you learned to add self-care to your life even when you are busy? How do you know self-care is making you happier? Have you noticed less negativity towards self? Do you believe your needs are important? Do you find that others support your self-care? Reminder to wake up every day and ask yourself "What do I need today?"

3. Discussion Threads: (60 points) You have 3 discussion threads, the first week, week 8 and week 15. This is the only connection you have to one another throughout this course. This class is different in that the work is an individual task, however talking about it with others going through it is extremely helpful.

Tentative Class Schedule

Week & Date	Activity	Readings	Assignments – Points
Week 1 August 22-28	Intros and Syllabus What is Self-Care? Planning for Self-Care/Journals	No Journal this Week Only Discussion Intro	Discussion 20 points
Week 2 August 29-September 4	A-Z Strategies	Ch. 1, 2 Ch. 3 A-F	Journal 35 points Self-Care 15 points
Week 3 September 5-11	A-Z Strategies	Ch. 3 G-M	Journal 35 points Self-Care 15 points
Week 4 September 12-18	A-Z Strategies	Ch. 3 N-T	Journal 35 points Self-Care 15 points
Week 5 September 19-25	A-Z Strategies	Ch. 3 U-Z Ch. 4	Journal 35 points Self-Care 15 points
Week 6 September 26-October 2	Trauma Stewardship	Introduction and Ch. 1	Journal 60 points Self-Care 15 points
Week 7 October 3-9	Trauma Stewardship	Ch. 2, 3	Journal 60 points Self-Care 15 points
Week 8 October 10-16	Trauma Stewardship	Ch.4	Journal 60 points Self-Care 15 points Discussion 20 points
Week 9 October 17-23	Trauma Stewardship	Ch. 5, 6	Journal 60 points Self-Care 15 points
Week 10 October 24-30	Trauma Stewardship	Ch. 7, 8	Journal 60 points Self-Care 15 points
Week 11 October 31-November 6	Trauma Stewardship	Ch. 9	Journal 60 points Self-Care 15 points
Week 12 November 7-13	Trauma Stewardship	Ch. 10	Journal 60 points Self-Care 15 points
Week 13 November 14-20	Trauma Stewardship	Ch. 11	Journal 60 points Self-Care 15 points
Thanksgiving Break November 22-25	Thanksgiving Break		NO ASSIGNMENTS
Week 14 November 28-December 4	Trauma Stewardship	Ch. 12 and Conclusion	Journal 60 points Self-Care 15 points

Week 15 December 5-11	What has changed for you? Will this continue?	Self-Care Summary Paper 100 points Discussion 20 points
Week 16	Finals Week (NO FINAL)	1015 Total Points