



## SW341:70 Social Work Practice with Individuals

### Course Information

Semester: Spring 2023

Semester Hours: 3

Format: Hybrid Intensive Classes: 2/25 and 4/8/2023

Office Hours: By appointment and 10-12 Monday and Wednesday and Tuesdays

Zoom 9-11

### Instructor Information

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Office Location: Expedition Hall 15

Office Hours: Mondays and Wednesdays 10-noon or by Appointment, Zoom

Tuesdays 9-11 am

### 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)

## 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

## 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.

## Course 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.

## 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
<b>COMPETENCY 1:</b>	<b>Demonstrate Ethical &amp; Professional Behavior</b>
<b>1.1</b>	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
<b>1.2</b>	use reflections and self-regulation to manage personal values and maintain professionalism in practice situations
<b>1.3</b>	demonstrate professional demeanor in behavior; appearance; and oral, written, and electronic communication
<b>COMPETENCY 2:</b>	<b>Engage Diversity and Difference in Practice</b>

COMPETENCY	DESCRIPTION
1	<p>2. apply and communicate understanding of the importance of diversity and difference in shaping life experiences in practice at the individual, groups and organizational/community levels of social work practice</p>
	<p>2.2 present themselves as learners and engage clients and constituencies as expert of their own experiences</p>
	<p>2.3 apply self-awareness and self-regulation to manage the influence of personal biases and values in working with diverse clients and constituencies</p>
<b>COMPETENCY 3:</b>	<b>Advance Human Rights and Social, Economic and Environmental Justice</b>
	<p>3.1 apply their understanding of social, economic, and environmental justice to advocate for human rights at the individual and system levels</p>
	<p>3.2 engage in practices that advance social, economic, and environmental justice</p>
<b>COMPETENCY 5:</b>	<b>Engage in Policy Practice</b>
	<p>5.3 apply critical thinking to analyze, formulate, and advocate for policies that advance human rights and social, economic, and environmental justice</p>
<b>COMPETENCY 6:</b>	<b>Engage with Individuals, Families, Groups, Organizations, and Communities</b>
	<p>6.1 apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks to engage with clients and constituencies</p>
	<p>6.2 use empathy, reflection, and interpersonal skills to effectively engage diverse clients and constituencies</p>
<b>COMPETENCY 7</b>	<b>Assess Individuals, Families, Groups, Organizations, and Communities</b>

COMPETENCY	DESCRIPTION
7.1	collect and organize data, and apply critical thinking to interpret information 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
<b>COMPENECY 9</b>	<b>Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities</b>
9.3	critically analyze, monitor, and evaluate intervention and program processes and outcomes

## Required Textbooks

Hepworth, D.D., Rooney, R.H., Dewberry-Rooney, G. and Strom-Gottfried (2016).

*Direct social work practice: Theory and skills.* Cengage.

American Psychological Association (2020). *Publication manual of the American Psychological Association* (7<sup>th</sup> Ed.). Washington, D.C.

## Classroom Expectations

### Attendance

This is a hybrid course. Attendance for this course is linked to student attendance and participation and engagement on both of the intensive Saturday class sessions. Attendance for the intensives do have a points linked to them. Attendance is one way that faculty assess student engagement, one of the points of assessment for the professional competencies developed from your learning, thus student attendance is expected.

### 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.

### Instructional Format

The primary teaching approach in this class will be collaborative learning, in both online format and two intensive Saturday Sessions. 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.

### 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

- Assignments must be submitted to the instructor on Canvas by the due date unless otherwise arranged and approved by the instructor.
- Tests and assignments are due on the dates listed on the syllabus or as scheduled by the instructor of this course.



- If due to extreme extenuating circumstances, the student is unable to turn a paper in on time, the student must contact the instructor to complete a Contract for Adjusted Assignment Due Date Form. This will result in an automatic 10% grade reduction for that assignment. The last possible day to submit any outstanding work is **May 10, 2023**.
- Extra Credit: No formal extra credit opportunities are planned at this point

### Re-write Policy

The only re-writes for this class will be determined by your instructor and will be directly related to successful articulation of the assignment criteria. Each written assignment lists the minimum criteria for assessment and an assessment rubric, if there is a template for the assignment, the criteria that is being assessed will be embedded in the template. If student work does not meet the minimum criteria for assessment, it will be returned to the student to rewrite the paper.

If a paper is returned you student will be given a 0 and 72 hours to return the work for submission and assessment and an adjusted score. If you have any questions regarding the assignment, please do not hesitate to reach out to your instructor. As the assignments are given on the first day of class or at least two weeks before the assignment is due, which is considered sufficient time in to complete the assignment and to ensure that it meets minimum criteria and quality expected.

### 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 APA style. 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 APA approved format preferably- 12-point font, preferably Times New Romans.

**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).

## Grades

Grades for this course are aligned with the LC State grading scale see below:

### 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 DEFINITION GRADE

A	Above and beyond
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## LETTER DEFINITION GRADE

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

### Challenging a Grade

Students who wish to challenge a grade must do so in writing within one week of receiving a grade. Request for grade changes will be assessed on a case by case basis.

### Class Assignments

#### 1. Verify my attendance quiz (10 Points)

On or before the 5<sup>th</sup> day of class your instructor will be expected to verify your attendance. This expectation is directly linked to your financial aid distribution.

#### 2. Confidentiality Form (10 points)

Students are obliged to respect the privacy of class members and change partners. This is a formal attestation of this commitment.

#### 3. Reading Quizzes (300 Points)

Students are expected to read the textbook and other assigned reading content. There will be 3 reading quizzes, scattered through the semester. Quizzes are due Sunday through Canvas by midnight of the week they are due. Students will have two attempts to complete the quiz as long as the first attempt is taken the Friday before the quiz is due. There will be 3 quizzes at 100 points each for a possible total of 300 points. (See Canvas more information).

#### 4. Final Exam (100 Points)

In this course there will be a final test over the course readings (See Canvas more information).

**5. 10 Self-Reflection Summaries (100 points)**

After each skills session in class students will be expected to reflect on the experience. Self-reflection and self-regulation is a fundamental skill in professional practice. Each reflection is worth 10 points (See Canvas more information).

**6. Progress Notes (100 points)**

After each skills session that is linked to one of the five phases of the generalist model for change, students will complete a SOAP progress note. Each progress note is worth 20 points. (See Canvas more information).

**7. Pre and Post Semester Professional Practice Development Self Reflection (100 points)**

Students will thoughtfully and honestly reflect their professional skill development (50 points per summary/ See Canvas for details)

**8. Psychosocial Assessment Report (100 Points)**

After the assessment phase skill session of the generalist process, students are expected to develop a summary report (see Canvas for more information).

**9. Strengths and Opportunities Paper (100 points)**

Students will be introduced to the SWOT model for change. This model will inform the development of a paper linked to their change partners progress. (See Canvas more information).

**10. Diversity Paper (100 points)**

Student will identify a clinical issue that their change partner wants to change, student will research the topic and using course criteria and research develop a thoughtful, articulated written paper to include professional implications (See Canvas more information).

**11. Intensive Class Days Attendance, and Participation (150 points each day)**

Each intensive day there will be 150 points for attendance and participation assigned- this means: having read the readings and any course content in the module, being on time, and actively participating in the course

## Tentative Class Schedule

Week	M/W: Week Start Date	Topic & Skill Building	Reading Hepworth et al. (2016)	See canvas for details, due dates and point values (Due Sun. Midnight)
<b>1</b>	January 17	Introduction and Course Overview, Confidentiality, Challenges and opportunities	Text Chapter 1	<ul style="list-style-type: none"> <li>• <b>Sign Confidentiality Statement</b></li> <li>• <b>Verify My attendance Quiz</b></li> </ul>
<b>2</b>	January 23	Direct Practice, Best Practice	Text Chapter 2	<ul style="list-style-type: none"> <li>• <b>Professional Practice Development Self Reflection</b></li> </ul>
<b>3</b>	January 30	The Helping Process, use of self	Text Chapter 3	<ul style="list-style-type: none"> <li>• <b>Skills practice reflection summary</b></li> </ul>
<b>4</b>	February 6	SW Values and operationalization of the helping process,	Text Chapter 4	<ul style="list-style-type: none"> <li>• <b>Skills practice reflection summary</b></li> <li>• <b>Reading Quiz # 1</b></li> </ul>
<b>5</b>	February 13	Exploring the use of self and communication, empathy and authenticity	Text Chapter 5	<ul style="list-style-type: none"> <li>• <b>Engagement Progress Note</b></li> <li>• <b>Engagement Self Reflection due</b></li> </ul>
<b>6</b>	February 20	Verbal skill development; counterproductive communication	Text Chapters 6 and 7	<ul style="list-style-type: none"> <li>• <b>Skills practice reflection summary</b></li> </ul>
<b>7</b>	February 27	<b>Assessment:</b> problems and strengths	Text Chapter 8	<ul style="list-style-type: none"> <li>• <b>Assessment Progress Note</b></li> <li>• <b>Assessment Self Reflection due</b></li> </ul>
<b>8</b>	March 6	<b>Assessment:</b> Relationships and Environment	Text Chapter 9	<ul style="list-style-type: none"> <li>• <b>Readings Quiz # 2</b></li> </ul>

				<ul style="list-style-type: none"> <li>• <b>Skills practice reflection summary</b></li> <li>• <b>Psychosocial Report Due</b></li> </ul>
<b>9</b>	March 13	<b>Assessment:</b> Diversity, culture and relationship dynamics	Text Chapter 10	<ul style="list-style-type: none"> <li>• <b>Planning Progress Note</b></li> <li>• <b>Planning Self Reflection due</b></li> </ul>
<b>10</b>	March 20	<b>Groups</b> as Intervention	Text Chapter 11 & 16	<ul style="list-style-type: none"> <li>• <b>Intervention Progress Note</b></li> <li>• <b>Intervention Self Reflection due</b></li> </ul>
	March 27	<b>Spring Break</b>	No readings	<ul style="list-style-type: none"> <li>• <b>Termination Progress Note</b></li> <li>• <b>Termination Self Reflection due</b></li> <li>• <b>Readings Quiz # 3</b></li> </ul>
<b>11</b>	April 3	<b>Planning and Change Strategies</b> - goal setting and the use of contracts for change	Text Chapter 12 - 13	<ul style="list-style-type: none"> <li>• <b>Evaluation Progress Note</b></li> <li>• <b>Evaluation Self Reflection due</b></li> </ul>
<b>12</b>	April 3	<b>Resources, advocacy</b> and organizations	Text Chapter 14	<ul style="list-style-type: none"> <li>• <b>Strengths and Opportunities Paper</b></li> </ul>
<b>13</b>	April 10	<b>Enhancing Family functioning</b>	Text Chapter 15	
<b>14</b>	April 17	<b>Additive empathy, interpretation and confrontation</b>	Text Chapter 17	<ul style="list-style-type: none"> <li>• <b>Diversity Paper Due</b></li> </ul>

<b>15</b>	April 24	<b>Barriers to Change and Termination</b>	Text Chapter 18-19	<b>Professional Practice Development Self Reflection</b>
<b>16</b>	May 1	Finals Week		<b>Final Test- Cumulative Reading</b>

*\*All assignments are due Sunday by Midnight unless otherwise stated with an \*.*