



LEWIS-CLARK STATE
COLLEGE

SW 343-60: Practice with Families

3 Semester Hours
online
Spring 2023

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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)

Introduction and Overview

This course focuses on the family as the client system. For generalist practice social workers who will have the need to serve families as a unit, this course will help students to gain a firm

understanding of the family as a system. In addition, students will understand the roles, functions, communication patterns, and relational patterns that can be center of family problems as well as resources for better functioning. This course will also emphasize the strengths perspective in helping families make changes that will allow them to cope with issues impeding their functioning. Ethical issues that arise in work with families will also be addressed. Finally, all issues will be referenced through a cultural lens. Course enrollment is limited to Social Work majors. Pre-requisite: SW 241.

Responsibilities of the social work student:

Explicit responsibilities and related instructions are found in the Field Instruction Manual.

EPAS competencies and practice behaviors (expected learning outcomes) met in course

The Council on Social Work Education sets educational standards for all accredited social work programs. The 2015 Educational and Policy Accreditation Standard (EPAS) established 9 Core competencies and 29 Practice Behaviors that social work students are expected to meet upon graduation from an accredited BSW Program. At the termination of their field experience, the student will be competent in the following educational standards:

2015 Social Work Competencies

- ◆ Competency 1: Demonstrate Ethical and Professional Behavior. Social Workers:
 - 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 (1.1);
 - use reflections and self-regulation to manage personal values and maintain professionalism in practice situations (1.2);
 - demonstrate professional demeanor in behavior; appearance; and oral, written, and electronic communication (1.3);
 - use technology ethically and appropriately to facilitate practice outcomes (1.4); and
 - use supervision and consultation to guide professional judgment and behavior (1.5).
- ◆ Competency 2: Engage Diversity and Difference in practice. Social Workers:
 - apply and communicate understanding of the importance of diversity and difference in shaping life experiences in practice at the micro, mezzo, and macro levels (2.1);
 - present themselves as learners and engage clients and constituencies as expert of their own experiences (2.2); and
 - apply self-awareness and self-regulation to manage the influence of personal biases and values in working with diverse clients and constituencies (2.3).
- ◆ Competency 4: Engage in Practice-informed Research and Research-informed Practice. Social workers:
 - use practice experience and theory to inform scientific inquiry and research (4.1);
 - apply critical thinking to engage in analysis of quantitative and qualitative research methods and research findings (4.2); and
 - use and translate research evidence to inform and improve practice, policy, and service delivery (4.3).

- ◆ Competency 5: Engage in Policy Practice. Social workers:
 - identify social policy at the local, state, and federal level that impacts well-being, service delivery, and access to social services (5.1);
 - assess how social welfare and economic policies impact the delivery of and access to social services (5.2); and
 - apply critical thinking to analyze, formulate, and advocate for policies that advance human rights and social, economic, and environmental justice (5.3).
- ◆ Competency 6: Engage with Individuals, Families, Groups, Organizations, and Communities. Social workers:
 - apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks to engage with clients and constituencies (6.1); and
 - use empathy, reflection, and interpersonal skills to effectively engage diverse clients and constituencies (6.2).
- ◆ Competency 7: Assess Individuals, Families, Groups, Organizations, and Communities. Social workers:
 - collect and organize data, and apply critical thinking to interpret information from clients and constituencies (7.1);
 - apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in the analysis of assessment data from clients and constituencies (7.2);
 - develop mutually agreed-on intervention goals and objectives based on the critical assessment of strengths, needs, and challenges within clients and constituencies (7.3); and
 - select appropriate intervention strategies based on the assessment, research knowledge, and values and preferences of clients and constituencies (7.4).
- ◆ Competency 8: Intervene with Individuals, Families, Groups, Organizations, and Communities. Social workers:
 - apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in interventions with clients and constituencies (8.1);
 - use inter-professional collaboration as appropriate to achieve beneficial practice outcomes (8.2);
 - negotiate, mediate, and advocate with and on behalf of diverse clients and constituencies (8.3); and
 - facilitate effective transitions and endings that advance mutually agreed-on goals (8.4).
- ◆ Competency 9: Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities. Social workers:
 - select and use appropriate methods for evaluation of outcomes (9.1);
 - apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in the evaluation of outcomes (9.2);

- critically analyze, monitor, and evaluate intervention and program processes and outcomes (9.3); and
- apply evaluation findings to improve practice effectiveness at the micro, mezzo, and macro levels (9.4).

Texts and Required Reading

Collins, D., Jordan, C., Coleman, H. (2013). Introduction to Family Social Work. Cengage.

Siegel, D. (2013). Parenting from the Inside Out. TarcherPerigee.

Shouting Secrets, film, Amazon, https://www.amazon.com/Shouting-Secrets-Chaske-Spencer/dp/B00NAAL7P4/ref=sr_1_1?crid=3EBB4VC82S9H1&keywords=shouting+secrets&qid=1673377122&srefix=shouting+secrets%2Caps%2C284&sr=8-1

American Psychological Association. (2010). Publication manual of the American Psychological Association. (6th Ed.). Washington, D.C.: Author.

Teaching Methods/Class Climate

This course is an online course that uses readings, videos, online readings as the primary source of educational materials. Learning also is heavily dependent on the student's use of critical thinking skills as demonstrated in their writings. This is a practice course so the student will also complete assignments which reflect typical documentation in direct practice with families.

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.

Professional Behavior in the Course

There will be times during this course when societal "isms" or prejudicial attitudes and discriminatory practices are examined. Because of our commitment to social and economic justice, we are open to hearing all views and all perspectives will be carefully examined. Students are expected to be respectful of the opinions of others while at the same time striving to attain the ideals of social justice.

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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.

Assignments

Minimums listed are those required for a minimum passing grade of B- which is the lowest grade allowed in this practice course.

Introductory Post

This post is required for attendance purposes only and is required for financial aid verification.

Journals (12) 50 points each, total of 700 points

Students will complete 10 "journals" during the semester. These may include critical responses to the material or other activities. Please see Canvas for full instructions each week.

Assesses all competencies.

Genogram (100 points)

Students will complete a genogram of their own family. Please see Canvas for complete description.

Assesses Competency 7: Assess Individuals, Families, Groups, Organizations, and Communities
Social workers:

- collect and organize data, and apply critical thinking to interpret information from clients and constituencies 7.1);
- apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in the analysis of assessment data from clients and constituencies (7.2);
- develop mutually agreed-on intervention goals and objectives based on the critical assessment of strengths, needs, and challenges within clients and constituencies (7.3); and
- select appropriate intervention strategies based on the assessment, research knowledge, and values and preferences of clients and constituencies (7.4).

Needs Assessment (100 points)

Students will complete a needs assessment based on a family as seen in the required film. Please see Canvas for complete description.

Assesses Competency 7: Assess Individuals, Families, Groups, Organizations, and Communities
Social workers:

- collect and organize data, and apply critical thinking to interpret information from clients and constituencies 7.1);
- apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in the analysis of assessment data from clients and constituencies (7.2);
- develop mutually agreed-on intervention goals and objectives based on the critical assessment of strengths, needs, and challenges within clients and constituencies (7.3); and
- select appropriate intervention strategies based on the assessment, research knowledge, and values and preferences of clients and constituencies (7.4).

Case Plan (100 points)

Student will complete a case plan for the family as seen in the required film. Please see Canvas for complete description.

Assesses Competency 8: Intervene with Individuals, Families, Groups, Organizations, and Communities
Social workers:

- critically choose and implement interventions to achieve practice goals and enhance capacities of clients and constituencies (8.1)
- apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in interventions with clients and constituencies (8.2);
- use inter-professional collaboration as appropriate to achieve beneficial practice outcomes (8.3);
- negotiate, mediate, and advocate with and on behalf of diverse clients and constituencies (8.4); and
- facilitate effective transitions and endings that advance mutually agreed-on goals (8.5).

Determining Your Grade

Assignment	Points	EPAS Core Competencies covered
Introductory post		
Genogram	100 points	Competency 7
Needs Assessment	100 points	Competencies 7 and 8
Case Plan	100 points	Competency 8
Journals (10)	70 points each, 700 points	All competencies
Total possible points		

Grade	Points required
A	1000 - 920
A-	919 - 900
B+	899 - 870
B	869 - 830
B-	829 - 800

If you drop below a B-, you will meet with the instructor to discuss your grade and your options for raising your grade.

Academic Honesty and Plagiarism**

Part of the mission of Lewis-Clark State College 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).

**In addition to action by the professor, all incidents may be reported to 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.). Therefore, allow sufficient preparation time for proofreading and correction to 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.

Note: If you need help with your writing skills, the Writing Center (792-2433) may be able to assist you in improving them. 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

The instructor reserves the right to waive one or more of the policies listed above in rare, but special circumstances.

Tentative Class Schedule

All assignments are due Sunday of the week by midnight.

Date	Activity	Assignments due
Week 1		Introductory post
Week 2		Journal 1
Week 3		Journal 2
Week 4		Journal 3
Week 5		Journal 4
Week 6		Journal 5

Week 7		Journal 6
Week 8		Genogram due
Week 9		Journal 7
Week 10		Journal 8
Spring Break		
Week 11		Needs Assessment due
Week 12		Journal 9
Week 13		Journal 10
Week 14		Case Plan due
Week 15		
Week 16		No final

Final Examination Policy

A final exam will not be given