



LEWIS-CLARK STATE COLLEGE

SW 443.01: Generalist Practice; Macro Interventions

Spring 2023

3 Semester Hours

Fridays 9:00- 11:45 am

Meriwether Lewis Hall Room # 210

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LC and COVID- [Coronavirus Resource Page](#)

NASW and COVID - [SW Ethics and COVID- 19](#)

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 Introduction and Overview

The profession of social work is situated in the context of social welfare and social welfare policy. Social policy, includes agency regulations, practices and guidelines, the decisions of boards, licensing regulations, governmental regulations and laws or court rulings. Students should have a grasp of how to analyze and evaluate the policies that will affect their work, the lives of their clients and the larger community. This course will focus on understanding of how policies have developed, whom they affect and how they affect those people, especially the disenfranchised, out-groups and those people needing empowerment.

Course Description

This advanced level course for generalist practice at the macro level intervention builds on foundational knowledge of social work introduction, generalist practice individual and group interventions. Student learning is an ongoing process that will continue in this course with emphasis on social work practice with and within organizations and communities in the context of advocacy. Emphasis is placed on learning to understand the relationships, complexity and intersection of multiple organizations and systems affecting large numbers of individuals. Organizational and community structures will be examined to enhance your knowledge and increase your understanding such that as a beginning practitioner you will begin to develop critical thinking and practical interventions skills in the context of the agencies and community within which social services are delivered. **Course enrollment is limited to Social Work majors. Pre-requisite: SW 341 and admission to the Social Work program.**

Purpose of the Course in the Curriculum

This course builds on student learning in introductory social work courses. It is situated in the course work to align with your practicum. The course is designed to enhance student understanding of course readings and contemporary research with your practice experience in your placement setting.

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**, [NASW Code of Ethics PDF](#) 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.

Accessibility Services

Students with a documented disability may be eligible for reasonable accommodations. Please contact me in the first week of class in order to plan for the semester. In compliance with the Americans with Disabilities Act of 1990 and Section 504/508 of the Rehabilitation Act of 1973, Lewis-Clark State College provides accommodations to eligible students who experience barriers in the educational setting due to learning, emotional / mental, physical, visual, or hearing disabilities. Students with a disabling condition seeking an academic accommodation must contact the LCSC Accessibility Services located in the LCSC Library, Room 161. Call (208) 792-2677 for more information about the process for accommodation. The Accessibility Services Coordinator will inform faculty of specific classroom and course accommodations consistent with ADA guidelines. Please inform the instructor during the first week of class regarding any reasonable accommodations you require to successfully complete this course. Students requesting accommodations must contact the Center for Educational Access at the beginning of each semester. For more information here is the link to AS homepage: [LCSC Accessibility Services](https://www.lcsc.edu/accessibility-services) Full URL: (<https://www.lcsc.edu/accessibility-services>).

Competencies & Practice Behaviors (Expected Learning Outcomes) Met in Course

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

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.

2015 EPAS COMPETENCIES AND PRACTICE BEHAVIORS

As a result of the focus on competency based education, the LCSC faculty has identified within the curriculum where Core Competencies and Practice Behaviors are addressed. The following are the nine competencies that are identified by the CSWE and examples of practice behaviors that correspond with each. While not all of these practice behaviors are measured in this course, the knowledge, skills, and values required to perform them are introduced and/or reinforced.

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
1.4	use technology ethically and appropriately to facilitate practice outcomes
COMPETENCY 2:	Engage Diversity and Difference in Practice
2.2	present themselves as learners and engage clients and constituencies as expert of their own experiences

COMPETENCY	DESCRIPTION
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 5:	Engage in Policy Practice
5.1	identify social policy at the local, state, and federal level that impacts well-being, service delivery, and access to social services
5.2	assess how social welfare and economic policies impact the delivery of and access to social services
5.3	apply critical thinking to analyze, formulate, and advocate for policies that advance human rights and social, economic, and environmental justice
COMPETENCY 7	Assess Individuals, Families, Groups, Organizations, and Communities
7.2	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
COMPETENCY 9	Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities
9.2	apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in the evaluation of outcomes

Course Learning Objectives

While there are different learning objectives each week, in general, students who actively engage in their learning in this course include but should not be limited to:

- Begin to understand the environmental context of human services agencies and the roles of the social worker.
- Articulate your knowledge of the NASW Code of Ethics within organizational and leadership contexts.
- Learn to think critically about macro practice the relationship between policy and social injustice.
- Apply your understanding of oppression as related to various vulnerable populations in American society in the context of systemic racism.
- Review and analyze organizational policy in the context of the intersection of community and client needs, funding and service provision.

TEXTS AND REQUIRED READING

Required text:

Tice, C.J. Long, D. D. & Cox, L.E. (2020). *Macro social work practice: Advocacy in action*. Sage .

Recommended resources

American Psychological Association. (2019). *Publication manual of the American Psychological Association* (7th ed.). Washington, DC: APA.

*Other readings as assigned

Course Policies and Classroom Expectations

Technology Requirements

This is a seated course. You are expected to have access to: a computer, Microsoft office, web camera, internet. You should have minimum technical skill such as word processing software, save as, Word files, PDF, scanning a document, etc.). Canvas works best with Chrome as a search engine. There may be things that your instructor can help you with but if you need help beyond instructor abilities you will be referred to The Canvas Support Hotline: 866-691-2781. [Canvas Support Hotline](https://lscs.instructure.com/) Full URL: (<https://lscs.instructure.com/> 866-691-2781.

Attendance

Students in a professional program should conduct themselves as professionals in relation to the class environment 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 (p. 17). Students are expected to attend all scheduled classes. Those students unable to attend a class are responsible for communicating their absence to their instructor as well as completing and accessing all work and class material. Missing more than 4 (15%) of the scheduled class sessions will be considered excessive absences and will result in the reduction of your final grade by 1 (one) letter grade. Exceptions to this policy will be rare, so please use your absences wisely (or better yet, don't miss class).

Please also note that a portion of your total class points will be based on in-class points that will be earned throughout the semester. We may also have specific workshops or activities that occur in class. You must be in class to earn these points.

Late Arrival/Early Departure

Attending classes includes being on time and staying through the entire period. Points may be deducted from your participation portion of the grade if you arrive late or leave early. If you miss more than 20 minutes of the class, you will be considered absent for the day unless arrangements have been made in advance with the instructor. If you expect to have difficulty with this due to conflicting classes or other issues, please discuss it with me by week 2 of class.

Classroom Format

This class will be delivered in an environment that includes in classroom instruction, discussion groups large and small and a community engagement activity. Students will be responsible for all materials presented and assignments posted. Assigned readings and topics for the week will be listed in the course content file. Students are evaluated on their personal and professional behavior or conduct as described in the BSW Handbook. Please refer to the handbook for further clarification. There will be times during this course when prejudicial attitudes and discriminatory practices are - examined in order to increase our

awareness of issues that can influence professional assessments and interventions. Because of the professional commitment to social and economic justice, we are open to hearing all views and all perspectives. Students are expected to be respectful of the opinions of others and willing to practice civil discourse—in fact, discussions that allow us to disagree and enjoy the mind-expanding beauty of respectful debate is encouraged. Please refer to the handbook for further clarification on any program policy [LCSC BSW Program Handbook PDF](#) Full URL: (<https://www.lcsc.edu/media/7425714/social-work-student-handbook>).

Cell Phone Use

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.

Shared Client and Agency Information

In the classroom, students and professor (s) 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.

Assignments and Grading

Class Assignments

1. Assignments must be upload into Canvas on or before the due date (typically Sundays) by midnight, unless otherwise arranged and approved by the instructor.
2. Tests and assignments are due on the dates listed on the course schedule and Canvas. Late papers and tests are not accepted.
 - a. If due to extreme extenuating circumstances, the student is unable to turn a paper in on time, the student must contact the instructor before the paper is due, failure to do so will result in your paper not being accepted. This will result in an automatic 10% grade reduction for that

assignment. (Remember you need at least a B- in this course to satisfy graduation requirements.

- b. Extra Credit: There are no extra credit assignments planned for this course at this time.
- c. **There will be no re-write** opportunity for assignments in this class. If you have questions about the assignment please reach out for clarification.

Late Assignments

Scheduling due dates allows for your planning and course work management, if due to extreme extenuating circumstances, you are unable to turn a paper in on time, you must contact your instructor before the assignment due date, to discuss your plan for assignment completion. If your paper is late and you have not received instructor approval prior to the due date, your paper grade will be impacted. Late papers that have not been approved due to extreme circumstances, i.e. (death in the family, illness with medical documentation, ADA accommodations), receive an automatic point reduction of 10 points for each day it is late.

Grades will be based on:

<u>Assignment</u>	<u>Points</u>	<u>EPAS Practice Behaviors</u>
Reading Quizzes (4) (50 points each)	200	1.1, 1.3
Short Writing Assignments (4) (100 points each)	400	2.1, 2.3, 4.2
Community Event	250	1.2, 1.3, 3.1
Community Event Presentation	50	3.1, 5.1
Attendance	100	1.3

<u>Assignment</u>	<u>Points</u>	<u>EPAS Practice Behaviors</u>
Total points possible for this course	1000	

Assignment Descriptions

Reading Quizzes-(4) (200 cumulative points 50 point per quiz). There will be 4 quizzes through the semester to evaluate student learning from the text through the semester. Generally speaking the quizzes will cover 4 chapters from the text.

Short Writing Assignments (4) (400 cumulative points, 100 points per assignment).

All writing is expected to be APA and grounded in research. Writing assignments 1- 3 are intended to scaffold your learning by inviting you to apply the reading materials, integrate your research and practice writing skills for how you will navigate macro interventions within the organization to serving the population there. The goal of this series of writing exercises is to frame the need for your community event for the population that you are serving. The needs of the community, agency and client systems. The event proposal should be grounded in research and should capture your understanding and application of the social work concepts of: theoretical framing, such as systems, strengths, social justice, populations at risk, resiliency, protective and risk factors and micro, mezzo and macro practice.

Short Writing Assignment (SWA) # 1- What is your why for the population that you are have chosen to work with? What is your why for the choice that you made to accept a practicum in the agency that you are in? What are you most curious about regarding the population that you are serving there. See the Assignment criteria for more detailed direction, any templates and scoring rubric.

Short Writing Assignment # 2-

Annotated Bibliography- the annotated bibliography is used here to assess your understanding the research. NO less than 5 sources, peer reviewed, dated and

legitimate. Use the sources that you are reviewing to build your case for your event planning. Write a short summary/description each article. See the assignment criteria for more detailed direction, any templates and scoring rubric.

Short Writing Assignment # 3 Venn diagram assignment. No more than 3 pages. See the Assignment criteria for more detailed direction, any templates and scoring rubric.

Short Writing Assignment # 4 –Community Event proposal- summary of your planned event. No more than 4 pages. See the assignment criteria for more detailed direction, any templates and scoring rubric.

Community Event- 250 points

Community Event /Presentation 50 points(300 total possible points)

At the end of the semester students will give a short presentation on the agency event that you have organized. Please prepare a creative presentation to share with your class. Creativity has no limitations, use PP, Poster Board, Video, or other technology resources to convey your experience. See the assignment criteria for more detailed direction and scoring rubric. This presentation is worth 30 points and should include:

- Background information on the activity. E.g., Mission statement of the agency, purpose of the agency, policies, target population served, etc.;
- A description of your role (what did you do) in their chosen service agency;
- Your reflections on this assignment. Include surprises, personal insights gained, what you learned, would you recommend this agency to others?
- Barriers to completion of the activity, such as time management, access, institutional barriers

GPA

Social work majors must achieve a B or better in this required practice oriented social work course in order to graduate. In the event that a student does not achieve a B or better in this course, he/she/they will be required to retake it. Additionally, students must maintain an overall GPA of 2.5 in LCSC and transfer credits and a 2.7 cumulative GPA in all social work courses.

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. In order to be eligible to request an incomplete, the student must have completed up to 80% of the assignment course work. It is the responsibility of the student 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."

Final Exam

For this course there is no formal exam, your presentation will constitute your final exam.

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.

ADDITIONAL INFORMATION

- Students pursuing acceptance into the Social Work Program at Lewis-Clark State College will need to be core complete and have taken SW140 and SW241 before they apply to the program. Students will not be allowed to register for any course above SW400 without program admission.
- The instructor reserves the right to waive one or more of the policies listed above in rare, but special circumstances.
- Indicates subject to change- When guest speakers are organized for the semester, some course readings may be shifted to coordinate with speakers who represent those groups and individuals.
- References: Papers citing internet sites such as "Wikipedia", and non-peer reviewed reference material will not be accepted for assignments and will be returned to the student without a grade.
- Undated references, blogs book reports and op eds will not be counted as legitimate sources for your assignments
- When posting to Canvas please upload a word file. Either .doc or .docx.

Tentative Weekly Assignment Schedule*

Week 1, January 16, 2023

- Module 1 Chapter 1
- Review Syllabus & Assignment Calendar

Week 2, January 23, 2023

- Module 2- Chapter 2
- Short writing assignment # 1

Week 3, January 30, 2023

- Module 3- Chapter 3

Week 4, February 6, 2023

- Module 4- Chapter 4
- Quiz # 1

Week 5, February 13, 2023

- Module 5- Chapter 5
- SWA # 2

Week 6, February 20, 2023

- Module 6- Chapter 6
- Quiz # 2 due

Week 7, February 27, 2023

- Module 7- Chapter 7

Week 8, March 6, 2023

- Module 8- Chapter 8
- SWA # 3

Week 9, March 13, 2023

- Module 9- Chapter 9

- Mid-term grades Due 3/18/2023
- Quiz # 3

Week 10, March 20, 2023

- Module 10- Chapter 10

Spring Break March 27 – April 2, 2023

Week 11, April 3, 2023

- Module 11- Chapter 11

Week 12 April 10, 2023

- Module 12- Chapter 12
- SWA # 4
- Community event

Week 13, April 17, 2023

- Module 13- Chapter 13
- Quiz # 4
- Community event presentations

Week 14, April 24, 2023

- Module 14- Chapter 14
- Community event presentations

Week 15, May 1, 2023

- Dead week no new content

Week 16, May 10, 2023

- Test # 2 due 5/8/2023
- Final Grades posted on or before 5/16/2023

To the best of my ability I have created a balanced plan for the semester. Please let me know if you see any discrepancies in the planning of the course calendar.

*- indicates that due dates are subject to change