



LEWIS-CLARK STATE
COLLEGE

SW 486-01, 0V1: Senior Seminar II

2 Semester Hours
Fridays noon – 2:00
Spring 2023

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Office Hours: Friday 11:00 to Noon or by Appointment

[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 focuses on classroom learning. The class facilitates the student's professional development toward entry level generalist practice by providing a forum for the integration of field experiences with classroom learning of social work knowledge, skills, and values.

Enrollment is limited to students admitted to the BSW Program and who have fulfilled the requirements outlines in the Field Application. Pre-requisite: SW386 and SW342, SW443 can be taken concurrently. Co-Requisite Field Education II.

Introduction and Overview

This course facilitates the student's development toward entry level generalist practice by providing a forum for the integration of field experiences with classroom learning of social work knowledge, values, and skills. The reflection of experiential learning in a seminar atmosphere enhances student's knowledge and use of self in generalist practice. Although specific experiences of students will differ somewhat depending on their particular agency setting, all students will focus on the beginning skills of professional practice.

Seminar focuses on the enhancement of the student's self-awareness as it relates to social work issues. The student is expected to develop professional use of self through the processing of experiences encountered in field practice. The student is expected to focus on further understanding of culture/racial, diversity sexual orientation gender, etc. and socioeconomic status as related to the client population and the practice of social work. Where possible, an international perspective is to be discussed. The student is expected to realistically apply social work values and ethics in decision making and use research as a means to further grow and develop in the profession.

Responsibilities of the social work student:

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

Purpose of The Course in The Curriculum

The profession of social work has long recognized the importance of providing instruction in the field which includes an application of the skills and theories taught in the classroom. This course provides students an opportunity to begin the practice of professional social work in a controlled and planned setting as well as the opportunity to dialogue on professional issues through topical discussions and written assignments.

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 3: Advance Human Rights and Social, Economic, and Environmental Justice. Social workers:
 - apply their understanding of social, economic, and environmental justice to advocate for human rights at the individual and system levels (3.1); and
 - engage in practices that advance social, economic, and environmental justice (3.2).
- ◆ 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

Apgar, D. (2020). Social Work Licensing Bachelors Exam Guide: A Comprehensive Study Guide for Success (3rd Edition). (This is the same text from last semester)

Field Instruction Manual – This manual is available on Canvas.

NASW. (2008) Code of Ethics of the national association of social workers. Available online: www.naswdc.org/pubs/code/doce.asp. Or may be purchased from SOSW for \$5.00.

American Psychological Association. (2010). Publication manual of the American

Psychological Association. (6th Ed.). Washington, D.C.: Author.

Teaching Methods/Class Climate

This course integrates the knowledge base and learning experience of the total social work program.

Methods of instruction: Seminar course is primarily a collaborative learning process utilizing lecture, group presentations, and group discussions. Seminar will allow time for sharing field practicum experiences and placing these experiences in theoretical framework, as well as skill development. Seminar will focus on: issues related to the student as the generalist practitioner; controversial issues encountered in the field, and issues related to the organization and the impact on social work practice.

This will be accomplished through student discussions based on the development of materials for the student's assignments during the semester.

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 Classroom

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.

Students in 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 this class as described in the BSW Handbook. Please refer to the Handbook for further clarification. This seminar is a direct extension of your internship. It is expected that students will present themselves in the same manner in which they would present themselves in a staff meeting at their internship agency.

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.

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-.

Attendance/Journals (8) 50 points each, total of 400 points

Students will attend a minimum of 12 classes face-to-face or via Zoom for 40 points each. There will be 14 face-to-face classes. You are allotted 2 absences without it affecting your grade. If you miss more than 2, you will need to complete an attendance journal for each absence beyond 2. Students who do not attend class will complete the journals to make up for the 2-hour discussion that is missed.

Evaluation of Practice

Describe a change in service delivery or practice that you feel would improve the quality of services at your agency. You will complete a literature review. This needs to be a realistic change that you could see yourself implementing at your agency. You may submit a rough draft, but it is not required.

Do not include an abstract for this assignment. Do not use headings. The paper should be written in persuasive essay style supported with professional resources.

Describe what is needed, why the change will create improvement in the quality of service and your recommendations for sustainable change. Support your plan with research. You will need a *minimum* of 10 professional resources. This should be a fully developed paper that proves the need for this change and shows that the change you are suggesting is feasible and based on research based best practices.

Assesses 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).

Ethics: In-class writing

This will be an extemporaneous writing completed in class. You will have one hour to complete the paper. You may not use notes for the in-class writing. This assignment is designed to reflect your ability to verbalize your thoughts in an extended conversation.

Describe an ethical dilemma you encountered at your agency. Describe the ethical reasoning model or ethical dilemma problem solving steps that were used to help resolve the dilemma.

Discuss how you used the NASW Code of Ethics in your work with the client system in this situation. How did the Code of Ethics guide your decision making?

Did your personal values conflict with the Code of Ethics? How did you resolve this conflict?

Assesses 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).

Assess and Intervene: Presentation

Choose one client system you worked with during your field experience and present the case in detail. Include a genogram or eco-map and discuss applicable elements such as family membership, life cycle, ages, genders, problems, socioeconomic status, diversity considerations and strengths.

Provide one intervention goal and the corresponding objectives you developed with the client (or would have created). Be sure to use behaviorally specific language. Describe the specific social work skills you used with the client to develop goals and objectives. Back up your choice of intervention with research.

Please remove identifying information to protect confidentiality.

You will be presenting this assessment orally to your seminar class. The presentation will be 10 minutes in length and should include a PowerPoint presentation.

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).

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).

Portfolio

The Senior Portfolio will be the final culmination of the work that you have completed this year. The portfolio will be completed in an online format. You will include your resume, at least 3 pieces of written work, other documents such as brochures or websites that you have developed – all in a well-planned online portfolio format. There are many free online website apps so you are not required to purchase this feature.

Determining Your Grade

Assignment	Points	EPAS Core Competencies covered
Evaluation of Practice	200 points (100 for the Lit. review, 100 for evaluation)	Competency 9
Ethics, in-class writing	100 points	Competency 1
Assess and Intervene – presentation	100 points	Competencies 7 and 8
Journals/Attendance 8 total) 50 pts. each	400 points	All competencies
Portfolio	100 points	Competency 1
Vita	100 points	Competency 1
Total possible points	1,000 points	

Grade	Points required
A	1000 - 930
A-	929 - 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

Week 1

- Introduction to course and syllabus. Discussion of Agency Safety.
- Journal 1 due.

Week 2

- Discussion of ethics in practice.
- Journal 2 due.

Week 3

- Discussion of finding social work positions.
- Journal 3 due.

Week 4

- Ethical dilemma in-class writing. You will have one hour for the writing. Or submit your paper to Canvas (see Canvas for instructions.)

Week 5

- Discussion of Evaluation of Practice
- Journal 4 due.

Week 6

- Annotated Bibliography for Evaluation of Practice

Week 7

- Working on Vita, please bring vita to class.
- Journal 5 due on Canvas by midnight on Sunday.

Week 8

- Discussion of self-care.
- Evaluation of Practice paper due.

Week 9

- Journal 6 due on Canvas.

Week 10

- Discussion of licensing.
- Curriculum Vita due.

Spring Break

Week 11

- Presentations of Assessment and Intervention. The powerpoint for your presentation is due Sunday of this week, for all students.

Week 12

- Presentations of Assessment and Intervention (second half of students).
- Please schedule your end of the year evaluation with your AFI for the week of April 22.
- Journal 7 due.

Week 13

- Completion and Submission of Online Portfolio.

Week 14

- Grant writing activity (see journal 7 topic and bring information to class.)
- Journal 8 due.

Week 15

- Final meeting with Agency Field Instructor and Field Liaison. Please schedule this meeting well in advance.

Week 16

- Graduation, Yeah!!!

Attendance Policy

Students are expected to attend all scheduled classes. Seminar is considered to be a part of your internship experience. Your professional behavior during seminar reflects to the instructor the behavior that you exhibit while at your internship. Those students unable to attend are responsible for all work and class material. Missing 2 or more of the scheduled class sessions is considered excessive absences and may affect your grade. A missed class may be made up by completing one of the journal assignments.

Final Examination Policy

A final exam will not be given