



SW498B: Senior Seminar II
Term: Spring 2021
2 Semester Hours

Instructor: Kelly FitzSimmons, LMSW

Classroom: DARM, 110, Thursday 9:00-11:00 am

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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. We are committed to the preparation of professional social workers instilling the knowledge, skills, and values to address the needs and potential of individuals, families, groups, communities, and organizations. Relying on a liberal arts foundation and drawing from an ecological, strengths-based perspective, the program prepares students to engage as professional social work practitioners who will be able to provide competent services with integrity to promote social justice and human rights recognizing the dignity and worth of the person. Graduates are prepared for practice with diverse populations understanding the person-in-environment influence on identity development and relationships. Through courses, internships, and student activities, the program aims to foster in its students a celebration of differences among people and a belief that respecting these differences enriches the quality of life for all. Graduates will practice from a set of ethical principles inherent in the social work profession, including the recognition that professional development is a life-long learning process. Finally, our program is dedicated to the support of non-traditional age, rural, and lower income students. The program is also devoted to providing students the opportunity to engage in meaningful research projects in the community in which they live by conducting program evaluations and needs assessments through our research sequence, which culminates in a public symposium. (Revised January 7, 2015)

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 outlined in the Field Application. Pre-requisite: SW497A, SW498A, SW499A, and SW443. Concurrent enrollment: SW497B, SW499B, and SW480.

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 the 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. Students are required to take the SWAC: Field/Practicum Placement Assessment Instrument (FPPAI) at Endpoint.

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. Please read the manual in its entirety before reentering your placement after the winter break. If there are any questions please address them immediately.

Purpose of the course in the Program

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 Course Objectives

The Council on Social Work Education sets educational standards for all accredited social work programs. The 2015 Educational and Policy Accreditation Standards (EPAS) established 9 Core Competencies and 30 Practice Behaviors that social work students are expected to meet upon graduation from an accredited BSW Program. 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 and measured. In senior seminar, during the course of the full year, students will demonstrate an understanding of each of the core competencies as outlined below. Please note that the Practice Behaviors are linked to the Course Objectives and Assignments.

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).

Course Objectives: Upon completion SW498A and SW498B, students should be able to:

- A. Prepare an educational plan for practicum learning that lists specific learning objectives and learning activities;

- B. Describe practicum agency in terms of its mission, organizational structure, sources of funding, key programs, theoretical underpinnings, evaluation of effectiveness, and its relationships with other human services agencies;
- C. Explain how the agency and its programs are affected by the agency's image and reputation within the community, by community context including attitudes, local politics, economy and demographics, and by specific state and federal social welfare policies;
- D. Describe how the agency addresses matters of diversity such as differences in cultural background, race, gender, sexual orientation, religion, language, age, class, and disability;
- E. Identify conceptual frameworks (i.e., practice perspectives, theories of orientation, theories of practice, and practice models) that shape the design of agency programs and services, and guide social work interventions.
- F. Design an intervention at the micro, mezzo, or macro level that is built upon the clear identification of specific problems, client or client system strengths and resources data gathering and assessment; which identifies specific steps and actions that will facilitate desired change; and which is measurable using a variety of evaluation instruments and processes;
- G. Describe how values, ethical considerations and specific legal requirements shape and guide agency programs and practice decisions;
- H. Evaluate effectiveness as a practitioner, and describe how an agency may evaluate effectiveness of programs;
- I. Merge one's own beliefs, values, and interests with the role and responsibilities of a professional social worker;
- J. Make appropriate and effective use of supervision in the learning process;
- K. Describe and take basic precautions that help to reduce risk and increase personal safety in social work settings;
- L. Describe social work leadership and its relationship to social justice.

Texts and Required Readings

Field Instruction Manual – This manual is available on-line (click on “field manual” on the following link: <http://www.lcsc.edu/social-sciences/programs/social-work/field-education/>)

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

Other readings as assigned on Blackboard or in class.

Teaching methods/Class climate

This course integrates the knowledge base and learning experiences 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 course readings on specific topics and on student thoughts and questions raised during the week in the student's internship. In addition, students will discuss the topics within the Capstone Project.

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 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 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 grounds of the Code of Ethics. You must disguise the identity of clients in written assignments including the name of the client.

Grade Explanation

A. 90-100% – Your work shows that you have thoroughly studied the material. You have supported your arguments with a learned material, as well as your own thoughts. The work shows originality and inventiveness in that you are able to take two or more sources and

create your own suppositions. You have not only met the basic requirements of the assignment, but have pushed yourself to go beyond the “requirements.” You demonstrate a desire to research further into the assigned topics.

The organization of your writing is clear and your use of sentence structure enhances the reader’s understanding of the points you are making. Your writing encourages the reader to continue reading. It is without grammatical error and has only a few typographical errors. Your work clearly rises above that of the typical senior in social work. You show that you are able to soon handle graduate level work and that your writing as a social worker will be concise, relevant and of benefit to your clients.

B. 80-89% – Your work meets all of the minimal requirements of the assignment. You show that you have the necessary knowledge of a competent social worker. You are able to use outside sources and your own opinions to generate arguments. You have room for growth in your professional writing skills, but have room for growth in terms of developing your own arguments and philosophy of social work.

Your writing has few grammatical errors and/or awkward sentences and is consistent with competent writing in the social work field. You are doing work expected of a senior in a social work program and your writing will be competent in the field of social work. You may still benefit from working on your writing skills if you want to do grant writing work, or administrative work.

C. 70-79% – Your material shows that you have not fully understood the material (or just didn’t read it.) You are able to write about the main tenets of social work, but do not bring in thoughts or your own, and/or you have not met some of the basic requirements of the assignment.

Your writing has errors of grammar and mechanics and the sentence structure is sometimes difficult to understand. You are not doing work that is typical of a senior in a social work program and would find working as a social worker difficult. You will need to work closely with the instructor to improve your work and will need to take your writing to the writing lab.

Unacceptable (U) – You have not met the requirements of the assignment and/or have not demonstrated writing skills required for the level of this course.

Breakdown of Course Points

| Assignment | Points | EPAS Core Competencies |
|-------------------------------------|--------------------|------------------------|
| Learning Contract Update | 100 | All |
| Capstone 4, Evaluation of Practice | 100 | Competency 9 |
| Capstone 5, Ethical Decision Making | 100 | Competency 1 |
| Capstone 6, Assess and Intervene | 100/50 | Competency 7 and 8 |
| Time Sheets | | Competency 1 |
| Professionalism | 5 x 10 weeks = 50 | Competency 1 |
| Field Logs | 20 x 9 weeks = 180 | All |
| Online Discussions | 20 x 4 weeks = 80 | All |
| Total | | |

Final Grade:

| | | | |
|----|----------|----|-----------------|
| A | 94-100% | C+ | 77-79.9% |
| A- | 90-93.9% | C | 74-76.9% |
| B+ | 87-89.9% | C- | 70-73.9% |
| B | 84-86.9% | D | 63-69.9% |
| B- | 80-83.9% | F | 62.9% and below |

Please remember that you need a B- or better in this course to pass this course and to move on to SW498B.

Academic Honesty and Plagiarism**

Part of the mission of the 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:

1. Cheating: using or attempting to use unauthorized materials, information, or study aids in any academic exercise (e.g., an exam).
2. Fabrication: unauthorized falsification or invention of any information or citation in an academic exercise (e.g., a paper reference).
3. 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).
4. 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. Grammatical and spelling errors will be marked down 1 point each.

Note: If you need help with your writing skills, the Writing Center (792-2433) may be able to assist you in improving them. As you are in CDA, they accept work via e-mail, writinglab@lcmail.lcsc.edu. Many have found this extremely helpful. 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.

*Recommended for 140/240/241. Required for all others.

Deadline for Submission of Class Assignments

1. Assignments must be submitted to the instructor via Blackboard or during class sessions unless otherwise arranged and approved by the instructor.
2. Assignments are due on the dates listed on the syllabus or as scheduled by the instructor of this course. Late papers are not accepted.
3. If due to extreme extenuating circumstances, the student is unable to turn a paper in on time, the student must contact the instructor to make arrangements. This will result in an automatic 10% grade reduction for that assignment.
4. Extra Credit: Typically not offered but up to the discretion of the instructor.

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 more than 2 of the scheduled class sessions is considered excessive absences, and will result in a reduction of

your final grade by 1 (one) letter grade. It is the student's responsibility to ensure they have signed the attendance sheet during each class session.

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

ASSIGNMENT DESCRIPTIONS

1. Professionalism (5x10=50 Points)

This is related to the attendance policy above. 5 points for participation and professionalism are given during 13 of the 16 weeks in the course. The points are given to students who are seated and ready at the time the instructor begins the class, participate meaningfully and maintain a professional demeanor, and remain for the duration of the class. If you are unable to fulfill these requirements, please let me know ahead of time.

2. Field Log (20x9=180 Points)

Field logs (10 points each) provide an opportunity to record your observations, analysis, and learning related to your field experience. Field logs are designed to help you think about CSWE knowledge, values, and skills and the application of these in your practicum settings. Topics for the field logs will be given by the instructor and posted to Canvas. Students are to submit their field log to Canvas before the start of the next class as these topics are often discussion points during class. Late submissions will not be accepted for points. Field logs should be at least a paragraph in length and contain thoughtful and thorough responses to the prompts. The instructor is focusing more on your personal insights and experiences and generally not evaluating in terms of grammar and spelling. However, significant carelessness or lack of effort toward content may cause point reductions.

3. Time Sheets

Time sheets are to be signed by you and your AFI/Task Instructor and submitted to Canvas by the first Thursday of each month (August and September will be combined). The total hours for the month and a running total are required on the time sheet.

4. Online Discussion (20x4=80)

Students will post meaningful responses to questions posed. Student posts should demonstrate critical thinking and genuine thought and effort (10pts). There should be at least one response to another post (10pts). Be sure to remain respectful in your communications. The instructor is focusing more on your personal insights and experiences and generally not evaluating in terms of grammar and spelling. However, significant carelessness or lack of effort toward content may cause point reductions. Posts are due by Sunday night of those weeks set aside for online content.

5. Learning Contract (100 Points)

The Learning Contract, also known as the Learning Agreement, is the document that lists the activities that you will participate in to work towards competence in the 9 areas of CSWE's Core Competency and related Practice Behaviors. This will need to be updated to reflect your current learning tasks and priorities for the spring semester. It is to be signed off by you and your AFI by the second week of the semester (January 27th)

6. Capstone 4, Evaluation of Practice, APA Paper (100 Points)

Discuss what is being done at your agency to analyze, monitor, and evaluate intervention and program processes and outcomes. What is going well and/or how could things be improved? (20pts)

How are or how could evaluation findings be used to improve practice effectiveness at the micro, mezzo, and macro levels? (20pts)

What knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks could be applied in the evaluation of outcomes? (20pts)

As an addendum, include the evaluation of two client outcomes and select and use two different but appropriate methods for evaluation such as single subject design, task achievement scaling, etc. (20 pts each)

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).

7. Capstone 5, Ethics, In-Class Writing (100 Points)

This will be an extemporaneous writing completed in class. You will have one hour to complete the paper.

Use Reamers PREPARE ethical decision making model to analyze and make a decision on a provided ethical dilemma. Be sure to label and describe each step in detail. (70 points)

What specific professional values, ethical principles, and ethical standards from the code of ethics helped to inform your decision (10pts)?

Reflect on how your personal values aligned or conflicted with professional values and obligations in this scenario (10pts).

Discuss what you can do when personal and professional values conflict (10pts).

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).

8. Capstone 7, Assess and Intervene, (100 points for the completed assessment + 50 points for the Presentation=150)

Go to 'Files' on Canvas and use the 'Social History' form to complete an assessment with someone. The social history final product should be typed and of professional quality (30 points) with answers to the questions in italics to make it easy to read.

Collaborate with your client to develop at least one goal and three corresponding objectives (enter these at the end of the assessment form). The goal needs to be a broad statement of what the client wants to accomplish and the objectives need to be specific and measurable and help the client towards accomplishing the goal (20 points).

Create a genogram (25pts) and eco-map (25pts) of professional quality. These tools should have enough detail to clearly orient others to the case. The genogram and ecomap must have the symbols identified in a legend.

Ensure identifying information is removed on the above documents to protect confidentiality.

Use PowerPoint or the document projector to present the case to the class using the genogram and ecomap in a team meeting (aka case staffing) format. Use the genogram and ecomap to orient the team (class) to the case background (10pts), problem (10pts), and intervention (10pts). Points will also be given for professional demeanor (10pts) and quality of the visuals (10pts) 50 Points for the 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).

9. **End of Semester Agency Field Meeting:** During week 14 and 15 of the spring semester, you, your agency field instructor, and I (field liaison) will meet to review your SWAC scores and for your agency field instructor to give you a pass/fail grade for SW497B: Field Internship II.

Tentative Course Schedule SP21

| <u>Week</u> | <u>Thursday's Class Date & Topic</u> | <u>Assignments</u> | <u>Points</u> |
|-------------|---|--|-------------------------|
| 1 | January 21 Syllabus Introduce Capstone 4 | Professionalism | 5 |
| 2 | January 28 Assigned Topic/Internships | Professionalism Field Log Learning Contract Due | 5 20 100 |
| 3 | February 4 Online content | Online Discussion | 20 |
| 4 | February 11 Assigned Topic/Internships Introduce Capstone 5 | Professionalism Field Log Capstone 4 due | 5 20 100 |
| 5 | February 18 Assigned Topic/Internships | Professionalism Field Log | 5 20 |
| 6 | February 25 Online content | Online Discussion | 20 |
| 7 | March 4 Complete Capstone 5 in class | Professionalism Field Log Capstone 5 due | 5 20 100 |
| 8 | March 11 Assigned Topic/Internships Introduce Capstone 6 | Professionalism Field Log | 5 20 |
| 9 | March 18 Online content | Online Discussion | 20 |
| 10 | March 25 Assigned Topic/Internships | Professionalism Field Log | 5 20 |
| 11 | April 1 Capstone 6, Case Staffing | Professionalism Field Log Capstone 6 due | 5 20 150 |
| 12 | April 8 Online content | Online Discussion | 20 |
| 13 | April 15 Capstone 6, Case Staffing | Professionalism Field Log | 5 20 |

| | | | |
|----|---------------------------------------|------------------------------|---------|
| 14 | April 22 Wrap up/Termination | Professionalism Field Log | 5 20 |
| | SPRING BREAK April 26-30 | | |
| 15 | May 6 End of Semester AFI Meetings | | |
| 16 | May 13 No Final | Total Points | 760 |

LEWIS-CLARK STATE COLLEGE Syllabus Addendum (AY2016-2017)

Consumer Information

In 2008, the federal government required all post-secondary institutions offering federal financial aid programs to provide key data to both prospective and current students. To comply with this requirement, Lewis-Clark State College has developed a consumer information page, which may be accessed at www.lcsc.edu/consumer-information/

Disability Accommodations

Students requiring special accommodations or course adaptations due to a disability and/or a health-related issue should consult their course instructors and the LCSC Student Counseling Center immediately (RCH 111, 792-2211). Official documentation may be required in order to provide an accommodation and/or adaptation.

Student Rights and Responsibilities

Students have the responsibility for knowing their program requirements, course requirements, and other information associated with their enrollment at LCSC. Students should review the LCSC General Catalog (<http://webdev.lcsc.edu/catalog>) and the LCSC Student Handbook (www.lcsc.edu/media/2157659/Student-Handbook.pdf) or www.lcsc.edu/student-affairs/student-rights-and-responsibilities/) for more information.

Accidents/Student Insurance

Students participating in LCSC classes normally must look to their personal health insurance policy should an accident occur. In the event of an accident, please seek medical help, if necessary, and report the incident to LCSC Security (792-2226). Fieldtrips or other special student activities may also require students to submit a signed participation waiver (forms can be obtained from the supporting Division Office).

Enrollment Verification/Attendance

Students who are not actively pursuing their classes may have to repay part or all of their financial aid awards depending upon the circumstances.

Academic Dishonesty

Academic dishonesty, which includes cheating and plagiarism, is not tolerated at LCSC. Individual faculty members may impose their own policies and sanctions regarding academic dishonesty after offering the student an opportunity to explain his or her actions. Sanctions imposed by the faculty member are limited to grades on the assignment(s) in question and/or on the course grade. On matters of academic dishonesty, faculty members do not have the authority to dismiss a student from class indefinitely nor to disenroll a student from a program without corroboration from a Division Chair (or program ethics committee where applicable), the appropriate instructional dean, and the Vice President for Student Affairs. Students who are accused of being academically dishonest may be referred to the Vice President for Student Affairs for official disciplinary action.

Illegal File Sharing

Students using LCSC's computers and/or computer network must comply with the college's appropriate use policies and are prohibited from illegally downloading or sharing data files of any kind. Specific information about the college's technology policies and its protocols for combating illegal file sharing may be found on the Vice President for Student Affairs' web page (www.lcsc.edu/student-affairs/student-code-of-conduct/ or www.lcsc.edu/consumer-information/).

Diversity Vision Statement

Regardless of race, color, age, sex, religion, national origin, disability, veteran status, gender identity, or sexual orientation, you will be treated and respected as a human being.

Disclosures

During this course, if you elect to discuss information with me which you consider to be sensitive or personal in nature and not to be shared with others, please state this clearly. Your confidentiality in these circumstances will be respected unless upholding that confidentiality could reasonably put you, other students, other members of the campus community, or me in danger. In those cases or when I am bound by law to report what you have told me, such as incidents involving sexual assault or other violent acts, I will submit a report to appropriate campus authorities.

Student Feedback

Students shall be provided the opportunity to formally evaluate each course in which they are enrolled. Notification of student feedback opportunity and timelines will be made through the official LCSC student email (currently LCMail) or online course learning management (currently Blackboard) systems.

Student Work

Student work for this course (assignments, quizzes, exams, projects, etc.) may be copied and retained for program assessment or accreditation purposes. For more information, speak with the instructor or division chair.

Approved by Vice President for Student Affairs & Provost / Vice President for Academic Affairs June 2, 2016