



## **SW 341: Generalist Practice – Micro Interventions**

Course Information

Semester: Spring 2022

Semester Hours: 3

Classroom Location: Online

Class Time: Saturday 2/26 and 4/9 VIA Zoom

Instructor Information

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Office Location: Harbor Center

Office Hours: 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. 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 teaches theory and practice skills utilized in generalist, social work practice focusing on work with individuals and then work with families. There are several theoretical frameworks that will be introduced that will help the generalist social worker to understand the behavior of individuals and families as well as a variety of ways to help them improve the fit between themselves and their environments.

## **INTRODUCTION AND OVERVIEW**

The social work program at LCSC is based on the generalist practice problem-solving model. This model is emphasized and integrated into all its social work courses. This approach assists students in acquiring a broad repertoire of skills and knowledge for beginning social work practice. The steps in the problem-solving process – assessment, planning, intervention, evaluation, termination, and follow-up – are addressed using systems thinking/analysis with an ecological framework of assessing and building on the strengths of individuals, families, groups, communities, organizations, and the influential structural environment. The program presents a multi-dimensional, multi-theoretical, holistic perspective with which to view client issues. The cultural and historical elements of the ecological perspective are grounded in sensitivity to, an appreciation for, and encouragement of diversity.

## **PURPOSE OF THE COURSE IN THE CURRICULUM**

This is a practice course that prepares students for generalist practice social work practice with individuals and families in the context of their social environments with an emphasis on diversity.

The focus is on a holistic approach that provides the practitioner knowledge, skills, and values necessary to engage in the change process at the micro level of practice. Building on the strengths perspective, the approach incorporates the social systems and the ecological models as the foundation for the change process. Several theories of behavior and interaction are introduced to help students gain an understanding of why issues arise in our client's lives and some practical ways of helping them with change aimed at the best fit with their environments.

Generalist social work practice incorporates knowledge that is transferable, empowers individuals and families, utilizes a variety of intervention strategies and theories, analyzes development of the life span, evaluates the impact of social policies and other societal forces, and serves as a foundation for professional practice.

As a result of the focus on competency-based education, the faculty has identified within the LCSC curriculum where the Core Competencies and Practice Behaviors are addressed.

Educational Policy & Accreditation Standards (EPAS) Competencies & Practice Behaviors (Expected Learning Outcomes) Met in Course

The Council on Social Work Educations sets educational standards for all accredited social work programs. The *2015 Educational and Policy Accreditation Standard (EPAS)* establishes 9 Core Competencies and 31 Practice Behaviors that social work students are expected to meet upon graduation from an accredited BSW Program. Professional Social Work Education is competency-based education.

Educational Policy 2.1: Core Competencies Definition

*Competency-based education is an outcome performance approach to curriculum design. Competencies are measurable practice behaviors that are comprised of knowledge, values, and skills. The goal of the outcome approach is to demonstrate the integration and application of the competencies in practice with individuals, families, groups, organizations, and communities.*

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. Below are the Core Competencies and Practice Behaviors that are addressed in this course. Please note that the Practice Behaviors are linked to the Course Objectives and Assignments.

2015 Social Work Competencies Applied to this Course

<b>2.1.2--Apply social work ethical principles to guide professional practice.</b> B. make ethical decisions by applying standards of the National Association of Social Workers Code of Ethics, and, as applicable, of the International Federation of Social Workers (Int'l
<b>2.1.3—Apply critical thinking to inform and communicate professional judgments.</b> B. analyze models of assessment, prevention, intervention, and evaluation.
<b>2.1.4--Engage diversity and difference in practice.</b> recognize the extent to which a culture’s structures and values may oppress, marginalize, alienate, or create or enhance privilege and power. gain sufficient self-awareness to eliminate the influence of personal biases and values in working with diverse groups. C. recognize and communicate their understanding of the importance of difference in shaping life experiences.
<b>2.1.6—Engage in research-informed practice and practice-informed research.</b> B. use research evidence to inform practice.
<b>2.1.7—Apply knowledge of human behavior and the social environment.</b> utilize conceptual frameworks to guide the processes of assessment, intervention, and evaluation. B. critique and apply knowledge to understand person and environment.

**2.1.10(a)–(d)—Engage, assess, intervene, and evaluate with individuals, families, groups, organizations, and communities.**

substantively and affectively prepare for action with individuals, families, groups, organizations, and communities.

B. use empathy and other interpersonal skills;

## REQUIRED TEXTS/READINGS

Hepworth, D., Rooney, R., Dewberry-Rooney, G. Strom-Gottfried, K., (2017). *Direct Practice in Social Work*. (10<sup>th</sup> ed). Boston, MA: Cengage Learning

Karr-Morse, R. (2013). *Ghosts in the nursery; tracing the roots of violence*. New York, NY: Atlantic Monthly Press

American Psychological Association. (2020). *Publication manual of the American Psychological Association*. (7<sup>th</sup> ed.). Washington, DC: A.P.A.

## Classroom Expectations

### Saturday Intensive Attendance

The primary teaching approach in this class is Hybrid and students will engage in collaborative learning both in-class through Saturday Intensives and online through video meetings and discussions. Saturday Intensives will be held via Zoom from 9:00am to 3:00pm. Materials in the course will be presented through discussion, lectures, group work, and media presentations. Students will be responsible for all materials presented online and in class. Assigned readings and topics for the day are outlined in the Schedule and students are expected to fully participate in the in class and online activities. An absence is not an excuse for not coming to class prepared to be actively involved. Missing fifteen percent (15%) or more of the scheduled class sessions is considered excessive absences and will result in the reduction of your final grade by 1 (one) letter grade.

This policy applies to all classes taught as part of the social work curriculum. Exceptions to this policy may be made at the discretion of the instructor. (Found in [Social Work Handbook](#) p. 17). Because the combined Saturday Intensives equal one third of the course content, it is mandatory that you attend. Failure to attend the Saturday Intensives will result in two grade reductions.

## Tardiness

Students in a professional program should conduct themselves as professionals in relation to the class session and assignments. It is not acceptable to be late for classes except in unusual

circumstances. Frequent lateness or other unprofessional class conduct is likely to result in a lowered grade. Students are also evaluated on their personal and professional behavior or conduct in class as described in the Social Work Handbook.

### Shared Client and Agency Information

In the classroom, students and professors will occasionally discuss clients and agencies. In these discussions, it is expected that information about clients and agencies should be disguised or eliminated if clients could be identified and that this information is to be held in confidence within the bounds of the Code of Ethics. You must disguise the identity of clients in written assignments including changing the name of the client.

### Deadline for Submission of Class Assignments

1. Assignments must be submitted to the instructor via Canvas unless otherwise arranged and approved by the instructor.
2. Tests and assignments are due on the dates listed on the syllabus or as scheduled by the instructor of this course. Late papers and tests are not accepted. If due to extreme extenuating circumstances, the student is unable to turn a paper in on time, the student must contact the instructor prior to the due date of the assignment. This will result in an automatic 10% grade reduction for that assignment.
3. Extra Credit: There are no extra credit assignments for this course.
4. All Assignments must be turned in to pass the class.

### Re-write Policy

Rewrites are not an option in this class. If you have any questions regarding the assignment, please do not hesitate to meet with this instructor. As the assignments are given on the first day of class (or at least two weeks before the assignment is due for pedagogical reasons) and because sufficient time is given, it is expected that quality work is submitted.

### Cell Phone Policy

The use of Cell Phones will not be tolerated during classroom hours. Students who choose to utilize their phones for Facebook, texting, or any other activity will be asked to leave the classroom. I do understand there may be circumstances for family or work which may at times require you to keep your cell phone on or to be available. If this is the case, please let me know before class begins.

### Professional Writing Standards

All printed work submitted to this professor should be prepared at a college standard of professional editing in accordance with the *Publication Manual of the American Psychological*

*Association (7th Ed.)*. Therefore, allow sufficient preparation time for proofreading and correction of typos, misspellings, and grammatical errors.

The reason for this expectation is that professionals are often judged based upon the quality of their written work. Carelessness in spelling and editing suggests that there will also be mistakes in the substance of the work. Therefore, written work, which has misspellings and other editing problems, will be graded down on this basis alone. All work must be completed in 12-point font, preferably Times New Romans style or a similarly readable style.

**Note:** The efforts you make will help you with your courses at LCSC as well as throughout your professional career because you will continue to be judged by other professionals based on your written work.

### Academic Honesty and Plagiarism

Part of the mission of Lewis-Clark State is to educate students to be ethical. Students share with the faculty the responsibility for academic honesty and integrity. The College expects its students to do their own academic work. In addition, it expects active participation and equitable contributions of students involved in group assignments. Violation of the Academic Integrity Statement, in whole or part, could result in an “F” grade for the course. In addition to action by the professor, all incidents will be reported to the Social Work Program Director and the Vice President of Student Affairs. The following acts of academic dishonesty are not acceptable:

- Cheating: using or attempting to use unauthorized materials, information, or study aids in any academic exercise (e.g., an exam).
- Fabrication: unauthorized falsification or invention of any information or citation in an academic exercise (e.g., a paper reference).
- Plagiarism: representing the words or ideas of another as one=s own in any academic exercise (e.g., failing to cite references appropriately or taking verbatim from another source).
- Facilitating academic dishonesty: helping or attempting to help another to commit academic dishonesty (e.g., allowing another to copy from your test or use your work).

### Policy Regarding GPA

Social Work majors much achieve a B- or better in this required course. If the student does not achieve a B- or better, they will be required to retake the course.

### Policy Regarding 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. It is the responsibility of the students 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.”

### 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.

### 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.

### Grading Procedures

#### Grading Scale

A	95-100%	A-	90-94.9%
B+	87-89.9%	B	83-86.9%
B-	80-82.9%	C+	77-79.9%

C	73-76.9%	C-	70-72.9%
D	63-69.9%	F	62.9% and below

### Grade Definitions

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

### LEARNING ACTIVITIES

#### READING

*Required Reading:* Students are expected to complete all reading by the due dates listed in the course outline. The class sessions will build upon the assigned reading material. At points in the semester, materials may be posted on Canvas, or handed out in class. It is the responsibility of the student to ask questions when the reading assignments are not clear or if questions arise about the readings. *Reading should be completed prior to coming to class – see due dates on the course outline.*

#### Discussion Board Posts (5 @ 10 Pts.)

You will participate in discussion boards as indicated throughout the semester. You will respond to the topic forum and reply to at least two classmates for each forum. Initial posts are due Thursdays through Canvas by midnight and at least two replies are due by Sunday through Canvas by midnight of that week.

#### Video Meetings (150 Pts.) (5)

You will participate in five practice sessions via video meetings on Zoom with a fellow student. You will need to record the meeting. After each meeting you will submit a copy of the recording and a brief (1 page) reflection of your skills. This assignment will enable you to practice the skills covered in weekly lectures and readings. The five meetings will be worth 30 points each for a total of 150 points. The instructions for what should be practiced in each meeting can be found in the weekly modules and in the assignment tabs for each of the 5 meetings.

#### Weekly Quizzes (10 @ 10 points each)

Weekly Quizzes: There will be 10 quizzes that incorporate the material from the readings.



Quizzes can be found on Canvas and will consist of multiple choice, true/false, and essay questions. Make sure your computer has a strong internet connection prior to beginning the exam. *Please see course outline for due dates.*

### **DIVERSITY PAPER (150 Pts.)**

Each student will pick a diverse population of interest in the intro discussion in the first week of class. **Inform the instructor of your choice before the end of the first week.** The student will prepare a minimum of 5-page paper which will include a brief description of the population (demographics), special issues and concerns particular to this population, and specialized knowledge required by the generalist social worker to work with this population.

The paper will be in APA format, citing at least five (5) scholarly articles. You do not need an abstract for this paper. *Papers will be graded using the following criteria:* Adequacy of topic coverage, ability to synthesize and integrate the literature, salience of literature to specific practice application, use of APA guidelines, and writing and organizational skills. A grading rubric is available on Canvas.

The title page and reference page do not count as part of the 5-page requirement. APA guidelines can be found in: Publication Manual of the American Psychological Association (7<sup>th</sup> ed.). There are also many websites that can assist with ensuring APA guidelines are met: (<http://www.apastyle.org/>) or (<http://owl.english.purdue.edu/owl/resource/560/01/>) or (<http://www.apa.org/>).

### **Practice Simulation Sessions (3 @ 100pts.)**

These 3 assignments are designed to simulate the tasks and activities of direct social work practice in an agency setting. Your work with a "client" during this course is an attempt to simulate the reality of practice and provide an experience to which you can apply concepts and principles found in the texts and discussions in class. Serving as a "client" will simulate for you and your "social worker" many of the issues faced in practice. Each student will assume two roles: (1) social worker, and (2) client. You will assume a helper role and work with a student who is your "client," and you will be a client and receive service from a student social worker. *You are expected to take these roles very seriously. You are to demonstrate maturity, responsibility, and professionalism as if you were in the field.*

Students will engage in three, 15-20-minute sessions. Sessions will be practiced during video meetings with classmates. The two first Practice Simulations will be completed during our full day intensives. Students in the social worker role will receive peer and instructor feedback and a grade for each of the two sessions. The final Practice Simulation will be recorded by all students and submitted on Canvas Discussion board for peer and instructor review. Grades will be based

on, the ability to demonstrate the skills designated for that session. A rubric will be provided on Canvas for what students will be expected to demonstrate.

*During these simulations, personal and sometimes confidential information will be shared. As in real interactions with a client, this information must remain confidential unless the client gives written consent to share with others. Students enrolled in this class and the instructor agree that information shared during practice sessions will remain confidential unless there is a threat to self or others, or other safety concerns arise. The instructor will monitor sessions carefully and meet with a student for discussion if any concerns arise. **Please sign and date the last confidentiality form and submit in Canvas.***

### **Progress Notes (3 @ 20 points each):**

After video meeting 2 you will write *Progress Note 1* outlining what your client indicates they need help with. After video meeting number 4 you will write *Progress Note 2*. This one will be based on the clients report of goals. The third progress note will be written for the termination session you have with your client during *Video Meeting number 5*. The notes will be written in SOAP format which will be explained in lecture prior to the notes being due.

*Criteria for Rating Progress Notes:* The student will use the prescribed format, the report is clearly written, well organized and descriptive (provides a clear and factual description of what occurred and what was done or will be done with the client). The report is to be typed, double spaced, with one-inch margins and size 12 font (times new roman). If this were a real note, other professionals should be able to read it and know where you are with the client, as well as the plan for collaborating with the client.

### **Bio-Psycho-Social Assessment (80 Points)**

The purpose of this assignment is to allow you to demonstrate your ability to organize and write a report that contains a critical assessment on the functioning of a client and an analysis of problem areas. The report should be no more than 3-6 pages and typed in **report format**. This report must include assessment and recommendations. It should contain a clear, concise, and defensible assessment for your client.

**Report Format:** An example outline for these reports is attached in Canvas. The report should be single-spaced with a blank space between paragraphs. Headings should be used and highlighted in bold to make the report easy to read and easy to find specific information. Use the headings found in the outline on Canvas. Reports are always written in paragraph form and not in outline form. Do not use roman numerals, letters, or numbers to designate sections. Please use a 12pt. font and times new roman. Done well, the report is one of the more difficult documents to write.

What is important is that the assessment provides sufficient information so that any other

professional could read the report and have a clear understanding of the major aspects/problems/strengths of the client/family. This report must include assessment and recommendations.

### **Case Plan (15 Points)**

Once you have completed the assessment you are to prepare a case plan. You will submit a 1-page type-written case plan. The case plan should include a focus area (problem/issue), a clearly stated and measurable goal to overcome the problem, and at least 3 objectives. Objectives are the specific steps to reach the goal. You will also identify your specific methodology for monitoring and evaluating the effectiveness of the objectives (e.g., how will you know when the client has completed the task? Will you use of instruments, charts, journals, etc.? How will you know if you have met your objectives as the social worker?), procedures for renegotiating the service contract, procedures for scheduling or canceling a session, place of meeting, etc., and worker and client signatures and date.

### **Book Report (50 Points)**

Students will read the book *Ghosts in the Nursery; tracing the roots of violence* and write a summary and assessment of the book. Grading Rubric can be found on CANVAS. The paper must be in APA format.

### **Strengths and Limitations Paper (15 Points)**

As part of the termination process, the student “social worker” and the “client” will engage in a final session. The “client” must identify 3 strengths and 3 limitations in the performance of his/her “social worker” and share this with him/her during the session. With information from the “client” as a starting point, the “social worker” should reflect upon their role as the social worker and then prepare a 2-3-page paper that describes both strengths and limitations. In the paper, the student should identify specific actions to be taken to correct limitations and explain how knowledge of specific strengths and limitations will affect the student once they are in the field working as a social work practitioner. *This paper is graded as Pass/Fail. If you follow the directions above and turn in the assignment you automatically receive full points. However, if you do not follow the instructions above, you will not receive any points for this assignment.*

*It is a student’s responsibility to discuss any concerns regarding the course, attendance, assignments, or grades with the instructor at the initial time the concern is experienced. If circumstances arise which affect your ability to complete assignments or attend class, it is expected that you will contact the instructor as soon as possible to discuss the situation.*

**\*\*All due dates are posted in the Course Schedule and on Canvas. Assignments turned in late will automatically be reduced by one grade point. Late assignments will be docked 10% per week that the assignment is late.**

### Weekly Outline

Week		Topic	Reading	Assignments Due
1	1/17-1/23	Introductions and Course Overview, Confidentiality, Generalist Intervention Model <b>Skill Building:</b> Interview and Attitude toward difference	Chapter 1&2	<b>Sign Confidentiality Statement</b> <b>Discussion Post 1</b>
2	1/24-1/30	Professionalism Ethics Informed Consent Duty to Warn	Chapter 3&4	<b>Discussion Post 2</b> <b>Quiz Chapters 3&amp;4</b>
3	1/31-2/6	Empathy and Authenticity <b>Skill Building: Ethics and Opening lines – Confidentiality and Value Cards</b>	Chapter 5	<b>Video Meeting 1</b> <b>Quiz Chapter 5</b>
4	2/7-2/13	Engagement Skills: Preparing and Beginning – Interviewing Skills <b>Skill Building: Reflective Listening and Summaries, Open ended questions, and Affirmations</b>	Chapter 6	<b>Video Meeting 2</b> <b>Quiz Chapter 6</b>
5	2/14-2/20	Eliminating barriers to counterproductive communication. <b>Skill Building: ID barriers to change</b>	Chapter 7	<b>Discussion Post 3</b> <b>Barriers</b> <b>Quiz Chapter 7</b>
6	2/21-2/27	VIA Zoom Class 2/26 9:00-3:00 <b>Motivational Interviewing</b> <b>Session 1 and 2 in class demonstration</b> <b>Practice Simulations</b> <b>Lunch Break</b>		
7	2/28-3/6	Documentation <b>Skill Building: Eliciting change Talk</b>	Chapter 8	<b>Diversity Paper</b> <b>Progress Note 1</b> <b>Quiz Chapter 8</b> <b>Discussion Post 4</b>

8	3/7-3/13	Assessment <b>Skill Building: Bio-psycho-social assessment of client</b>	Chapter 9	Video Meeting 3 Quiz Chapter 9
9	3/14-3/20	Planning Skills: Developing Goals and tasks <b>Skill Building: Readiness Ruler and change talk</b>	Chapter 12	Video Meeting 4 Quiz Chapter 12
10	3/21-3/27	Managing Barriers to Change Emotion Regulation	Chapter 18	Quiz Chapter 18 Progress Note 2
	3/28-4/1	SPRING BREAK		
11	4/4-4/10	VIA ZOOM Class 4/9 9:00-3:00 Practice Simulations	Chapter 13	Quiz Chapter 13 Biopsychosocial-Assessment
12	4/11-4/17	Additive empathy and confrontation	Chapter 17	Quiz Chapter 17 Case Plan Discussion Post 5
13	4/18-4/24	Termination <b>Skill Building: Termination</b>	Chapter 19	Video Meeting 5 Meet with Partner to complete termination and S&L paper
14	4/25-5/1			Progress Note 3 – Book Report
15	5/2-5/8			S&L Paper

This syllabus constitutes a contract between the professor and the students. Terms in this syllabus may be subject to change to accommodate unforeseen events/concerns and promote flexibility in learning and teaching. Such changes will be discussed openly in class and students will be informed of them in a timely fashion.