



LEWIS-CLARK STATE COLLEGE

To maximize protection from COVID and its variants, Delta and Omicron, LC State is requiring all members of the campus community – regardless of vaccination status – to wear a face covering in indoor spaces where others are present at least and until further notice.

SW 342.01: Social Work Generalist Practice/Mezzo Interventions
Thursdays 1:30-4:15 pm
Sam Glen Complex (SGC) #127
3 Semester Hours
Spring 2022

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LC and COVID- [Coronavirus Resource Page](#)
NASW and COVID - [SW Ethics and COVID- 19](#)

Social Work Program Mission Statement

The mission of the social work program at Lewis-Clark State College is to prepare students for entry-level generalist practice. We are committed to the preparation of professional social workers and instilling the knowledge, skills, and values that are requisite to address the needs and the capacity in individuals, families, groups, communities, and organizations. Relying on a liberal arts foundation and drawing

from an ecological, strengths-based perspective, the social work 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 by recognizing the dignity and worth of the person. Graduates are prepared for practice with diverse populations by 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 September 2019). [LCSC State Student Handbook](#) (full URL: C%20General%20Information/Social%20Work%20Program%20Paperwork/Social-Work-student-handbook.pdf)

Course Description

Building upon previous practice classes, this course explores the theories and dynamics of group behavior, and the techniques of working with and within diverse groups in a variety of community and organizational contexts. Students learn to assess interaction patterns, individual change through group processes, ethical options and their own group skills as an emphasis within generalist practice. Course enrollment is limited to Social Work majors. Pre-requisite: SW 341 or concurrent registration.

Introduction and Overview

The course is taught experientially and maintains the atmosphere of self-examination in the context of learning and application of theory. The communication and interpersonal skills are taught as well as skills needed to be an effective group member, which is essential to becoming a good leader. Students are expected to work collaboratively with other students and to actively plan and implement a leadership demonstration session within the class. Students are expected to experiment with leadership functions and styles.

Knowledge from this mezzo practice course is utilized and applied in other social work courses requiring group projects. The experiences students gain by designing and leading a group session is built upon as they proceed to the generalist practice courses and field instruction in the senior year. This course introduces work tasks into the groups and provides the opportunity for students to build professional participatory and decision making skills.

Purpose of The Course in The Curriculum

The purpose of this course is to provide students with a basic understanding of the use of group work as an effective generalist intervention in a variety of settings including: preventative, curative, rehabilitative, educational, and developmental models. Students will develop the necessary skills, values, and knowledge for understanding and assessing: group dynamics, structure, and process; while developing the required practice skills to facilitate and lead groups in clinical and community based practice settings. In addition students will develop understanding of the typology of groups, the functions and roles of group members, stages of group development, types of styles of group leadership, and foundational skills and techniques of group facilitation.

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. During this course, the student will become more 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).
- ◆ 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 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);
- ◆ 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 Methodology

Learning activities will include face to face lectures, readings, discussions, simulations, video, case examples, and individual work. The primary teaching approach in this class will be collaborative in nature. Students will be responsible for all materials presented in class and all outside assignments. Assigned readings and topics for the day are outlined in the weekly modules and students are expected to come to class prepared to discuss the chapter content and assignments. A previous absence is not an excuse for coming to class unprepared to be actively involved.

In the event that the course is required to move to Zoom format, the expectations will not change as it relates to your attendance or participation.

Social and Economic Justice in the Classroom

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 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.

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. Please see [LCSC's Diversity Commitment](https://www.lcsc.edu/diversity) Full URL: (<https://www.lcsc.edu/diversity>).

Professional Behaviors in the Classroom

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 Student Handbook. Please refer to the Handbook for further clarification.

Shared Client and Agency Information

In the classroom, students and professors will occasionally discuss clients and agencies. In these discussions, it is expected that demographic information about clients and agencies should be de-identified, disguised or eliminated, if clients could be identified, than 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.

Confidentiality During Groupwork

Personal, and sometimes confidential information will be shared. As in real interactions within an agency, this information must remain confidential unless the individual gives consent to have the information shared. Information shared during practice sessions will remain confidential unless there is a threat to self or other safety concerns arise. The instructor will monitor sessions carefully and meet with a student for discussion should any concerns arise. Breaches of confidentiality are taken very seriously and can potentially result in a failing grade for the class.

LCSC Learning platform

You will find all of the course information and support for Canvas in the dashboard for the course. The dashboard will contain the syllabus, class schedule, and weekly modules for learning and supplemental content. In Canvas in the assignments, you will find social work learning outcome, the assignment guidelines and expectations for writing, any templates and rubrics for the assignment.

Policy Regarding GPA

Students must a minimum of a B in all practice courses. Generalist Practice – Group (Mezzo) Interventions is a practice course and so you will need to achieve a B in 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 occurrence beyond the student’s control. It is the responsibility of the student to request an Incomplete prior to the end of the term. All work must be completed by the deadline specified by the instructor. Students who fail to complete the required work by the date assigned by the instructor will be assigned a grade of “F”. Instructors submit the deadline to the Registrar at the time “final grades” are due for the current semester.

Academic Honesty and Plagiarism

Part of the mission of Lewis-Clark State is to require 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 this intent, in whole or part, could result in an “F” grade for the course. The following acts of academic dishonesty are not acceptable:

- It is unacceptable to submit a writing assignment in this class that has previously been used for another assignment/class. While building on your research is expected from class to class especially if you have a consistent area of interest; each courses concepts/ assignments have their own assessment points and as such no paper from one class should completely be retitled and submitted.
- 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, incidents may be reported to the Vice President of Student Affairs.

Instructional Modality

This is a seated course that is designed to provide an experiential group experience. If the college is shifted to on line learning, the course will continue via Zoom. The instructional modality will include didactic course and theoretical content, large and smaller group processing. Students are be expected to review and course content contained in the weekly modules and having read the text chapter come to the classroom prepared to engage.

Professional Writing Standards

All printed work submitted to this instructor 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.

This expectation is informed by the knowledge and understanding 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.

If you need help with your writing skills, the Writing Center (208-792-2433). 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.

Attendance and Participation

Students are expected to attend all scheduled classes. This is a core social work class and involves a great deal of effort and work. Students are also expected to participate accordingly. Because this is a practice course, it is imperative that students attend in order to learn the necessary skills for competent social work practice. You will not be able to make-up missed participation in the group simulations. More than 4 absence will result in a whole grade reduction. Even excused absences count as an absence.

Technology

Cell phone usage is prohibited during class time and all cell phones must be turned off when entering the classroom and be put away. Students who are seen with or who are using a cellphone will be asked to leave the classroom until they are finished with their phone usage and at a time when reentry does not disrupt the classroom procedures. Laptop usage in this class is allowed with instructor's permission. Additionally, if the course goes unexpectedly to all online, it is expected that you have working technology and internet access to facilitate ongoing participation in this experimentation class.

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

Course Readings

The Council on Social Work Education mandates that social workers be lifelong learners. It is important that students understand the process of self-education. This includes reading assigned chapters or handouts, taking notes on this material, and integrating the material into the student's work. It is expected that students in this course read the material prior to class and come prepared with relevant discussion points and questions. Students are strongly encouraged to complete an outline of the material read and to complete notes on the readings as well. The instructor does not lecture verbatim from the text and does not provide notes, PowerPoints, etc. for

the class. If you miss a class, you will be responsible for getting information from a classmate.

Text and Required Readings

American Psychological Association (2017). *Publication guide of the American Psychological*

Association. (7th ed.). Washington, DC: APA Press.

National Association of Social Workers. (1997). Code of Ethics of National Association of

Social Workers. Washington, DC: NASW Press

Zastrow, C. & Hessenauer, S. L. (2019). *Social work with groups: Comprehensive practice and self-care*. 10E Belmont, CA: Cengage Learning.

Supplemental articles may also be shared. **Students are expected to complete all reading by the due dates listed on the course outline. You will be expected to participate in the group discussion doing the readings before hand allows you to be engaged and interactive.

Assignments and Learning Activities

Below is a list of the assignments for the semester and their point values. You can also find the assignments in greater detail in the Canvas course. You will be able to determine assignment assessment criteria by reviewing the templates and rubrics for each assignment if applicable.

Group participation (10 points per group- 100 total points)

There will be 10 groups during the semester. These points cannot be made up as there is no comparable assignment for participating with your peers.

Weekly journals/group reflection journals (10 points per reflection- 150 total points)

Each week you are expected to journal, until the groups start, the journals will be a place where you process how you are doing in general. When the groups begin you will be expected to complete a process reflection log for each group. If you

miss a group, there is no way to make up for the journal as it is specific to your experiences the group.

Tests (50 points per test 150 total points)

There will be 3 tests for the semester. Tests will be linked to text content. They will be open for one week from Friday to Sunday of the following week. You will have two attempts for scoring. If you want to utilize the retake, you will need to have taken the test before the Friday that it is due so that it can be scored before the test itself closes. Dates TBA

Group Proposal Project (150 total points)

This assignment is a group project. You will be assigned groups randomly by the professor. Each group member is expected to participate equally in the group. It is your responsibility as a group to determine expectations, deliverables, dates and accountability for the individual parts of the project. It is not the role of the professor to facilitate your group process. When the letter, the proposal and curriculum have been turned in each person will receive the same score.

Part 1 (50 points)

The organizational letter- For part one of the group development process, student groups will assume that they are working in an social welfare agency. Assess the needs of the clients and determine the most appropriate type of group to implement in your community. Students will work together to gather data on need, discuss theory for community and groups and will work together to create a letter to be sent to the organizational leadership. The letter is an intent to commit to writing a proposal for a group of some kind (to be determined after you assess community needs). By the time you write the letter for submission you will know what the letter content should include. See Canvas assignment for more details template and assessment rubric.

Part 2 (50 Points)

The proposal- After student groups have completed a community needs assessment and identified a group that will serve the unmet need of the community. Student groups will develop a proposal that could be presented to an agency in the area. Specific details for this assignment will be discussed in class. The proposal will also include an edited organizational letter. See Canvas assignment for more details, template and assessment rubric.

Part 3 (50 Points)

The group curriculum – Student Groups are expected to develop an 8 week curriculum for the group that they have previously identified as a community service that is needed. An 8 week curriculum based on group theory, student learning, knowledge of the literature and understanding of group process. The whole document that will be submitted will include the edited organizational letter, the edited proposal and the curriculum. The proposal will also include an edited organizational letter. See Canvas assignment for more details, template and assessment rubric.

Group Reflection Paper (100 points)

Each student will write a reflection paper on the experience process their group went through in the course of developing the group project. In no more than 3 pages and utilizing what you have learned in this course, write a paper that addresses the following points:

- Discuss the group norms;
- Identify the stages of group development that your group went through and use examples to support each stage;
- Describe who assumed a leadership role and the type of leadership and/or discuss how leadership was shared;
- Describe conflict that arose in the group and how it was handled;
- Assess your role and contribution to the group;
- Individually assess the role and contribution of the other group members;
- Self-reflect on the role that you played in the group. Discuss what you learned about yourself and groups as a result of this assignment;
- All information in this paper will be kept confidential. Specific details for this assignment will be discussed in class.

Due Dates

Students are expected to submit your work on or before the due dates. Students will be expected to pace themselves accordingly throughout the semester to complete the work. There may be times when dates shift, if dates do change students will be involved in that consideration. However for the most part the dates are set (see Canvas for specific dates). **If you need more time on something, you need to communicate with me before the assignment is due. If you do not and submit your work late, you will have late values assigned.**

*Tentative Class/Assignment Schedule

Week One, January 18

- Introduction to course and syllabus, establishing group rules
- Chapters 1 & 2
- Reflection Journal # 1

Week Two, January 24

- Stages of Group Development
- Chapters 1 and 2
- Group/classroom exercises
- Reflection Journal # 2

Week Three, January 31

- Leadership, Chapter 3
- Group/classroom exercises
- Reflection Journal # 3

Week Four, February 7

- Group dynamics, Chapter 4
- Meeting of first group
- Reflection Journal # 4
- Quiz # 1 Text chapters 1- 4

Week Five, February 15

- Verbal and Non-verbal Communication, Chapter 5
- Meeting of second group
- Reflection Journal # 5
- Educational Group – Week 1

Week Six, February 22

- Task Groups Chapter 6
- Meeting of third group
- Reflection Journal # 6
- Educational Group – Week 2
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Week Seven, March 1

- Diversity in Groups, Chapter 7
- Meeting of fourth group
- Reflection Journal # 7
- Educational Group – Week 3

Week Eight, March 8

- Diversity in groups, Chapter 8
- Reflection Journal # 8
- Quiz # 2 Text Chapters 5-8
- Educational Group – Week 4

Week Nine, March 14

- Self-help groups, Chapter 8
- Group Proposal Project: The organizational letter
- Reflection Journal # 9
- Educational Group – Week 5
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Week Ten, March 21

- Working with families, Chapter 9
- Reflection Journal # 10
- Group Proposal Project: The proposal (including edited letter and proposal) due,
- Educational Group Begins – Week 6

Spring Break 3/28/2022-4/1/2022

Week Eleven, April 4

- Organizations and communities, Chapter 10
- Reflection Journal # 11
- Educational Group – Week 7
-

Week Twelve, April 11

- Educational groups and self-care Chapter 11
- Group proposal draft due
- Reflection Journal # 12
- Educational Group – Week 8
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Week Thirteen, April 18

- Treatment Groups, Chapter 12
- Reflection Journal # 13
- Quiz # 3 Chapters 9-14
- Group Proposal Project: The Group Curriculum (including edited letter and proposal) due,

Week Fourteen, April 25

- Diversity in Treatment Groups, Chapter 13
- Reflection Journal # 14
- Group Proposal Project: Group Participation/Evaluation

Week Fifteen, May 2

- Termination and Evaluation, Chapter 14
- Reflection Journal # 15

Week Sixteen, May 9

- No Scheduled course works
- No new assignments due
- Final grades are due on or before 5/16/2022

Extra Credit

At this time there is no extra credit planned at this time for this course.

** Due to the fluidity of time and space schedules may be shifted, thus the denotation tentative.