



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 393.I60: Human Services Professional Identity Development
Self Study Format
6 Semester Hours
Spring 2022

Instructor: Luella Loudenback. Ed.D., LICSW
Phone: 208-792-2783

Office: Expedition Hall Room 15

Office Hours: Face to Face: Monday & Wednesday 10:00-noon or by Appointment

Zoom: Tuesdays 9:00-11:00 am

Email: laloudenback@lcsc.edu

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. [see [LCSC Social Work Program](https://www.lcsc.edu/social-sciences/social-work/lewiston-program)] (Full URL <https://www.lcsc.edu/social-sciences/social-work/lewiston-program>).

SOCIAL and ECONOMICAL 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. These guidelines are consent with 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.
- *Please visit web page for more information on LC State's commitment to diversity home page see: [LCSC Diversity](https://www.lcsc.edu/diversity) <https://www.lcsc.edu/diversity>)*

Course Introduction and Overview

All social work programming is informed by public policy. This course is essential to the professional social worker. Students will begin to develop competency in the analysis of social welfare policy as it related to the historical context of social welfare, social problems and the profession of social work. Students will be introduced to the intersection of variables that influence policy and informs change in the contemporary social construct.

Course Description

This course explores the development, formulation, implementation and effects of social policy on institutions and society. Social policy formation, decision-making, analysis, and their intentional and unintentional impact on society are examined through the utilization of both historic and scientific public policy frames. Students will apply the critical policy analysis model in the analysis of an existing state or federal policy. A preview of present and future trends will be introduced and critically analyzed. Prerequisites: **There are no prerequisites for this course, however SW 320 is highly recommended**

Purpose of The Course in The Curriculum

The purpose of this course is to create opportunity for service learning in the context of social work theory and skill application as a mechanism for student to develop professional social work identity.

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 Modality

This course will be presented in a fully self-study format. Student lead learning will align with professional responsibilities. Assigned readings and topics for writing assignments are posted in Canvas.

Accessibility

In compliance with the Americans with Disabilities Act of 1990 and Section 504/508 of the Rehabilitation Act of 1973, Lewis-Clark State College provides accommodations to eligible students who experience barriers in the educational setting due to learning, emotional / mental, physical, visual, or hearing limitations.

Students with an access limiting condition seeking an academic accommodation must contact the LCSC Accessibility Services office. The office is located on the LCSC campus in the Library, Room 161. Call (208) 792-2677 for more information about the process for accommodation. The Accessibility Services Coordinator will inform faculty of specific classroom and course accommodations consistent with ADA guidelines. Please inform the instructor during the first week of class regarding any reasonable accommodations you require to successfully complete this course. Students requesting accommodations must contact the Center for Educational Access at the beginning of each semester. For more information here is the link: [LCSC Accessibility Services](http://www.lcsc.edu/disability-services/), the full link <http://www.lcsc.edu/disability-services/>.

Professional Behaviors

Student(s) is/are expected to behave in a professional manner in as much as it is expected that student communicate with instructor with any issues, challenges or concerns. In a professional program should conduct themselves as professionals in relation to the class assignments. Communication, responses, and writing assignments are expected to be respectful, without critical judgment and thoughtful. It is important to appreciate that we all have our own individuals' attitudes values and beliefs. 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 information about clients and agencies should be disguised or eliminated, if clients could be identified, 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.

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 the assignment guidelines and expectations for writing, any templates and rubrics for the assignment.

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 another 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:

- 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.

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.

The reason for this expectation is that professionals are often judged based upon the quality of their written work. Carelessness in spelling and editing suggests that there will also be mistakes in the substance of the work. Therefore, written work, which has misspellings and other editing problems, will be graded down on this basis alone.

Note: If you need help with your writing skills, the Writing Center (208-792-2433) may be able to assist you in improving them. The efforts you make will help you with your courses at LCSC as well as throughout your professional career because you will continue to be judged by other professionals on the basis of your written work.

Technology and Cellular Telephone Policy

The minimum technology expectation is that you have access to internet access and possess or have access to the equipment necessary to engage and participate in the course work for the class. In the event that there is the need for telecommunication, unless you need your cellular telephone for Zoom access, you will be expected to avoid using telephones during zoom or interactive meetings.

Late Papers

The assignment schedule is situated for your information and course and assignment work planning, this is intentional to encourage you to get started as soon as possible in your work so as to minimize the risk of late papers. In that context, you should know if your work is progressing or if for some reason you are unable to make the deadline. Thus, it is important that students communicate to professor if extra time is needed. You must communicate with your professor at least 48 hours in advance of the submission deadline. Requests for extensions should be submitted in writing via e-mail with a plan and or date of completion.

Submitting a request for an extension does not guarantee an extension. I will review each request on a case by case basis. Requests for extensions should only be made in extenuating circumstances. All assignments must be completed in order to pass this course. Reduction in point value may apply for late work.

Rewriting Assignments

Each written assignment is expected to be written in such a way that it will meet a minimum criterion for the assessment of students critical thinking related to course and concept understanding, theoretical application and writing skills. Draft for review will be accepted if student(s) need, otherwise there will be no rewrites in this class. Students are invited and encouraged to reach out with questions regarding the assignments.

Quizzes/Tests and Final Exam

There will be no formal testing in this course, student assessment will be directly from written work.

Incompletes

Students are expected to complete all work before the final session of the class. Incompletes are not granted automatically. A grade of “I” may be assigned only in cases of illness, accident, or other catastrophic occurrences beyond the student’s control. In order to be eligible to request an incomplete, the student must have completed up to 80% of the assignment course work. It is the responsibility of the student to request an incomplete grade from the instructor before the end of the term. All work must be completed by the deadline specified by the instructor; otherwise the required work will be receiving a grade of “F.”

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.

GPA

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

Attendance and Participation

Students in a professional program should conduct themselves as professionals in relation to the class session and assignments. Students are expected to engage in all discussion boards and any group work. This is a core social work class and involves a great deal of effort and work. Students are also expected to participate accordingly. You will not be able to make-up missed participation in discussion boards. More than 4 absence will result in a whole grade reduction. Even excused absences count as an absence. Attendance in this course is required. Social Work Program Attendance Policy Found in Social Work Handbook [LCSC Student Handbook](#)

It is not acceptable to be late for classes except in unusual circumstances. Students are also evaluated on their personal and professional behavior or conduct in class as described in the Social Work Handbook. Frequent lateness or other unprofessional class conduct is also likely to result in a lowered grade. Missing more than 2 (15%) of the scheduled class sessions will be considered excessive absences and will result in the reduction of your final grade by 1 (one) letter grade. Exceptions to this policy will be rare, so please use your absences wisely (or better yet, don't miss class). **Please also note that a portion of your total class points will be based on in-class points that will be earned throughout the semester.** We may also have specific workshops or activities that occur in class. You must be in class to earn these points.

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. There is not text for this class, there will be periodic articles provided to support student writing. It is expected that students in this course read the material and be prepared with relevant information and research for discussion points and questions.

Required Resource

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

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

Supplemental articles 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 beforehand allows you to be engaged and interactive.

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

Grading Procedures

Grading Scale

The social work program uses the LCSC State grading scale. The grading scale can be found in Canvas Dashboard for the class under course overview.

Due Dates

There are 4 written assignments, they are all due by April 24, 2022. Work is due on or before the due dates. Student(s) are expected to pace themselves accordingly throughout the semester to complete work on time. 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. **If more time on something is needed, it is the responsibility of the student to communicate with instructor before the assignment is due.**

General Assignment Descriptions

Short Writing Assignments (Due 4/24/2022) 25 points each.

Writing assignments are in development at this time. Tentative Topics:

SWA#1- Self Perception and professional identity development

SWA# 2- Professional identity development and the person in environment dynamic

SWA# 3- Professional identity development and ethics

SWA# 4- Professional identity development and self-care

Writing Assignment topics are subject to change.

ADDITIONAL INFORMATION

- Students pursuing acceptance into the Social Work Program at Lewis-Clark State College will need to be core complete and have taken SW140 and SW241 before they apply to the program. Students will not be allowed to register for any course above SW400 without program admission.
- The instructor reserves the right to waive one or more of the policies listed above in rare, but special circumstances.

* Indicates subject to change- When guest speakers are organized for the semester, some course readings may be shifted to coordinate with speakers who represent those groups and individuals.