COURSE SYLLABUS

I. COURSE DESCRIPTION

This course is designed to help the student identify with the purposes, values and ethics of the profession as demonstrated in practice settings, to foster the integration of empirical and practice-based knowledge and to promote the development of the student’s professional competence. Students engage in educationally directed practice activities in the agency setting (SWK 470 and 480) that focus on a generalist problem solving approach (engagement, data collection, assessment, intervention, evaluation, termination) with individuals, families, groups, communities and organizations. The seminar (SWK 490) serves as a vehicle to discuss practice content and field practice issues in depth and as a support group for the complex experience of becoming a professional social worker.

BIBLIOGRAPHY:

Senior Field Practicum Manual. Revised 2018


II. CURRICULUM DESCRIPTION
The BSW program at SFASU features generalist social work practice, defined as follows: Generalist practice is grounded in the liberal arts and the person-in-environment framework. To promote human and social well-being, generalist practitioners use a range of prevention and intervention methods in their practice with diverse individuals, families, groups, organizations, and communities based on scientific inquiry and best practices. The generalist practitioner identifies with the social work profession and applies ethical principles and critical thinking in practice at the micro, mezzo, and macro levels. Generalist practitioners engage diversity in their practice and advocate for human rights and social and economic justice. They recognize, support, and build on the strengths and resiliency of all human beings. They engage in research-informed practice and are proactive in responding to the impact of context on professional practice.

Briefly, generalist social work practice:

- Is multi-level to include individuals, families, groups, organizations, and communities
- Is multi-theory, allowing for the free selection of theories as appropriate
- Utilizes a problem identification and solving focus that follows a problem-solving framework
- Utilizes multiple interventions at multiple levels, as appropriate
- Addresses the complexity of individual, family, group, organizational, and community system interactions
- Requires an integration of awareness, competence, and professional response to issues of values, ethics, diversity, culture, social justice, and populations-at-risk

III. PROGRAM LEARNING OUTCOMES (CORE COMPETENCIES)

1. Demonstrate Ethical and Professional Behavior
2. Engage Diversity and Difference in Practice
3. Advance Human Rights, Social, Economic, and Environmental Justice
4. Engage In Practice-informed Research and Research-informed Practice
5. Engage in Policy Practice
6. Engage with Individuals, Families, Groups, Organizations, and Communities
7. Assess Individuals, Families, Groups, Organizations, and Communities
8. Intervene with Individuals, Families, Groups, Organizations, and Communities
9. Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities

*Educational Policy and Accreditation Standards (EPAS, 2015) from the Council on Social Work Education*
IV. COURSE OBJECTIVES (Student Learning Outcomes) Behaviors

In a seminar setting,

1. Student will 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. (Competency 1)

2. Student will use reflection and self-regulation to manage personal values and maintain professionalism in practice situations. (Competency 1)

3. Student will demonstrate professional demeanor in behavior; appearance; and oral, written, and electronic communication (Competency 1).

4. Student will use technology ethically and appropriately to facilitate practice outcomes. (Competency 1)

5. Student will use supervision and consultation to guide professional judgment and behavior. (Competency 1)

6. Student will apply and communicate understanding of the importance of diversity and difference in shaping life experiences in practice at the micro, mezzo, and macro levels. (Competency 2)

7. Student will present themselves as learners and engage clients and constituencies as experts of their own experiences (Competency 2).

8. Student will apply self-awareness and self-regulation to manage the influence of personal biases and values in working with diverse clients and constituencies. (Competency 2).

9. Student will apply their understanding of social, economic, and environmental justice to advocate for human rights at the individual and system levels. (Competency 3)

10. Student will engage in practices that advance social, economic, and environmental justice. (Competency 3)

11. Student will use practice experience and theory to inform scientific inquiry and research. (Competency 4)

12. Student will apply critical thinking to engage in analysis of quantitative and qualitative research methods and research findings. (Competency 4)

13. Student will use and translate research evidence to inform and improve practice, policy, and service delivery. (Competency 4)

14. Student will identify social policy at the local, state, and federal level that impacts well-being, service delivery, and access to social services. (Competency 5)
15. Student will assess how social welfare and economic policies impact the delivery of and access to social services. (Competency 5)

16. Student will apply critical thinking to analyze, formulate, and advocate for policies that advance human rights and social, economic, and environmental justice. (Competency 5)

17. Student will apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks to engage with clients and constituencies. (Competency 6)

18. Student will use empathy, reflection, and interpersonal skills to effectively engage diverse clients and constituencies. (Competency 6)

19. Student will collect and organize data, and apply critical thinking to interpret information from clients and constituencies. (Competency 7)

20. Student will 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. (Competency 7)

21. Student will develop mutually agreed-on intervention goals and objectives based on the critical assessment of strengths, needs, and challenges within clients and constituencies. (Competency 7)

22. Student will select appropriate intervention strategies based on the assessment, research knowledge, and values and preferences of clients and constituencies. (Competency 7)

23. Student will critically choose and implement interventions to achieve practice goals and enhance capacities of clients and constituencies. (Competency 8)

24. Student will apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in interventions with clients and constituencies. (Competency 8)

25. Student will use inter-professional collaboration as appropriate to achieve beneficial practice outcomes. (Competency 8)

26. Student will negotiate, mediate, and advocate with and on behalf of diverse clients and constituencies. (Competency 8)

27. Student will facilitate effective transitions and endings that advance mutually agreed-on goals. (Competency 8)

28. Social workers understand that evaluation is an ongoing component of the dynamic and interactive process of social work practice select and use appropriate methods for evaluation of outcomes. (Competency 9)
29. Student will apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in the evaluation of outcomes. (Competency 9)

30. Student will critically analyze, monitor, and evaluate intervention and program processes and outcomes; and apply evaluation findings to improve practice effectiveness at the micro, mezzo, and macro levels. (Competency 9)

31. Student will apply evaluation findings to improve effectiveness at the micro, mezzo and micro levels. (Competency 9)

V. INSTRUCTIONAL METHODS

Students spend 32 hours per week (470 clock hours), Tuesday through Friday in the field agency during the 16-week semester (SWK 470 and 480). On Monday morning, their learning is maximized when students attend as scheduled, prepare written assignments with care, and are prepared to discuss what they have learned from the assignments. In seminar, structured written assignments are required to assist the student in the integration of information from previous classes into the practical context of social work practice experience in Field Instruction. The Practicum-Related Seminar requires that the student assume a great deal of responsibility for his/her own learning.

Class attendance and discussion are important. Students will be expected to turn in assignments at the scheduled time. Failure to do so without prior permission will result in a grade of 0. Permission to turn in an assignment late will be based on the "excused absences" policy listed in the SFASU General Bulletin (available online at www.sfasu.edu/bulletin).

VI. COMPUTER REQUIREMENTS

This course will utilize Brightspace to support the delivery of course content. You will need basic skills regarding the use of a word processor and web browser. You must have access to a computer that meets the university’s minimum computer system requirements (see http://www.sfaonline.info/gettingstarted for details or the Center for Teaching and Learning (CTL). Computers are available to you through a number of labs across campus (see www.sfasu.edu or the instructor for details).

VII. COURSE OUTLINE

Week 1: Review of syllabus, class assignments, evaluation and grading procedures
- School, agency, and student expectations; adult learning theory
- Role transition of student to advanced professional social worker
- Review of Generalist Practice
- CSWE Standards/Competences and Behaviors
Professional Use of Self/Supervision/Leadership

- Licensure Exam
- Concepts of professional growth and development:
  - Self-awareness: Assessing practice strengths/weaknesses; learning styles
- Planning for professional growth and development
- Affiliation with professional social work organizations
- Developing the Individual Learning Plan
- Supervisory roles, functions, and responsibilities
- Administrative, educational, and supportive supervision
- Using supervision effectively
- Challenges of supervision in agency

Week 2: Key Elements and Challenges of Social Work Practice

- Group process of essential elements of practice and challenges encountered in practice
- Review of Key Elements of Practice in the agency
- Establishing the Helping Relationship
- Communication Techniques
- Interviewing Skills
- The importance of differential assessment
- Identifying and implementing specialized treatment interventions
- The role of theory in practice
- Challenges of Practice
- Beginning anxiety
- Balancing family life and graduate study/field
- Keeping personal and work issues separate
- Caretaking and rescuing
- Dealing with resistive, hostile, or difficult clients
- Understanding the agency culture and “fitting in”
- The effect of helping roles on personal life and family
- Managing effective working relationships with colleagues, administrators, and agency staff
- Effective communication and approaches to managing conflict

Week 3:

- Group process of students’ challenges, issues, and successes in the agency
- Group process of assigned topics, concepts, and issues relative to field:

Generalist Practice with Individuals

The Agency System: Individuals

Knowledge
- The impact of other systems on Individuals in the agency
- Various Theoretical Orientations within a Micro Focus
- Social problems and issues related to individuals in the society
- Theories of Human Behavior of Individuals

**Values**
- Ethical and Professional Behavior in working with Individuals
- Ethical Decision-Making Strategies

**Week 4:**
Group process of students’ challenges, issues, and successes in the agency
Group process of assigned topics, concepts, and issues relative to field:

**Skills-Individuals**
- Engaging, Assessing, Interventions and Evaluation of Individuals in the Agency Setting
- Identifying and managing practice issues related to Diversity and Difference in Practice with Individuals in the agency setting
- Advancement of Human, Social, Economic and Environmental Justice
- Practice-Informed Research and Research-Informed Practice
- Policy in Practicing with Individuals in the agency setting

**Cognitive and Affective Processes Check (Individuals)**
- Understanding and Application
- Agency Examples and Case Studies

**Week 5:**
Group process of students’ challenges, issues, and successes in the agency
Group process of assigned topics, concepts, and issues relative to field:

**Generalist Practice with Families**

**The Agency System: Families**

**Knowledge**
- The impact of other systems on Families in the agency
- Various Theoretical Orientations within a Mezzo Focus
- Impact of changing family life cycle on rural families
- Assessing the level of family functioning

**Values**
- Ethical and Professional Behavior in working with Families
- Models of Ethical Decision-Making Strategies

**Week 6:**
Group process of students’ challenges, issues, and successes in the agency
Group process of assigned topics, concepts, and issues relative to field:

**Skills-Families**
- Engaging, Assessing, Interventions and Evaluation of Families in the Agency Setting
- Identifying and managing practice issues related to Diversity and Difference in Practice with Individuals in the agency setting
- Advancement of Human, Social, Economic and Environmental Justice
- Practice-Informed Research and Research-Informed Practice
- Policy in Practicing with Families in the agency setting

**Cognitive and Affective Processes Check (Families)**
- Understanding and Application
- Agency Examples and Case Studies

**Week 7:**
Group process of students’ challenges, issues, and successes in the agency
Group process of assigned topics, concepts, and issues relative to field:

**Generalist Practice with Groups**

**The Agency System: Groups**

**Knowledge**
- The impact of other systems on Groups in the agency
- Various Theoretical Orientations within a Mezzo Focus
- Concepts relative to tasks groups

**Values**
- Ethical and Professional Behavior in working with Groups
- Models of Ethical Decision-Making Strategies

**Week 8:**
Group process of students’ challenges, issues, and successes in the agency
Group process of assigned topics, concepts, and issues relative to field:

**Skills-Groups**
- Engaging, Assessing, Interventions and Evaluation of Groups in the Agency Setting
- Identifying and managing practice issues related to Diversity and Difference in Practice with groups in the agency setting
- Advancement of Human, Social, Economic and Environmental Justice
- Practice-Informed Research and Research-Informed Practice
- Policy in Practicing with Groups in the agency setting

**Cognitive and Affective Processes Check (Groups)**
- Understanding and Application
- Agency Examples and Case Studies

**Week 9:**
Group process of students’ challenges, issues, and successes in the agency
Group process of assigned topics, concepts, and issues relative to field:

**Generalist Practice with Organizations**

**The Agency System: Organizations**

**Knowledge**
- The impact of other systems on Organizations in the agency
- Various Theoretical Orientations within a Macro Focus
- Handling consumer complaints/abuse/rights issues
- Organizational change and politics

**Values**
- Ethical and Professional Behavior in working with Organizations
- Models of Ethical Decision-Making Strategies

**Week 10:**
Group process of students’ challenges, issues, and successes in the agency
Group process of assigned topics, concepts, and issues relative to field:

**Skills-O rganizations**
- Engaging, Assessing, Interventions and Evaluation of Organizations in the Agency Setting
- Identifying and managing practice issues related to Diversity and Difference in Practice with organizations in the agency setting
- Advancement of Human, Social, Economic and Environmental Justice
- Practice-Informed Research and Research-Informed Practice
- Policy in Practicing with Organizations in the agency setting

**Cognitive and Affective Processes Check (Organizations)**
- Understanding and Application
- Agency Examples and Case Studies

**Week 11:**
Group process of students’ challenges, issues, and successes in the agency
Group process of assigned topics, concepts, and issues relative to field:
Generalist Practice with Communities

The Agency System: Communities

Knowledge
- The impact of other systems on Communities in the agency
- Various Theoretical Orientations within a Macro Focus
- Concepts relative to practice in communities
- Strategic planning/identification of risk factors in communities
- Use of technology and consultation in working in with communities
- Locality development, social planning, social action, policy and advocacy

Values
- Ethical and Professional Behavior in working with Communities
- Models of Ethical Decision-Making Strategies

Week 12:
Group process of students’ challenges, issues, and successes in the agency
Group process of assigned topics, concepts, and issues relative to field:

Skills-Communities
- Engaging, Assessing, Interventions and Evaluation of Communities in the Agency Setting
- Identifying and managing practice issues related to Diversity and Difference in Practice with communities in the agency setting
- Advancement of Human, Social, Economic and Environmental Justice
- Practice-Informed Research and Research-Informed Practice
- Policy in Practicing with Communities in the agency setting

Cognitive and Affective Processes Check (Communities)
- Understanding and Application
- Agency Examples and Case Studies

Week 13:
- Collaboration with professionals from other disciplines (Inter-professional Teams)
- Representing the agency and the social work profession
- Surviving as a Social Work Professional
- Preventing burnout:
- Maintenance of Cognitive and Affective Processes

Week 14: Competency Exam/ Program Evaluations
Week 15: Individual Presentations of Assignment Demonstration of Generalist Practice

Week 16: Individual Presentations of Assignment Demonstration of Generalist Practice

VIII. COURSE REQUIREMENTS

Students are required to attend all class sessions. Students will be expected to turn in all assignments on time. Assignments are due at the beginning of the class. Students are expected to be prepared to discuss relevant field issues that have occurred in their field settings and to answer questions related to the integration process.

A. Class Attendance and Participation: It is essential for students to read assigned material before coming to class, to attend class regularly, and to participate in class discussion. Students are responsible for all material covered in class and assigned in the syllabus, whether or not they have attended class.

- Cell Phones/Pagers/Electronic Devices: Such devices are disruptive to the classroom environment and students are expected to refrain from using them during class. All such devices are to be placed on silent mode or turned off during class. Repeated interruptions may result in a deduction of points from the final average. No such devices are to be within view during exams.

B. Readings: Each week contains required readings from the text. They can also be found in the journals referenced. You can copy the articles for home study, exam preparation or research. You will be responsible for all readings at test time whether or not they have been reviewed in class. Other readings may also be utilized to facilitate coverage of the many issues to be discussed in this course.

C. Exams: Exams will be given during the semester. All material provided on the topics, including all assigned readings, discussions, lectures, discussion questions/responses. The exams will consist of a combination of matching, multiple choice, true/false, and essay questions. The student is expected to take all exams at the scheduled time. Permission to miss any exam will be based on the policy for excused absences as stated in the SFASU General Bulletin (available online at www.sfasu.edu/bulletin). Missing an exam without either prior permission or an excused absence will result in a grade of "0" on that exam. The instructor will schedule make-up exams.

D. Quizzes: The quizzes will either test for general comprehension of the course material (assigned readings and/or previous lecture topics), be based on active participation in a classroom activity, or attendance. The quizzes will be unannounced and may occur at any time during the class period.

Missing a quiz due to an unexcused absence will result in a grade of “0” on that quiz.
Make-up quizzes will be given for an excused absence as defined by the SFASU General Bulletin and will be scheduled by the instructor.

E. **Assignments:** The student is responsible for completing assignments in accordance with the specific guidelines identified in the assignment description (in the syllabus). Assignments A & B are to be typewritten (by typewriter or word processor) in 12 pt. font with double spacing and standard margins. All assignments are to be in APA format per the *Publication Manual of the American Psychological Association* (6th ed.). Failure to meet these guidelines will result in loss of points.

F. **Social Media Policy:** Student will follow policy related to social media as outlined in the Student Handbook

**GRADING:**

Student assignments to be completed for the Practicum-Related Seminar are contained in the *Field Instruction Manual*. The instructor will be glad to explain any assignment or part of assignment to a student. However, it is a good idea for students to read the assignments well in advance of the due date to determine if clarification of an assignment is necessary.

Grades from the Seminar assignments will be combined with Field Instruction evaluation grades and class attendance points to produce a common grade for SWK 470, SWK 480, and SWK 490. Class grades will be determined in the following way.

Field Assignments:

- Social Policy Assignment 100 points
- Research Assignment 100 points
- Human Behavior Assignment 50 points
- Generalist Practice Paper 150 points
- Case Presentation 50 points
- Vocabulary Test 50 points

Seminar Attendance/Participation 150 points

Field Instruction Evaluations
First Evaluation 100 points
Second Evaluation 200 points
Third Evaluation 300 points
**TOTAL 1250 points**

**GRADING SCALE:**

<table>
<thead>
<tr>
<th>Grade</th>
<th>Range</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>1250 - 1100</td>
</tr>
<tr>
<td>B</td>
<td>1099 - 975</td>
</tr>
<tr>
<td>C</td>
<td>974 - 850</td>
</tr>
<tr>
<td>D</td>
<td>849 - 738</td>
</tr>
<tr>
<td>F</td>
<td>737 or less</td>
</tr>
</tbody>
</table>

*The same letter grade based on accumulated points will be assigned to SWK 470, SWK 470, 480 and SWK 490.

**COMPLETION OF ALL FIELD HOURS IS REQUIRED FOR THIS CLASS. FAILURE TO COMPLETE ALL FIELD HOURS IN CURRENT SEMESTER WILL REQUIRE REPEAT OF COURSE.**

**IX. ACADEMIC INTEGRITY**

Honesty and representing one’s knowledge and abilities appropriately are important ethical principles of the social work profession. All violations of the Academic Integrity Policy will be addressed in accordance with SFASU Policy A-9.1 (SFASU Policy A-9.1 can be found at the web address below). All incidents will result in a grade of “0”. Given the limited number of graded assignments in this course, a “0” could have serious consequences for the student’s academic standing.

Academic integrity is a responsibility of all university faculty and students. Faculty members must promote academic integrity in multiple ways including instruction on the components of academic honesty, as well as abiding by university policy on penalties for cheating and plagiarism.

**Please read the complete policy at** [http://www.sfasu.edu/policies/academic_integrity.asp](http://www.sfasu.edu/policies/academic_integrity.asp)

**Definition of Academic Dishonesty** includes both cheating and plagiarism. Cheating includes, but is not limited to:

- Using or attempting to use unauthorized materials on any class assignment or exam;
- Falsifying or inventing of any information, including citations, on an assignment;
- Helping or attempting to help other student(s) in an act of cheating or plagiarism.
Plagiarism is presenting the words or ideas of another person as if they were one’s own. Examples of plagiarism include, but are not limited to:

- submitting an assignment as one's own work when it is at least partly the work of another person;
- submitting a work that has been purchased or otherwise obtained from the Internet or another source;
- Incorporating the words or ideas of an author into one's paper or presentation without giving the author due credit.

Please read the Student Academic Dishonesty policy (SFA Policy 4.1) on http://www.sfasu.edu/policies/4.1-student-academic-dishonesty.pdf

Acceptable Student Behavior

The BSW Student Handbook, Academic and MSW Professional Integrity Code outline acceptable student behavior. Classroom behavior should not interfere with the instructor’s ability to conduct the class or the ability of other students to learn from the instructional program (see the Student Code of Conduct, policy 10.4). Unacceptable or disruptive behavior will not be tolerated. Students who disrupt the learning environment may be asked to leave the class and may be subject to judicial, academic or other penalties. This prohibition applies to all instructional forums, including electronic, classroom, labs, discussion groups, visits to agencies, field trips, etc. The instructor shall have full discretion over what behavior is appropriate or inappropriate in the classroom. Students who do not attend class regularly or who perform poorly on class projects/exams may be referred to the Early Alert Program. This program provides students with recommendations for resources or other assistance that is available to help SFA students succeed. Please see the following link for the complete policy: http://www.sfasu.edu/policies/student-code-of-conduct-10.4.pdf

X. STUDENTS WITH DISABILITIES

To obtain disability related accommodations, alternate formats and/or auxiliary aids, students with disabilities must contact the Office of Disability Services (ODS), Human Services Building, and Room 325, 468-1004 (TDD) as early as possible in the semester. Once verified, ODS will notify the course instructor and outline the accommodation and/or auxiliary aids to be provided. Failure to request services in a timely manner may delay your accommodations. For additional information, go to http://www.sfasu.edu/policies/academic-accomodation-for-students-with-disabilities.pdf

XI. COVID-19 MASK POLICY Masks (cloth face coverings) must be worn over the nose and mouth at all times in this class and appropriate physical distancing must be observed.
Students not wearing a mask and/or not observing appropriate physical distancing will be asked to leave the class. All incidents of not wearing a mask and/or not observing appropriate physical distancing will be reported to the Office of Student Rights and Responsibilities. Students who are reported for multiple infractions of not wearing a mask and/or not observing appropriate physical distancing may be subject to disciplinary actions.

ASSIGNMENT I: POLICY

INSTRUCTIONS: Prepare a typed, written response to the questions. Information from previous social work courses will be helpful in preparing your responses. Please answer all questions completely and in a professional manner.

1. Social Work/Welfare History
   A. Identify three major historical events that have had a major impact on the services delivered by your agency. (At least one of these events must be prior to 1950.) Explain why each event is significant.
   B. What has been the historical function of social work/social workers in the delivery of these types of services? What has been the historical function of social workers within your agency?

2. Structure of Services and Institutions
   A. Under what auspices does your agency deliver services? What body/bodies determine the mission and policy of the organization? What is/are the primary sources of funds for the agency?
   B. What is the governing structure of your agency? How does your work unit fit within this structure?
   C. What types of services does your agency deliver? What limitations does the agency place on the kinds of clients or the types of services available to them? What is the general philosophy employed by the agency in delivering services?
   D. What types of services should the agency provide that is not currently providing? Why aren't these services being provided?
   E. What is the relationship between your agency and other agencies that deliver similar services?

3. Policy Analysis
   A. Identify three theoretical models used in the policy selection process. Use two of these models to explain how specific policies in your agency were adopted or changed. Include in the discussion the identification and impact of economic, organizational and political pressures that influenced the adoption or change.
   B. Explain the process by which a new policy may be made or an old policy
modified within your agency.

C. Identify any international federal or state laws that affect your agency. What are the external regulatory agencies with whom your agency is involved? How do these laws and regulations affect service delivery?

4. Effects of Policy on Client Populations from diverse backgrounds.
   A. Identify the characteristics of the client population served by your agency. (Minority, gender, religious, sexual preference, etc.)
   B. What groups are over represented in this population? Give at least two explanations for this over-representation.
   C. In what ways does agency policy either facilitate service delivery or create a significant barrier for these groups? What changes in agency policy are needed?

5. How Social Workers Influence Social Policy
   A. What is a social worker's responsibility in the development and/or changing of social policy? Explain your answer.
   B. What methods, strategies or interventions are commonly used by social workers to influence social policy?
   C. What is the function of organizations such as NASW or NASW/TEXAS in influencing social welfare policy? What have they done in recent years?
   D. Do any agency policies create a conflict or potential conflict with state or NASW Code of Ethics?

6. Generalist Application of Social Policy
   A. Discuss the function of policy analysis at its’ various levels (federal, state, and agency, within Generalist Social Work practice. Give at least 4 examples.
   B. Compare and contrast your personal value system with the underlying values that are found in the analysis of your selected policy.

ASSIGNMENT II: HUMAN BEHAVIOR

Instructions: Prepare a typed, written response to the questions. Information from previous social work courses will be helpful in preparing your responses. Please answer all questions completely and in a professional manner.

1. Human Development
   (Clearly identify the theories you use in your answers)
A. Identify the primary age groups of the clients you serve in your agency. Using human development theory, explain the important issues with which clients must cope across the life span.

B. What are the dominant family characteristics of the client groups served by your agency? How might these characteristics affect the delivery of services?

C. What issues related to human biology need to be considered in evaluating the problems presented by your clients? How do these issues influence your interventions?

D. What are the primary psychological/sociological cultural and spiritual characteristics of clients served by your agency? (Either functional or dysfunctional). Do these characteristics affect services?

2. Human Diversity

A. What are the disadvantaged/oppressed groups are served by your agency? (i.e. gender, race, ethnic, religious, or sexual preference groups). Give an approximate breakdown of the groups by percentages.

B. What disadvantaged/oppressed groups are overrepresented or under-represented in the clients served by your agency? Explain why.

C. Identify knowledge or skills related to human diversity that could be helpful in working with these disadvantaged/oppressed groups. How have you employed this knowledge in your internship?

D. How could your agency be more sensitive to the needs of oppressed/disadvantaged groups?

3. Systems Theory

Illustrate your answer with an actual client with which you have worked. **Omit information that would identify the client!!!!**

A. Briefly define the presenting problem in terms of the person-in- environment context.

B. Describe the:
   1. Client system (be sure and include family system)
   2. Target system
C. Explain how the knowledge of human behavior/human diversity was used to develop an action system to target the presenting problems.

ASSIGNMENT III: RESEARCH

This assignment is due at the assigned date of the semester. It is worth 100 points. Each student is to do her/his own work in a manner consistent with the University policy on plagiarism.

Instructions: Prepare a typed, written response to the questions. Information from previous social work and social research courses will be helpful in preparing your responses. Please answer all questions completely and in a professional manner.
1. Social Research Methods

A. Identify three social research methods that are in use at your agency. (Talk to people in your agency about how data is collected, how programs are evaluated, and what kinds of surveys are used to determine needs of client systems, how annual reports are designed, etc.). Explain how these methodologies are used and why they are useful.

B. Locate two empirical research studies from social work sources addressing the types of services delivered by your agency. (i.e. mental health, health care, protective services, etc.) Give bibliographic for these studies. Briefly summarize the findings of these studies. Explain the relevancy of these studies for social work practice in your agency.

C. What are the major instruments or systems used to collect data on client systems? On workers? On program activities? What kinds of data are collected?

D. How are research and data analysis methods integrated into ongoing social work practice within your agency?

2. Analysis of Data

A. Use the studies from 1B above. Identify the statistical procedures used to analyze the data in these studies. Explain why these procedures were or were not appropriate.

B. What kinds of reports does the agency generate from the data collected in 1C? What statistical procedures are used for analyzing data in these reports?

3. Computer Usage

A. Briefly describe the ways in which computers are used to help social workers perform tasks in your agency. What are limitations of your agency's computer system(s)?

B. What kinds of problems do computers create for social workers and clients? In what ways could computers be used to enhance services?

4. Practical Applications of Research

A. Define the scientific method.

B. Identify a major issue/question that is raised in your agency about clients, services, resources or effectiveness. Is data available to provide at least partial answers to this question? Develop a research question related to the issue.
C. Design a research study to answer the question identified in B. It should answer the following questions.

1. Given your research question, what research design would you use for this study and why?
2. How would you implement your study at your agency?
3. How would you address issues of diversity and at-risk populations in your study?
4. What form of statistical analysis would you use to evaluate the data of this study?
5. How might this study impact your client systems and your agency if implemented?

5. Generalist Application of Research

Discuss the purpose of research within Generalist Social Work practice. Give two examples. Explain the significance of practice-informed research and researched informed practice.

6. Research Ethics

A. Review the NASW position on research as stated in the NASW Code of Ethics. In what way is your agency's collection/use of collected information either consistent or inconsistent with this code? (Section 5.02 in the Code).

B. Review the NASW Code of Ethics, Sections 4 and 5 related to Ethical Responsibilities as Professionals and Ethical Responsibilities to the Profession. How is research knowledge critical to the social worker in complying with these sections of the Code?

ASSIGNMENT IV: GENERALIST PRACTICE PAPER
NINE CSWE COMPETENCIES 31 BEHAVIORS

This assignment requires you to demonstrate your knowledge of generalist social work practice, the Nine Competencies and corresponding behaviors. In order to answer the following questions, you are to draw upon your experiences in working with individuals, families, groups, organizations and communities in your agency. You should stick with a single situation and use illustrations from the situation to answer the questions. Typically, the case or situation will be one which you have had a great deal of involvement. Please do not give information that would allow others to identify involved persons.
Instructions: Prepare a typed response to the questions. Refer to information from your social work practice courses. Information from any text may also be helpful. Answer all questions completely and in a professional manner. This assignment is worth 150 points and is due the at the assigned date. Each student is to do his/her own work in a manner consistent with the university policy on plagiarism.

1. Problem Identification/Engagement
   
   A. Define a problem situation within your field setting. Explain why the situation is problematic. What theory or theories can you identify that attribute to your understanding and perception of the problem? Explain the practice skills used to identify the problem situation (questioning, listening, observing, relationship building, responding and clarification).

   B. In your description and explanation of the problem, identify all systems, i.e., individuals, groups, family, organizations and communities, that affect the problem situation and discuss what part each system played in your identification of the problem.

2. Data Collection
   
   A. How did you collect the data used in your identification of the problem? Explain the primary and secondary sources of data collection and identify all systems, i.e., individuals, groups, families, organizations and communities, involved in your collection of data.

   B. Explain how the information gathered supported your perception of the problem/situation.

3. Assessment
   
   A. Formulate an assessment statement for the problem which you identified. Analyze the client system in terms of the capacity to cope with the presenting problem and your ability to engage diversity and difference in assessment process. Identify strengths and weaknesses and barriers.

   B. Identify the potential targets for change and changes that may need to be made in the various systems that impact the problem situation.

   C. Identify the appropriate resources available for addressing the targets of change and method for developing unavailable resources. Develop a statement or list of
problems by priority. Discuss to what extent change is likely to occur in this situation given the capacity of the client system and information you have collected thus far. Develop a contracted plan for problem resolution for this client system inclusive of dates problems were identified, problems/needs identified, goals, tasks, contract terms and anticipated dates of accomplishment.

D. Identify any policy or policies that may need to be address to ensure the social and economic well-being of your client system.

4. Intervention

A. Identify the intervention methods used in this problem situation, and what systems were involved in the process. Explain how these interventions are consistent with the problem assessment. Explain how you utilized research to select the appropriate intervention for your client system.

B. Identify what social work functions you used in this situation (i.e., advocate, broker, educator, mediator, etc.)

C. What was the outcome of your intervention? Was this outcome different than you expected? Why or why not?

5. Evaluation

A. Explain methods used to evaluate the success of the intervention. To What extent were the goals accomplished? Are changes clearly attributable to the intervention methods used? Explain.

B. What does the system need to sustain these gains; or what does the system need that is still lacking? Was the system fully involved in the evaluation process? How can the system promote sustainable changes in service delivery and practice to improve the quality of services provided? Explain.

6. Termination

A. Explain how you arrived at the decision to terminate your involvement in this problem situation? Identify the type of termination. Explain the type of termination that was followed.

B. Identify the efforts that were made to ensure that the changes affected were stabilized. Was the outcome different than what was expected and why?


A. From this problem situation, you are to identify two social work values and ethical principles that are relevant to generalist social work practice within your agency.
Illustrate how you acted upon these values and conducted yourself in an ethical manner as it related to the situation noted.

B. Identify any ethical dilemmas that arose in your work within your agency, and explain how you resolved them. Identify and address any issues or needs for at-risk populations, related to social and economic justice. Explain how this information relates to distributive justice and the global interconnections of oppression. At-risk populations may be distinguished on issues related to age, religion, ethnicity, class and social and cultural background.

8. Identification with the Profession

Discuss your opportunities to identify with the profession of social work and utilization of supervision and consultation in your agency.

ASSIGNMENT V: CASE PRESENTATION
(PRESENTATION FORMAT)

INSTRUCTIONS: The presentation will require you to demonstrate your knowledge of generalist social work practice. The presentation should be based on the Generalist Practice paper. You will be required to illustrate the steps of the problem solving process beginning with engagement and problem assessment through resolution. This is an extensive process requiring the utilization of your knowledge in the following areas: Engagement, Assessment, Planning, Intervention, Evaluation, and Termination. The presentation will be worth 50 points and will be graded on content and process. The following areas must be addressed in this assignment. Please do not give information which would allow others to identify persons in this situation.

A. Engagement
   1. Problems
2. Feelings
3. Goals

B. Data Collection
1. Data collected
2. Need identification
3. Problem formulation

C. Assessment
1. Goal identification (long and short term)
2. Type of contract
3. Target systems
4. Client conference

D. Intervention
1. Intervention strategies
2. Type and use of resources (formal and informal)
3. Social Work functions

E. Evaluation
1. Methods of evaluating case
2. Extent of goal attainment
3. Documentation requirements

F. Termination
1. Type of termination
2. Dealing with termination
3. Transfer
4. Follow-up

ASSIGNMENT VI: SOCIAL WORK VOCABULARY

This assignment is worth 50 points. Attached is a list of 198 social work terms. You are responsible for looking up the definitions. After the sixth week of the semester you may be tested on these terms at any time. Tests will be done in class. Although you will only be tested on 50 of the terms, all of them are fair game.

Most of these are terms you should already know as they come from content and areas of the curriculum that you have already completed. The terms include content from social policy, social research, human behavior, and generalist social work practice.

SOCIAL WORK TERMS

<p>| 1. Problem Solving Casework | 44. Case Management |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>2.</td>
<td>Public Assistance</td>
<td>45.</td>
<td>Single-Subject Design</td>
</tr>
<tr>
<td>3.</td>
<td>Systems Theories</td>
<td>46.</td>
<td>Categorical Assistance</td>
</tr>
<tr>
<td>4.</td>
<td>Assessment</td>
<td>47.</td>
<td>Certification</td>
</tr>
<tr>
<td>5.</td>
<td>Goal-Setting</td>
<td>48.</td>
<td>Change Agent System</td>
</tr>
<tr>
<td>7.</td>
<td>Guardian Ad Litem</td>
<td>50.</td>
<td>Childhood</td>
</tr>
<tr>
<td>8.</td>
<td>Tactics</td>
<td>51.</td>
<td>Chins</td>
</tr>
<tr>
<td>9.</td>
<td>Target System</td>
<td>52.</td>
<td>Chronic</td>
</tr>
<tr>
<td>10.</td>
<td>Intervention</td>
<td>53.</td>
<td>Class Action Suit</td>
</tr>
<tr>
<td>12.</td>
<td>Least-Restrictive Environment</td>
<td>55.</td>
<td>Closed System</td>
</tr>
<tr>
<td>15.</td>
<td>Practice Wisdom</td>
<td>58.</td>
<td>Informed Consent</td>
</tr>
<tr>
<td>16.</td>
<td>NASW</td>
<td>59.</td>
<td>Cognitive Theory</td>
</tr>
<tr>
<td>17.</td>
<td>Variance</td>
<td>60.</td>
<td>Coming Out</td>
</tr>
<tr>
<td>18.</td>
<td>Ventilation</td>
<td>61.</td>
<td>Committee on Inquiry</td>
</tr>
<tr>
<td>20.</td>
<td>Acceptance</td>
<td>63.</td>
<td>Validity</td>
</tr>
<tr>
<td>21.</td>
<td>Dual Relationships</td>
<td>64.</td>
<td>Reliability</td>
</tr>
<tr>
<td>22.</td>
<td>Accountability</td>
<td>65.</td>
<td>Contract</td>
</tr>
<tr>
<td>23.</td>
<td>ACSW</td>
<td>66.</td>
<td>Control Group</td>
</tr>
<tr>
<td>25.</td>
<td>Activity Group</td>
<td>68.</td>
<td>Cost-of-Living Index</td>
</tr>
<tr>
<td>26.</td>
<td>Acute</td>
<td>69.</td>
<td>Creaming</td>
</tr>
<tr>
<td>27.</td>
<td>Jane Addams</td>
<td>70.</td>
<td>Crisis Theory</td>
</tr>
<tr>
<td>28.</td>
<td>Adolescence</td>
<td>71.</td>
<td>Curandero</td>
</tr>
<tr>
<td>29.</td>
<td>Adversarial Process</td>
<td>72.</td>
<td>Dependent Variable</td>
</tr>
<tr>
<td>30.</td>
<td>Advocacy</td>
<td>73.</td>
<td>Diagnosis-Related Groups</td>
</tr>
<tr>
<td>31.</td>
<td>Affect</td>
<td>74.</td>
<td>Dorothea Dix</td>
</tr>
<tr>
<td>32.</td>
<td>Saul Alinsky</td>
<td>75.</td>
<td>DSM IV</td>
</tr>
<tr>
<td>33.</td>
<td>Mary Richmond</td>
<td>76.</td>
<td>Educator Role</td>
</tr>
<tr>
<td>34.</td>
<td>Almshouse</td>
<td>77.</td>
<td>Enable Role</td>
</tr>
<tr>
<td>35.</td>
<td>Alturism</td>
<td>78.</td>
<td>Entitlement Programs</td>
</tr>
<tr>
<td>36.</td>
<td>Analysis of Variance</td>
<td>79.</td>
<td>Equifinality</td>
</tr>
<tr>
<td>37.</td>
<td>Applied Research</td>
<td>80.</td>
<td>Eriksonian Theory</td>
</tr>
<tr>
<td>38.</td>
<td>Charity Organization Societies</td>
<td>81.</td>
<td>Extended Theory</td>
</tr>
<tr>
<td>39.</td>
<td>Advocacy</td>
<td>82.</td>
<td>Facilitator</td>
</tr>
<tr>
<td>40.</td>
<td>Autonomy</td>
<td>83.</td>
<td>Family</td>
</tr>
<tr>
<td>41.</td>
<td>Block Grant</td>
<td>84.</td>
<td>Family Therapy</td>
</tr>
<tr>
<td>42.</td>
<td>Bonding</td>
<td>85.</td>
<td>Feminism</td>
</tr>
<tr>
<td>43.</td>
<td>Broker role</td>
<td>86.</td>
<td>Freedom Riders</td>
</tr>
<tr>
<td>87. Generalist</td>
<td>132. Ombudsperson</td>
<td></td>
<td></td>
</tr>
<tr>
<td>88. Group Leader</td>
<td>133. Open Adoption</td>
<td></td>
<td></td>
</tr>
<tr>
<td>89. Group Therapy</td>
<td>134. Open-Ended Question</td>
<td></td>
<td></td>
</tr>
<tr>
<td>90. Hawthorne Effect</td>
<td>135. Open System</td>
<td></td>
<td></td>
</tr>
<tr>
<td>91. Hispanic</td>
<td>136. Organizational Theory</td>
<td></td>
<td></td>
</tr>
<tr>
<td>92. Homeostasis</td>
<td>137. Paradigm</td>
<td></td>
<td></td>
</tr>
<tr>
<td>93. Impaired Social Worker</td>
<td>138. Parens Patriae</td>
<td></td>
<td></td>
</tr>
<tr>
<td>94. Incrementalism</td>
<td>139. Partialization</td>
<td></td>
<td></td>
</tr>
<tr>
<td>95. Independent Variable</td>
<td>140. Passing</td>
<td></td>
<td></td>
</tr>
<tr>
<td>96. Individualization</td>
<td>141. Passive-Aggressive</td>
<td></td>
<td></td>
</tr>
<tr>
<td>97. In Loco parentis</td>
<td>142. Pauper</td>
<td></td>
<td></td>
</tr>
<tr>
<td>98. Institutional Discrimination</td>
<td>143. Peer Review</td>
<td></td>
<td></td>
</tr>
<tr>
<td>99. Intake</td>
<td>144. Personality Disorders</td>
<td></td>
<td></td>
</tr>
<tr>
<td>100. Interval Measurement</td>
<td>145. Person-in-Environment System</td>
<td></td>
<td></td>
</tr>
<tr>
<td>101. Jargon</td>
<td>146. Phobia</td>
<td></td>
<td></td>
</tr>
<tr>
<td>102. Jim Crow Laws</td>
<td>147. Plagiarism</td>
<td></td>
<td></td>
</tr>
<tr>
<td>103. Labeling Theory</td>
<td>148. Poor Law of 1834</td>
<td></td>
<td></td>
</tr>
<tr>
<td>104. Laissez-Faire</td>
<td>149. Prejudice</td>
<td></td>
<td></td>
</tr>
<tr>
<td>105. Latency Stage</td>
<td>150. Presenting Problem</td>
<td></td>
<td></td>
</tr>
<tr>
<td>106. Lesbian</td>
<td>151. Primary Care</td>
<td></td>
<td></td>
</tr>
<tr>
<td>107. Liability</td>
<td>152. Privileged Communication</td>
<td></td>
<td></td>
</tr>
<tr>
<td>108. Licensing</td>
<td>153. Problem-Oriented Record</td>
<td></td>
<td></td>
</tr>
<tr>
<td>109. Life Model</td>
<td>154. Process Recording</td>
<td></td>
<td></td>
</tr>
<tr>
<td>110. Longitudinal Study</td>
<td>155. Professionalism</td>
<td></td>
<td></td>
</tr>
<tr>
<td>111. Macro Practice</td>
<td>156. Proprietary Social Agencies</td>
<td></td>
<td></td>
</tr>
<tr>
<td>112. Mainstreaming</td>
<td>157. Purchase-of-Service Agreements</td>
<td></td>
<td></td>
</tr>
<tr>
<td>113. Malpractice</td>
<td>158. Racism</td>
<td></td>
<td></td>
</tr>
<tr>
<td>114. Managed Health Care Program</td>
<td>159. Randomization</td>
<td></td>
<td></td>
</tr>
<tr>
<td>115. Mean</td>
<td>160. Referral</td>
<td></td>
<td></td>
</tr>
<tr>
<td>116. Means Test</td>
<td>161. Reliability</td>
<td></td>
<td></td>
</tr>
<tr>
<td>117. Medicaid</td>
<td>162. Right to Treatment</td>
<td></td>
<td></td>
</tr>
<tr>
<td>118. Micro Practice</td>
<td>163. Roe vs. Wade</td>
<td></td>
<td></td>
</tr>
<tr>
<td>119. Misfeasance</td>
<td>164. Roe Theory</td>
<td></td>
<td></td>
</tr>
<tr>
<td>120. Multifinality</td>
<td>165. Rural Social Work</td>
<td></td>
<td></td>
</tr>
<tr>
<td>121. Multiproblem Family</td>
<td>166. Self-Disclosure</td>
<td></td>
<td></td>
</tr>
<tr>
<td>122.Mutuality</td>
<td>167. Settlement Houses</td>
<td></td>
<td></td>
</tr>
<tr>
<td>123. NAACP</td>
<td>168. Sextist Language</td>
<td></td>
<td></td>
</tr>
<tr>
<td>124. Native Americans</td>
<td>169. Sickle-Cell Anemia</td>
<td></td>
<td></td>
</tr>
<tr>
<td>125. Natural Helping Network</td>
<td>170. Significance Level</td>
<td></td>
<td></td>
</tr>
<tr>
<td>126. Needs Assessment</td>
<td>171. Single-Subject Design</td>
<td></td>
<td></td>
</tr>
<tr>
<td>127. Negligence</td>
<td>172. Sit-In</td>
<td></td>
<td></td>
</tr>
<tr>
<td>128. Nonprofit Agencies</td>
<td>173. Sliding Fee Scale</td>
<td></td>
<td></td>
</tr>
<tr>
<td>129. NOW</td>
<td>174. Social Action</td>
<td></td>
<td></td>
</tr>
<tr>
<td>130. Nuclear Family</td>
<td>175. Social Casework</td>
<td></td>
<td></td>
</tr>
<tr>
<td>131. Null Hypothesis</td>
<td>176. Social Group Work</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
177. Social History
178. Social Insurance
179. Social Planning
180. Social Security Act
181. Social Welfare
182. Social Work
183. Strategies
184. Sunset Laws
185. Sunshine Laws
186. Support System
187. Systems Theories
188. Tactics
189. Target System
190. Termination
191. Third Party Payment
192. Transfer Payments
193. Uncle Tom
194. Values
195. Variable
196. Vendor
197. WASP
198. War on Poverty

BIBLIOGRAPHY


International Federation of Social Workers (IFSW) [http://www.ifsw.org/](http://www.ifsw.org/)


