COURSE SYLLABUS

I. COURSE DESCRIPTION

Field Instruction I is the first of two generalist practice field courses in which students engage in supervised social work practice in an approved social service agency. Field I is completed in conjunction with a weekly integrative seminar. The course is designed to orient students to the social work profession; facilitate application of classroom learning to practice situations; direct the student’s study of a selected at-risk client population; facilitate student’s self-awareness and commitment to lifelong learning; and enable the student to examine social work practice occurring in a rural community. To this end, students engage in educationally directed practice activities that focus on a generalist problem solving approach with individuals and family systems: data collection, assessment, planning, intervention, evaluation, and termination skills. Students complete 140 hours in Field Instruction.

The seminar 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. Field and seminar course content also includes topics and concepts, such as student/agency/school expectations and a beginning understanding of group dynamics through participation in field seminar; a beginning knowledge of how values and ethics are applied in generalist practice; a beginning knowledge of an assigned agency and populations served; and a beginning engagement in social work supervision with a field instructor. Additionally, students, in their field experience, develop knowledge and skill in working with vulnerable and oppressed groups represented in the agency, such as minorities, women, children, and the aged, as well as expand their knowledge base related to issues of at risk populations, such as physical illness, mental retardation, family violence,
child abuse, poverty, substance abuse and a paucity of resources associated with rural individuals, populations, and communities.

Field I builds on the liberal arts base, generalist practice social work courses and provide a student with the opportunity to integrate theories of human behavior, practice, social welfare policy, and evaluation through practice in the agency and a weekly integrative field seminar. The student is expected to utilize knowledge and materials from required liberal arts courses: human biology, sociology, psychology, social problems, social theory, economics, social statistics, multicultural, history, math, and English, generalist practice courses. Specifically, the student will be required to examine and explicate the linkages between their course work, HBSE I (SOCW 5302), Introduction to Social Work (SOCW 5301), Generalist Practice I (SOCW 5305), Introduction to Rurality, (SOCW 5304) and Research (SOCW 5300), and their practice experiences in the agency.

REQUIRED TEXTS:


Selected reading from across the curriculum.

II. CURRICULUM DESCRIPTION

The MSW program of SFASU features a generalist practice and a single Specialized Practice: Advanced Generalist Practice in a Rural Context. Both are defined below.

It is important to note here that the BSW program and the MSW program have developed a shared definition of generalist practice, given below.

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, 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 problem identification and focus that follows a problem-solving framework.
- 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.

Advanced generalist practice builds on the generalist practice, incorporating the elements listed above, but characterized by a greater depth, breadth, and autonomy as demonstrated through specialized knowledge across problem areas, populations-at-risk and practice settings, with a greater selection of diverse interactions across practice levels.

Briefly, advanced generalist practice requires:

• The ability to engage and differentially assess complex problems with systems of all sizes, with a variety of advanced assessment skills.

• Specialized evidence-based interventions with systems of all sizes.

• Differential evaluation techniques with systems of all sizes.

• Strategies to advocate for clients and constituencies influenced by rural lifestyles.

• Readiness for leadership in a variety of areas including: program development, coordination and administration; clinical and organizational supervision; policy creation, reform and implementation; leadership in research development and utilization, particularly in interdisciplinary and multidisciplinary practice settings; professional development.

The Specialized Practice for the MSW program is advanced generalist practice for rural contexts. Theories that describe and predict rural ecological systems and rural strengths, including the incredibly rich interactions, simple and complex, formal and informal, wholesome and debilitating are emphasized. On this basis, the curriculum of the MSW Program emphasizes the ecological systems approach, the strengths perspective, and the social capital and social exchange theories.

Rural context refers to social work practice with people with rural lifestyles and systems of all sizes within and outside of rural communities. There is no single accepted definition of rural. In fact, just as generalist practice in social work draws on multiple theories, generalist practice in rural contexts recognizes the many definitions currently in use and their advantages and disadvantages for research, practice, and advocacy. The School of Social Work at SFA utilizes several of these definitions within the United States and globally including:

The United States Census Bureau (urbanized areas, urban clusters, and rural populations); Office of Management and Budget (metropolitan, micropolitan, and non-core), Economic Research Service (rural urban continuum codes); and the United Nations that defines urban and rural according to the census definition for each nation, but suggests a definition of rural areas as having a population of less than 2,000 for international comparisons.

I. 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

IV. COURSE OBJECTIVES (Student Learning Outcomes) Component 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)

III. INSTRUCTIONAL METHODS

Through on-site supervision by a designated field instructor, students engage in supervised generalist practice with individuals, families, groups, represented in the field agency. Instructional methods in the field setting/seminar are primarily experiential and inductive. Methods may include the following activities: practice activities, modeling, role playing, review, discussion, and analysis of audio or video taped interactions, research/readings, oral and written discussion of concepts applied to practice situations, data collection and analysis, process or case recording, assessments, plans of action, case and supervisory conferences, and written assignment and case presentation of selected generalist practice activities in seminar for illustration of generalized practice principles and concepts. Also included are literary searches through the library or Internet on populations/problems relevant to field agency setting, visits to other social service organizations, workshops, in-service training, and conferences as available in the agency, community, and the university setting.

VI. COMPUTER REQUIREMENTS

This course will utilize D2L/Brightspace to support the delivery of course content - go to https://www.sfactl.info/d2l
VII. COURSE SCHEDULE

Week 1: Field Orientation

Week 2: Overview of generalist practice in the rural and global context
- Purpose of field instruction; integration of classroom concepts with practice: Liberal
- Arts base, Generalist social work courses
- Review course syllabi
- Learning new roles as a field student
- Student, university and agency expectations; “getting started in field”
- Developmental learning stages
- Supervision/supervised relationship
- Socialization to the profession
- Required Reading: Review readings in concurrent courses
- Multi-level practice with individuals, families, groups, organizations and communities
- Ecological systems perspective
- Multi theory-open selection of theories
- Problem focus/problem solving process
- Rural Perspective/Global context
- Person in the environment
- Inter-professional social work
- Understanding the agency: mission, goals, services, and service recipients
- Review readings in concurrent courses

Week 3: Self-understanding/self-assessment: Professional developmental of self
- Process students’ weekly challenges and successes in field
- Topics and concepts to be reviewed prior to seminar and discussion relative to practice in the agency:

Knowledge
- CSWE-EPAS Standards
- Roles/functions of social worker and other professionals in the agency
- Using supervision; a resource for professional growth/development
- Review readings in concurrent courses
- Review NASW Code of Ethics; Temple University (Process Recordings)

Values
- Identifying values and ethics: personal, professional, agency, and the social work profession

Skills
- “Professional use of self” in the agency
- Developing an individual learning contract/self-awareness
- Developing interpersonal skills, cognitive and affective reasoning
Cognitive and Affective Processes Check
- Understanding and Application
- Agency Examples and Case Studies

Week 4: Generalist practice with individuals: Engagement and assessment
- Process students’ weekly challenges and successes in field
- Topics and concepts to be reviewed prior to seminar and discussion relative to practice in the agency:

Knowledge
- Issues of rurality, diversity, social and economic justice
- Review readings in concurrent courses

Values
- Legal and ethical considerations in the engagement process

Skills
- Interviewing as applied in the agency

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

Week 5: Generalist practice with individuals: Assessment
- Process students’ weekly challenges and successes in field
- Topics and concepts to be reviewed prior to seminar and discussion relative to practice in the agency:

Knowledge
- Theory as applied in the assessment process
- Issues of rurality, diversity, and social and economic justice
- Review readings in concurrent courses

Values
- Legal and ethical considerations in the assessment process

Skills
- Use of assessment protocols in the agency
- Recording/documentation: Format of bio/psycho/social assessment

Cognitive and Affective Processes
- Understanding and Application
- Agency Examples and Case Studies

Week 6: Generalist practice with individuals: Planning
- Process students’ weekly challenges and successes in field
- Topics and concepts to be reviewed prior to seminar and discussion relative to practice in the agency:

Knowledge
- Application of theory to goal planning
- Choice of/rationale for plan of intervention (Theory 1)
• Issues of diversity and rurality
• Review readings in concurrent courses

Values
• Use of ethical practice in planning goals/contracting
• Self-determination, informed consent, empowerment

Skills
• Planning with service recipients in the agency
• Use of formal/informal contracting

Cognitive and Affective Processes
• Understanding and Application
• Agency Examples and Case Studies

Week 7: Generalist practice with individuals: Crisis Intervention:
• Process students’ weekly challenges and successes in field
• Topics and concepts to be reviewed prior to seminar and discussion relative to practice in the agency:

Knowledge
• Issues of diversity, rurality, social and economic justice
• Crisis intervention/ theoretical framework
• Use of crisis intervention with service recipients
• Safety issues in crisis intervention
• Review readings in concurrent courses

Values
• Legal and ethical considerations in the intervention process

Skills
• Identifying problem developing coping skills/ Assessment
• Recording

Cognitive and Affective Processes
• Understanding and Application
• Agency Examples and Case Studies

Week 8: Generalist practice with individuals: Advocacy Intervention:
• Process students’ weekly challenges and successes in field
• Topics and concepts to be reviewed prior to seminar and discussion relative to practice in the agency:

Knowledge
• Reading in concurrent courses
• Goals and targets of advocacy relevant to agency clientele
• Identifying personal/professional risks

Values
• Issues of clients’ rights

Skills
• Identifying avenues of appeal
• Dealing with and developing comfort within role as an advocate
• Recording

Cognitive and Affective Processes
• Understanding and Application
• Agency Examples and Case Studies
**Week 9: Generalist practice with individuals: Intervention: Brokering and case Management**
- Process students’ weekly challenges and successes in field
- Topics and concepts to be reviewed prior to seminar and discussion relative to practice in the agency:
  **Knowledge**
  - Identifying and developing resources; identifying strengths and barriers
  - Identifying social welfare policy; Issues of social/economic justice
  - Issues of diversity/rurality/populations at risk
  - Identifying roles and goals of direct and indirect services
  **Values**
  - Ethical practice in the referral process: Confidentiality/release of information, self-determination, empowerment
  **Skills**
  - Use of assessment in case management: Client abilities/environment challenges/informal/formal supports
  - Recording/Preparing service plans
  - Use of brokering in the agency
  - Effective use of information and referral processes
  - Mobilizing community resources
  **Cognitive and Affective Processes**
  - Understanding and Application
  - Agency Examples and Case Studies

**Week 10: Generalist practice with individuals: Evaluation, termination, follow-up**
- Process students’ weekly challenges and successes in field
- Topics and concepts to be reviewed prior to seminar and discussion relative to practice in the agency:
  **Knowledge**
  - Measuring practice outcomes: Goal attainment, task achievement, client satisfaction
  - Review concurrent reading.
  **Values**
  - Ethical practice; Dual relationships, gifts
  - Managing client/worker feelings
  **Skills**
  - Recording
  - Use of evaluation measures: Single system design, goal attainment scales
  - Managing planned/unplanned terminations
  **Cognitive and Affective Processes**
  - Understanding and Application
  - Agency Examples and Case Studies
Week 11: **Generalist practice with families in the agency: Data collection, assessment and Planning**
- Process students’ weekly challenges and successes in field
- Topics and concepts to be reviewed prior to seminar and discussion relative to practice in the agency:

**Knowledge**
- Review concurrent course reading.
- Identifying family structure, roles, communication patterns, intergeneration issues, life cycle adjustments, family strengths
- Planning: Identification of problem(s); prioritizing problems
- Contracting with families
- Integrating knowledge of families
- Choosing an intervention strategy

**Values**
- Ethical issues involved in work with families
- Identifying and managing diversity and rurality issues

**Skills**
- Use of assessment protocols in working with families
- Use of genogram/ecomaps
- Writing a family assessment
- Recording
- Conducting family interviews

**Cognitive and Affective Processes**
- Understanding and Application
- Agency Examples and Case Studies

Week 12: **Generalist practice with families: Crisis Intervention:**
- Process students’ weekly challenges and successes in field
- Topics and concepts to be reviewed prior to seminar and discussion relative to practice in the agency:

**Knowledge**
- Review concurrent course reading.
- Selecting tasks and time frames
- Strengths and weakness of crisis intervention
- Responding to issues of personal and family safety

**Values**
- Ethical issues in working with families in crisis
- Managing issues of diversity and rurality

**Skills**
- Implementing crisis intervention with families
- Identifying individual members strengths and vulnerabilities
- Recording
Cognitive and Affective Processes
- Understanding and Application
- Agency Examples and Case Studies

Week 13: Generalist practice with families: Intervention strategies of advocacy, brokering and case management
- Process students’ weekly challenges and successes in field
- Topics and concepts to be reviewed prior to seminar and discussion relative to practice in the agency:

Knowledge
- Review concurrent course reading.
- Identifying legislation, social welfare policies, and agency guidelines/procedures; impact of distributive justice
- Understanding politics of advocacy with illegal immigrants, global interconnectedness
- Identifying, developing and utilizing potential resource systems/strength.

Values
- Ethical issues pertaining to advocacy
- Understanding personal and professional risks

Skills
- Use of advocacy skills in working with rural and global families: Communication, persuasion, and negotiating consensus on goals and targets of advocacy with family members
- Applying brokering and case management skills with families
- Negotiating goals, roles, and tasks with respective family members
- Applying knowledge of diversity and rurality

Cognitive and Affective Processes
- Understanding and Application
- Agency Examples and Case Studies

Week 14: Generalist practice with families: Evaluation
- Process students’ weekly challenges and successes in field
- Topics and concepts to be reviewed prior to seminar and discussion relative to practice in the agency:

Knowledge
- Review concurrent readings
- Measuring outcomes: Goal attainment

Values
- Ethical practice in the evaluation and termination process

Skills
- Designing practice evaluation
- Recording
Cognitive and Affective Processes
  • Understanding and Application
  • Agency Examples and Case Studies

Week 15: Generalist practice with Families: Termination
  • Process students’ weekly challenges and successes in field
  • Topics and concepts to be reviewed prior to seminar and discussion relative to practice in the agency:

Knowledge
  • Review concurrent readings
  • Measuring outcomes: task achievement, and client satisfaction

Values
  • Ethical practice in the termination process

Skills
  • Managing termination process with families: planned/ unplanned
  • Recording

Cognitive and Affective Processes
  • Understanding and Application
  • Agency Examples and Case Studies

Week 16: Vocabulary Test/ Generalist Intervention Model Analysis Paper Due

V. COURSE REQUIREMENTS

A. Class Attendance and Participation: In order for the class to discuss the readings, it is essential for you to read assigned material before coming to class, to attend class regularly, and to participate in class discussion. You are responsible for all material covered in class and assigned in the syllabus, whether or not you have attended class.

Cell Phones/Pagers/Electronic Devices: Because such devices are disruptive to the classroom environment, I ask that you refrain from using them during class. I also ask that you either place such devices on silent mode or turn them off during class. Repeated interruptions may result in a deduction of points from the final average.

B. Readings: The course outline provides a list of required readings for each week (you will receive a detailed schedule the first full week of class that will outline the readings to be covered each class). Since lectures and class discussions are designed to answer questions about the material and expand upon the basic concepts, you are expected to complete the assigned readings prior to class. Furthermore, you are expected to come to class prepared to discuss the information, as evidenced by active participation in class discussion. For example, you should present well formulated questions and comments that demonstrate prior preparation.
C. **Exams:** There will be one final exam. Students are required to take the exam at the scheduled time. Makeup exams will be scheduled according to university policy with a university-approved excuse.

D. **Quizzes/Exercises:** There will be unannounced class exercises. Students are required to participate in the exercises at the scheduled time. Makeup exercises will be scheduled according to university policy with a university-approved excuse.

E. **Assignments/Presentations:** See Assignments for a listing of all assignments for this course. All assignments are due at the beginning of each class, unless the assignment is a class presentation which will be due in class. For all late assignments, one letter grade will be deducted after the beginning of class when the assignment is due, with an additional letter grade deduction for each day for which the assignment is late.

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

**GRADING:**

The field instructor provides structured educational supervision to the student for at least one hour per week. Students can expect their respective faculty liaison to visit their agency at least three times during the semester: initial visit within the first three weeks, midterm visit, and final visit. Additional liaison visits may occur should problems or needs arise. The assigned faculty liaison will monitor the student’s progress and evaluate the student’s performance in field. Midterm and final evaluation are based upon the faculty liaison’s evaluation of performance criteria identified in the Student Performance Field Evaluation, Individual Learning Contract, as well as oral and written assignments and group participation in the weekly seminar. The field instructor and the student provide feedback to the faculty liaison to aid in the evaluation process. Initial, midterm and final student performance evaluations, as well as integrative seminar assignments/participation comprise a final combined grade for Field Instruction I (SOCW 5419).

Grading procedures for Field Instruction I/Field Seminar I are as follows:

**Seminar Assignments:**
- Journal Assignment 100 pts.
- Generalist Intervention Analysis Paper 100 pts.
- Vocabulary Text 100 pts.

**Field Performance:**
- First liaison visit 50 pts.
- Second liaison visit 225 pts.
- Third liaison visit 325 pts.

**TOTAL FIELD/SEMINAR POINTS** 900 pts.
GRADING SCALE:

A= 900 – 775   D= 524 - 400
B= 774 – 650   F= 300 - 0 and below
C= 649 - 525

**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**

Abiding by university policy on academic integrity is a responsibility of all university faculty and students. Faculty members must promote the components of academic integrity in their instruction, and course syllabi are required to provide information about penalties for cheating and plagiarism, as well as the appeal process. **Definition of Academic Dishonesty:** 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 credit.

**Penalties for Academic Dishonesty:** Penalties may include, but are not limited to, reprimand, no credit for the assignment or exam, resubmission of the work, make-up exam, failure of the course, or expulsion from the university. Procedure for Addressing Student Academic Dishonesty a faculty member who has evidence and/or suspects that academic dishonesty has occurred will gather all pertinent information and initiate the following procedure:

1. The faculty member will discuss all evidence of cheating or plagiarism directly with the student(s) involved.
2. After consideration of the explanation provided by the student(s), the faculty member will determine whether academic dishonesty has occurred. The faculty member may consult with the academic unit head and/or dean in making a decision.
3. After a determination of academic dishonesty, the faculty member will inform the academic unit head and submit a Report of Academic Dishonesty with supporting documentation to the office of the dean of the student’s major. This report will become
part of the student's record and will remain on file with the dean's office for at least four years even if the student withdraws prior to receiving a grade.

4. For a serious first offense or subsequent offenses, the dean of the student’s major will determine a course of action, which may include dismissal from the university. The dean may refer the case to the college council for review and recommendations before making this determination.

A student's record of academic dishonesty will not be available to faculty members. The purpose of the record is for the dean to track a pattern of academic dishonesty during a student's academic career at Stephen F. Austin State University. Student Appeals A student who wishes to appeal decisions related to academic dishonesty should follow procedures outlined in Academic Appeals by Students (6.3). [http://www.sfasu.edu/policies/4.1-student-academic-dishonesty.pdf](http://www.sfasu.edu/policies/4.1-student-academic-dishonesty.pdf)

**Withheld Grades Semester Grades Policy (SFA Policy 5.5)**

At the discretion of the instructor of record and with the approval of the academic unit head, a grade of WH will be assigned only if the student cannot complete the course work because of unavoidable circumstances. Students must complete the work within one calendar year from the end of the semester in which they receive a WH, or the grade automatically becomes an F, except as allowed through policy [i.e., Active Military Service (6.14)]. If students register for the same course in future semesters, the WH will automatically become an F and will be counted as a repeated course for the purpose of computing the grade point average. Please read the complete policy on grades: [http://www.sfasu.edu/policies/course-grades-5.5.pdf](http://www.sfasu.edu/policies/course-grades-5.5.pdf)

**Acceptable Student Behavior**

The MSW Student Handbook and MSW Academic and 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 Conduct of Conduct (SFA Policy 10.4)). Unacceptable or disruptive behavior will not be tolerated. Students who disrupt the learning environment may be asked to leave 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](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
ASSIGNMENT 1.
JOURNAL ASSIGNMENT

The journal or log is a tool to help you integrate your field experience and your classroom learning. Journaling will enable you to explore your reactions to the agency, to your clients, and to your professional development. Write in your journal about the experiences which affected you during the day in your field placement. What events challenged your values or raised feelings in you? What events forced you to use your judgment or creativity? What social work concepts assist you in understanding your observations? What component behaviors did you observe and demonstrate?

**Getting Started:** It is recommended that you choose a particular time and a special place to write in your journal. Before you begin, sit quietly, breathe deeply. Take a few minutes to center yourself. Always keep a writing pad to be able to quickly capture your experience.

**Step 1:** Review the activities of the day in field, and then consider the following:

- Is there a conversation or event that you feel you need to look at more carefully? Do you have unresolved feelings about what someone said or did? About something you said, observed or did? Have you been thinking of words you wish you had said or an action you wish you had taken? Was there a time when you felt a strong emotion (joy, anger, hurt, concern, disappointment, and sadness)? Why might this emotion have surfaced?

- Where did you put most of your energy? How would you chart your emotions for a particular day? How are you affected when you feel you lack the knowledge or skills to work with a particular client or situation? What have you learned about social work?

- Are there explanations you would like to give for why you took a particular action or failed to act? Are there questions you have about a client? A value? A policy? A behavior? Was there a time when you experienced an insight or made a connection between theory and practice?

**Step 2:** Write your response to the questions posed above. Be specific in your responses in identifying theoretical and practical concepts, and component behaviors. You may select to write on one thought, feeling, or idea that seemed most significant for that particular day in field. Use the journal to reflect on what you are discovering about yourself.

**Step 3:** Make a list of the activities you performed that day in field.

Be prepared to read from your Journal during seminar class. Confidentiality will be observed during these readings. Journal will be collected at least twice during the semester.

ASSIGNMENT 2.
GENERALIST INTERVENTION MODEL ANALYSIS PAPER

This assignment requires you to demonstrate your knowledge of generalist social work practice, the Nine Core Competencies and Component behaviors.
Instructions: Prepare a typed, written response to the questions. Information from concurrent social work courses will be helpful in preparing your responses. Please answer all questions completely and in a professional manner.

A. Identify a client system (individual, family, or group) that is being served by or is associated with your agency. In your description, explain why the client system is involved with your agency (presenting problem, situation, and/or circumstance).

B. Analyze the application of the Generalist Intervention Model to your client system’s involvement with your agency

C. Address the following areas in your analysis.

   I. Engagement

      1. What specific techniques are used to facilitate building an effective helping relationship?
      2. What approaches are used to make your client (client system) feel more at ease and less fearful about entering a professional relationship?
      3. What approaches are used to help the client (client system) specify, elaborate, and clarify the concerns that brought the client to the agency?
      4. How the client (client system) is actively involved in the process of identifying and defining their problems, concerns, and strengths?

   II. Assessment

      1. What information is routinely gathered about the client (client system) and their problems, concerns, and strengths?
      2. What tools or instruments are used to aid the gathering of this data (e.g., interview schedules, checklists, needs assessment instruments, questionnaires, and observation)?
      3. What issues of diversity and power need to be addressed in the data gathering process?
      4. How are available data and information organized, combined, and analyzed in order to arrive at a clear picture of the client’s situation and a possible plan of action? What theories are used in the assessment of the client’s (client systems) issues, problems Planning
      5. When more than one issue is identified, how are the prioritized?
      6. How are clients (client system) desires incorporated into the plan?
      7. What issues of diversity and power need to be addressed in the plan? Is a formal contract developed?
      8. How is potential resistance addressed?
      9. How are alternative plans considered?
10. Are ethical and legal issues related to the plan addressed? Is the plan based on sound theoretical models and perspectives?

11. Is the plan based on empirically supported evidence? Are the plan’s outcomes reasonable and measurable?

12. What issues need to be considered to advance your client’s human rights and economic justice?

III. Implementation

1. What system (e.g., client, family, and community) is typically targeted for change by your agency’s programs and professional staff? Why?

2. What other agencies or organizations often become involved in the client’s intervention plan?

3. What practice frameworks (perspectives, theories, and models) guide the change process? What specific methods, techniques, or procedures are used to facilitate change and to advance social and economic well-being in the delivery of effective social work services? What specific methods, tools, or instruments are used to monitor whether the intervention is working as planned and expected?

IV. Evaluation and Termination

1. In what ways do the agency and its workers determine if their interventions, programs, and services are effective?

2. To what extent are clients involved in determining if interventions, programs, and services are effective?

3. Does your agency adequately evaluate its interventions, programs, and services?

4. What additional forms of evaluation might you suggest?

5. Under what conditions are interventions terminated by social workers?

6. Under what circumstances do clients terminate their relationships with personnel from your agency (e.g., when legal mandates are lifted, when clients no longer wish to receive services, when their ability to pay for services ends)?

7. What specific procedures and techniques are used to bring the professional relationship to a close and terminate the helping process?

8. What changes need to occur to improve the quality of services to your client and ensure that services delivered by the agency are always relevant?

V. Follow-up

1. How is follow-up conducted in your agency?

2. At what intervals does follow-up occur?

3. What is done with the information obtained during follow-up
VI. Supervision and Consultation

1. Discuss the professional component behaviors demonstrated in interactions with your client system
2. What did you learn that will assist in your professional development?

ASSIGNMENT 3.
VOCABULARY TEST

This assignment is worth 100 points. Attached is a list of 100 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 conducted in class. Although you will only be tested on 50 of the terms, all of them are fair game.

These terms may be used in any and all of the courses that you are concurrently enrolled in as they are representative of knowledge pertaining to Generalist Practice. The test is in open-ended format.

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BIBLIOGRAPHY


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


