I. COURSE PURPOSE

SWK 549 (Advanced Field Instruction I) is a 5-credit hour course for Specialized practice part-time students. Students spend 250 hours in a social service agency and attend a 1-hour weekly seminar. The course is considered a vital part of the capstone experience of field education in the MSW Program. This Specialized practice field course provides students with advanced practice opportunities, with an emphasis on individuals and families, to build on the competencies gained in the generalist practice experience in foundation field. The central purpose of specialized practice field is to prepare students for autonomous advanced generalist social work practice in the rural context. Goals of Specialized practice field are to promote increased awareness of self and leadership as a developing advanced professional and to gain mastery in differential assessment and specialized interventions with individuals, families, groups, organizations, and communities representative of rural populations and rural communities.

The field seminar serves as a vehicle to discuss practice issues encountered in field and as a support group for the complex experience of becoming an advanced professional social worker. Structured learning experiences in seminar allow students to integrate advanced knowledge acquired in the classroom with practice experiences in the agency. In addition, students explore reflectively the interrelationships between human behavior, social policy, research and practice content with advanced practice experiences in the agency. Students are expected to identify ways in which their social work practice can be evaluated for effectiveness, its congruence with the ethical context of the profession, and competence in serving diverse and rural populations and international communities.
STEPHEN F. AUSTIN STATE UNIVERSITY
School of Social Work
MSW Program
Time/Location: TBA

REQUIRED TEXT:


II. CURRICULUM DESCRIPTION

The MSW program of SFASU features a generalist foundation 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 a practice perspective that serves diverse client systems utilizing an ecological systems approach focusing on persons, families, groups, organizations and communities within the context of the rural social environment. It is not confined by a narrow cadre of theories; rather, it is versatile enough to allow problems and situations as well as strengths, capacities and resources to determine the practice approach. Generalist practice employs a problem solving framework and a broad knowledge, value and skill base which demands ethical practice and on-going self-assessment. 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 solving focus that follows a problem-solving framework.
- Addresses the complexity of individual, family, group, organizational and community system interactions.
- Requires and 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 foundation, 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.
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.

### III. PROGRAM LEARNING OUTCOMES (CORE COMPETENCIES)

1. Demonstrate Ethical and Professional Behavior
2. Engage Diversity and Difference in Practice
3. Advance Human Rights and 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
IV. COURSE OBJECTIVES (Student Learning Outcomes) Component Behaviors

In a seminar setting, students will:

1. Students will apply ethical decision-making and critical thinking to analyze and implement multiple codes of ethics with the purpose to enhance advanced generalist practice with rural people and communities. (Competency 1)

2. Students will demonstrate the ability to recognize and manage personal and professional values in order to engage in advanced rural practice with multiple systems. (Competency 1)

3. Students will demonstrate the ability to identify, analyze and apply social constructions of rurality within and across diverse groups (e.g. gender, ethnicity/race, age, socioeconomic status, sexual orientation) and across multiple system levels. (Competency 2)

4. Students will demonstrate the ability to supervise the integration of awareness, self-regulation, sensitivity and professional response to issues of values, ethics, diversity, social justice and populations at risk. (Competency 2)

5. Students will demonstrate leadership skills to promote social, economic and environmental justice to systems of all sizes within and outside of rural communities. (Competency 3)

6. Students will provide leadership in specialized practices related to oppression and human rights violations at multiple levels advancing social, economic and environmental justice in rural environments. (Competency 3)

7. Students will demonstrate the ability to identify, evaluate, and implement multi-disciplinary research and practice strategies with rural systems and social networks. (Competency 4)

8. Students will demonstrate leadership skills to design, develop and implement research and technological advances to enhance social work practice in a rural context. (Competency 4)

9. Students will demonstrate the ability to develop, prepare, implement, analyze and evaluate social welfare and economic policies to improve the well-being of rural populations and communities. (Competency 5)

10. Students will demonstrate leadership skills specific to advocacy with the purpose to advance human rights and social, economic, and environmental justice to deliver services to multiple systems in rural areas. (Competency 5)
11. Students will demonstrate leadership skills to engage multiple systems (individuals, families, groups, communities and organizations) and constituencies in rural environments. (Competency 6)

12. Students will demonstrate their ability to supervise the integration of knowledge, skills and values specific to human behavior and the social environment, person-in-environment and appropriate theoretical frameworks. (Competency 6)

13. Students will select, implement and evaluate appropriate assessment instruments to assess diverse client systems on multiple levels in a rural context. (Competency 7)

14. Students will provide leadership to adapt, modify, develop, and implement differential assessment strategies, tools and approaches with diverse client systems and constituencies on multiple levels in a rural context. (Competency 7)

15. Students will design, identify, analyze, and implement advanced intervention strategies based on appropriate theories, models, and research across multiple system levels in a rural context. (Competency 8)

16. Students will demonstrate the ability to manage, supervise, monitor, coordinate and improve human service networks and service agencies in delivering services to rural clients. (Competency 8)

17. Students will apply leadership skills to supervise the design and implementation of advanced intervention strategies. (Competency 8)

18. Students will apply leadership skills to enhance interventions through interdisciplinary, inter-professional, and inter-organizational strategies. (Competency 8)

19. Students will demonstrate the ability to identify, develop, apply and monitor differential evaluation strategies in advanced social work interventions with systems of all sizes in rural communities. (Competency 9)

20. Students will develop leadership in the communication and dissemination of evaluation results to advance practice, policy, and service delivery effectiveness. (Competency 9)

V. INSTRUCTIONAL METHODS

Instructional methods used in field and integrative seminar are primarily experiential and inductive. Methods may include practice activities; modeling; role playing; research/readings; oral and written discussion of concepts applied to practice situations; data collection and analysis; recording of interactions, assessments, plans of action; case and supervisory conferences, written assignment and case presentation of selected advanced rural generalist practice activities. Instructional methods also include 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.

The seminar instructor assigns specific concepts and topics to be addressed during each seminar and also provides information and clarification regarding seminar assignments. Students are expected to engage in a group process and actively participate as co-facilitators, focusing on weekly challenges, issues, successes encountered in field, as well as topics and concepts assigned for a given seminar. In addition, students are required to complete a written assignment to demonstrate their understanding and application of advanced generalist practice in the rural context. **Student performance on these field assignments constitutes a significant part of their Field Instruction graded component of this course.**

VI. COMPUTER REQUIREMENTS (per SFA Office of Instructional Technology)

This course will utilize Desire2Learn or D2L to support the delivery of course content (for help with Desire2Learn go to [http://www.sfasu.edu/sfaonline/](http://www.sfasu.edu/sfaonline/)). Students can also get help by phone by calling 468-1919 or by emailing d2l@sfasu.edu. 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 (for specific details go to [http://sfaonline.sfasu.edu/gettingstarted.html](http://sfaonline.sfasu.edu/gettingstarted.html)). Computers are available to you through a number of labs across campus (see [www.sfasu.edu](http://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
- Review of Advanced Generalist Specialized Practice in a Rural context: Problem solving process, multi-level systems
- Values and ethics
- Social and economic justice
- Practice within a global perspective
- Practice as operationalized within the field agency
- CSWE Standards/Component behaviors

**Week 2**

- Professional Use of Self/Supervision/Leadership
- Group process of students’ challenges, issues, and successes in the agency and concepts of professional growth and development:
  - Self-awareness: Assessing practice strengths/weaknesses; learning styles
  - Planning for professional growth and development
  - Leadership/affiliation with professional social work organizations
  - Developing an Individual Learning Plan
Supervisory roles, functions, and responsibilities
Administrative, educational, and supportive supervision
Using supervision effectively
Challenges of supervision in agency

Week 3

**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
Collaboration with professionals from other disciplines
Representing the agency and the social work profession
Surviving as a Social Work intern (or employee)
Preventing encapsulation and burnout:
Cognitive and Affective Reasoning

Week 4

**Ethical and Legal Issues in Advanced Generalist Practice in the Rural context**
Group process of students’ challenges, issues, and successes in the agency and concepts of values and ethics in rural practice:
Ethical theories and ethical decision-making frameworks
Ethical issues unique to rural social work practice
Informed consent, self-determination
Breach of confidentiality: legal ramifications, harm of clients, trust issues
Boundary violations: dual and multiple relationships. Gift/food taking
Prudent practice: professional liability risks/vicarious liability
Harm to self and others, child maltreatment, adult maltreatment
Fraudulent billing practices
STEPHEN F. AUSTIN STATE UNIVERSITY
School of Social Work
MSW Program
Time/Location: TBA

Identifying and managing ethical dilemmas
Understanding/accessing laws and regulations
Developing documentation and record keeping systems

Week 5  Advanced Practices with Diverse Population
Practice Issues Related to Race, Culture, and Ethnicity
Adaptation, assimilation, & acculturation Issues/ global context
- Age
- Gender Issues: Gender Identity, Gender Role stereotype, Women/ Men issues
- Sexual orientation
- Rural Issues

Week 6  Advanced Generalist Practice with Individuals and Families: Behavioral and Cognitive Behavioral Interventions
Group process of students’ challenges, issues, and successes in the agency
Group process of assigned topics, concepts, and issues relative to field:
Impact of changing family life cycle on rural families
Context of helping: Individual, family, group
Values, ethical and spiritual aspects
Levels of family functioning
Assessing the level of family functioning
DSM IV assessment and treatment planning
Cultural competence: cultural variations of family systems and support systems
Identifying/managing practice issues with diversity populations, i.e., race, culture, ethnicity, class, age, gender, socioeconomic status, sexual orientation, religion, rural issues
Behavioral Treatment Modalities
Theoretical framework
Strengths and weaknesses of behavioral therapies
Use of differential assessment tools/protocols
Diversity and rural issues
Ethical and social justice issues
Planning, intervention, evaluation, and termination issues

Week 7  Advanced Generalist Practice with Individuals and Families in a Rural Context: Structural Intervention, Behavioral Interventions, and Solution-focused Interventions
Group process of students’ challenges, issues, and successes in the agency
Group process of assigned topics, concepts, and issues:
Task Centered Treatment Approach
Theoretical framework
Differential assessment; process and skills
Values, ethical, and social justice issues
Rural and diverse populations; populations at risk

Week 8  Strengths and weaknesses of task centered approach
Use of Task Centered model
Planning, intervention, evaluation, and termination issues
Diversity and rural issues
Ethical and social justice issues

Week 9

Advanced Generalist Practice/Rural Context: Task & Treatment Groups
Group process of students’ challenges, issues, and successes in the agency
And concepts relative to tasks groups
Running effective meetings, committees, and Boards:
Leadership-managing a committee meeting
Nature of committee roles
Rules to improve committee efficiency
Roberts Rules of Order
Leadership-working with volunteers
Leadership- forming and maintaining inter-organizational task groups
Engagement, assessment and planning issues
Evaluation and termination issues
Values, ethical, and social justice issues
Diversity and rural issues; populations at risk
Types of treatment groups
Psycho-educational groups
Support groups
Assessment tools/ protocols
Establishing, maintaining, and termination with groups
Diversity issues in group work; population with groups
Ethical and legal issues
Strengths and weaknesses of group work
Required Readings: Alle-Corliss, pp 17-702

Week 10

Advanced Rural Generalist Practice with Organizations: Engagement,
Assessment, Intervention, Evaluation, and Termination
Use of logic models for evidenced based community/organization practice
Organizational theories
Engagement/differential assessment in rural communities/organizations
Human development and needs/asset-based assessments for populations at risk
and oppressed groups
Culturally competent and ethnic sensitive assessment in rural communities and
organizations
Obtaining organizational and community sanction
Organizational dynamics and structure
Required Reading: Alle-Corliss, Chapter 5

Governance, decision-making, regulatory bodies
Use of advanced information technology
Demographics and characteristics of service recipients  
Needs/issues of rural client systems  
Eligibility criteria for services/referral process  
Organizational linkages and program gaps/agency networking  
Funding/resources/ budgeting  
Historical/current functions of social workers in the agency  
Consultation/leadership between social workers/other agency/community professionals at the local, state, national, and global levels  
Ethical responsibilities to clients and colleagues  
Differences in rural/urban organizational systems  

Week 11  
**Advanced Rural Generalist Practice with Organizations: Program Planning, Implementation, and Evaluation**  
Group process of students’ challenges, issues, and successes in the agency and program implementation and evaluation  
Management and Supervision  
Methods of leadership in the rural organization  
Ethical social work management theories in rural communities and organizations  
Budgeting: staff, operations/supplies, physical plant  
Policies and Procedures  
Recruitment; job descriptions and qualifications  
Creating and managing staff diversity  
Staff development, training, continuing education  
Controlling staff behavior: staff complaints/grievances, discrimination, harassment, employee stress and burnout  
Promoting work performance: staff evaluation, staff development, reward systems  
Termination of staff  
Supervision  
Ethical dilemmas in supervision in rural communities  
Culturally competent supervision/discrimination and oppression in supervision  
Developing/implementing and evaluating policy  
Program evaluation:  
Quality assurance and program evaluation  
Working with accreditation/regulatory bodies  
Handling consumer complaints/abuse/rights issues  
Establishing and maintaining community networks  
Organizational change and politics  
Termination issues  
Rural and diversity issues in organizational practice  
Values, ethics and issues of social and economic justice  

Week 12  
Group process of students’ challenges, issues, and successes in the agency and concepts relative to planning and implementing evidence-based interventions in communities
Strategic planning/identification of risk factors
Use of technology and consultation
Distributive justice
Combating discrimination
Locality development, social planning, social action, policy and advocacy: Issues of social and economic justice
Ethical dilemmas in rural community and organizational interventions

Week 13
Engagement, assessment and planning issues
Obtaining sanction
Identifying and establishing subcommittees
Establishing and maintaining ownership
Issues of social and economic justice
Populations at risk and international populations in the rural community: legal and illegal Hispanic populations/other
Intervention, Termination, and Evaluation
Leadership: Locality development
Engagement, assessment, planning, termination and evaluation issues
Issues of ethical practice and social justice
Required Reading: Review Chapter 5

Leadership: Social planning policy
Engagement, assessment, planning, evaluation and termination issues
Issues of ethical practice and social justice
Impact of diversity and rural issues

Leadership: Social action and with social movements
Engagement, assessment, planning, evaluation and termination issues
Populations at risk: Native Americans, immigrants, legal and illegal Hispanics

Week 14
Group process of evaluation and termination in agency and seminar
Individual presentations to class of capstone assignment demonstrating their integrated Advanced Generalist Practice in the Rural Context

Week 15
Group process of evaluation and termination in agency and seminar
Individual presentations to class of capstone assignment demonstrating their integrated Advanced Generalist Practice in the Rural Context
VIII. 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

All graduate field instruction and integrative seminar courses utilize the same grading format. The field instructor provides structured educational supervision to the student for at least one hour per week. Students can expect their respective faculty field liaison to visit their agency at least three times during the semester. Additional liaison visits may occur should problems/needs arise. The assigned faculty field liaison monitors the student’s progress, as well as evaluates the student’s performance in field. Student field performance is evaluated at the initial, midterm, and final liaison visit. Midterm and final evaluation are based upon the faculty liaison's evaluation of performance criteria specified in the Student Field Performance Evaluation, Individual Learning Plan, as well as written assignments and class participation in seminar. The field instructor and student provide feedback to the faculty field liaison to aid in the evaluation process through completion of the Student Field Performance Evaluation. Student’s performance in field and seminar assignments/participation comprise a final grade for Field Instruction III and integrative field seminar. The Director of Field Instruction assigns the final grade. Combined grading procedures for Field Instruction III are as follows:

<table>
<thead>
<tr>
<th>Assignment I.</th>
<th>Capstone project:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Advanced Generalist Practice/Rural 300 pts.</td>
</tr>
<tr>
<td>Assignment II.</td>
<td>Class Presentation: Capstone Project</td>
</tr>
<tr>
<td></td>
<td>200 pts</td>
</tr>
<tr>
<td>Student attendance/participation/quizzes</td>
<td>150 pts</td>
</tr>
<tr>
<td>Student Field Performance Evaluation</td>
<td></td>
</tr>
<tr>
<td>First Liaison Visit</td>
<td>50 pts.</td>
</tr>
<tr>
<td>Second Liaison Visit (Midterm)</td>
<td>225 pts.</td>
</tr>
<tr>
<td>Third Liaison Visit (Final)</td>
<td>325 pts.</td>
</tr>
<tr>
<td><strong>TOTAL FIELD/SEMINAR POINTS</strong></td>
<td><strong>1250 pts.</strong></td>
</tr>
</tbody>
</table>

GRADING SCALE:

<table>
<thead>
<tr>
<th>Grade</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>1250-1125</td>
</tr>
<tr>
<td>B</td>
<td>1124-1000</td>
</tr>
<tr>
<td>C</td>
<td>999-875</td>
</tr>
<tr>
<td>D</td>
<td>874-750</td>
</tr>
<tr>
<td>F</td>
<td>749-0</td>
</tr>
</tbody>
</table>

IX. ACADEMIC INTEGRITY

Honesty and representing one’s knowledge and abilities appropriately are important ethical principles of the social work profession. 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 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.

Definition of Academic Dishonesty
Academic dishonesty includes both cheating and plagiarism. Cheating includes but is not limited to (1) using or attempting to use unauthorized materials to aid in achieving a better grade on a component of a class; (2) the falsification or invention of any information, including citations, on an assigned exercise; and/or (3) helping or attempting to help another in an act of cheating or plagiarism. Plagiarism is presenting the words or ideas of another person as if they were your own. Examples of plagiarism are (1) submitting an assignment as if it were one's own work when, in fact, it is at least partly the work of another; (2) submitting a work that has been purchased or otherwise obtained from an Internet source or another source; and (3) incorporating the words or ideas of an author into one's paper without giving the author due credit.

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

Please also read the Academic Integrity Policy on the SFA Graduate School’s website at
http://www.sfasu.edu/graduate/

Withheld Grades Semester Grades Policy (SFA Policy 5.5)

Ordinarily, at the discretion of the instructor of record and with the approval of the academic chair/director, 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. If students register for the same course in future terms 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 Course Grades:
http://www.sfasu.edu/policies/course-grades.pdf

A grade of WF is not given in field. Students will repeat course if not completed successfully.

Acceptable Student Behavior
The MSW Student Handbook and 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 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

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, read Academic Accommodation for Students with Disabilities (SFA Policy 6.1) http://www.sfasu.edu/policies/academic-accommodation-for-students-with-disabilities.pdf
STEPHEN F. AUSTIN STATE UNIVERSITY  
School of Social Work  
MSW Program  
Time/Location: TBA

CAPSTONE ASSIGNMENT: INTEGRATIVE ADVANCED GENERALIST  
SPECIALIZED PRACTICE IN THE RURAL CONTEXT

Student will complete a comprehensive, integrative paper based on his/her advanced generalist specialized practice in the agency representative of people with rural lifestyles or rural communities. This capstone assignment will require the student to demonstrate understanding, organization, integration, and application of advanced generalist specialized social work knowledge, values, and skills, cognitive and affective processes acquired in previous course work and demonstrated in the agency setting. Students are expected to integrate knowledge of advanced/ specialized practice methodologies, including theoretical frameworks, rurality, diversity, values and ethics, and social and economic justice in their analysis and recommendations thus demonstrating program competencies and advanced practice behaviors. Papers should be written in APA style with two copies submitted to their instructor.

1. In the initial part of the assignment, students should complete a brief organizational assessment of their field agency, including agency mission, goals, objectives, target population, eligibility criteria, and service delivery components. Additionally, significant legislation and social welfare policy should be identified and analyzed for strengths and barriers to oppressed and populations at risk (3-5 pages).

2. Following the organizational overview, students should identify an individual, family, group, organization or community system with whom they have intervened using the advanced generalist problem solving process. The intervention should address each step of the problem-solving process.

Students should also address the following aspects of their advanced generalist practice with the identified client system in detail including (15-20 pages):

3. Advanced specialized interventions utilized (treatment modality), theoretical perspective considered (including rationale for choosing this particular intervention) and a detailed description of the implementation of the intervention with the client system.

4. Factors within and across groups (e.g. gender, ethnicity/race, age, socioeconomic status, sexual orientation considered in the engaging of diversity and difference in practice. Demonstration in the leadership of the application of knowledge pertaining to human behavior and the social environment to selection of differential assessments, specialized interventions, program and policy development and evaluation in rural settings.

5. Students should include examples of how critical thinking is used as a basis to inform and communicate professional judgments.

6. Discuss empirical research and evaluation of practice and the utilization of it in working with clients in rural systems. Include theories, models and strategies utilized students.
7. This assignment will include a discussion of the student’s identification as a professional social worker and leadership opportunities engaged in at the field agency,

8. The student will include opportunities to act as a change agent and the relevance of those actions in the context of rural practice.

9. The paper should include a brief literature review on the identified rural agency problem/target population, as well as relevant ethical issues and how ethical principles are used to guide professional practice (3-5 pages)

10. Also include any issues relevant to social and economic justice.
CAPSTONE PRESENTATION: CLASS PRESENTATION OF ADVANCED GENERALIST PRACTICE WITHIN THE RURAL CONTEXT

Student will conduct a 15-minute, class presentation of their advanced generalist practice in the rural context assignment. Presentations should be conducted in a professional manner with creative use of advanced technology, such as Power Point, handout materials and visual aids as appropriate. Faculty members and students from Field Seminars I and II will be invited to attend, as well as the exit review committee and faculty at large.
STEPHEN F. AUSTIN STATE UNIVERSITY  
School of Social Work  
MSW Program  
Time/Location: TBA  

REQUIRED READINGS  
(****Other Readings May Be Assigned as Needed/Appropriate****)  


Transportation Research Board. (2001). How to run a committee and not get lynched: A
guide for committee chairs. Retrieved January 21, 2010 from

http://onlinepubs.trb.org/onlinepubs/admin/HowToRunACommittee.pdf

**All articles are available on EBSCO except those identified by a website.**