COURSE SYLLABUS

I. COURSE DESCRIPTION

Field Instruction II is the second of two Generalist field/seminar courses completed in the students’ first year of graduate education. The practicum provides students with opportunities to build upon generalist practice competencies learned in Field Instruction I, with the primary focus on practice with groups, organizations, and communities. To this end, students engage in educationally directed practice activities that focus on the generalist problem solving approach with individuals and families with special focus on groups, organization and community systems. Additionally, students expand knowledge and skills in working with vulnerable and oppressed groups represented in the agency, issues of economic and social justice. Students also expand their knowledge of rural lifestyles and the characteristics and issues of rural life impact practices with all systems and resources available in rural organizations and communities. **Students complete 260 hours in Field Instruction II.**

The seminar serves as a vehicle to discuss generalist practice and issues in depth, as well as a process group for the complex experience of becoming a professional social worker. Students are required to apply classroom theory and concepts with professional social work practice. Practice activities and related seminar discussion and written assignments are designed to aid the student in this process.

Field II builds on the liberal arts perspective, all Generalist courses and provides the 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, and all Generalist courses. Specifically, the student will be required to explicate linkages between HBSE I and II (SWK 502, SWK 512), Introduction to Social Work
(SWK 501), Generalist Practice I and II (SWK 505, SWK 515), Policy, (SWK 507, SWK 517), Introduction to Rurality, (SWK 504) and Research (SWK 500 and SWK 510) and their practice experiences in the agency.

REQUIRED TEXTS:


Selected readings 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.

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

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 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)

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

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

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

II. COURSE SCHEDULE

Week 1: Field Orientation

Week 2: Overview of Field Instruction II
- Purpose and structure of field seminar
- Integration of liberal arts base and generalist social work courses
- Review course syllabi
- Define Generalist Practice
- Generalist Practice with communities, organizations and groups
- Social worker’s ethical responsibilities to the broader society, to the profession, as professionals, in practice settings and to colleagues
- NASW Code of Ethics
- Planned change- the problem solving model
- Use of self

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 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

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 Groups: Engagement and assessment
• Process students’ weekly challenges and successes in field
• Topics and concepts for seminar and discussion relative to practice in the agency:

Knowledge
• Use of human behavior and theoretical frameworks
• Social work with groups
• Interdisciplinary work groups
• Interagency task groups
• Group roles- broker, mediator, educator, facilitator
• Group dynamics
• Concurrent course readings
• Issues of rurality, social and economic justice, and diversity

Skills
• Assessment
• Use of relationship building and inter-professional collaboration in assessment
• Assessment of strengths, needs and challenges of the system
• Development of goals based on assessment of strengths, needs and challenges of system
• Stages of group formation-forming, storming, naming
• Group purpose, goals and duration
• Group culture and power
• Group size and professional backgrounds
• Group communication patterns
• Use of self-communication, collegiality

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

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

Week 5: Generalist social work with groups: Planning
• Group process of weekly challenges and successes in field
• Topics and concepts for seminar discussion relative to practice in the agency:

Knowledge
• Issues of rurality, social and economic justice, and diversity
• Concurrent courses readings

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

Skills
• Planning
• Group decision making
• Task roles, maintenance roles and nonfunctional roles
• Preparation for group roles and tasks

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

Week 6: Generalist practice with groups: Intervention
• Group process of weekly challenges and successes in field
• Topics and concepts for seminar discussion relative to practice in the agency:

Knowledge
• Use of human behavior and theoretical frameworks in group work
• Issues of rurality, social and economic justice, and diversity
• Dealing with groups and individual feelings
• Intervention models/types
• Concurrent course reading

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

Skills
• Membership and participation in social work group
• Membership and participation in multidisciplinary work group
• Membership and participation in interagency work group
• Setting objectives
• Preparation and accomplishment of assigned tasks in timely manner
• Participation in group problem solving process

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

**Week 7: Generalist practice with Groups: Evaluation and Termination**
• Group process of weekly challenges and successes in field
• Topics and concepts for seminar discussion relative to practice in the agency:

**Knowledge**
• Methods of evaluation of outcomes
• Issues of rurality, social and economic justice, and diversity
• Dealing with groups and individual feelings
• Concurrent course reading

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

**Skills**
• Termination with groups
• Planned and unplanned terminations of group and/or group members
• Application of understanding of process, tasks and timing
• Compliance with work group termination procedures
• Use of self-maintenance professionalism

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

**Week 8: Generalist practice with communities: Engagement and Assessment**
• Group process of weekly challenges and successes in field
• Topics and concepts for seminar discussion relative to practice in the agency:

**Knowledge**
• Planning with service recipients in the agency
• Use of formal/informal contracting
• Application of theory to goal planning
• Issues of rurality, diversity, and social and economic justice
• Concurrent course readings

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

**Skills**
• Development and use of assessment protocol
• Assessment and Data collection
• Differences between community assessment and community needs assessment

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

Week 9: Generalist practice with Communities: Planning
• Group process of weekly challenges and successes in field
• Topics and concepts for seminar discussion relative to practice in the agency:

Knowledge
• Planning with service recipients in the agency
• Use of formal/informal contracting
• Application of theory to goal planning
• Issues of rurality, diversity, social and economic justice
• Concurrent course readings

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
• Application of theory to goal planning
• Choice of/rationale for plan

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

Week 10: Generalist practice with communities: Intervention
• Group process of weekly challenges and successes in field
• Topics and concepts for seminar discussion relative to practice in the agency:

Knowledge
• Concurrent course readings
• Understanding politics of advocacy strategy choices
• Assessing personal and professional risks
• Assessing and understanding the target
• Understanding and utilizing sources of power, rights of clients and client groups. Avenues of appeal and available resources

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

Skills
• Effective use of information and referral processes
• Mobilizing community resources
• Use of self-persuasion, negotiating, communication
• Use of intervention strategy: Advocacy
• Tactics- fair hearings and legal appeals, political and community pressure, using the media, petitioning

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

Week 11: Generalist practice with communities: Evaluation and Termination
• Group process of weekly challenges and successes in field
• Topics and concepts for seminar and discussion relative to practice in the agency:
  Knowledge
  • Issues of rurality, social and economic justice, and diversity
  • Methods of evaluation outcomes
  • Termination: Process, tasks and timing
  • Concurrent course readings
  Values
  • Identifying values and ethics: personal, professional, agency, and the social work profession
  Skills
  • Evaluation: Goal attainment, task achievement, client satisfaction
  • Evaluation design
  • Measuring practice outcomes: Goal attainment, task achievement, client satisfaction
  • 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 12: Generalist practice with Organizations: Engagement and Assessment
• Group process of weekly challenges and successes in field
• Topics and concepts to be reviewed prior to seminar and discussion relative to practice in the agency:
  Knowledge
  • Organizations, social services, social agencies and multidisciplinary host agencies. Public, for profit and private not for profit organizations
  • Theoretical concepts underpinning work with organization practice
  • Formal and informal organizational structure and communication channels
  • Organizational culture
  • Purpose and role of organizational policies and procedures
• Issues of rurality, social and economic justice, and diversity
• Concurrent course readings

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

Skills
• Formulation of assessment
• Recording
• Maintaining inter-agency and inter-organizational networks
• Utilization of appropriate assessment tools/protocols

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

Week 13: Generalist practice with Organizations: Planning
• Group process of 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, social and economic justice, and diversity
• Concurrent course readings.

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

Skills
• Initiating, developing and maintaining interagency cooperative/collaborative relationship
• Delineating agency access/referral policies and procedures
• Establishing communication channels
• Establishing confidentiality, release of information and informed consent
• Policies and procedures

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

Week 14: Generalist practice with Organizations: Intervention
• Group process of 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, social and economic justice, and diversity
• Concurrent course readings
• Intervention strategy: Interagency information and referral

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

Skills
• Utilization of agencies referral and intake procedures
• Completion of release of information requirements and transfer of materials
• Education of client system in accessing referral agency-facilitating linkage
• Creation of library or training written materials about referral agencies

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

Week 15: Generalist practice with Families: Termination
• Group process of 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, social and economic justice, and diversity
• Methods of evaluation outcomes
• Termination: Process, tasks and timing

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

Skills
• Evaluation: Goal attainment, task achievement, process, agency satisfaction, client satisfaction
• Design
• Termination: Process, tasks and timing
• Planned and unplanned

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

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

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 mid-term exam and 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/quizzes. Students are required to participate in the exercises/quizzes at the scheduled time. Makeup exercise/quizzes 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 II (SWK 529).

**Seminar Assignments:**

- Journal Assignments 40 pts.
- Generalist Intervention Analysis Paper 70 pts.
- Vocabulary Text 40 pts.
- Class Attendance/Participation/Preparation 150 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
- B: 774 – 650
- C: 649 – 525
- D: 524 - 400
- F: 300 - 0

**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

**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

**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

**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
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 they 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 40 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.

SOCIAL WORK TERMS

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67. Settlement Houses 68. Sexist Language
69. Sickle-Cell Anemia 70. Significance Level
71. Single-Subject Design 72. Sit-In
73. Sliding Fee Scale 74. Social Action
75. Social Casework 76. Social Group Work
77. Social History 78. Social Insurance
79. Social Planning 80. Social Security Act
81. Social Welfare 82. Social Work
83. Strategies 84. Sunset Laws
85. Sunshine Laws 86. Support System
87. Systems Theories 88. Tactics
89. Target System 90. Termination
91. Third Party Payment 92. Transfer Payments
93. Uncle Tom 94. Values
95. Variable 96. Vendor
97. WASP 98. War on Poverty
99. Generalist Intervention Model 100. Blended Family
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