COURSE SYLLABUS

I. COURSE DESCRIPTION

Field Instruction III, along with the integrative seminar, is considered the capstone course of field instruction and the MSW Program. This Specialized Practice field course provides students with advanced practice opportunities to build on the competencies gained in the generalist practice experience in first year 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 Specialized Practice field is completed in conjunction with a two-hour weekly seminar. 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.

REQUIRED TEXT:


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
9. Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities

IV. COURSE OBJECTIVES (Student Learning Outcomes) Component Behaviors

In a seminar setting,

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 multidisciplinary 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 and an oral 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 D2L/Brightspace to support the delivery of course content (for help with D2L/Brightspace go to http://www.sfasu.edu/sfaonline/). Students can also get help by phone by calling 468-1919 or by emailing d2l@sfasu.edu. 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). Computers are available to you through a number of labs across campus (see www.sfasu.edu or the instructor for details).

VII. COURSE OUTLINE

Week 1: Review of syllabus, class assignments, evaluation and grading procedures
- School, agency, and student expectations; adult learning theory
- Role transition of student to advanced professional social worker
- Review of Generalist Practice
- Review of Advanced Generalist Specialized Practice in a Rural context: Problem solving process,
- CSWE Standards/Competences and Behaviors

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

Week 2: Key Elements and Challenges of Social Work Practice
- Group process of essential elements of practice and challenges encountered in practice
- Review of Key Elements of Practice in the agency
- Establishing the Helping Relationship
- Communication Techniques
- Interviewing Skills
- The importance of differential assessment
- Identifying and implementing specialized treatment interventions
- The role of theory in practice
- Challenges of Practice
- Beginning anxiety
- Balancing family life and graduate study/field
- Keeping personal and work issues separate
- Caretaking and rescuing
- Dealing with resistive, hostile, or difficult clients
Understanding the agency culture and “fitting in”
- The effect of helping roles on personal life and family
- Managing effective working relationships with colleagues, administrators, and agency staff
- Effective communication and approaches to managing conflict

Week 3:
Group process of students’ challenges, issues, and successes in the agency
Group process of assigned topics, concepts, and issues relative to field:
**Advanced Generalist Practice/Specialized Practice with Individuals**
**The Agency System: Individuals Knowledge**
- The impact of other systems on Individuals in the agency
- Various Theoretical Orientations within a Micro Focus
- Complex problems and issues related to individuals and rural lifestyles/problems
- Theories of Human Behavior of Individuals
**Values**
- Ethical and Professional Behavior in working with Individuals
- Ethical Decision-Making Strategies

Week 4:
Group process of students’ challenges, issues, and successes in the agency
Group process of assigned topics, concepts, and issues relative to field:
**Skills-Individuals**
- Engaging, Assessing, Interventions and Evaluation of Individuals in the Agency Setting
- Identifying and managing practice issues related to Diversity and Difference in Practice with Individuals in the agency setting
- Advancement of Human, Social, Economic and Environmental Justice
- Practice-Informed Research and Research-Informed Practice
- Policy in Practicing with Individuals in the agency setting
- Use of multidisciplinary and multidimensional assessment methods in a rural context
- Use of differential assessment tools/protocols
- Use of advanced and specialized interventions in working with individuals
- Use of differential evaluation strategies in practice with individuals

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

Week 5:
Group process of students’ challenges, issues, and successes in the agency
Group process of assigned topics, concepts, and issues relative to field:
**Advanced Generalist Practice/Specialized Practice with Families**
**The Agency System: Families Knowledge**
- The impact of other systems on Families in the agency
• Various Theoretical Orientations within a Mezzo Focus
• Impact of changing family life cycle on rural families
• Assessing the level of family functioning
• DSM assessment and treatment planning

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

Week 6:
Group process of students’ challenges, issues, and successes in the agency
Group process of assigned topics, concepts, and issues relative to field:
Skills-Families
• Engaging, Assessing, Interventions and Evaluation of Families in the Agency Setting
• Identifying and managing practice issues related to Diversity and Difference in Practice with Individuals in the agency setting
• Advancement of Human, Social, Economic and Environmental Justice
• Practice-Informed Research and Research-Informed Practice
• Policy in Practicing with Families in the agency setting
• Use of multidisciplinary and multidimensional assessment methods in a rural context
• Use of differential assessment tools/protocols
• Use of advanced and specialized interventions in working with families
• Use of differential evaluation strategies in practice with families

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

Week 7: Group process of students’ challenges, issues, and successes in the agency
Group process of assigned topics, concepts, and issues relative to field:
Advanced Generalist Practice/Specialized Practice with Groups
The Agency System: Groups Knowledge
• The impact of other systems on Groups in the agency
• Various Theoretical Orientations within a Mezzo Focus
• Concepts relative to tasks groups
• Running effective meetings, committees, and Boards:
• Leadership managing a committee meeting
• Nature of committee roles
• Rules to improve committee efficiency
• Leadership: working with volunteers
• Leadership: forming and maintaining inter-organizational task groups

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

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

Skills-Groups
- Engaging, Assessing, Interventions and Evaluation of Groups in the Agency Setting
- Identifying and managing practice issues related to Diversity and Difference in Practice with groups in the agency setting
- Advancement of Human, Social, Economic and Environmental Justice
- Practice-Informed Research and Research-Informed Practice
- Policy in Practicing with Groups in the agency setting
- Use of multidisciplinary and multidimensional assessment methods in a rural context
- Use of differential assessment tools/protocols
- Use of advanced and specialized interventions in working with Groups
- Use of differential evaluation strategies in practice with Groups

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

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

Advanced Generalist Practice/Specialized Practice with Organizations

The Agency System: Organizations Knowledge
- The impact of other systems on Organizations in the agency
- Various Theoretical Orientations within a Macro Focus
- Methods of leadership in the rural organizations
- Working with accreditation/regulatory bodies
- Handling consumer complaints/abuse/rights issues
- Organizational change and politics

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

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

Skills-Organizations
- Engaging, Assessing, Interventions and Evaluation of Organizations in the Agency Setting
- Identifying and managing practice issues related to Diversity and Difference in Practice with organizations in the agency setting
- Advancement of Human, Social, Economic and Environmental Justice
- Practice-Informed Research and Research-Informed Practice
- Policy in Practicing with Organizations in the agency setting
- Use of multidisciplinary and multidimensional assessment methods in a
rural context
- Use of differential assessment tools/protocols
- Use of advanced and specialized interventions in working with Organizations
- Use of differential evaluation strategies in practice with Organizations

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

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

Advanced Generalist Practice/Specialized Practice with Communities

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

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

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

Skills-Communities
- Engaging, Assessing, Interventions and Evaluation of Communities in the Agency Setting
- Identifying and managing practice issues related to Diversity and Difference in Practice with communities in the agency setting
- Advancement of Human, Social, Economic and Environmental Justice
- Practice-Informed Research and Research-Informed Practice
- Policy in Practicing with Communities in the agency setting
- Use of multidisciplinary and multidimensional assessment methods in a rural context
- Use of differential assessment tools/protocols
- Use of advanced and specialized interventions in working with Communities
- Use of differential evaluation strategies in practice with Communities

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

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

**Week 14:** Competency Exam/ Program Evaluations

**Week 15:** Individual Presentations of Capstone Assignment Demonstration of Advanced Generalist Practice/Specialized Practice in the Rural Context

**Week 16:** Individual Presentations of Capstone Assignment Demonstration of Advanced Generalist Practice/Specialized Practice in the Rural Context

**VI. 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 comprises 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:

Assignment I. Capstone project: Advanced Generalist Practice/Rural 300 pts.
Assignment II. Class Presentation: Capstone Project 200 pts
Student attendance/participation/quizzes 150 pts

Student Field Performance Evaluation
First Liaison Visit 50 pts.
Second Liaison Visit (Midterm) 225 pts.
Third Liaison Visit (Final) 325 pts.

TOTAL FIELD/SEMINAR POINTS 1250 pts.

GRADING SCALE:
A= 1250 - 1125
B= 1124 – 1000
C= 999 - 875
D= 874 - 750
F= 749 - 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.

VIII. 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 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 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. In the 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)

**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 Code 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 the class and may be subject to judicial, academic or other penalties. This prohibition applies to all instructional
forums, including electronic, classroom, labs, discussion groups, visits to agencies, field trips, etc. The instructor shall have full discretion over what behavior is appropriate or inappropriate in the classroom. Students who do not attend class regularly or who perform poorly on class projects/exams may be referred to the Early Alert Program. This program provides students with recommendations for resources or other assistance that is available to help SFA students succeed. Please see the following link for the complete policy: http://www.sfasu.edu/policies/student-code-of-conduct-10.4.pdf

X. STUDENTS WITH DISABILITIES

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

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 oppress and populations at risk (3-5 pages).

1. 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.
2. 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.
BIBLIOGRAPHY
(Other Readings May Be Assigned As Needed/Appropriate)


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