I. COURSE DESCRIPTION

The first of two practice courses required in the Generalist Practice, Generalist Practice in Social Work, is normally taken during the first semester. Practice I introduces the problem assessment and solving model and its application with individuals, families, and naturally occurring groups. The use of theory in assessment, goal setting and choice of intervention strategies is practiced. Basic knowledge and skill in the intervention strategies of crisis intervention, advocacy,
brokering, and case management are developed.

Practice is examined in relation to social work values, ethics, sensitivity to issues of diversity and assurance of social and economic justice. Students are facilitated in developing critical thinking skills, increased self-awareness and use of self in forming professional relationships characterized by mutuality and respect and enhancing both short- and long-term problem-solving skills of the client. Issues of rurality that impact populations and practice are examined.

This course draws on the content of the concurrent HBSE I, introduction to the profession, rurality courses and drives the concurrent practicum. Content supports HBSE II, practice II, policy, research and practicum courses offered in the second semester. Content in Practice I provide the generalist practice for advanced practice with individuals, families and groups in the specialized practice area of the MSW curriculum.

REQUIRED TEXTS:


RECOMMENDED TEXTS:


Additional readings will be assigned to enhance the learning experience.

II. CURRICULUM DESCRIPTION

The MSW program of SFASU features a generalist practice and a single specialization/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 and social and economic justice. They recognize, support, and build on the strengths and resiliency of all human beings. They engage in research-informed practice and are proactive in responding to the impact of context on professional practice.
Briefly, generalist social work practice:

- Is multi-level to include individuals, families, groups, organizations and communities.
- Is multi-theory, allowing for the free selection of theories as appropriate.
- Utilizes 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 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 (CSWE CORE COMPETENCIES)

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

The MSW program of SFASU features a generalist practice and a single specialization/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 and social and economic justice. They recognize, support, and build on the strengths and resiliency of all human beings. They engage in research-informed practice and are proactive in responding to the impact of context on professional practice.

Briefly, generalist social work practice:

- Is multi-level to include individuals, families, groups, organizations and communities.
- Is multi-theory, allowing for the free selection of theories as appropriate.
- Utilizes 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.
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- 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.

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- 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.

IV. PROGRAM LEARNING OUTCOMES (CSWE CORE COMPETENCIES)

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

V. COURSE OBJECTIVES (STUDENT LEARNING OUTCOMES: (SLO))

Upon successful completion of course students will be able to:

1. Demonstrate the ability to apply the value base of the profession and its ethical standards 
   with individuals, families, and groups, organizations, and communities. (Competency 1)
2. Develop the skills to use various frameworks of ethical decision-making with multiple 
   systems. (Competency 1)
3. Demonstrate the ability to use their understanding of how their personal experiences and 
   affective reactions influence their professional judgment and behavior. (Competency 1)
4. Demonstrate the ability to work with inter-professional teams, and inter-organizational 
   collaboration. (Competencies 1 & 8)
5. Demonstrate the understanding of how to use technology to engage in effective social 
   work practice. (Competency 1)
6. Understand the dimensions of diversity as the intersectionality of multiple factors 
   including but not limited to age, class, color, culture, disability, and ability, ethnicity, 
   gender, gender identity and expression, immigration status, marital status, political 
   ideology, race, religion/spiritually, sex, sexual orientation, and tribal sovereign status. 
   (Competency 2)
7. Demonstrate the skills in the appropriate use of diversity and difference in practice 
   situations with individuals, families and groups. (Competency 2)
8. 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. Demonstrate the ability to apply knowledge related to theories of human need and social 
   justice to promote social and economic justice and human rights. (Competency 3)
10. Demonstrate the ability to use quantitative and qualitative research methods to evaluate 
    their practice. (Competence 4 & 9)
11. Demonstrate the ability to engage in policy practice to effect change at the micro, mezzo 
    and macro levels. (Competency 5)
12. Demonstrate the use of theories of human behavior and the social environment to facilitate 
    engagement with clients and constituencies. (Competency 6)
13. Demonstrate the ability to use empathy, reflection and interpersonal skills to effectively 
    engage diverse clients and constituencies. (Competence 6)
14. Demonstrate the ability to critically evaluate and apply knowledge of human behavior in 
    assessment with diverse clients and constituencies, including individuals, families, and 
    groups. (Competency 7)
15. Demonstrate the ability to implement evidence-informed interventions to achieve client and constituency goals. (Competency 8)
16. Demonstrate the ability to analyze, monitor and evaluation practice with individuals and families (competency 9)

VI. INSTRUCTIONAL METHODS

The course will be taught as a face to face or a hybrid course. This course is conducted through didactic presentation of material in which considerable student participation is required. An integral part of the course will involve lecture, structured classroom dialogue, in-class exercises, role plays, videotaping, in-class exercises, and collaborative learning experiences which demand the continued development of high standards of personal responsibility. Students are required to actively participate in all classroom discussions and take significant responsibility as active learners.

VII. COMPUTER REQUIREMENTS

This course will utilize D2L/Brightspace to support the delivery of course content - go to Client Portal Home (sfasu.edu)

VIII. COURSE SCHEDULE---*subject to change

Week 1: Review of syllabus/Class expectations
Purpose of Social Work as a helping profession
The Social Work Professional
2015 Educational Policy and Accreditation Standards – Competency-Based Education
Knowledge, values, skills, and cognitive and affective processes
Grand Challenges of Social Work
Licensing Standards – Social Work Career
Social Work Concepts and Practice
Definition of Generalist Practice/GIM model
Linkage between professional knowledge, skills, practice & liberal arts base.
Linkage with Introduction to Social Work, Introduction to rurality and HBSE I
Global connectedness of individuals, families and groups
Evidence-based social work practice (practice-informed research and research-informed practice)
Inter-professional Education and Practice/Role and Responsibilities

Readings:
Kirst-Ashman Text – Chap. 1
Greenwood, E. (1957)
Week 2: Ethical and Professional Behavior
Use of professional self
Self-care for social workers
Understanding and application of social work values and ethics
Self-Awareness & Self-Regulation: Identifying one's own personal values
Identifying prejudiced attitudes and discriminatory behavior
NASW Code of Ethics
Framework for Ethical decision-making: identification and resolution of ethical dilemmas - Understanding of issues of social economic and environmental justice
Oppression
Diversity and Difference in Practice
Human rights
Readings:
Text – Chapter 11
NASW Code of Ethics
IFSW & IASSW Statement of Principles

Week 3: Generalist Practice with individuals: Engagement and Interviewing
Beginning the client-worker relationship
Verbal and nonverbal behavior
Warmth, empathy, and genuineness
Effective attending skills
Starting, conducting, and terminating the interview process
Challenges in interviewing: Silence in the interview; confronting clients; involuntary clients; suspicion of untruth
Sensitivity to diversity issues, including culture, rurality and spirituality
Managing affective reactions
Readings:
Text – Chapters 2

Week 4: Generalist practice with individuals: engagement and assessment
Beginning the engagement process
Introductions/greeting the client/establishing rapport
Demonstrating effective attending skills
Describing purpose/worker’s role and client’s role
Discussing agency services and client expectations
Sensitivity to diversity issues, populations at risk, culture, and rurality
Goals of assessment
Use of assessment protocol
Psychological, sociological, biological, and spiritual components/human behavior and social environment/theories
Client self-determination, client empowerment and strengths
Organizing descriptive data and recording assessment
Ethical considerations in engagement and assessment
Sensitivity to diversity, culture, and rurality
Video: Being Gay – Coming out in the 21st Century

Readings:
Text – Chapters 5, 16
Avant, F. L. (2014),

Week 5: Planning in Generalist Practice with Individuals
Understanding and applying the planning/contracting process
Working with your client(s)/Negotiating mutual view of problem with client
Prioritizing Problems/target problem(s)
Translating problems into needs
Selecting appropriate intervention strategy (evidenced base practice, cultural competence, social and economic justice)
Establishing goals, Specifying objectives and action steps (time frame and mutual expectations)
Formalizing the contract
Application of knowledge of ethics and values
Application of knowledge of diversity, social & economic justice, and rurality
Anticipating ethical dilemmas in the planning process
Recording of planning and contract

Required Readings:
Text – Chapters 6, 16

Week 6: Implementation/Intervention in generalist practice with Individuals
Understanding and application of crisis intervention
Understanding and application of theory, concepts, and evidence base of crisis intervention
Use of crisis intervention with special populations and problems, such as child maltreatment and protective services, alcohol and drug addiction, mental health, natural disasters, acts of terrorism
Application of steps in crisis intervention – assessment, planning, implementation, anticipatory planning
Responding to issues of individual, family and community safety
Mobilizing family and community resources
Sensitivity to diversity and rurality issues
Ethical considerations
Recording, including use of technology in crisis intervention

Readings:
Text – Chapters 7, 16

Week 7: Generalist social work with individuals; Implementation of Advocacy
Defining Advocacy/Case and Cause Advocacy
Goals of advocacy; roles of advocate
Assessing the targets of advocacy
Knowledge required of advocate: Rights of clients, avenues of appeal, available resources, political processes, sources of power
Self-assessment in advocacy
Personal and professional risks
Planning in advocacy
Advocacies strategies and tactics: Fair Hearing and legal appeals, persuasion and negotiation, political and community pressure; using the media, petitioning
Ethical and legal considerations applicable to advocacy

Readings:
Text – Chapters 14
Fraser, M. W. & M. J. Galinsky. (2010).

Week 8: Generalist Practice with individuals: Implementation of Brokering and Case Management
Definition of Brokering/Information and Referral
Role of Broker
The planned change process in brokering
Identifying, assessing, and selecting resource systems
Implementing the referral process
Identifying inequities in resource distribution
Ongoing assessment of social welfare policy
Building and maintaining resource networks
Application of knowledge about social and economic injustice
Application of knowledge of rurality, diversity while engaging in brokering activities
Confidentiality and other ethical dilemmas as related to brokering and rural practice
Definition of case management; goals
Explaining and negotiating roles – direct services, indirect services, monitoring/other tasks
Factors influencing case management service delivery
Assessing client’s ability to meet environmental challenges
Assessment of care taking ability of client’s informal support group
Assessment of the resources of formal support systems
Negotiating goals with client
Preparing service plans
Using new technologies in case management
Ethical considerations: Respecting client self determination
Application of knowledge of diverse populations at risk

Readings:
Avant et. al (2013), pp. 53-59
Text – Chapters 15, 16,

Week 9: Generalist Practice with Individuals: Evaluation, Termination, and Follow-up
Definition and purpose of evaluation
Evidence based practice
Evaluation designs for generalist practice: Goal-attainment, single-subject, task achievement, client satisfaction surveys,
Ethical and legal considerations in evaluation
Termination: Process, tasks and timing
Planned and unplanned terminations
Ethical and value issues: gift giving, dual relationships
Client and worker reactions and feelings
Making appropriate referrals
Client follow up

Readings:
Text – Chapter 8

Week 10: Skills Application Exam

Week 11: Generalist practice with families: Engagement, assessment and planning
Understanding and application of the engagement, assessment and planning process with families
Theoretical underpinnings
Goals and components of family assessment: communication, family structure, roles, decision-making, life-cycle adjustments
Variations in family structure
Sensitivity to diversity and cultural issues
Impact of the impinging social environment
Family conflicts, problems, and their resolutions
Managing the family interview
Identifying and reflecting the problem(s)
Negotiating mutual view with client of problem(s)
Prioritizing problems; identifying needs
Contracting with family: Target problem(s), goals, time frame, Application of knowledge of ethics and values
Application of knowledge of diversity, culture, social and economic justice and rurality
Choice of evidence-based intervention strategies
Recording of assessment, planning and contract

Readings:
Text – Chapters 9

Week 12: Generalist practice with families: Interventions
Understanding the intervention, evaluation, termination and follow up processes with families
Evidence-Informed Interventions
Theories of human behavior and the social environment
Inter-professional and Inter-organizational collaboration
Review of and application of crisis intervention knowledge to family systems
Review of and application of advocacy to family systems
Review of and application of brokering to family systems
Review and application of case management to family systems
Understanding and use of other family intervention strategies: Use of Reframing, problem-solving techniques, child management methods, role playing, videotaping and homework assignments
Understanding family issues and services: multi-problem families, family preservation, the child and family service system
Ethical considerations in working with family systems
Preparation of family service plans, monitoring/other tasks

Readings:
Text – Chapters 10, 8

Week 13: Generalist practice with families: evaluation, termination, and follow-up
Understanding and application of evaluation, termination, and follow up with family systems
Understanding of and application of evaluation with family systems: goal attainment, task achievement, client satisfaction
Understanding and applying termination with family systems: Termination process, tasks and timing with families, planned and unplanned terminations, and family member and worker feelings
Making appropriate referrals in response to varying needs of family members.
Applying knowledge of issues of social and economic justice – managed care
Applying knowledge of diverse families at risk
Applying knowledge of rurality to evaluation and termination processes

Readings:
Text Chapters 8, 10, 16

Week 14: Generalist Practice with Treatment Groups: Engagement, assessment, and planning
Understanding the engagement process with groups
Understanding benefits of group
Understanding types of treatment groups
Understanding worker’s role in groups: broker, mediator, educator, facilitator
Understanding group dynamics: group size and composition, stages of group development, group culture, norms, and power; group functions and roles
Understanding and applying the assessment process with groups: group needs, goals, strengths, resources and motivation
Formulating assessment, organizing descriptive data, and recording
Understanding and applying the planning process with groups
Prioritizing problem(s) goals and action steps
Formalizing contract
Sensitivity to issues related to culture, diversity, and rurality
Ethical considerations in group work
Recording of planning and contract

Readings:
Text – Chapters 3, 5, 6, 11

Week 15: Generalist practice with treatment groups: Intervention, Evaluation, and Termination
Qualitative and quantitative methods for evaluating outcomes
Understanding and application of group skills: conflict resolution, modeling and coaching, team building, confrontation, consultation, and coordination
Application of knowledge of diverse at risk groups and social and economic justice
Application of knowledge of diversity including culture and spirituality
Choosing culturally competent evidence-based strategies/Recording
Evaluation: goal attainment, task achievement and client satisfaction
Choosing appropriate evaluation tools for group evaluation
Understanding and applying termination
Process, tasks, timing with group, Planned and unplanned
Ethical and value issues related to termination in groups
Group members and worker feelings
Making appropriate referrals in response to needs of group members
Follow-up with groups

Readings:
Text - Chapters 3, 8, 11

Week 16: Assignment III/Presentation due in class

IX. 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.

B. 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.

C. 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.

D. 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.

E. 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.

F. 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.

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

**GRADING-**

dates subject to change

**COURSE GRADES** will be based on the following

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Points</th>
<th>Due Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Competency Exam</td>
<td>100</td>
<td>09/25</td>
</tr>
<tr>
<td>Assignment I: Interviewing</td>
<td>50</td>
<td>10/02</td>
</tr>
<tr>
<td>Social Assessment</td>
<td>50</td>
<td>09/17</td>
</tr>
<tr>
<td>Classroom Learning Activities</td>
<td>50</td>
<td>throughout</td>
</tr>
<tr>
<td>Midterm Skills Application Exam</td>
<td>100</td>
<td>10/16</td>
</tr>
<tr>
<td>Assignment II: Generalist Practice Paper</td>
<td>100</td>
<td>11/13-11/20</td>
</tr>
<tr>
<td>Final Application Exam</td>
<td>100</td>
<td>12/04</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>550</strong></td>
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</tbody>
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**Grading Scale:**
The earned points will be averaged and a letter grade assigned as follows:

- 495-550 A
- 440-494 B
- 385-439 C
- 330-384 D*
- Below 330 F*

*Not applicable for credit toward graduate degree.

X. 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 Final Course Grade Appeals by Students (6.3). student-academic-dishonesty-4.1.pdf (sfasu.edu)

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 by the deadline set by the instructor of record, not to exceed one calendar year from the end of the semester in which they receive a WH, or the grade 5.5 Course Grades Page 2 of 3 automatically becomes an F, except as allowed through policy [i.e., Military Service Activation (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. course-grades-5.5.pdf (sfasu.edu)

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: student-code-of-conduct-10.4.pdf (sfasu.edu)

XI. 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: academic-accommodation-for-students-with-disabilities-6.1.pdf (sfasu.edu)
ASSIGNMENT I
Interview (50 pts) and Recording Assignment (50 pts)
SOCIAL ASSESSMENT

Using data collected in class from the case presented, prepare a social assessment using the following format. The data you use should indicate sources of information.

I. Client Information (Utilize information given in class)
   Name
   Age/D.O.B.
   Gender
   Race/Ethnicity
   Address
   Telephone Number

Source of Referral:

II. Reason for Referral
   Give a brief explanation of the problem statement presented by the referral source and the type of help requested from the agency.

III. Assessment of the Client System (Subheadings)
   - Description of relevant information on the presenting problem pertaining to the:
     1. Biological (physical, health, etc.)
     2. Psychological (intellectual, emotional, interpersonal, etc.)
     3. Sociological (education, income, etc.)
   - Description of gender, racial, ethnic, religious, cultural and/or sexual orientation factors and their relationships to the presenting problem.
   - Description of family system and the relationship of this system to the presenting problem (e.g., parents, siblings, partners, etc.).
   - Description of the client system's environmental context and its relationship to the presenting problem (e.g., housing, physical resources, etc.).

Subheadings:
1. Family Background and Situation
2. Physical Functioning and Health
3. Intellectual Functioning
4. Emotional Functioning
5. Interpersonal and Social Relationships
6. Religion and Spirituality
7. Cultural Factors

IV. Problem-Solving Ability
   Analyze the client system in terms of the capacity to cope with the presenting problem(s). Identify both strengths and weaknesses. Assess the extent to which the problem-solving capacity is influenced by skill,
impairment of ability, or by external barriers.

V. **Target System**
Identify the potential targets for change. Multi-problem client systems may require the development of multiple targets for change. Clearly identify the changes that need to be made in the client system, the family system, the environmental system, and in the transactions between systems.

VI. **Action System**
Identify the appropriate resources available to address the targets of change. Include the resources and services available through the **change agent system**, as well as through community resources. Specify if appropriate resources are available or, if not, how they might be developed.

VII. **Problem-Solving Analysis**
Briefly analyze the prognosis for change. Given the identified problems, characteristics of the client system, the target system, and the action system, to what extent is resolution of the problem(s) likely to occur? What measures need to be in place to ensure sustainability?

VIII. **Recommendations**
Utilizing ethical principles identify specific needs and recommendations based on information in the assessment. Discuss the role of advocacy as it relates to ensuring that recommendations are followed.

IX. **Signature**

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**ASSIGNMENT 2: 100 pts**
**GENERALIST PRACTICE IN THE RURAL CONTEXT**

Student will complete a comprehensive, integrative paper based on his/her knowledge, values and skill related to generalist practice with people with rural lifestyles and rural communities. This assignment requires student to demonstrate understanding, organization, integration, and application of generalist social work knowledge, values, and skills. Students are expected to integrate knowledge of generalist 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 **practice behaviors**. Papers should be written in APA style and submitted to the instructor. The length of the paper should be 10-12 pages not including the reference page. Student will present generalist practice paper to class which should include an 8-10 minute presentation. The use of technology not required. The paper is worth 80 points and the presentation is worth 15 points.

1. Students should identify a family or group with whom they know. You are expected to define generalist practice and demonstrate the application of the
various concepts related to generalist practice with one of the systems above. Your response should address each step of the problem-solving process.

2. Generalist 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.

3. 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.

4. Demonstration in the leadership of the application of knowledge pertaining to human behavior and the social environment to select assessments, 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 evidence-based practice including empirical research and evaluation of practice and the utilization of it in working with clients in rural systems. Include theories, models and strategies utilized.

7. This assignment will include a discussion of the student’s identification as a professional social worker. For example, discuss your agency of employment, salary, licensing or certification requirements, professional memberships.

8. The paper should include a brief literature review of the identified problem/target population, as well as relevant ethical issues and how ethical principles are used to guide professional practice.

9. Also include any issues relevant to social and economic justice.

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**Classroom Learning Activities**

During the semester there will be a variety of classroom activities that will assist students in understanding and integrating classroom material into the generalist practice framework. In order to receive credit for these activities you must be in class. A total of 50 points will be awarded throughout the semester. Although tentative dates have been established below to guide the learning and evaluative process, these dates can be adjusted by the instructor to support achieving educational outcomes.
Bibliography


Doors, C. (2004). Psychosocial needs of women with breast cancer; Can social workers make a difference? Health and Social Work, 29 (4), 330-


Satisfaction to Improve Case Management Services for the Elderly - Chang-ming Hsieh, 2006 (sagepub.com)


Student-Professor Contract
SOCW 5305 Fall 2020

Instructor: _______________________

Student Name________________________ Alternate name? ____________________

Best way to reach you: E-mail Address_____________________________________

Phone________________________

Address_____________________________________

Experience in helping professions:

What you hope to learn in this class?

What you can offer this class?

I have read/understand the Course Outline for this class and agree to abide by its requirements.

________________________________________________________________________

Please hand in class no later than the second week of class.