I. COURSE DESCRIPTION

Seminar in Advanced Rural Generalist Practice is required during the first semester of the specialized practice. It builds on all courses taken during the generalist practice and focuses on obtaining specialized knowledge across complex problem areas, populations at risk and practice settings within a rural context. Students acquire greater knowledge, skills, and autonomy in a wider selection of problem-solving intervention strategies in leadership and managerial positions. They also acquire greater depth in awareness, sensitivity and professional response to issues of ethics, values, diversity, social and economic justice and populations at risk and practice applying this awareness and sensitivity in solving complex problems within the context of rural social service settings. Students will develop a holistic view and will be able to demonstrate competence of knowledge, values, skills and cognitive and affective processes specific to organizations and communities. This includes the application of critical thinking, identification of affective reactions and ability to exercise judgement.

Approaching practice through a macro perspective, students will learn how to enhance agency sustainability through successful leadership, program planning and development including the
development of logic modeling plans, strategic human resource management, effective budgeting and financial management, preparation of effective grant proposals and effective evaluation. Students learn knowledge, values, skills, and cognitive and affective processes to become advocates for community impact and change. The continuation and integration of these advanced generalist specialization courses with the generalist practice prepares students for their block field placement. Horizontal integration occurs with concurrent advanced policy and research courses. Linking with SOCW 5358 (focus on groups) and SOCW 5325 (focus on individuals and families) that is taught concurrently, students gain integration and mastery across advanced generalist levels of practice. Horizontal integration also occurs with concurrent advanced policy and research courses.

REQUIRED TEXTS:


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.

I. 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.

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Briefly, generalist social work practice:

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- 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.
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**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.

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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.
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- Differential evaluation techniques with systems of all sizes.
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**II. 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*)

**III. STUDENT LEARNING OUTCOMES (SLO) (CSWE BEHAVIORS)**

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)

IV. INSTRUCTIONAL METHODS

The course will be taught as a face to face or a hybrid course. It will incorporate the following instructional strategies: lecture, extensive class discussion, group exercises, online activities, assigned readings, and individual projects. You are encouraged to actively participate in activities, ask questions, and contribute comments for discussion. You are also encouraged to offer input regarding instructional strategies and assignments. Most importantly, you are expected to be an active learner and to ask for clarification when you have questions. To be successful in the class, it is important that you attend regularly, sign in to D2L, read the assigned material, and come to class prepared to discuss what you have read. You will be expected to not only know the material presented, but to be able to apply it in experiential activities. Lectures will not duplicate the reading material except to clarify or to expand upon it and to review material covered in prerequisite courses. The goal of this approach is to develop a safe learning environment that addresses a variety of learning styles, promotes critical thinking, and fosters creativity.

V. COMPUTER REQUIREMENTS

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

VI. COURSE SCHEDULE

Week 1 Overview
Introduction and course overview
Advanced Generalist Practice (AGP) in perspective
Grand challenges for Social Work
Advanced Generalist Practice in rural environments
Ethics in Advanced Generalist Practice
Competencies and behaviors specific to macro-practice
Historical and contemporary influence on macro-practice
The problem-solving process in macro practice
Inter-professional and inter-agency collaboration in macro-practice
Knowledge, values, skills, and cognitive and affective processes

Readings:
Netting, Kettner & McMurtry Chapter 1, 2 and 7
Austin, Cooms and Barr (2005)
Reamer (2006) Chapter 1
What is asset-based community development (ABCD)? | Sustaining Community (wordpress.com)

Week 2 Advanced Generalist Practice with Communities and Organizations
What is macro-practice?
Macro-level change
Advocacy in community practice
Macro-practice arenas and roles
Interrelationship micro-, mezzo- and macro-practice
Overview of different macro-practice models – communities
Overview of different macro-practice models – organizations
Overview of program design and development
A systematic approach to macro-practice

Readings:
Netting, Kettner & McMurtry, Chapter 1 and 7
Austin, Cooms and Barr (2005)
Silverman (2014)

Week 3  Understanding Communities
Conceptualizing communities
Defining community
Community practice frameworks and models
Community theories
Contemporary perspectives

Readings:
Netting, Kettner & McMurtry, Chapter 5
Boehm & Cnaan (n.d).

Week 4  Assessment of Community Problems
Strategies and tactics of community practice
Application of strategies and tactics of community practice in rural settings.
Engaging communities
Understanding human rights, social, economic and environmental justice in communities
Frameworks for community assessments
Community assessment strategies
Difference and diversity in communities

Readings:
Netting, Kettner & McMurtry, Chapter 3, 5, 4, 6
Ennis & West (2013)
Shapiro et al. (2013)
Zanbar & Itzhaky (2014)

Week 5  Community Interventions
Promoting inclusion: population at risk, social, economic and environmental justice,
distributive justice, global interconnectedness
Diversity and difference in macro-practice
Engaging with diverse populations
Ethical issues specific to communities
Program planning and implementation
Building support for proposed change
Using research-informed practice to change communities

**Readings:**
Netting, Kettner & McMurtry, Chapter 3
Brody and Nair, Chapter 15-17
Inequality: [UNNATURAL CAUSES - Trailer - YouTube](https://www.youtube.com/watch?v=)
Inequality in America: [Is America Dreaming?: Understanding Social Mobility - YouTube](https://www.youtube.com/watch?v=)
Race and Diversity: [Allegories on race and racism | Camara Jones | TEDxEmory - YouTube](https://www.youtube.com/watch?v=)
Engaging Community: [Dave Meslin: The antidote to apathy - YouTube](https://www.youtube.com/watch?v=)
Black Women and Civil rights Movement: [African American Women in the Civil Rights Movement - YouTube](https://www.youtube.com/watch?v=)

**Week 6  Community Interventions**
Frameworks for evaluating change efforts: Designing evaluations
Evidence in macro level interventions: to inform the choice of intervention and evaluation as evidence gained from interventions
Using logic models

**Readings:**
Netting, Kettner & McMurtry, Chapter 4-5, 9 and 11
Brody and Nair, Chapter 15 and 17

**Week 7  Designing program evaluation**
The importance of monitoring and evaluation
Developing action plans from evaluation findings
Dissemination of program evaluation
Inclusion of the community in validation and evaluation

**Readings:**
Netting, Kettner & McMurtry, Chapter 12
Brody and Nair, Chapter 17

**Week 8  Mid-term Exam**

**Week 9  Management and Leadership in Human Service Organizations**
Understanding organizations
Theories related to organizations
Leading the organization
Diversity and difference in organizations
Assessing human service organizations

**Readings:**
Brody and Nair (Chapter 1)
Netting, Kettner & McMurtry, Chapter 7-8
ASME (2010)
Other readings as assigned
Week 10 Management and Leadership in Human Service Organizations (continued)
Leading the organization
Problem solving in organizations
Monitoring and evaluation
Communications, team building and boards

Readings:
Brody and Nair, Chapter 5-6
Other readings as assigned

Week 11 Management and Leadership in Human Service Organizations
Strategic planning
Using logic models
Managing agency finances
Human rights and social, economic and environmental justice in organizations

Readings:
Brody and Nair, Chapter 2-4 and 7
ASME (2010)
Kaiser, & Kuechler, (2008)

Week 12 Management and Leadership in Human Service Organizations: Agency Effectiveness
Designing programs
Implementing programs
Strategic resource development
Effective proposal development
Seeking funding
Productivity and program improvement
Time management

Readings:
Brody and Nair, Chapter 4, 7, and 4
Netting, Kettner & McMurtry, Chapter 9 and 12
Other readings as assigned

Week 13 Management and Leadership in Human Service Organizations: Evaluation
Evaluation as a key element in program sustainability
Supervisor relations (productive employees)
Supervision tasks, roles and responsibilities
Evidence-based management
Ethical dilemmas in management

Readings:
Brody and Nair, Chapter 9-13
Other readings as assigned

Week 14 THANKSGIVING
Week 15 Review and Presentations

Week 16 Final Exam

VII. 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:

COURSE GRADES will be based on the following:
1. Integrative paper on Advanced Generalist Practice
   A. Management Audit 90
   B. Grant Proposal 60
2. Mid-term Exam 150
3. Class Presentations 50
4. Final Exam 150
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*Not applicable as credit toward graduate degree

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

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)

**IX. 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)
Integrative Paper on Advanced Generalist Practice in Rural Settings

The final product for this course will be in the form of a portfolio/notebook containing the two main sections listed below. Focusing on the agency where you are currently serving your field placement (or one in which you previously served) and using the concepts/processes covered in this course, gather the necessary data from interviews, agency documents and current literature to complete this assignment. This assignment will be completed in two phases – per instructor.

I. Management Audit

a. Brief (approximately 2 pages) overview of the agency/program
b. Provide an organizational chart
c. Discuss the annual budget, including how the organization raises funds
d. Analysis of the management theory(ies) most prevalent
e. Analysis of leadership styles used by 2 levels of leadership
f. Strengths of the agency/program
g. Weaknesses of the agency/program or areas needing change; current or prior efforts to make these changes (submit the completed management audit form)
h. Describe how you would conduct a strategic plan for your organization
i. Discuss ethical issues that need to be addressed?
j. Identify issues of diversity and difference.
k. Describe how you would start a 501c3 nonprofit organization

II. Change Proposal

a. Identify a problem or need that should be addressed in the community in which your agency or organization is located and then use the web to identify at least five prospective funding sources.
b. Based on the community problem or need you have identified (above) write a full grant proposal designed to address the problem or need. Approaches such as: the logic model for program planning and evaluation; communities that care; and a guide to the development of mission, goals, objectives, performance evaluation measures and milestones may be used as needed.

Your grant proposal should include the following standard proposal components.

(1) Cover letter
(2) Title page
(3) Executive summary
(4) Introduction of the organization
(5) Problem or needs statement
(6) Project goals and objectives
(7) Project methods or design
(8) Project evaluation
(9) Future funding
(10) Project budget
(11) Attachments or Appendices (if requested or as needed)

This paper should be at least 20-25 pages, doubled spaced, typed, and should include at least ten good current references related to rural problems, management theories, program development, evaluation and leadership for rural communities. Grammatical errors should be corrected. Points will be deducted from the total grade for errors in APA writing style, grammar, punctuation, spelling, etc. Students whose writing and library research skills require additional supports are strongly encouraged to seek technical assistance from the staff at the AARC and Steen Library/Lone Star College Library.
BIBLIOGRAPHY


**Useful Web Sites**

American Fact Finder, U. S. Census Bureau Explore Census Data

Center for Faith Based Initiatives: Faith-Based and Community Initiatives (FBCI) | SAMHSA
Evaluation Checklist Project: Evaluation Checklists | The Evaluation Center | Western Michigan University (wmich.edu)

FedStats: U.S. Data and Statistics | USAGov


Health Resources and Services Administration: Official web site of the U.S. Health Resources & Services Administration | (hrsa.gov)

International Association of Schools of Social Work: International Association of Schools of Social Work (IASSW) (iassw-aiets.org)

International Federation of Social Workers: International Federation of Social Workers – Global Online conference (ifsw.org)

NASW Code of Ethics: Code of Ethics: English (socialworkers.org)

National Low-Income Housing Coalition: National Low Income Housing Coalition (nlihc.org)

OMB Watch, Promoting Government Accountability: OMB Watch / Center for Effective Government | Library of Congress (loc.gov)

University of Wisconsin: Publications » Wisconsin Union

Rural Health Information Hub: Rural Health Information Hub

Rural Policy Research Institute: Welcome | Rural Policy Research Institute (rupri.org)

Texas Department of Health, Center for Health Statistics: Center for Health Statistics (texas.gov)

Texas Department of Health Services Funding Information Center: Funding Information Center (texas.gov)

Texas Department of Health & Human Services Program Statistics and Planning: Data & Statistics | Texas Health and Human Services


Texas Juvenile Probation Commission: Resources - Research & Statistics (texas.gov)

Yale School of Management: [Ventures | Yale School of Management](#)

Sustaining Community: [What is asset-based community development (ABCD)? | Sustaining Community (wordpress.com)](#)

**YouTube videos**

Inequality: [UNNATURAL CAUSES - Trailer - YouTube](#)

Inequality in America: [Is America Dreaming?: Understanding Social Mobility - YouTube](#)

Race and Diversity: [https://www.youtube.com/watch?v=GNhcY6fTyBM](#)

Engaging Community: [https://www.youtube.com/watch?v=5Knz100ldLM](#)

Black Women and Civil rights Movement: [https://www.youtube.com/watch?v=tITAEHmxDgs&list=PLV6OFBIQLxVv9ggbpmUWeHwiD_e7JXgq1](#)