COURSE SYLLABUS

I. COURSE DESCRIPTION

4350 - Generalist Practice II
Credit(s): 3

Acquisition and application of social work knowledge, values and skills of the generalist problem-solving model to the professional helping relationships with all systems emphasizing organizations and communities.  
Prerequisite Courses: SOCW 2362, 2389, 3373, 3372, 3350; Corequisite Course: SOCW 4355

II. COURSE OVERVIEW

The primary purpose of this final practice methods course is to present students with an opportunity to apply the holistic perspective of generalist social work practice with communities and organizations in preparation for the field experience and eventual professional practice. They will examine smaller systems as they connect, interrelate, interact, and are impacted by organizations and communities. In this course students explore and apply generalist practice knowledge, values, and skills to the multiple interacting client systems through use and application of the problem-solving process, appropriate theoretical concepts, liberal arts base, and professional foundation courses. The student will learn to integrate and apply social work knowledge, values and skills to communities and organizations. Students will explore processes used to facilitate change within communities and organizations within the context of generalist social work practice functions in seeking social and economic justice for all client populations.

III. COURSE CONTACT HOURS AND STUDY HOURS

This 3-credit hour face-to-face course in the fall term approximates 3 hours of classroom time/direct instruction and at least 6 hours of out-of-class work per week. Course credit is determined per CSWE Educational Policy and Accreditation Standards EPAS. The COURSE CALENDAR reflects the weekly in-class activities and six hours of out of class work and includes text-book readings, case studies, links for videos/podcasts, articles, online Brightspace modules as well as the preparation of written assignments that involve research, group collaboration, references, and development throughout the semester. Students are encouraged to attend community/campus events and service-learning opportunities will be implemented.
IV. TEXT AND MATERIALS

REQUIRED TEXTS


RECOMMENDED TEXTS

V. CURRICULUM DESCRIPTION

The BSW program at SFA features the following generalist practice definition and it is important to note here that the BSW program and the MSW program have developed a shared definition of generalist practice.

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.

VI. PROGRAM LEARNING OUTCOMES (CSWE CORE COMPETENCIES)

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

Educational Policy and Accreditation Standards (EPAS, 2015) from the Council on Social Work Education

VII. STUDENT LEARNING OUTCOMES (OBJECTIVES) CSWE BEHAVIORS

This course will help you establish your identities as generalist social work practitioners and all competencies and behaviors, with an emphasis on the CSWE behaviors outlined below, will be explored this semester for the Generalist Practice II course. We are also utilizing the 2022 CSWE EPAS this year as the BSW program transitions to the new standards.

Upon successful completion of this course, students will be able to:

1. Demonstrate an understanding of holistic perspective of generalist social work practice with communities and organizations in preparation for professional practice (competency 1, 2, 6)
2. Make application of ethical standards, laws and regulations and their impact on all levels of practice (micro, mezzo, and macro levels.) (competency 1)
3. Apply ethical decisions-making strategies and concepts of critical thinking and will be able to apply critical thinking in the application of strategies in practice, research, and policy arenas as demonstrated in a seminar setting. (competency 1)
4. Demonstrate how personal and professional values as well as cognitive and affective reactions influence professional judgement and behavior. (competency 1)
5. Articulate their understanding of the value and role of social work in working with inter-professional teams. (competency 1, 8)
6. Discuss the importance of life-long learning and the ethical use of technology to the profession of social work. (competency 1, 2)
7. Demonstrate their knowledge of the dimensions of diversity and difference and the multiple factors that intersect with those dimensions and will demonstrate their knowledge of how the culture of a structure may be changed to be more powerful or privileged and/or may be oppressed, marginalized, or alienated. (competency 2)
8. Demonstrate knowledge of theories of human need and social justice and strategies that promote human rights and social and economic justice globally. (competency 3 and 4)
9. Demonstrate knowledge related to research methods consistent with advancing the profession and will demonstrate their understanding of the value of practice- informed research and research-informed practice. (competency 4 and 7)
10. Demonstrate the ability to apply knowledge relative to policy formulation, analysis, implementation and evaluation. (Competency 1, 4, 5 and 9)

11. Demonstrate knowledge relative to facilitate engagement with diverse clients and constituencies, including individuals, families and groups. (competency 2, 6, 7, and 8))

12. Demonstrate knowledge of theories of human behavior and the social environment, and will be able to critically evaluate and apply this knowledge in the assessment of diverse clients and constituencies, including individuals, families and groups. (competency 3, 5, 6, 7, 9)

13. Demonstrate ability to engage in inter-professional communication and inter-organizational collaboration. (competency 8)

VIII. INSTRUCTIONAL METHODS

The course will be taught as a face-to-face course. The primary instructional model for this course is collaborative learning. Specifically, the instructor will set course content, course objectives, and methods of classroom assessment. The course will incorporate the following instructional strategies: lecture, extensive class discussion, group exercises, online activities, assigned readings, and individual projects, and a final comprehensive group project. Students are encouraged to actively participate in activities, ask questions, and contribute comments for discussion. Students are also encouraged to offer input regarding instructional strategies and assignments. Most importantly, students are expected to be active learners and to ask for clarification when they have questions. In order to be successful in the class, it is important that students attend regularly, read the assigned material, and come to class prepared to discuss what they have read. Students will be expected to not only know the material presented, but to be able to apply it in experiential activities. Lectures will not always duplicate the reading material and will more often 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. Students should make every attempt to attend all classes and assume responsibility for their own learning.

IX. COMPUTER REQUIREMENTS

Computer/internet access are needed for the course and Microsoft Word documents are required for major papers and drop-box submissions. Zoom technology may be used in the classroom setting and outside of class for engagement with peers and community partners. OFFICE 365 APPS, Zoom, and resources for Power-Point and Word documents are available on your MySFA student account. This course will utilize D2L Brightspace to support the delivery of course content and may include quizzes, news posts, homework assignments, modules, grade postings, evaluative feedback, emails and drop-boxes. You will need to access D2L Brightspace on a weekly basis. If you need assistance, go to https://www.sfasu.edu/d2lsupport

X. COURSE CALENDAR

Week 1  Course Overview/APA/D2L/EPAS, Introductory Course Material  
  Introduction to Macro Social Work, History of Macro Practice  
  Review of Generalist Practice and the Social Work Profession  
  Examine Research on County Health Rankings and Social Determinants of Health  
  Historical Figure and Theory Assigned  
  **Readings:** Course syllabus, CSWE EPAS [https://www.cswe.org/getmedia/8d7dade5-2683-4940-]
Week 2

**Defining “Good Community”**
Introduction to generalist practice with organizations and communities
Review of theories and knowledge related to macro practice

**Quiz grades: Historical Figure and Macro Theory**

Listen/Watch: [https://www.npr.org/2012/01/27/145950493/jane-addams-hull-house-to-close](https://www.npr.org/2012/01/27/145950493/jane-addams-hull-house-to-close)

Readings: Warren (1970), Brueggemann Chapters 1 & 3, pp. 23-24 (Jane Addams), Chapter 6 pp. 139-149 only

Week 3

**Ethics and Advocacy**
Ethical dilemmas in macro social work practice

**Social Advocacy Project (2 quiz grades) Preparing for October 21 ABILITY STRONG**

**Quiz on syllabus and goals for semester**

Watch: [https://www.ted.com/talks/derek_sivers_how_to_start_a_movement?language=en](https://www.ted.com/talks/derek_sivers_how_to_start_a_movement?language=en)
[https://www.ted.com/talks/abbey_sager_advocacy_in_the_21st_century](https://www.ted.com/talks/abbey_sager_advocacy_in_the_21st_century)


Week 4

**Engaging Communities and Organizations; Appreciative Inquiry**
Defining Social Problems and Rational Problem Solving
Facilitating positive interaction with multiple systems and diverse and/or at-risk populations
Preparing for issue/problem identification and formulation of solutions
Identifying assets and preliminary goals
Impact of personal identity, personal and professional values, and cultural differences
Negotiation/conflict resolution

Listen: [https://hogg.utexas.edu/podcast-shared-inquiry](https://hogg.utexas.edu/podcast-shared-inquiry)

Readings: Brueggemann- Chapters 4 & 5, 2 articles below:
[https://organizingengagement.org/models/appreciative-inquiry/](https://organizingengagement.org/models/appreciative-inquiry/)
[https://www.centerforappreciativeinquiry.net/resources/the-generic-processes-of-appreciative-inquiry/](https://www.centerforappreciativeinquiry.net/resources/the-generic-processes-of-appreciative-inquiry/)

Week 5

**Data Collection and Assessment with Communities**
Identifying, accessing, and interpreting relevant data
Identifying community strengths/assets
Data collection methods relevant to community practice
Problem prioritization and planning/contracting
Ethical and culturally competent decision-making in community practice
Recognizing diversity within and between groups


Toolkits #2 & #3 specific sections TBA
Prepare for quiz grades – read/analyze San Augustine Case Study
Needs Assessment for Assignments A & B

Week 6

**Data Collection and Assessment with Communities**
Identifying, accessing, and interpreting relevant data
Identifying community strengths/assets
Data collection methods relevant to community practice
Problem prioritization and planning/contracting
Ethical and culturally competent decision-making in community practice
Recognizing diversity within and between groups
Examine San Augustine Community Needs Assessment Data (2 quiz grades)
Readings: Asset Mapping/Community Analysis/How to Do Community Needs Assessment

Week 7

Building Community Partnerships
Overview of the Community Partnership Model (Poole)
Action Principles: Agenda Building, Structure, Analysis, Ownership, Technology, & Stewardship
Poole Study Guide quiz grade
Explore: https://communitiesu.org/
No Class October 12 NASW TEXAS STATE CONFERENCE

Week 8

ASSIGNMENT A DUE; MIDTERM DUE

Week 9

Community Interventions
Overview of community interventions, Community Research and Planning
Community Building, Building Community Capacity
Resolving Community Conflict, Related Individual and Group Skills
Group Meeting 1
Readings: Brueggemann Chapters 6 & 7; Cooper & Avant (2002), Toolkit #6 – 2 sections

Week 10

Case Study: “Don’t Put All Your Eggs in One Basket” And Other Lessons from a
Rural Nonprofit Organization (Cooper, 2004) case study quiz grade
Group Meeting 2
Readings for Case Study: Besel & Andreescu (2003); Giffords & Dina (2003); Snavely & Tracy (2000); Gronbjerg (1992)

Week 11

Community Interventions
Community Development and Organization; Participatory Action Research
Chapters 6-9 quiz grade; Group Meeting 3
Readings: Brueggeman Chapters 8 & 9, Macdonald (2012), Toolkit #15 – 2 sections

Week 12

Organizational Interventions and Building Interorganizational Relationships
Overview of Organizational Interventions
Organizational Development & Facilitating Organizational Change
Program planning, development, and evaluation, Strategic planning, Leadership
Resolving Organizational Conflict, Related Individual and Group Practice Skills
Components of and Barriers to Collaboration
Developing, facilitating, and maintaining collaborative relationships
Group Meeting 4
Readings: Brueggemann- Chapters 10 & 11, Greenleaf, CRE

Week 13

Thanksgiving

Week 14

Evaluating Interventions with Organizations and Communities/Sustainability/Termination
Group Meeting 5, final quiz grade
Readings: Brueggeman Chapter 13, PSAT, Toolkit #12 (Examples 1 & 3), Toolkit #16 (Ex. 2)
Watch: https://www.youtube.com/watch?v=ZhlzOhbavUA

Week 15

ASSIGNMENT B DUE (Presentation Opportunities During Class Times)
XI. COURSE REQUIREMENTS

A. Course expectations:

**Instructor expectations:** It is my responsibility to deliver course content and facilitate learning through a combination of class discussion, lecture, and creation of meaningful activities and assignments. It is also my responsibility to be on time and present in the classroom, provide timely feedback on assignments, and be available to students during office hours. I care deeply about contributing to the profession of social work by facilitating the growth and development of future social workers and colleagues I would be proud to work alongside. I promise to be an active learner myself and listen to constructive feedback about opportunities to make learning more meaningful in the classroom.

**Student expectations:** A student’s responsibility is primarily to be accountable for their own learning through adequate class preparation and meaningful class contributions. This means setting aside regular time during the week to read and review course content and complete assignments. This also means making time to ask questions during office hours if needed. I have found that students who are able to set aside regular intervals during the week to prepare for class have better outcomes than those who try to complete all their work in the hour prior to class. **Homework, papers, projects, other assignments are due prior to the start of class, unless otherwise noted. Your learning is your own, and your time in the program is an opportunity to practice the professionalism you will use in the field. Please be respectful.**

B. Class attendance and participation: In order for the class to discuss the readings and complete in-class activities, it is essential for students to read assigned material before coming to class, to attend class regularly, and to participate. Furthermore, students are expected to arrive on time and stay for the duration of the class. Absences and/or a persistent pattern of lateness will affect a student’s grade. Finally, students are responsible for all material covered in class and assigned in the syllabus, whether or not they have attended class. Cell phones and electronic devices are disruptive to the classroom environment and students are expected to refrain from using them during class. All such devices are to be placed on silent mode or turned 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. Since lectures, class discussions and activities are designed to answer questions about the material and expand upon the basic concepts, **students are expected to complete the assigned readings prior to class.** Furthermore, students are expected to come to class prepared to discuss the information, as evidenced by active participation in class discussion. For example, students should present well-formulated questions and comments that demonstrate prior preparation.

D. Quizzes: Ten (10) quizzes worth ten (10) points each will be given over the semester to test for general comprehension of the course material (assigned readings and/or previous lecture topics). **Missing a quiz without either prior permission or an excused absence will result in a grade of "0" on that quiz.** The instructor will schedule make-up quizzes.

E. In-class Group Meetings: A total of five in-class group meetings with me will be held during
the semester. The purpose of these meetings is to provide you support and guidance in the
development of your group paper and presentation. You are expected to come to the meeting prepared
to discuss your progress and any issues that may arise. You are also expected to actively participate in each meeting. The meetings are worth 10 points each, which will be based on attendance and participation. See the assignment description for details. Missing a group meeting, regardless of the reason, will result in a grade of “0” for that meeting.

F. Exams: Two exams will be given during the semester – a midterm and a final. All material provided on the topics, including all assigned readings, chapters, lectures, discussion questions/responses, and guest presentations are subject to examination. The final exam will be an application of all course content. The student is expected to take all exams at the scheduled time. **Missing an exam without either prior permission or an excused absence will result in a grade of "0" on that exam.** The instructor will schedule make-up exams.

G. Assignments: The student is responsible for completing assignments in accordance with the specific guidelines identified in the assignment description (in the syllabus). Assignments A & B are to be typed in 12 pt. font with double spacing and standard margins. All assignments are to be in APA format per the *Publication Manual of the American Psychological Association* (7th ed.). Failure to meet these guidelines will result in loss of points. Review the descriptions of Assignments A & B for additional assignment guidelines. This information is located on the following pages.

H. Additional information:

Important dates and deadlines: [https://www.sfasu.edu/registrar-registration-information/dates-deadlines](https://www.sfasu.edu/registrar-registration-information/dates-deadlines).

Please visit this website for more information and resources on APA:

*Style and Grammar Guidelines (apa.org)*

[https://owl.purdue.edu/owl/research_and_citation/apa_style/apa_style_introduction.html](https://owl.purdue.edu/owl/research_and_citation/apa_style/apa_style_introduction.html).

Make note that many assignments, activities, and/or quizzes and exams will be given through D2L.

Course content, including PowerPoints, lecture notes, and readings will be added to D2L.

Written assignments will be expected to be uploaded into D2L drop-box,
and feedback on the assignment will be given through the drop-box.
All grades will be posted in the D2L Brightspace gradebook.
Assignment A: Community Needs Assessment Critique

The purpose of this assignment is to work individually to prepare a critique of the PHG Community Initiative to Address Substance Misuse Needs Assessment and GAP Analysis. Specifically, you will write a constructive critique of the needs assessment that clearly identifies its strengths and weaknesses, as well as specific suggestions for improvement. Your critique should be based on the best practices for community assessments covered in the course readings and your lecture notes. Your critique should be at least 6 pages in length (excluding the cover and reference pages). I strongly encourage you to organize your critique addressing the prompts below.

I will evaluate your critique based on its adherence to the above guidelines, as well as the following criteria: 1) demonstration of critical thinking skills, 2) ability to organize and clearly present the information, 3) writing skills (such as grammar and punctuation), and 4) adherence to APA guidelines.

You must submit the assignment to on the due date for the assignment. The assignment will be considered late until it has been submitted to the appropriate D2L drop-box.

The assignment is worth a total of 60 points, including 10 points for grammar, organization, and APA style and format.

According to the Course Calendar, this paper is due on WEEK 8

Critique Prompts:

Introduction to community – what information is included? What information, in your mind, is missing (i.e., what else would you include)?

Recruitment – how did they go about recruiting participants? Who did they include? Who is left out (i.e., who would you include)?

Values - Were you able to get a sense of these communities’ values? Why or why not? How would you collect more information?

Diversity - Were you able to identify how these communities recognize and embrace differences? Why or why not? What else would you like to know?

Other - Were there other things you wished to know about the issue (drug misuse) and target population?

Strengths/Assets - Do you have a definitive sense of these communities’ strengths and assets? Why or why not? What else would you like to know?

Resources/Needs – Do you believe there was a thorough review of the community’s Access to resources? Do you agree or disagree with the gaps identified? Do you feel there are any Social Determinants of Health missing?

Research – In what ways is this Needs Assessment/GAP Analysis similar to a research project? In what ways is it different?

Appreciative Inquiry – Identify how each of the five (5) “Ds” of Appreciate Inquiry were addressed?

Make sure to have a page of references at the end!
Assignment B: Macro Intervention Proposal

I will assign you to small groups, each of which will work together to formulate and propose a macro level intervention framed in the context of the Community Partnership Model. Specifically, each will design an intervention addressing a gap identified in the PHG Community Initiative to Address Substance Misuse. Since this is a proposal (you are proposing what you will do, not discussing what has been done), you need to clearly explain how you would implement each step and support your decisions/recommendations with information from social work literature. This assignment should follow the format provided below and include the noted information:

Introduction

Introduce your topic and tell the audience what the paper will cover. This includes identifying the community and issue. Be sure that you clearly demonstrate the importance of the topic and its connection to generalist social work practice. This should consist of 1-2 paragraphs.

Application of the Community Partnership Model

Agenda Building (12pts)

Introduce the concept of agenda building and explain it in the context of your project (1 paragraph). This should be brief as the details will be provided in the following subsections.

Decision-Making Body. Identify the decision-making body you are going to approach and justify your choice (1 paragraph).

Agenda-Building Group. Identify the potential members (or positions) of your group and justify your choices (1 paragraph). This will be followed by a discussion of how you will recruit them and why (1 paragraph).

Developing the Presentation. Discuss what will happen at first meeting (1-2 paragraphs) and the steps that will occur up to the presentation (1 paragraph).

Social Work Values, Ethics and Practice. Explain the connection between the process you describe and social work values, ethics, and generalist social work practice (1-2 paragraphs). This item constitutes 4 of the 12 points for this section.

Structure (12pts)

Introduce the concept of structure and explain it in the context of your project (1 paragraph). This should be brief as the details will be provided in the following subsections.

Proposed Structure. You need to identify your proposed structure and explain why you think it is the best structure given the context of the issue (1 paragraph).

Description of the Proposed Structure. This subsection should provide a description of the proposed structure, which can be presented as an outline of a constitution and by-laws or narrative description of the structure. You need to include a narrative (1-2 paragraphs) that justifies your choice in structure and clearly explains how the proposed structure allows for citizen and professional involvement in the community building process. See the examples on D2L and the chapter in Brueggemann on program development for guidance.

Social Work Values, Ethics and Practice. Be sure to make the connection to social work values, ethics, and generalist social work practice (1-2 paragraphs). This item constitutes 4 of the 12 points for this section.
Analysis (12 pts)

Introduce the concept of analysis and explain it in the context of your project (1 paragraph). This should be brief as the details will be provided in the following subsections.

Overview of the Community, Social Issue, and Health and Human Services. Typically this would be three separate subsections. However, since this section is based on the San Augustine Needs Assessment, you only need to provide a summary of these items (2-3 paragraphs). Briefly describe the community (demographics, values, and economy), assigned social issue, and the health and human services system (include what is present, what is absent, and barriers to access).

Process of Analysis. Describe the process you will use to ensure community involvement in the analysis process (CAR/PAR). This should take 1-2 paragraphs.

Alternative Solutions. You need to formulate and include at least three viable alternatives based on the community needs assessment. Each of these alternatives is to include interventions with at least two systems (organizations and communities). You need to clearly describe and justify each of the alternatives. Each alternative should be given a paragraph (3 paragraphs total). You need to cite at least one source for each of your alternative solutions.

Social Work Values, Ethics and Practice. Be sure to make the connection to social work values, ethics, and generalist social work practice (1-2 paragraphs). This item constitutes 4 of the 12 points for this section.

Ownership (12pts)

Introduce the concept of ownership and explain it in the context of your project (1 paragraph). This should be brief as the details will be provided in the following subsections.

Establishing and Maintaining Ownership. You need to outline and clearly explain how you would go about establishing and maintaining community ownership of both the issue/problem and the solution. Also, you need to talk about how you will know that you have established ownership. The focus of this discussion should be on describing how activities in each of the other 5 steps help to establish and/or maintain ownership. Be sure to make the connection between evaluation and accountability. This section should be 3-5 paragraphs.

Social Work Values, Ethics and Practice. Be sure to make the connection to social work values, ethics, and generalist social work practice (1-2 paragraphs). This item constitutes 4 of the 12 points for this section.

Technology (12pts)

Introduce the concept of technology and explain it in the context of your project (1 paragraph). This should be brief as the details will be provided in the following subsections.

Intervention. This section should provide an overview of the chosen solution(s). You need to justify each choice. In other words, why is this intervention the best? You need to support your choices with evidence from the literature (at least one source). (2-3 paragraphs).

Description of the Intervention. Your description should include the target population (who will receive services?), eligibility criteria, service region, services, staffing, facilities, funding, etc. Brueggemann’s chapter on program development will help you with this. You need to cite at least one source that supports your proposed intervention. (3-5 paragraphs)

Social Work Values, Ethics and Practice. Be sure to make the connection to social work values, ethics, and generalist social work practice (1-2 paragraphs). This item constitutes 4 of the 12 points for this section.
Stewardship (12pts)

Introduce the concept of stewardship and explain it in the context of your project (1 paragraph). This should be brief as the details will be provided in the following subsections.

Implementation. Clearly outline and explain how you will implement the program. This should include a discussion of how the program will be funded and evaluated. In terms of evaluation, you need to talk about the ongoing evaluation process and how that information will be used to improve service delivery. This discussion should be linked to accountability. (2-3 paragraphs)

Sustainability. You need to discuss the mechanisms that will be put in place to ensure long term success/stability of the intervention. This includes how the program will sustain itself financially, a key element of which includes how the funding base will be diversified in order to increase stability. See the lecture notes on organizational assessment and the articles from the “Eggs” case study for more information about this issue. (1 paragraph)

Leadership. You need to discuss leadership. Specifically, what measures will be taken to ensure that leadership maintains a focus on the group’s best interest. This should also include talking about how the group will ensure leadership development and the role of leadership in sustainability. (2-3 paragraphs)

Termination. Also, assume that at this stage it would be appropriate for you to end your involvement in the process- explain how you would go about termination. (1 paragraph)

Social Work Values, Ethics and Practice. Be sure to make the connection to social work values, ethics, and generalist social work practice (1-2 paragraphs). This item constitutes 4 of the 12 points for this section.

Conclusion

Be sure to summarize the main points of your proposal. This is your chance to reiterate the important points of your proposal and to make sure the audience understands their importance! The paragraph should move from specific to broad statements/ideas. (1-2 paragraphs)

References

Be sure to include a reference for each source cited in the body of the paper. You need to cite and reference the following: A) at least one source for each of your alternative solutions (analysis), B) at least one source that supports your proposed intervention (technology), and C) the theory(s) that underlie your proposal.

The final paper must include a statement that identifies each group member and his/her specific responsibilities for developing the paper. Each of you is expected to take responsibility for facilitating two of the following activities: writing a section of the paper (introduction, agenda building, structure, analysis, ownership, technology, stewardship, and conclusion), creating the reference page, and/or making the final edits (transitions, consistency, etc.). One of your two tasks must include a major content area (agenda building, structure, analysis, ownership, technology, or stewardship). You will assign these tasks during the first in-class group meeting.

You need to be sure that your discussions throughout the paper are consistent with the model and involve practice with multiple systems (at least organizations and communities).

Continues on next page:
The assignment will be evaluated based on its adherence to the above guidelines, as well as the following criteria: W) demonstration of critical thinking skills, X) ability to organize and clearly present the information, Y) writing skills (such as grammar and punctuation), and Z) adherence to APA guidelines.

Groups will submit the assignment to D2L on the due date for the assignment. The assignment will be considered late until it has been submitted to the appropriate D2L drop-box. One person will submit the paper.

The assignment is worth a total of 100 points. 72 points will come from the assigned sections (including 8 points for introduction, references, and conclusion). Grading on grammar, organization, and APA will be included. The entire group will get the grade out of 80. The final 20 points will be assigned based on input by the individual group members. You will email me the grade you give each of your groupmates out of 20 for their effort, impact, etc. This will be added to the 80 to give each member their final grade on this assignment.

**According to the Course Calendar, this paper is due on WEEK 15**
In-Class Group Meetings

As previously noted, I will meet with you and your group on five separate occasions for the purpose of supporting you in the development of your group paper (Assignment B). The grade for each group meeting will be based on attendance and participation (10 pts for each meeting). I will meet with each group in the classroom. While I am meeting with a group, the other groups are expected to be in attendance and working on their projects.

Group Meeting 1: Our primary objectives for this meeting are to assign responsibilities for the paper, answer any questions you have about the assignment, and assign tasks for the next meeting.

Group Meeting 2: Our primary focus during this meeting will be on applying agenda building, structure, and analysis to your assignment. The group members responsible for these action principles will be expected to help me lead the discussion.

Group Meeting 3: Our primary focus during this meeting will be on applying ownership, technology, and stewardship to your assignment. The group members responsible for these action principles will be expected to help me lead the discussion.

Group Meeting 4: Our primary focus during this meeting will be on applying ethical principles, best practices, and relevant intervention/evaluation strategies to your assignment. All group members are responsible for the coordination and integration of action principles to support a holistic intervention for the target rural community.

Group Meeting 5: The purpose of this meeting is for you to provide an overview of your final paper. Each member of the group is expected to present on his/her part(s) of the paper. We will also use this meeting to answer any final questions you have about your paper.
XII. GRADING POLICY

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<thead>
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<th>Component</th>
<th>Points</th>
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<td>Midterm Exam</td>
<td>70</td>
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<td>Quizzes</td>
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</tr>
<tr>
<td>Group Meetings</td>
<td>50</td>
</tr>
<tr>
<td>Assignment A</td>
<td>60</td>
</tr>
<tr>
<td>Assignment B</td>
<td>100</td>
</tr>
<tr>
<td>Final Exam</td>
<td>100</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>480</strong></td>
</tr>
</tbody>
</table>

XIII. GRADING SCALE

- **A**: 430 – 480
- **B**: 382 – 429
- **C**: 334 – 381
- **D**: 286 – 333
- **F**: 0 – 285

GRADING PROTOCOLS

You are expected to take all exams at the scheduled time. Permission to miss any exam will be based on the policy for excused absences. Missing an exam without either prior permission or an excused absence will result in a grade of "0" on that exam. I will schedule make-up exams. The student should contact the instructor through D2L email. The student must also contact the Dean of Students Office and complete a faculty notification request. A total of 10 quizzes and 5 group meetings will take place over the course of the semester. The quizzes will either test for general comprehension of the course material (assigned readings and/or previous lecture topics), be based on active participation in a classroom activity, or attendance. The quizzes will be unannounced and may occur at any time during the class period. The group meeting are scheduled on the Course Calendar. Missing a group meeting or quiz, regardless of the reason, will result in a grade of “0”.

You are responsible for completing assignments in accordance with the specific guidelines identified in the assignment description (in the syllabus on the following pages). Assignments A & B are in WORD format only in 12 pt. font with double spacing and standard margins. All assignments are to be in APA format per the Publication manual of the American Psychological Association (7th ed.). Failure to meet these guidelines will result in loss of points. See the descriptions of Assignments A & B for guidelines. Late assignments will result in 10% of the total possible points being deducted from the total points earned for each day the assignment is late, with 10% deducted immediately following the class period during which the assignment is due.

XIV. ATTENDANCE POLICY

Per Class Attendance Policy SFA 6.7 students are expected to attend all classes, laboratories, and other class-related activities on a regular and punctual basis.

Attendance is required for all weekly class sessions.

The Dean of Students Office has formalized a process for student absences that meets requirements set forth by SFA and supports students who may have missed classes for specified reasons. The four general reasons for a student to submit a faculty notification request are: Death of a family member*, Admission to a hospital, Personal emergency (car accident, drastic life event such as a fire)*, Administrative and other (jury duty, court
subpoena, etc.) *Other situations may be considered at the discretion of the dean of students. In addition to submitting the online request, **appropriate supporting documentation** must also be submitted by the student **no later than 10 days after the circumstance in question**. For more information about the process, visit the follow website for Student Outreach and Support. **This process is effective Aug. 1, 2023.** https://www.sfasu.edu/thehub/sos/notification-request

Students may be excused from attendance for reasons such as health, family emergencies, or student participation in approved university-sponsored events. When possible, students should notify their instructors in advance about absences. If participating in university-sponsored events, announcements in MySFA may also constitute official notification. Whether absences are excused or unexcused by the university, a student is still responsible for all course content and assignments. Students with accepted excuses may be permitted to make up work for absences equaling no more than 15% of the scheduled course meeting time for the term, depending on the nature of the missed work. The timeline for completing make-up work will be determined by the instructor. https://www.sfasu.edu/docs/policies/6.7.pdf

XV. **ACADEMIC INTEGRITY** (SFASU Policy 4.1)

The Code of Student Conduct and Academic Integrity outlines the prohibited conduct by any student enrolled in a course at SFA. It is the responsibility of all members of all faculty, staff, and students to adhere to and uphold this policy.

Articles IV, VI, and VII of the new Code of Student Conduct and Academic Integrity outline the violations and procedures concerning academic conduct, including cheating, plagiarism, collusion, and misrepresentation. Cheating includes, but is not limited to: (1) Copying from the test paper (or other assignment) of another student, (2) Possession and/or use during a test of materials that are not authorized by the person giving the test, (3) Using, obtaining, or attempting to obtain by any means the whole or any part of a non-administered test, test key, homework solution, or computer program, or using a test that has been administered in prior classes or semesters without permission of the Faculty member, (4) Substituting for another person, or permitting another person to substitute for one’s self, to take a test, (5) Falsifying research data, laboratory reports, and/or other records or academic work offered for credit, (6) Using any sort of unauthorized resources or technology in completion of educational activities.

Plagiarism is the appropriation of material that is attributable in whole or in part to another source or the use of one’s own previous work in another context without citing that it was used previously, without any indication of the original source, including words, ideas, illustrations, structure, computer code, and other expression or media, and presenting that material as one’s own academic work being offered for credit or in conjunction with a program course or degree requirements.

Collusion is the unauthorized collaboration with another person in preparing academic assignments offered for credit or collaboration with another person to commit a violation of any provision of the rules on academic dishonesty, including disclosing and/or distributing the contents of an exam.

Misrepresentation is providing false grades or resumés; providing false or misleading information in an effort to receive a postponement or an extension on a test, quiz, or other assignment for the purpose of obtaining an academic or financial benefit for oneself or another individual or to injure another student academically or financially.

**Please note the expectations that are specific to the School of Social Work.**
Social work students are required to uphold the School of Social Work Academic and Professional Integrity Code they agreed to when they first enrolled in the program. The BSW Student Handbook and 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. 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 learning environment.

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.

**XVI. WITHHELD GRADES SEMESTER GRADES POLICY (SFA Policy 5.5)**

Ordinarily, at the discretion of the instructor of record and with the approval of the academic chair/director, a grade of WH will be assigned only if the student cannot complete the coursework because of unavoidable circumstances. Students must complete the work within one calendar year from the end of the semester in which they receive a WH, or the grade automatically becomes an F. If students register for the same course in future terms the WH will automatically become an F and will be counted as a repeated course to compute the grade point average. For additional information, go to [https://www.sfasu.edu/policies/course-grades-5.5.pdf](https://www.sfasu.edu/policies/course-grades-5.5.pdf).

**XVII. 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, 468-3004 / 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 promptly may delay your accommodations. For additional information, go to [http://www.sfasu.edu/disabilityservices/](http://www.sfasu.edu/disabilityservices/)

**XVIII. STUDENT WELLNESS AND WELL-BEING**

SFA values students’ overall well-being, mental health and the role it plays in academic and overall student success. Students may experience stressors that can impact both their academic experience and their personal well-being. These may include academic pressure and challenges associated with relationships, emotional well-being, alcohol and other drugs, identities, finances, etc. If you are experiencing concerns and are interested in seeking help, SFA provides a variety of resources to support students’ mental health and wellness. Many of these resources are free, and all of them are confidential.

**On-campus Resources:**

**The Dean of Students Office** (Rusk Building, 3rd floor lobby)
[www.sfasu.edu/deanofstudents](http://www.sfasu.edu/deanofstudents)
936.468.7249
dos@sfasu.edu
SFA Human Services Counseling Clinic (Human Services, Room 202)
www.sfasu.edu/humanservices/139.asp
936.468.1041

The Health and Wellness Hub “The Hub”
Location: corner of E. College and Raguet St.
To support the health and well-being of every Lumberjack, the Health and Wellness Hub offers comprehensive services that treat the whole person – mind, body and spirit. Services include:

- Health Services
- Counseling Services
- Student Outreach and Support
- Food Pantry
- Wellness Coaching
- Alcohol and Other Drug Education

www.sfasu.edu/thehub
936.468.4008
thehub@sfasu.edu

Crisis Resources:

- Burke 24-hour crisis line: 1.800.392.8343
- National Suicide Crisis Prevention: 9-8-8
- Suicide Prevention Lifeline: 1.800.273.TALK (8255)
- johCrisis Text Line: Text HELLO to 741-741


Cooper, H. S. (2004). “Don’t put all your eggs in one basket” and other lessons learned from a rural non-profit organization. Nacogdoches, TX: Author.


Kretzman, J. P. & McKnight, J. L. (1993). *Building communities from the inside out: A path towards finding and mobilizing a community’s assets.* Chicago: ACTA Publications.


**SUGGESTED READINGS**


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Additional Resources for Macro-Level Best Practices


Russell, C. (2016, May 16). *Sustainable Community Development: Shifting the Focus from What’s Wrong to What’s Strong* [Video]. TEDxEXETER. https://www.tedxexeter.com/speakers/cormac-russell/


