SOCW 5325.502  
Advanced Generalist Practice  
Fall 2023

Office Hours: Tuesdays 1:00 pm – 4:00 pm (face to face, Tyler-TJC campus OR virtual*)  
Wednesdays 8:00 am – 10:00 am, 2:30 pm – 5:30 pm (virtual*)  
Thursdays 11:00 am – 1:00 pm (virtual*)  
Other availability as needed - *virtual via ZOOM https://sfasu.zoom.us/j/6806722832

Prerequisites: Completion of generalist practice courses  
Co-requisites: SWK 5317, SWK 5335, SWK 5358, SWK 5320 , SWK 5349 (part-time) and elective

SFA complies with SACSCOC Standard 9.6 of The Principles of Accreditation (2018) for all graduate courses: “Post-baccalaureate professional degree programs are progressively more advanced in academic content than undergraduate programs, and are structured (a) to include knowledge of the literature of the discipline and (b) to ensure exposure to research and/or appropriate professional practice and training.

COURSE SYLLABUS

I. COURSE DESCRIPTION

SOCW 5325 is required during the first semester of the specialized practice. It builds on all courses taken during the generalist practice and focuses on obtaining depth and breadth of knowledge across complex problem areas, populations at risk and practice settings impacted by rural life styles. Greater skill and autonomy in a wider selection of problem solving, assessment, intervention and evaluation strategies with groups is learned. Greater depth in awareness, sensitivity and professional response to issues of ethics, values, diversity, social and economic justice and populations at risk is achieved. The purpose of this course is to provide students with the knowledge, values, skills and cognitive and affective processes, to work with individuals and families on an advanced level.

Linking with SOCW 5335 - focusing on organizations and communities and SWK 558 - focusing on groups, 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. Students will develop a holistic view and will be able to demonstrate competence of knowledge, values, skills and cognitive and affective processes specific to groups. This includes the application of critical thinking, identification of affective reactions and ability to exercise judgement.

REQUIRED TEXTS:

II. CURRICULUM DESCRIPTION

The MSW program of SFASU features the generalist practice and a single specialization: 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 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

IV. STUDENT LEARNING OBJECTIVES (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 multi-disciplinary research and practice strategies with rural systems and social networks. (Competency 4)

8. Students will demonstrate leadership skills to design, develop and implement research and technological advances to enhance social work practice in a rural context. (Competency 4)

9. Students will demonstrate the ability to develop, prepare, implement, analyze and evaluate social welfare and economic policies to improve the well-being of rural populations and communities. (Competency 5)

10. Students will demonstrate leadership skills specific to advocacy with the purpose to advance human rights and social, economic, and environmental justice to deliver services to multiple systems in rural areas. (Competency 5)

11. Students will demonstrate leadership skills to engage multiple systems (individuals, families, groups, communities and organizations) and constituencies in rural environments. (Competency 6)

12. Students will demonstrate their ability to supervise the integration of knowledge, skills and values specific to human behavior and the social environment, person-in-environment and appropriate theoretical frameworks. (Competency 6)

13. Students will select, implement and evaluate appropriate assessment instruments to assess diverse client systems on multiple levels in a rural context. (Competency 7)

14. Students will provide leadership to adapt, modify, develop, and implement differential assessment strategies, tools and approaches with diverse client systems and constituencies on multiple levels in a rural context. (Competency 7)

15. Students will design, identify, analyze, and implement advanced intervention strategies based on appropriate theories, models, and research across multiple system levels in a rural context. (Competency 8)

16. Students will demonstrate the ability to manage, supervise, monitor, coordinate and improve human service networks and service agencies in delivering services to rural clients. (Competency 8)

17. Students will apply leadership skills to supervise the design and implementation of advanced intervention strategies. (Competency 8)

18. Students will apply leadership skills to enhance interventions through interdisciplinary, inter-professional, and inter-organizational strategies. (Competency 8)
19. Students will demonstrate the ability to identify, develop, apply and monitor differential evaluation strategies in advanced social work interventions with systems of all sizes in rural communities. (Competency 9)

20. Students will develop leadership in the communication and dissemination of evaluation results to advance practice, policy, and service delivery effectiveness. (Competency 9)

V. INSTRUCTIONAL METHODS

The course will be taught online. It will incorporate the following instructional strategies: lecture via D2L readings, extensive class discussion, 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/Brightspace, read the assigned material, and participate in all discussion activities and online assignments. 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.

VI. COMPUTER REQUIREMENTS (per SFA Office of Instructional Technology)

This course will utilize D2L/Brightspace to support the delivery of course content. You will need computer skills for example to use a web browser, develop a PowerPoint presentation and use Excel. You must have access to a computer and internet to be successful in this course.

Weeks will run Wednesday to Tuesday, and all assignments are due on Tuesdays at 11:59 p.m. Central Standard Time, unless otherwise noted.

VII. COURSE SCHEDULE *subject to change as needed

Week 1 Introduction and Overview of course
   Review syllabus
   Review - defining advanced generalist practice in a rural context
   Review - transitioning from generalist to advanced generalist specific to individuals and families
   Knowledge, values, skills, and cognitive and affective processes
   Therapeutic relationships in the rural context (managing dual relationships, ethical dilemmas, confidentiality, and respect)
   Rural oppression and poverty, self-determination and informed consent, tension of empathy and boundaries
   Diversity and difference in working with individuals and families
   Social, economic and environmental justice specific to individuals and families
   Ethical dilemmas and case studies, the changing rural environment and people
   National and International Codes of Ethics and policies guiding social work practice with individuals and families
   Grand challenges for social work
   Human rights issues specific to individuals and families
   Collaboration on inter-professional teams

Readings:
   Coady and Lehman (2008) – Chapter 1, 2, 3, 4, 17 and 21
   Constable and Lee (2015) – Chapter 1, 2, 10 and 11
Week 2 Populations at Risk
Populations at risk in a rural environment (including LGBTQ and PLWHA)
Quality of life
Overview of the problem-solving process- engagement, assessment, intervention, evaluation and termination
Evidence-based practice in working with groups
Theoretical Frameworks
Telemedicine conferencing and therapy on-line
Readings:
Coady and Lehman (2008) – Chapter 1, 2, 3, 4, 17 and 21
Constable and Lee (2015) – Chapter 1, 2, 10 and 11
NASW- Code of Ethics
Green, Gregory & Mason (2006)
Reamer (2014)

Week 3 Engagement
Process of engaging clients
Specific tasks in the engagement process (identifying presenting problems, following up on referrals, contracting and planning)
Advanced skills to engage
Techniques to engage
Engagement strategies specific to children and adolescents, families’ couples and individuals (including elderly)
Supervision tasks related to engagement
Case study examples
Stereotyping (i.e. physical appearances, disabilities, mental health…etc.) and micro aggressions
Readings:
Constable and Lee (2015) – Chapter 3 and 4
Kim (2010)
Oliphant and Holtzhausen (2010)
Drumm, Popescu, Cooper, Trecatin, Seifer, Foster and Kilcher
*Tentative guest speakers and movie “Bless Me Ultima”
*Additional material announced in class/ placed on D2L
Podcasts:

Week 4 Engagement (continued)
Process of engaging clients
Specific tasks in the engagement process (identifying presenting problems, following up on referrals, contracting and planning)
Advanced skills to engage
Techniques to engage
Engagement strategies specific to children and adolescents, families, couples and individuals (including elderly)
Supervision tasks related to engagement
Case study examples
Stereotyping (i.e. physical appearances, disabilities, mental health etc.) and micro aggressions

**Readings:**
- Constable and Lee (2015) – Chapter 3 and 4
- Kim (2010)
- Oliphant and Holtzhausen (2010)
- Drumm, Popescu, Cooper, Trecatin, Seifer, Foster and Kilcher
  * Tentative guest speakers and movie “Bless Me Ultima”
  * Additional material announced in class/ placed on D2L/Bright

**Podcasts:**

**Week 5 Assessment**
Diagnosis and assessment in advanced generalist practice
The Diagnostic and Statistical Manual of Mental Disorders (DSM-5)
Differences between diagnosis and assessment
Legal issues related to diagnosis and assessment (Title 22 Texas Administrative Code)
The purpose of assessment
The role of the advanced generalist practitioner in assessment

**Readings:**
- Coady and Lehman (2008) – Chapter 6 -11
- Constable and Lee (2015) – Chapter 5 and 6
- Carbajal and Aguirre, Chapter on Traumatic Stress Response and Development
- Córdova, Cooper and Avant (2011)
- Dupuis (2010)
- Oliphant & Pavlic (2011)
- Oliphant & Roestenburg (2007) – Assessment section
The Diagnostic and Statistical Manual of Mental Disorders (DSM-5)
Deacon and Piercy (2001) [http://www.dsm5.org](http://www.dsm5.org);
Corcoran & Fischer (2006) – available from Professor
Additional material announced in class/ placed on D2L
Straussner and Calnan, (2014)
Cummings and Kropf (2015)
Lee and Casado, (2015)

**Assignment I due**

**Week 6 Assessment (continued)**
Frameworks to understand and assess individuals, families, couples and children
Theoretical frameworks
Systems theory (context, relationship dynamics)
Life Span Development
Behavioral Theory (Behaviorism)
Cognitive Theory
Social Learning Theory
Psychodynamic Theory
Empowerment theory
The Diagnostic and Statistical Manual of Mental Disorders (DSM-5)

Readings:
Coady and Lehman (2008) – Chapter 6 -11
Constable and Lee (2015) – Chapter 5 and 6
Carbajal and Aguirre, Chapter on Traumatic Stress Response and Development
Córdova, Cooper and Avant (2011)
Dupuis (2010)
Oliphant & Pavlic (2011)
Oliphant & Roestenburg (2007) – Assessment section
Corcoran & Fischer (2006) – available from Professor
Additional material announced in class/ placed on D2L
Straussner and Calnan, (2014)
Cummings and Kropf (2015)
Lee and Casado, (2015)

Week 7 Assessment (continued)
Advanced assessment methods and tools
Differential assessment tools
Protocols
Developmental assessment
The Diagnostic and Statistical Manual of Mental Disorders (DSM-5)
Assessment interviews
Assessment instruments (including genograms, transgenerational trauma genograms, sociograms and culturagram).
Assessment plans
Biopsychosocial, cultural, spiritual assessments
Mental health exams
Tentative guest speaker

Readings:
Coady and Lehman (2008) – Chapter 6 -11
Constable and Lee (2015) – Chapter 5 and 6
Carbajal and Aguirre, Chapter on Traumatic Stress Response and Development
Córdova, Cooper and Avant (2011)
Dupuis (2010)
Oliphant & Pavlic (2011)
Oliphant & Roestenburg (2007) – Assessment section
Corcoran & Fischer (2006) – available from Professor
Additional material announced in class/ placed on D2L
Straussner and Calnan, (2014)
Cummings and Kropf (2015)
Lee and Casado, (2015)
The Diagnostic and Statistical Manual of Mental Disorders (DSM-5)

Week 8 MIDTERM
**Week 9 Assessment (continued)**

The Diagnostic and Statistical Manual of Mental Disorders (DSM-5)
Case study examples:
Child abuse and neglect
Juvenile sex offenders (trauma cycle and risk assessment)
Families with addiction (types, cycle, phases and impact on social functioning)
Children and adolescents (individuals’ pharmacology issues)
Individuals with mental illness
Podcast on “Ted Talks” Brené Brown, Vulnerability
Tentative guest speaker

**Readings:**
Coady and Lehman (2008) – Chapter 6 -11
Constable and Lee (2015) – Chapter 5 and 6
Carbajal and Aguirre, Chapter on Traumatic Stress Response and Development
Córdova, Cooper and Avant (2011)
Dupuis (2010)
Oliphant & Pavlic (2011)
Oliphant & Roestenburg (2007) – Assessment section
Corcoran & Fischer (2006) – available from Professor
Additional material announced in class/ placed on D2L
Straussner and Calnan, (2014)
Cummings and Kropf (2015)
Lee and Casado, (2015)

**Week 10 Intervention**

International and national policies impacting intervention
Ethics specific to interventions (boundaries, technology, diversity)
Dealing with stress, coping and resilience
Role of social worker in transdisciplinary teams
Intervention strategies
Solution focused strategies
Strategies based on strengths perspective and family systems
Intervention plans and strategies
Tentative Guest Speakers

**Readings:**
Coady and Lehman (2008) – Chapter 12 – 16, 18, 19, 20)
Constable and Lee (2015) – Chapter 7, 8 and 9)
Cox (2008)
Obiaja (2008)
Oliphant & Roestenburg (2007) – Intervention section
Rhodes (2012)
Smith and Hall (2008)
Kingery, Roblek, Suveg, Griver, Sherill and Bergman (2006)
Horesh, Cohen-Zrihen, Dor and Slolmon
Landes, Garovoy and Burkman (2013)
Anderson and Weber (2015)
Carbajal and Aguirre (in press) article on autism
The Diagnostic and Statistical Manual of Mental Disorders (DSM-5)

**Week 11 Intervention (continued)**
Development of intervention plans
Implementation of treatment plans
Risk population specific intervention plans
Intervention techniques
Tools to support intervention
Art therapy to support clinical interventions (for example mask-making)
Therapeutic tools
Techniques (behavior change, self-reflection, empowerment, clinical)
Different types of counseling and interventions
Individual
Families (structural, strategic and communication approaches)
Children and youth (realities, characteristics of functioning, play therapy)
Bereavement counseling
Trauma counseling: techniques and strategies
Crisis-intervention: techniques and strategies
Statutory interventions

Readings:
Coady and Lehman (2008) – Chapter 12 – 16, 18, 19, 20)
Constable and Lee (2015) – Chapter 7, 8 and 9)
Cox (2008)
Obiajae (2008)
Oliphant & Roestenburg (2007) – Intervention section
Rhodes (2012)
Smith and Hall (2008)
Kingery, Roblek, Suveg, Griver, Sherill and Bergman (2006)
Horesh, Cohen-Zrihen, Dor and Slolmon
Landes, Garovoy and Burkman (2013)
Anderson and Weber (2015)
Carbajal and Aguirre (in press) article on autism
The Diagnostic and Statistical Manual of Mental Disorders (DSM-5)

Week 12 Intervention (continued)
Case study examples:
Veterans (experiencing PTDS, family-related issues)
Adults/elderly in need of protective services
Individuals who are HIV positive (IPV, domestic violence)
Children and youth - interventions related to child welfare and protection
Individuals with disabilities
Ageing individuals

Readings:
Coady and Lehman (2008) – Chapter 12 – 16, 18, 19, 20)
Constable and Lee (2015) – Chapter 7, 8 and 9)
Cox (2008)
Obiajae (2008)
Oliphant & Roestenburg (2007) – Intervention section
Rhodes (2012)
Smith and Hall (2008)
Kingery, Roblek, Suveg, Griver, Sherill and Bergman (2006)
Horesh, Cohen-Zrihen, Dor and Slolmon
Landes, Garovoy and Burkman (2013)
Anderson and Weber (2015)
Córdova, Cooper and Avant (2012)
Carbajal and Aguirre (in press) article on autism
Week 13 H A P P Y T H A N K S G I V I N G

Week 14 Termination
Termination characteristics
The termination process
Types of termination
Advanced skills to use in termination
Techniques to terminate effectively
Termination Strategies- children and adolescents, families, couples and individuals (including elderly)
Supervising termination

Readings:
Constable and Lee (2015) – Chapter 12
Baum (2007)
Oliphant & Roestenburg (2007) – Evaluation section
Ledwith (2011)

Podcasts:

Additional material announced in class/ placed on D2L/Brightspace.

Week 15 Evaluation
Types of evaluation
Single-subject design for evaluating groups
Evaluation instruments
Evaluating effectiveness
Using evaluation to advocate for change
Research-informed practice as it relates to individuals and families
Tentative Guest Speaker

Readings:
Constable and Lee (2015) – Chapter 12
Baum (2007)
Oliphant & Roestenburg (2007) – Evaluation section
Ledwith (2011)

Podcasts:

Additional material announced in class/ placed on D2L.

Week 16 Final Exam

VIII. COURSE REQUIREMENTS

A. Class Attendance and Participation: As this is a web-based course, you are required to log in weekly
to complete readings and assignments. The pace with which you complete work each week is up to you. In order for the class to discuss the readings, it is **essential for you to read assigned material before coming to class**, to attend class regularly, and to participate in class discussion. **You are responsible for all material covered in class and assigned in the syllabus, whether or not you have attended class.**

**Cell Phones/Pagers/Electronic Devices:** Because such devices are disruptive to the classroom environment, I ask that you refrain from using them during class. I also ask that you either place such devices on silent mode or turn them off during class. **Repeated interruptions may result in a deduction of points from the final average. This includes texting and browsing the internet.**

Due to the nature of the content and educational practice environment of the classroom, there will not be any picture-taking or recording allowed. Please communicate with your instructor if you have a disability that would require a special audio or video accommodation.

**B. Readings:** The course outline provides a list of required readings for each week. 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. Supplemental readings may be assigned.

**C. Exams:** There will be a midterm exam and a 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. [https://www.sfasu.edu/thehub/sos/notification-request](https://www.sfasu.edu/thehub/sos/notification-request).

**D. Quizzes/Discussion Exercises:** There will be unannounced and announced class or online exercises and quizzes. 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. [https://www.sfasu.edu/thehub/sos/notification-request](https://www.sfasu.edu/thehub/sos/notification-request). Make note that to receive full credit for a discussion response, you must respond to two classmates in substantive ways.

**E. Assignments:** See Assignments for a listing of all assignments for this course. There is a separate document with due dates for all course activities. **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.**

**GRADING:**

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

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<th>Points</th>
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<td>3 Mini Assignments</td>
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<td>18 Discussions @ 15</td>
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<td>Assignment 2</td>
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<tr>
<td>Midterm Exam</td>
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<tr>
<td>Final Exam</td>
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800 Total

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<tr>
<td>B</td>
<td>Below 475</td>
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<td>C</td>
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**Grading Scale:**

*Not applicable as credit toward graduate degree*
IX. ACADEMIC INTEGRITY

Academic Integrity (4.1)

The use of Artificial Intelligence (AI) and other electronic/online resources should be discussed with the instructor.

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 résumés; 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.

Withheld Grades Semester Grades 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.

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/)

**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, 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](http://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](http://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)
- joCrisis Text Line: Text HELLO to 741-741
Assignment 1
Behavior Modification

You will be able to learn firsthand about behavior modification. For this exercise you have to select a behavior you would like to change. You will be required to keep a behavior log provided to you in class. There will be opportunities for you to talk about the behavior change during class times. Your instructor will facilitate these discussions. For the assignment you have to reflect on the behavior modification, critically analyze the process and dynamics and apply a theoretical framework. This is a professional paper; it should be at least 10 - 12 pages in length (not including the cover page or references), typewritten, one and a half spacing and in APA style of writing. Please address the following sections:

1) Abstract
2) Introduction of the behavior
3) Short literature overview of the type of behavior you aim to change (use at least 10 articles)
4) Identify the theoretical framework and apply it to the behavior
5) Explain all aspects of behavior modification as relevant to your behavior change
6) Summary:
   a. Identify strengths and barriers to behavior change
   b. Discuss social work implications to behavior modification
7) Provide the completed behavior log
Assignment 2:
Case Study
Engagement, Assessment, Intervention, Termination and Evaluation

This assignment will examine clinical strategies utilized in advanced social work practice with individuals and/or families. Your instructor will provide a case study. This is a professional paper; it should be at least 15-20 pages in length (not including the cover page or references), typewritten, one and a half spacing and in APA style of writing.

This assignment will address and/or discuss four sections based on your work in class and your additional readings and self-study:

1) Specialized assessments including a biopsychosocial-spiritual assessment, mental status exam, specific assessment tools utilized to help identify and define the problem/s, a description of the client’s interpersonal behavior and emotional processes, that either support or discredit your assumptions, discussion of cultural influences and DSM 5 diagnosis with qualifying examples.

2) Specialized intervention strategies, techniques and modalities including a behavior plan (with goals and objectives that are measurable and observable), cultural and human diversity issues impacting treatment.

3) Strategies and at least one instrument to evaluate the treatment program (beginning, middle, and end). The evaluation must identify how assessments are used to determine evaluation and goal attainment.

4) Identify indicators that treatment is in the termination stage and specific strategies how to terminate treatment. Include issues related to closure, celebration, follow-up plans, processing feelings and referrals.

This assignment will entail you to not only utilize the textbook and resources provided in class, but to also find at least ten (10) supporting articles that either discuss the clients problem, your proposed diagnosis, or choice of assessment tool.
BIBLIOGRAPHY


Websites:

International Federation of Social Workers

Children: Overview and Recommendations

Social Work Policy Institute http://www.socialworkpolicy.org/

Elderly Abuse and Neglect
http://www.helpguide.org/mental/elder_abuse_physical_emotional_sexual_neglect.htm

Depression: https://www.youtube.com/watch?v=7LD8iC4NqXM

Bipolar… https://www.youtube.com/watch?v=m8eCH6NQfvg

Podcasts:
Domestic violence in the lives of children
http://www.insocialwork.org/episode.asp?ep=80


People with disabilities and parenting issues: http://www.insocialwork.org/episode.asp?ep=121

Older adult caregivers of children with disabilities:
http://www.insocialwork.org/episode.asp?ep=31
Reducing Risk and Promoting Well-being for LGBTQ: The Critical Role of Family Support:  
http://www.insocialwork.org/episode.asp?ep=33


Human Migration in the 21st Century: Implications for the Social Work Profession Migration, undocumented persons -  
http://www.insocialwork.org/episode.asp?ep=151
