COURSE SYLLABUS

I. COURSE DESCRIPTION

SOCW 4290 - Practicum-Related Seminar

Credit(s): 2

Analysis and evaluation of the field experience with the field coordinator, including administrative issues related to the practicum, discussion of the student’s progress, practicum assignments or requirements, and resolution of problems related to the field setting.

Prerequisite Course(s): SOCW 4315, SOCW 4350

II. COURSE OVERVIEW

This course is designed to help the student identify with the purposes, values and ethics of the profession as demonstrated in practice settings, to foster the integration of empirical and practice-based knowledge and to promote the development of the student’s professional competence. Students engage in educationally directed practice activities in the agency setting (SOCW 4670 and 4680) that focus on a generalist problem solving approach (engagement, data collection, assessment, intervention, evaluation, termination) with individuals, families, groups, communities and organizations. The seminar (SOCW 4290) serves as a vehicle to discuss practice content and field practice issues in depth and as a support group for the complex experience of becoming a professional social worker.
III. COURSE CONTACT HOURS AND STUDY HOURS

SOCW 4290 is a 2-credit hour face-to-face course which consists of 2 hours of classroom time/direct instruction and at least 6 hours of out-of-class work per week. Outside class work activities include conducting research for written assignments, preparing presentations, and working directly in an agency setting. Students engage in educationally directed practice activities in the agency setting (SOCW 4670 and 4680) at least 32 hours per week that focus on a generalist problem-solving approach (engagement, data collection, assessment, intervention, evaluation, termination) with individuals, families, groups, communities, and organizations. The seminar (SOCW 4290) serves as a vehicle to discuss practice content and field practice issues in depth and as a support group for the complex experience of becoming a professional social worker. *Course credit is determined per CSWE Educational Policy and Accreditation Standards.

IV. TEXT AND MATERIALS

REQUIRED TEXT:


V. CURRICULUM DESCRIPTION

The BSW program at SFASU features generalist social work practice, defined as follows:

**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 a problem identification and solving focus that follows a problem-solving framework
- Utilizes multiple interventions at multiple levels, as appropriate
- Addresses the complexity of individual, family, group, organizational, and community system interactions
- Requires an integration of awareness, competence, and professional response to issues of values, ethics, diversity, culture, social justice, and populations-at-risk
VI. PROGRAM LEARNING OUTCOMES (CSWE COMPETENCIES)

1. Demonstrate Ethical and Professional Behavior.
2. Engage Diversity and Difference in 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 (CSWE Component Behaviors)

In a seminar paired with a field internship setting, students will:

OBJECTIVES (CSWE BEHAVIORS)
1. Student will make ethical decisions by applying the standards of the NASW Code of Ethics, relevant laws and regulations, models for ethical decision-making, ethical conduct of research, and additional codes of ethics as appropriate to context. (Competency 1)

2. Student will use reflection and self-regulation to manage personal values and maintain professionalism in practice situations. (Competency 1)

3. Student will demonstrate professional demeanor in behavior; appearance; and oral, written, and electronic communication (Competency 1).

4. Student will use technology ethically and appropriately to facilitate practice outcomes. (Competency 1)

5. Student will use supervision and consultation to guide professional judgment and behavior. (Competency 1)

6. Student will apply and communicate understanding of the importance of diversity and difference in shaping life experiences in practice at the micro, mezzo, and macro levels. (Competency 2)

7. Student will present themselves as learners and engage clients and constituencies as experts of their own experiences (Competency 2).

8. Student will apply self-awareness and self-regulation to manage the influence of personal biases and values in working with diverse clients and constituencies. (Competency 2).
9. Student will apply their understanding of social, economic, and environmental justice to advocate for human rights at the individual and system levels. (Competency 3).

10. Student will engage in practices that advance social, economic, and environmental justice. (Competency 3).

11. Student will use practice experience and theory to inform scientific inquiry and research. (Competency 4).

12. Student will apply critical thinking to engage in analysis of quantitative and qualitative research methods and research findings. (Competency 4).

13. Student will use and translate research evidence to inform and improve practice, policy, and service delivery. (Competency 4).

14. Student will identify social policy at the local, state, and federal level that impacts well-being, service delivery, and access to social services. (Competency 5).

15. Student will assess how social welfare and economic policies impact the delivery of and access to social services. (Competency 5).

16. Student will apply critical thinking to analyze, formulate, and advocate for policies that advance human rights and social, economic, and environmental justice. (Competency 5).

17. Student will apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks to engage with clients and constituencies. (Competency 6).

18. Student will use empathy, reflection, and interpersonal skills to effectively engage diverse clients and constituencies. (Competency 6).

19. Student will collect and organize data, and apply critical thinking to interpret information from clients and constituencies. (Competency 7).

20. Student will apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in the analysis of assessment data from clients and constituencies. (Competency 7).

21. Student will develop mutually agreed-on intervention goals and objectives based on the critical assessment of strengths, needs, and challenges within clients and constituencies. (Competency 7).

22. Student will select appropriate intervention strategies based on the assessment, research knowledge, and values and preferences of clients and constituencies. (Competency 7).

23. Student will critically choose and implement interventions to achieve practice goals and enhance capacities of clients and constituencies. (Competency 8).
24. Student will apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in interventions with clients and constituencies. (Competency 8)

25. Student will use inter-professional collaboration as appropriate to achieve beneficial practice outcomes. (Competency 8)

26. Student will negotiate, mediate, and advocate with and on behalf of diverse clients and constituencies. (Competency 8)

27. Student will facilitate effective transitions and endings that advance mutually agreed-on goals. (Competency 8)

28. Social workers understand that evaluation is an ongoing component of the dynamic and interactive process of social work practice select and use appropriate methods for evaluation of outcomes. (Competency 9)

29. Student will apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in the evaluation of outcomes. (Competency 9)

30. Student will critically analyze, monitor, and evaluate intervention and program processes and outcomes; and apply evaluation findings to improve practice effectiveness at the micro, mezzo, and macro levels. (Competency 9)

31. Student will apply evaluation findings to improve effectiveness at the micro, mezzo and micro levels. (Competency 9)

VIII. INSTRUCTIONAL METHODS

Students spend 32 hours per week (470 clock hours), Tuesday through Friday, in the field agency during the 16-week semester (SOCW 4670 and 4680). Monday morning learning is maximized when students attend as scheduled, prepare written assignments with care, and are prepared to discuss what they have learned from the assignments. In seminar, structured written assignments are required to assist the student in the integration of information from previous classes into the practical context of social work practice experience in Field Instruction. The Practicum-Related Seminar requires that the student assume a great deal of responsibility for his/her own learning.

Seminar attendance is required each week.

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. Microsoft 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  
**BSW STUDENT FIELD ORIENTATION January 17, 2024**
Students are responsible for reviewing the Field Manual

**Review of syllabus, class assignments, evaluation and grading procedures**
School, agency, and student expectations; adult learning theory
Role transition of student to advanced professional social worker
Review of Generalist Practice
CSWE Standards/Competences and Behaviors

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

Week 2  
**Key Elements and Challenges of Social Work Practice**
Group process of essential elements of practice and challenges encountered in practice
Review of Key Elements of Practice in the agency
Establishing the Helping Relationship
Communication Techniques
Interviewing Skills
The importance of differential assessment
Identifying and implementing specialized treatment interventions
The role of theory in practice
Challenges of Practice
Beginning anxiety
Balancing family life and graduate study/field
Keeping personal and work issues separate
Caretaking and rescuing
Dealing with resistive, hostile, or difficult clients
Understanding the agency culture and “fitting in”
The effect of helping roles on personal life and family
Managing effective working relationships with colleagues, administrators, and agency staff
Effective communication and approaches to managing conflict
Week 3
Group process of students’ challenges, issues, and successes in the agency
Group process of assigned topics, concepts, and issues relative to field:

**Generalist Practice with Individuals & the Agency System: Individuals**

**Knowledge**
The impact of other systems on Individuals in the agency
Various Theoretical Orientations within a Micro Focus
Social problems and issues related to individuals in society
Theories of Human Behavior of Individuals

**Values**
Ethical and Professional Behavior in working with Individuals
Ethical Decision-Making Strategies

Week 4
Group process of students’ challenges, issues, and successes in the agency
Group process of assigned topics, concepts, and issues relative to field:

**Skills-Individuals**
Engaging, Assessing, Interventions and Evaluation of Individuals in the Agency Setting
Identifying and managing practice issues related to Diversity and Difference in Practice with Individuals in the agency setting
Advancement of Human and Social, Economic and Environmental Justice
Practice-Informed Research and Research-Informed Practice
Policy in Practicing with Individuals in the agency setting

**Policy Paper Assignment Due 2.12.24**

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

Week 5
Group process of students’ challenges, issues, and successes in the agency
Group process of assigned topics, concepts, and issues relative to field:

**Generalist Practice with Families & the Agency System: Families**

**Knowledge**
The impact of other systems on Families in the agency
Various Theoretical Orientations within a Mezzo Focus
Impact of changing family life cycle on families
Assessing the level of family functioning

**Values**
Ethical and Professional Behavior in working with Families
Models of Ethical Decision-Making Strategies
Week 6
Group process of students’ challenges, issues, and successes in the agency
Group process of assigned topics, concepts, and issues relative to field:

Skills-Families
Engaging, Assessing, Interventions and Evaluation of Families in the Agency Setting
Identifying and managing practice issues related to Diversity and Difference in Practice with Individuals in the agency setting
Advancement of Human and Social, Economic and Environmental Justice
Practice-Informed Research and Research-Informed Practice
Policy in Practicing with Families in the agency setting

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

Week 7
Group process of students’ challenges, issues, and successes in the agency
Group process of assigned topics, concepts, and issues relative to field:

Generalist Practice with Groups & the Agency System: Groups

Knowledge
The impact of other systems on Groups in the agency
Various Theoretical Orientations within a Mezzo Focus
Concepts relative to tasks groups

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

Human Behavior Paper Assignment Due 2.26.24

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

Skills-Groups
Engaging, Assessing, Interventions and Evaluation of Groups in the Agency Setting
Identifying and managing practice issues related to Diversity and Difference in Practice with groups in the agency setting
Advancement of Human and Social, Economic and Environmental Justice
Practice-Informed Research and Research-Informed Practice
Policy in Practicing with Groups in the agency setting

Cognitive and Affective Processes Check (Groups)
Understanding and Application
Agency Examples and Case Studies
Week 9
Group process of students’ challenges, issues, and successes in the agency

Group process of assigned topics, concepts, and issues relative to field:

**Generalist Practice with Organizations & the Agency System: Organizations**

**Knowledge**
The impact of other systems on Organizations in the agency
Various Theoretical Orientations within a Macro Focus
Handling consumer complaints/abuse/rights issues
Organizational change and politics

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

**Research Paper Assignment Due 3.11.24**

Week 10
Group process of students’ challenges, issues, and successes in the agency

Group process of assigned topics, concepts, and issues relative to field:

**Skills-Organizations**
Engaging, Assessing, Interventions and Evaluation of Organizations in the Agency Setting
Identifying and managing practice issues related to Diversity and Difference in Practice with organizations in the agency setting
Advancement of Human and Social, Economic and Environmental Justice
Practice-Informed Research and Research-Informed Practice
Policy in Practicing with Organizations in the agency setting

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

Week 11
Group process of students’ challenges, issues, and successes in the agency

Group process of assigned topics, concepts, and issues relative to field:

**Generalist Practice with Communities & the Agency System: Communities**

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

**Values**
Ethical and Professional Behavior in working with Communities
Models of Ethical Decision-Making Strategies
Week 12

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

**Skills-Communities**

Engaging, Assessing, Interventions and Evaluation of Communities in the Agency Setting
Identifying and managing practice issues related to Diversity and Difference in Practice with communities in the agency setting
Advancement of Human and Social, Economic and Environmental Justice
Practice-Informed Research and Research-Informed Practice
Policy in Practicing with Communities in the agency setting

Collaboration with professionals: other disciplines & inter-professional teams
Representing the agency and the social work profession
Surviving as a Social Work Professional
Preventing burnout: maintenance of cognitive and affective processes

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

**Generalist Practice Paper Assignment Due 4.1.24**
Sign up for presentation date opens on Monday March 25 – due by 4.1.24
CASE PRESENTATION must be submitted to drop box by Sunday, April 7

Week 13
Case Presentations (3 presentations)
Week 14
Case Presentations (3 presentations)
Week 15
Case Presentations (3 presentations)

Week 16
Competency Exam/ Program Evaluations

EVALUATION of BSW STUDENTS: Case Presentations & Generalist Practice

FINALS WEEK:

**Vocabulary Test May 6, 2024**

XI. COURSE REQUIREMENTS

This course requires up to 500 hours of field experience. Students are placed in an agency-based setting under professional social work supervision during the 16-week semester. Students also attend a two-hour weekly classroom seminar. Classroom hours and agency-based experience are combined to meet the hour requirement. Students are required to attend all class sessions. Students will be expected to turn in all assignments on time. Assignments are due at the beginning of the class. Students are expected to be prepared to discuss relevant field issues that have occurred in their field settings and to answer questions related to the integration process.
A. **Class Attendance and Participation:** It is essential for students to read assigned material before coming to class, to attend class regularly, and to participate in class discussion. Students are responsible for all material covered in class and assigned in the syllabus, whether or not they have attended class.

*Social Media Policy:* Student will follow policy related to social media as outlined in the Student Handbook and the BSW Academic and Professional Integrity Code.

**Cell Phones/ Electronic Devices:** Such 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. No such devices are to be within view during exams.

B. **Readings:** Each week contains required readings from the text. They can also be found in the journals referenced. You can copy the articles for home study, exam preparation or research. You will be responsible for all readings at test time whether or not they have been reviewed in class. Other readings may also be utilized to facilitate coverage of the many issues to be discussed in this course.

C. **Exams:** Exams may be given during the semester. All material provided on the topics, including all assigned readings, discussions, lectures, discussion questions/responses. The exams will consist of a combination of matching, multiple choice, true/false, and essay questions. The student is expected to take all exams at the scheduled time. Permission to miss any exam will be based on the policy for excused absences as stated in the SFASU General Bulletin (available online at [www.sfasu.edu/bulletin](http://www.sfasu.edu/bulletin)). 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.

D. **Quizzes:** The quizzes involve ‘attendance and participation points’ and 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 anytime during the class period. Missing a quiz will result in a grade of “0” on that quiz. Make-up quizzes will be given for an excused absence as defined by the SFASU General Bulletin and will be scheduled by the instructor.

E. **Assignments:** The student is responsible for completing assignments in accordance with the specific guidelines identified in the assignment description (in the syllabus). Assignments must be typed in 12 pt. font with doublespacing 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. 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. The only exception is an excused absence as defined by the SFASU General Bulletin.
ASSIGNMENT 1 POLICY

DUE DATE: 2.12.24

1. Social Work/Welfare History

   A. Identify three major historical events that have had a major impact on the services delivered by your agency. (At least one of these events must be prior to 1950.) Explain why each event is significant.

   B. What has been the historical function of social work/social workers in the delivery of these types of services? What has been the historical function of social workers within your agency?

2. Structure of Services and Institutions

   A. Under what auspices does your agency deliver services? What body/bodies determine the mission and policy of the organization? What is/are the primary sources of funds for the agency?

   B. What is the governing structure of your agency? How does your work unit fit within this structure?

   C. What types of services does your agency deliver? What limitations does the agency place on the kinds of clients or the types of services available to them? What is the general philosophy employed by the agency in delivering services?

   D. What types of services should the agency provide that is not currently providing? Why aren't these services being provided?

   E. What is the relationship between your agency and other agencies that deliver similar services?
3. **Policy Analysis**

   A. Identify three theoretical models used in the policy selection process. Use two of these models to explain how specific policies in your agency were adopted or changed. Include in the discussion the identification and impact of economic, organizational and political pressures that influenced the adoption or change.

   B. Explain the process by which a new policy may be made or an old policy modified within your agency.

   C. Identify any international federal or state laws that affect your agency. What are the external regulatory agencies with whom your agency is involved? How do these laws and regulations affect service delivery?

4. **Effects of Policy on Client Populations from diverse backgrounds.**

   A. Identify the characteristics of the client population served by your agency. (Minority, gender, religious, sexual preference, etc.)

   B. What groups are over represented in this population? Give at least two explanations for this over-representation.

   C. In what ways does agency policy either facilitate service delivery or create a significant barrier for these groups? What changes in agency policy are needed?

5. **How Social Workers Influence Social Policy**

   A. What is a social worker's responsibility in the development and/or changing of social policy? Explain your answer.

   B. What methods, strategies or interventions are commonly used by social workers to influence social policy?

   C. What is the function of organizations such as NASW or NASW/TEXAS in influencing social welfare policy? What have they done in recent years?

   D. Do any agency policies create a conflict or potential conflict with state or NASW Code of Ethics?

6. **Generalist Application of Social Policy**

   A. Discuss the function of policy analysis at its’ various levels (federal, state, and agency, within Generalist Social Work practice. Give at least 4 examples.

   B. Compare and contrast your personal value system with the underlying values that are found in the analysis of your selected policy
ASSIGNMENT 2 HUMAN BEHAVIOR

DUE DATE: 2.26.24

1. Human Development
(Clearly identify the theories you use in your answers)

A. Identify the primary age groups of the clients you serve in your agency. Using human development theory, explain the important issues with which clients must cope across the life span.

B. What are the dominant family characteristics of the client groups served by your agency? How might these characteristics affect the delivery of services?

C. What issues related to human biology need to be considered in evaluating the problems presented by your clients? How do these issues influence your interventions?

D. What are the primary psychological/sociological cultural and spiritual characteristics of clients served by your agency? (Either functional or dysfunctional). Do these characteristics affect services?

2. Human Diversity

A. What are the disadvantaged/oppressed groups are served by your agency? (i.e. gender, race, ethnic, religious, or sexual preference groups). Give an approximate breakdown of the groups by percentages.

B. What disadvantaged/oppressed groups are overrepresented or underrepresented in the clients served by your agency? Explain why.

C. Identify knowledge or skills related to human diversity that could be helpful in working with these disadvantaged/oppressed groups. How have you employed this knowledge in your internship?

D. How could your agency be more sensitive to the needs of oppressed/disadvantaged groups?

3. Systems Theory

Illustrate your answer with an actual client with which you have worked.

See the next page for instructions:
A. Briefly define the presenting problem in terms of the person-in-environment context.

B. Describe the:
   1. Client system (be sure and include family system)
   2. Target system

C. Explain how the knowledge of human behavior/human diversity was used to develop and action system to target the presenting problem.
ASSIGNMENT 3 RESEARCH

DUE DATE: 3.11.24

1. Social Research Methods

A. Identify three social research methods that are in use at your agency. (Talk to people in your agency about how data is collected, how programs are evaluated, what kinds of surveys are used to determine needs of client systems, how annual reports are designed, etc.). Explain how these methodologies are used and why they are useful.

B. Locate two empirical research studies from social work sources addressing the types of services delivered by your agency. (i.e. mental health, health care, protective services, etc.) Give bibliographic references for these studies. Briefly summarize the findings of these studies. Explain the relevancy of these studies for social work practice in your agency.

C. What are the major instruments or systems used to collect data on client systems? On workers? On program activities? What kinds of data are collected?

D. How are research and data analysis methods integrated into ongoing social work practice within your agency?

2. Analysis of Data

A. Use the studies from 1B above. Identify the statistical procedures used to analyze the data in these studies. Explain why these procedures were or were not appropriate.

B. What kinds of reports does the agency generate from the data collected in 1C? What statistical procedures are used for analyzing data in these reports?

3. Computer Usage

A. Briefly describe the ways in which computers are used to help social workers perform tasks in your agency. What are limitations of your agency's computer system(s)?

B. What kinds of problems do computers create for social workers and clients? In what ways could computers be used to enhance services?

4. Practical Applications of Research

A. Define the scientific method.

B. Identify a major issue/question that is raised in your agency about clients, services, resources or effectiveness. Is data available to provide at least partial answers to this question? Develop a research question related to the issue.
C. Design a research study to answer the question identified in B. It should answer the following questions.
1. Given your research question, what research design would you use for this study and why?
2. How would you implement your study at your agency?
3. How would you address issues of diversity and at-risk populations in your study?
4. What form of statistical analysis would you use to evaluate the data of this study?
5. How might this study impact your client systems and your agency if implemented?

5. **Generalist Application of Research**

A. Discuss the purpose of research within Generalist Social Work practice. Give two examples. Explain the significance of practice-informed research and researched informed practice.

6. **Research Ethics**

A. Review the NASW position on research as stated in the NASW Code of Ethics. In what way is your agency's collection/use of collected information either consistent or inconsistent with this code. (Section 5.02 in the Code).

B. Review the NASW Code of Ethics, Sections 4 and 5 related to Ethical Responsibilities as Professionals and Ethical Responsibilities to the Profession. How is research knowledge critical to the social worker in complying with these sections of the Code?
ASSIGNMENT 4 GENERALIST PRACTICE PAPER  
NINE CSWE COMPETENCIES 31 BEHAVIORS  

DUE DATE: 4.1.24

This assignment requires you to demonstrate your knowledge of generalist social work practice, the Nine Competencies and corresponding behaviors. In order to answer the following questions, you are to draw upon your experiences in working with individuals, families, groups, organizations and communities in your agency. You should utilize a single case situation and use illustrations from the situation to answer the questions. Typically, the case or situation will be one which you have had a great deal of involvement. Please do not give information that would allow others to identify involved persons. Follow the format on the following page. Your ‘client system’ can be a community, organization, group, family, or individual client.

1.  Problem Identification/Engagement
   
   A. Define a problem situation within your field setting. Explain why the situation is problematic. What theory or theories can you identify that attribute to your understanding and perception of the problem? Explain the practice skills used to identify the problem situation (questioning, listening, observing, relationship building, responding and clarification).

   B. In your description and explanation of the problem, identify all systems, i.e., individuals, groups, family, organizations and communities, that affect the problem situation and discuss what part each system played in your identification of the problem.

2.  Data Collection
   
   A. How did you collect the data used in your identification of the problem? Explain the primary and secondary sources of data collection and identify all systems, i.e., individuals, groups, families, organizations and communities, involved in your collection of data.

   B. Explain how the information gathered supported your perception of the problem/situation.

3.  Assessment
   
   A. Formulate an assessment statement for the problem which you identified. Analyze the client system in terms of the capacity to cope with the presenting problem and your ability to engage diversity and difference in assessment process. Identify strengths and weaknesses and barriers.

   Identify the potential targets for change and changes that may need to be made in the various systems that impact the problem situation.

   B. Identify the appropriate resources available for addressing the targets of change and method for developing unavailable resources. Develop a statement or list of problems by priority. Discuss to what extent change is likely to occur in this situation given the capacity of the client.
system and information you have collected thus far. Develop a contracted plan for problem resolution for this client system inclusive of dates problems were identified, problems/needs identified, goals, tasks, contract terms and anticipated dates of accomplishment.

A. Identify any policy or policies that may need to be address to ensure the social and economic well-being of your client system.

4. Intervention

A. Identify the intervention methods used in this problem situation, and what systems were involved in the process. Explain how these interventions are consistent with the problem assessment. Explain how you utilized research to select the appropriate intervention for your client system.

Identify what social work functions you used in this situation (i.e., advocate, broker, educator, mediator, etc.)

B. What was the outcome of your intervention? Was this outcome different than you expected? Why or why not?

5. Evaluation

A. Explain methods used to evaluate the success of the intervention. To What extent were the goals accomplished? Are changes clearly attributable to the intervention methods used? Explain.

B. What does the system need to sustain these gains; or what does the system need that is still lacking? Was the system fully involved in the evaluation process? How can the system promote sustainable changes in service delivery and practice to improve the quality of services provided? Explain.

6. Termination

A. Explain how you arrived at the decision to terminate your involvement in this problem situation? Identify the type of termination. Explain the type of termination that was followed.

B. Identify the efforts that were made to ensure that the changes affected were stabilized. Was the outcome different than was expected and why?


A. From this problem situation you are to identify two social work values and ethical principles that are relevant to generalist social work practice within your agency. Illustrate how you acted upon these values and conducted yourself in an ethical manner as it related to the situation noted.
B. Identify any ethical dilemmas that arose in your work within your agency, and explain how you resolved them. Identify and address any issues or needs for at-risk populations, related to social and economic justice. Explain how this information relates to distributive justice and the global interconnections of oppression. At-risk populations may be distinguished on issues related to age, religion, ethnicity, class and social and cultural background.

8. **Identification with the Profession**

   A. Discuss your opportunities to identify with the profession of social work and utilization of supervision and consultation in your agency.
ASSIGNMENT 5 CASE PRESENTATION

Sign up opens on March 25 and is due by April 1, 2024

Due to the drop-box by Sunday April 7, 2024 @ 10:00 pm

DUE DATE: Weeks 13-14-15 April 8, 15, 22, 2024

INSTRUCTIONS: The presentation will require you to demonstrate your knowledge of generalist social work practice. The presentation should be based on the Generalist Practice paper. You will be required to illustrate the steps of the problem-solving process beginning with engagement and problem assessment through resolution. This is an extensive process requiring the utilization of your knowledge in the following areas: Engagement, Assessment, Planning, Intervention, Evaluation, and Termination. The presentation will be worth 50 points and will be graded on content and professional delivery. The following areas must be addressed in this assignment. Please do not give information which would allow others to identify persons in this situation.

A. **Engagement**
   1. Problems
   2. Feelings
   3. Goals

B. **Data Collection**
   1. Data collected
   2. Need identification
   3. Problem formulation

C. **Assessment**
   1. Goal identification (long and short term)
   2. Type of contract
   3. Target systems
   4. Client conference

D. **Intervention**
   1. Intervention strategies
   2. Type and use of resources (formal and informal)
   3. Social Work functions

E. **Evaluation**
   1. Methods of evaluating case
   2. Extent of goal attainment
   3. Documentation requirements

F. **Termination**
   1. Type of termination
   2. Dealing with termination
   3. Transfer
   4. Follow-up
ASSIGNMENT 6 SOCIAL WORK VOCABULARY TEST

FINAL EXAM DUE DATE: 5.6.24

This assignment is worth 50 points. Attached is a list of approximately 200 social work terms. You are responsible for looking up the definitions. After the sixth week of the semester you may be tested on these terms at any time. Tests will be done in class. Although you will only be tested on 50 of the terms all of them are fair game. Most of these are terms you should already know as they come from content and areas of the curriculum that you have already completed. The terms include content from social policy, social research, human behavior, and generalist social work practice.

<table>
<thead>
<tr>
<th>SOCIAL WORK TERMS</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Problem Solving Casework</td>
</tr>
<tr>
<td>2. Public Assistance</td>
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<td>3. Systems Theories</td>
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<tr>
<td>4. Assessment</td>
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<tr>
<td>5. Goal-Setting</td>
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<td>7. Guardian Ad Litem</td>
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<td>8. Tactics</td>
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<td>9. Target System</td>
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<td>10. Intervention</td>
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<td>12. Least-Restrictive Environment</td>
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<td>15. Practice Wisdom</td>
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<td>16. NASW</td>
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<td>17. Variance</td>
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<td>18. Ventilation</td>
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<td>20. Acceptance</td>
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<td>21. Dual Relationships</td>
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<td>22. Accountability</td>
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<td>23. ACSW</td>
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<td>25. Activity Group</td>
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<td>26. Acute</td>
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<td>27. Jane Addams</td>
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<td>28. Adolescence</td>
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<td>29. Adversarial Process</td>
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<td>30. Advocacy</td>
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<td>31. Affect</td>
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<td>32. Saul Alinsky</td>
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<td>33. Mary Richmond</td>
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<td>34. Almshouse</td>
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<td>35. Altruism</td>
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<td>36. Analysis of Variance</td>
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<td>37. Applied Research</td>
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<td>38. Charity Organization Societies</td>
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<td>39. Autonomy</td>
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<td>40. Baseline</td>
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<td>41. Block Grant</td>
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<td>42. Bonding</td>
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<td>43. Broker role</td>
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Becoming a Scholarly Practitioner:

This course will help you establish your identities as scholarly practitioners and leaders. The Scholarly Practitioner is defined as one who blends practical wisdom with professional skills and knowledge to identify, assess, and solve problems of practice, uses practical research and applied theories as tools for change; addresses problems of practice by collaborating with key stakeholders, including the university, educational institutions, communities, individuals, families, and organizations.
XII. GRADING POLICY:

A grade for SOCW 4290 will come from a combination of the Field Practicum experience, seminar attendance/participation, and written assignments. The Field Director in consultation with the seminar course instructor will assign the final grade for SOCW 4290. Class attendance and engaging in discussions are important for earning Seminar Attendance/Participation points. Students will be expected to turn in assignments at the scheduled time. Failure to do so without prior permission will result in a grade of 0. Permission to turn in an assignment late will be based on the "excused absences" policy listed in the SFASU General Bulletin.

Grades from the seminar assignments will be combined with field instruction evaluation grades and class attendance points to produce a common grade for SOCW 4670, 4680, 4290.

XIII: GRADING SCALE

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Points</th>
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<tbody>
<tr>
<td>Social Policy Assignment 1</td>
<td>100</td>
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<tr>
<td>Research Assignment 2</td>
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<tr>
<td>Human Behavior Assignment 3</td>
<td>50</td>
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<tr>
<td>Generalist Practice Paper 4</td>
<td>150</td>
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<tr>
<td>Case Presentation 5</td>
<td>50</td>
</tr>
<tr>
<td>Vocabulary Test 6</td>
<td>50</td>
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<tr>
<td>Seminar Attendance/Participation</td>
<td>150</td>
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<tr>
<td>Field Instruction Evaluations</td>
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<tr>
<td>First Evaluation</td>
<td>100</td>
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<tr>
<td>Second Evaluation</td>
<td>200</td>
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<tr>
<td>Third Evaluation</td>
<td>300</td>
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<tr>
<td>TOTAL</td>
<td>1250</td>
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</tbody>
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A=1250-1100
B=1099-975
C=974-850
D=849-738
F=737 or less

*The same letter grade based on accumulated points will be assigned to SOCW 4670, 4680 and SOCW 4290.

*COMPLETION OF ALL FIELD HOURS IS REQUIRED FOR THIS CLASS. FAILURE TO COMPLETE ALL FIELD HOURS IN CURRENT SEMESTER WILL REQUIRE REPEAT OF COURSE.
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.

Since attendance is a factor in the course grade for SOCW 4290, an accurate record of attendance will be maintained. COMPLETION OF ALL SEMINARS AND FIELD HOURS ARE REQUIRED FOR THIS CLASS. Time sheets must be submitted to the field office on a weekly basis to document observation hours in the agency setting. FAILURE TO COMPLETE ALL FIELD HOURS IN CURRENT SEMESTER WILL REQUIRE REPEAT OF COURSE.

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 (SFA 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.

**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/

**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 Are Listed on the Next Page:**
The Dean of Students Office (Rusk Building, 3rd floor lobby)
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

Bibliography


International Federation of Social Workers (IFSW) [http://www.ifsw.org/](http://www.ifsw.org/)


