SOCW 5325.501
Advanced Generalist Practice I

Name of Instructor: Stephanie Washington, EdD
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*Do not leave a message on this extension

Email address: email the instructor in Brightspace regarding the course

Instructor Office Hours
Monday: 9:00 am-2:00 pm
Tuesday: 2:00 pm-5:00 pm
Thursday: 11:00 am-1:00 pm

Prerequisites: Completion of generalist practice courses
Co-requisites: SOCW 5317, SOCW 5335, SOCW 5358, SOCW 5320, SOCW 5549 (part-time) and Elective

COURSE SYLLABUS

I. COURSE DESCRIPTION

Credit(s): 3

Advanced application of the generalist model in working with individuals and families. Completion of all foundation courses.

II. COURSE OVERVIEW

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 lifestyles. 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 SOCW 5358 - 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 judgment.

III. COURSE CONTACT HOURS AND STUDY HOURS (3 hours)
This is a 3-credit hour course. Credit is determined by CSWE Educational Policy and Accreditation Standards (EPAS).
IV. TEXTS & MATERIALS:


RECOMMENDED TEXTS:


V. CURRICULUM DESCRIPTION

The MSW program of SFASU features generalist practice and a single specialization: Advanced Generalist Practice in a Rural Context. Both are defined 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 an 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.

VI. PROGRAM LEARNING OUTCOMES

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

VII. OBJECTIVES/STUDENT LEARNING OUTCOMES: (CSWE BEHAVIORS)

1. Students will apply ethical decision-making and critical thinking to analyze and implement multiple codes of ethics with the purpose of enhancing 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 of advancing 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)

VIII. INSTRUCTIONAL METHODS

The course will be taught online. It may incorporate the following instructional strategies: extensive reading of the text and content pages, extensive class discussion, group exercises, 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 Brightspace, read the assigned material, and be prepared to discuss what you have read. You will be expected to not only know the material presented but to be able to apply it in experiential activities. 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.

IX. COMPUTER REQUIREMENTS

This course will utilize D2L/Brightspace to support the delivery of course content - go to https://www.sfactl.com/brightspace-students

X. COURSE CALENDAR *Subject to change as needed. See Brightspace newsfeed & content tab for updates

Week 1 Introduction and Overview of the course
January 18, 2024
Specific Topics
- 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, the 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/Preparation:
• Coady and Lehman (2021) – Chapters 1-3
• NASW- Code of Ethics
• IASSW/IFSW – Ethics in Social Work
• Statement of Principles CSWE E-PAS (2015)

Week 2 Populations at Risk (Topic Selection Due)
January 22, 2024

Specific Topics
• Populations at risk in a rural environment (including LGBTQ, PLWHA, and individuals and families living with mental illness)
• 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/Preparation:
• Coady and Lehman (2021) – Chapters 4-6
• Constable and Lee, (2016)-Chapters 1 & 2
• Blackstock (2018)

Week 3 Engagement
January 29, 2024

Specific Topics
• 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 the elderly)
• Supervision tasks related to engagement
• Case study examples
• Stereotyping (i.e. physical appearances, disabilities, mental health…etc.) and microaggressions

Readings/Preparation:
• Coady and Lehman (2021), Chapters 3 & 4; + Read about engagement using the different theories [pgs. 169, 234-235, 344, 378-379, 405-406, 190-191, 437-438, 276-277]
• Constable and Lee (2016) – Chapters 2
• Auguste et al., (2021)
• Mosher et al., (2017)
Week 4 Engagement (continued)
February 5, 2024
Specific Topics

- 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 the elderly)
- Supervision tasks related to engagement
- Case study examples
- Stereotyping (i.e. physical appearances, disabilities, mental health…etc.) and microaggressions

Readings/Preparation:

- Coady and Lehman (2021), Chapters 3 & 4; + Read about engagement using the different theories [pgs. 169, 234-235, 344, 378-379, 405-406, 190-191, 437-438, 276-277]
- Constable and Lee (2016) – Chapters 3 and 4

Podcasts (specific ones listed in Brightspace module content):


Week 5 Assessment
February 12, 2024
Specific Topics

- Diagnosis and assessment in advanced generalist practice
- 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 the assessment process
Readings/Preparation:
- Coady and Lehman (2021) – Chapter 3; read about “assessment” applying different theories [pgs. 169, 143-147, 119-127, 190-191, 208-209, 234-236, 260-264]
- Constable and Lee (2016) – Chapters 5 and 6
- Hodge (2019)

*Additional material announced in class/ placed on BRIGHTSPACE

Week 6  Assessment (continued)
February 19, 2024
Specific Topics
- 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-TR)

Readings/Preparation:
- Coady and Lehman (2021) – Chapters 7, 9, 10-13, 17, & 20, Read about “assessment” applying different theories [pgs. 169, 143-147, 119-127, 190-191, 208-209, 234-236, 260-264]
- Constable and Lee (2016) – Chapters 5 and 6
- Chigangzidze (2021)

*Additional material announced in class/ placed on BRIGHTSPACE

Week 7  Assessment (continued)
February 26, 2024
Specific Topics
- Advanced assessment methods and tools
- Differential assessment tools
- Protocols
- Developmental assessment
- Assessment interviews
- Assessment instruments (including genograms, transgenerational trauma genograms, sociograms, and culturagram).
- Assessment plans
- Biopsychosocial, cultural, and spiritual assessments
- Mental health exams

Readings/Preparation:
- Coady and Lehman (2021) – Chapters 7, 9, 10-13, 17, & 20, Read about “assessment” applying different theories [pgs. 169, 143-147, 119-127, 190-191, 208-209, 234-236, 260-264]
- Constable and Lee (2016) – Chapters 5 and 6
• Fredriksen-Goldsen et al. (2014)

*Additional material announced in class/placed on BRIGHTSPACE

Week 8  MIDTERM EXAM Due [Preparation: Exam covers material from Weeks 1-7]
March 4 - March 8, 2024

Week 9  SPRING BREAK HOLIDAYS (March 11-March 15)

Week 9  Assessment (continued)
March 18, 2024

**Assignment I Behavior Modification due 3.24.24 @ 11:59 pm**

Specific Topics
• 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
• Tentative guest speaker

Readings/Preparation:
• Coady and Lehman (2021) – Chapters 7, 9, 10, 13, 17, & 20, Read about “assessment” applying different theories [pgs. 169, 143-147, 119-127, 190-191, 208-209, 234-236, 260-264]
• Constable and Lee (2016) – Chapters 5 and 6
*Additional material announced in class/placed on BRIGHTSPACE

Week 10  Intervention
March 25, 2024

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

Readings/Preparation:
• Coady and Lehman (2021) – Chapter 3, read about “intervention” applying different theories [pgs. 169-170, 236-241, 345-346, 379-380, 440-441, 142-147, 232-233]
• Constable and Lee (2016) – Chapters 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)

Week 11 Intervention (continued)
April 1, 2024

Specific Topics
• 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/Preparations:
• Coady and Lehman (2021), Chapter 3; read about “intervention” applying different theories [pgs.169-170, 236-241, 345-346, 379-380, 440-441, 142-147, 232-233]
• Constable and Lee (2016) – Chapters 7, 8 and 9
• Scharff & Scharff (1993)
• Mandin (2007)
• Anderson and Weber (2015)
• Landes, Garovoy and Burkman (2013)
• Rhodes (2012)
• Smith and Hall (2008)

Week 12 Intervention (continued)
April 8, 2024

Specific Topics
• 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/Preparation:
• Coady and Lehman (2021) – Chapter 12 – 16, 18, 19, 20
• Constable and Lee (2016) – Chapters 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)

Week 13 Termination
April 15, 2024
Specific Topics
• 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/Preparation:
• Coady and Lehman (2021), Chapter 3; read about “termination” applying different theories [pgs. 171, 241, 425-426, 406-407, 441-442, 143-149, 280]
• Constable and Lee (2016) – Chapter 12
• Baum (2007)
• Oliphant & Roestenburg (2007) – Evaluation section
• Ledwith (2011)

Podcasts:
• Risk factors for early treatment dropout among women with co-occurring substance use disorders and PTSD: Social Work Podcast #85 - Dr. Stella Resko: Risk Factors for Early Treatment Dropout Among Women with Co-Occurring Substance Use Disorders and PTSD
• Social Work Policy Institute: Center for the Student and Prevention of Violence
  Blueprints for Healthy Youth Development – Committed to Healthy Youth, Families and Communities (blueprintprograms.org)
*Additional material announced in class/placed on BRIGHTSPACE.

Week 14 Evaluation (Assignment II Case Study & Case Presentation Due April 28, 2024 @ 11:59)
April 22
Specific Topics

• 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

Readings/Preparation:

• Coady and Lehman (2021), Chapter 3
• Constable and Lee (2021) – Chapter 12
• Baum (2007)
• Oliphant & Roestenburg (2007) – Evaluation section
• Ledwith (2011)

Podcasts:

• Risk factors for early treatment dropout among women with co-occurring substance use disorders and PTSD: Social Work Podcast #85 - Dr. Stella Resko: Risk Factors for Early Treatment Dropout Among Women with Co-Occurring Substance Use Disorders and PTSD
• Social Work Policy Institute: Center for the Student and Prevention of Violence Blueprints for Healthy Youth Development – Committed to Healthy Youth, Families and Communities (blueprintsprograms.org)

*Additional material announced in class/placed on Brightspace.

Week 15 Review
April 29, 2024

Week 16 Final Exam Due
Preparation: The exam covers content from Weeks 9-14
May 6, 2024-May 8, 2024
XI. COURSE REQUIREMENTS

A. Class Attendance and Participation: For the class to discuss the readings, you need to read the assigned material before coming to class, attend class regularly, and participate in class discussions. You are responsible for all material covered in class and assigned in the syllabus, whether or not you have attended class. Class engagement/log in is monitored throughout the semester by the instructor in Brightspace. Unexcused absence from the course (i.e. not logging in and completing assignments) will result in a reduction in the final letter grade. Communication with the instructor is key and must be initiated by the student.

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

C. Readings: The course outline provides a list of required readings for each week (you will receive a detailed schedule/calendar the first full week of class, this is a working document and subject to change to accommodate course objectives, that will outline the readings to be covered each class). Since lectures and class discussions are designed to answer questions about the material and expand upon the basic concepts, you are expected to complete the assigned readings before class. Furthermore, you are expected to come to class prepared to discuss the information, as evidenced by active participation in class discussions. For example, you should present well-formulated questions and comments that demonstrate prior preparation for reading and comprehension of the material.

D. Exams: There will be one midterm and one final exam. Students are required to take the exam at the scheduled time. Makeup exams will be scheduled according to university policy with a university-approved excuse.

E. Quizzes/Exercises: There will be class exercises, discussions, 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.

F. Assignments/Presentations: See Assignments for a listing of all assignments for this course. All assignments are due at the beginning of each class unless the assignment is a class presentation which will be due in class. (All assignments are submitted in Brightspace according to the specified date and time). For all late assignments, please communicate with the instructor. Ten percent will be deducted after the beginning of class when the assignment is due (after the due date/time of submission), with an additional five percent deduction for each day for which the assignment is late after the first deduction. *While the instructor realizes that problems will arise, timely assignment submission is all students' professional responsibility. Students will be awarded and may elect to use three “floating submission day passes” at the start of the semester. Each pass may be exchanged for one day late submission until the three passes have been exhausted after which time, the above-described late grade policy will apply. The student must communicate with the instructor that they are using their floating submission pass.

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

XII. GRADING POLICY: Course grades will be based on the following:

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<thead>
<tr>
<th>Assignment</th>
<th>Points</th>
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<tbody>
<tr>
<td>Assignment 1 Behavior Modification</td>
<td>100</td>
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<tr>
<td>Assignment 2 Case Study (Group Project) &amp; Presentation</td>
<td>100</td>
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<tr>
<td>Weekly reflective discussions/quizzes/mini assignments</td>
<td>100</td>
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<tr>
<td>Midterm Exam</td>
<td>100</td>
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<tr>
<td>Final Exam</td>
<td>100</td>
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<td>Total</td>
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XIII. GRADING SCALE

<table>
<thead>
<tr>
<th>Score Range</th>
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<tr>
<td>450-500</td>
<td>A</td>
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<tr>
<td>400-449</td>
<td>B</td>
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<tr>
<td>350-399</td>
<td>C</td>
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<tr>
<td>300-349</td>
<td>D*</td>
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<tr>
<td>Below 300</td>
<td>F*</td>
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*Not applicable as credit toward the graduate degree

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 policies will be stated in the course syllabus. For those classes where attendance is a factor in the course grade, an accurate record of attendance will be maintained. Absences At the discretion of the instructor, 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. Students are responsible for providing documentation in a timely manner to the instructor for each absence. The instructor determines whether such documentation is satisfactory. Students missing classes, other than for university-sponsored trips, should contact the Office of Student Rights and Responsibilities (OSRR) and request that an absence notification be sent to the instructor(s). The notification is not an excuse and is not evaluated by OSRR. The notification is only provided as a courtesy to the student and the student's instructor(s). If participating in university-sponsored events, announcements in mySFA may constitute official notification. Faculty members sponsoring activities that require their students to be absent from other classes must submit to the provost and vice president for academic affairs an explanation of the absence, including the date, time, and an alphabetical listing of all attending students. If approved by the provost and vice president for academic affairs, this information will be posted on mySFA. Whether absences are excused or unexcused by the instructor, 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

XIV. ACADEMIC INTEGRITY (SFA Policy 4.1)

Abiding by university policy on academic integrity is the responsibility of all university faculty and students. Faculty members must promote the components of academic integrity in their instruction, and course syllabi are required to provide information about penalties for cheating and plagiarism, as well as the appeal process.

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.

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

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.

Note: The following is 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/MSW/DSW 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 classroom. Students who do not attend class regularly or who perform poorly on class projects/exams may be referred to the Early Alert
Program. This program provides students with recommendations for resources or other assistance that is available to help SFA students succeed.

Acceptable Student Behavior

The DSW Student Handbook and DSW 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 (see the Student Conduct of Conduct (SFA Policy 10.4). Unacceptable or disruptive behavior will not be tolerated. Students who disrupt the learning environment may be asked to leave class and may be subject to judicial, academic or other penalties. This prohibition applies to all instructional forums, including electronic, classroom, labs, discussion groups, visits to agencies, field trips, etc. The instructor shall have full discretion over what behavior is appropriate or inappropriate in the classroom. Students who do not attend class regularly or who perform poorly on class projects/exams may be referred to the Early Alert Program. This program provides students with recommendations for resources or other assistance that is available to help SFA students succeed. Please see the following link for the complete policy: http://www.sfasu.edu/policies/student-code-of-conduct-10.4.pdf

Penalties for Academic Dishonesty

Penalties may include, but are not limited to, reprimand, no credit for the assignment or exam, resubmission of the work, make-up exam, failure of the course, or expulsion from the university.

Procedure for Addressing Student Academic Dishonesty

A faculty member who has evidence and/or suspects that academic dishonesty has occurred will gather all pertinent information and initiate the following procedure:

1. The faculty member will discuss all evidence of cheating or plagiarism directly with the student(s) involved.
2. After consideration of the explanation provided by the student(s), the faculty member will determine whether academic dishonesty has occurred. The faculty member may consult with the academic unit head and/or dean in making a decision.
3. After a determination of academic dishonesty, the faculty member will inform the academic unit head and submit a Report of Academic Dishonesty with supporting documentation to the office of the dean of the student’s major. This report will become part of the student's record and will remain on file with the dean's office for at least four years even if the student withdraws prior to receiving a grade.
4. For a serious first offense or subsequent offenses, the dean of the student’s major will determine a course of action, which may include dismissal from the university. The dean may refer the case to the college council for review and recommendations before making this determination.

A student's record of academic dishonesty will not be available to faculty members. The purpose of the record is for the dean to track a pattern of academic dishonesty during a student's academic career at Stephen F. Austin State University.

Student Appeals
A student who wishes to appeal decisions related to academic dishonesty should follow procedures outlined in Final Course Grade Appeals by Students (6.3). student-academic-dishonesty-4.1.pdf (sfasu.edu); student-code-of-conduct-10.4.pdf (sfasu.edu)

XV. LEARNING ENVIRONMENT STATEMENT

The School of Social Work works diligently to create a holistic, safe learning environment that is conducive for all styles of learning and delivery models. During these challenging times we must be especially diligent. Social Work entails studying human behavior, field experiences, ethical dilemmas, research, and social issues. Lectures and discussions contain sensitive and confidential content. This content may not be appropriate for children and other individuals who are not affiliated with the program. Confidentiality must be maintained, and we must adhere to NASW’s Code of Ethics, as well as the School’s policies and CSWE mandates. It is also important to ensure a student’s learning experiences are not limited as a result of distractions or discomfort in their ability to contribute to discussions or to ask questions.

Students are asked to have an environment with minimal distractions whether it be at home or in the classroom so everyone can fully participate and learn. Some examples of distractions include:

- Non-students – while attending in classroom or livestream; anyone able to potentially overhear classroom discussions designated as confidential or causing a disruption (i.e. parents, pets - this does not include working service animals, children, roommates, etc.)
- Environmental noise – televisions, telephones, voices, and traffic; (be cognizant of your surroundings and try to minimize noise transference into class)
- Activities – Engaging in activities that are distracting, dangerous and/or creating an uncomfortable situation for students such as driving, lounging in bed, preparing meals, interacting with others in the household, completing chores and other personal activities.

Distractions are not limited to this list; for a full understanding of the University’s Policy regarding students’ responsibilities to the learning environment, please review the Student Code of Conduct.

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

At the discretion of the instructor of record and with the approval of the academic unit head, a grade of WH will be assigned only if the student cannot complete the 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, except as allowed through policy [i.e., Active Military Service (6.14)]. If students register for the same course in future semesters, the WH will automatically become an F and will be counted as a repeated course for the purpose of computing the grade point average. Please read the complete policy on grades: http://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, or 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
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)
• Crisis Text Line: Text HELLO to 741-741
Assignment 1
[Due date: March 24, 2024 @ 11:59 pm]
Behavior Modification

You will be able to learn firsthand about behavior modification. For this exercise, you have to select a (personal) 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 must include all required elements, fully detailed, in APA style of writing. Please address the following sections (Additional instructions in Brightspace drop box; and from the instructor; grading rubric provided in Brightspace drop box.):

1) Provide completed Behavior Change Exercise I (located in the assignment drop box and due earlier)
2) Provide a completed Biweekly Journal for Assignment I (template provided in the assignment drop box)
3) Abstract
4) Complete introduction of your behavior, its start, frequency, duration, and intensity; and how it currently impacts you and your functioning
5) Short literature overview of the type of behavior you aim to change (use at least 10 scholarly articles)
6) Identify the theoretical framework and apply it to the behavior
7) Explain all aspects of behavior modification as relevant to your behavior change
8) Summary/Conclusions:
   a. Identify strengths and barriers to the behavior change process how you managed these and the changes that you made along the way
   b. Discuss social work implications to behavior modification and social work practice
Assignment 2  
[Due date: April 28, 2024 @ 11:59 pm]  
Case Study (Group Project)  
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, you MUST sign up with a group of no more than 3 peers in Brightspace during Week 8. March 4-8, 2024.** Your team is required to collaborate and must submit a collaboration plan to the instructor after signing up for your teams. This is a professional paper; it must include all required elements, fully detailed, in APA style of writing. Read this assignment in its entirety before starting. There will be an opportunity to ask the instructor questions. **This portion of the assignment is worth 80%.**

This assignment will address and/or discuss four sections based on your course material, your additional readings, and self-study (Additional instructions in Brightspace drop box; and from the instructor; grading rubric provided in Brightspace drop box.):

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-TR diagnosis with qualifying examples.

2) Specialized intervention strategies, techniques, and modalities including a behavior plan (with goals and objectives that are measurable and observable), and 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 for terminating treatment. Include issues related to closure, celebration, follow-up plans, processing feelings, and referrals.

This assignment will entail you not only utilizing the textbook and resources provided in class, but also finding at least ten (10) supporting articles that either discuss the client’s problem, your proposed diagnosis, intervention strategies, choice of assessment tool, or choice of evaluation of treatment.

**This assignment must also include a treatment plan in the appendices.** A sample is provided here along with a sample biopsychosocial. This document has the outline for the paper, the sample biopsychosocial assessment, and the sample treatment plan [Case Study Outline and Sample Assessment & Plans](#).

**Case Study (Group) Presentation**  
[Due: April 28, 2024 @ 11:59 pm]

As a group, present your full case at a mock “treatment conference”. Record your 15–20-minute presentation. **This portion of the assignment is worth 20%**. It must include a PowerPoint (or some other presentation format).

1. Introduce the case by providing relevant demographics, background information, and strengths
2. The identified need, your team’s conceptualization of the case, and what factors/contexts contributed to the need
3. Specialized assessment(s) based on the identified need(s)/concerns including the role of cultural/demographic factors that influenced your choice of assessment strategies

4. Choice of interventions based on assessed needs. Explanation of why these interventions are appropriate
   a. At least 3 specific treatment goals
   b. Intervention strategy to address each goal
   c. Expected outcomes and time frames
   d. Inclusion of an instrument/strategies to evaluate treatment outcomes at the beginning, middle, and end of treatment
   e. Indicators that the client is ready for termination of treatment
BIBLIOGRAPHY


*Other relevant readings may be assigned throughout the semester.*

Important Websites:

National Alliance on Mental Illness: Mental Health Conditions [https://www.nami.org/About-Mental-Illness/Mental-Health-Conditions](https://www.nami.org/About-Mental-Illness/Mental-Health-Conditions)

Diagnostic and Statistical Manual of Disorders (DSM 5-TR): [https://psychiatry.org/psychiatrists/practice/dsm](https://psychiatry.org/psychiatrists/practice/dsm)

American Psychiatric Association: DSM 5 Fact Sheets: [https://psychiatry.org/psychiatrists/practice/dsm/educational-resources/dsm-5-fact-sheets](https://psychiatry.org/psychiatrists/practice/dsm/educational-resources/dsm-5-fact-sheets)


Social Work Policy Institute: [Social Work Policy Institute (naswfoundation.org)]

Reporting Abuse, Neglect and Exploitation:  
[https://www.dfps.state.tx.us/Contact_Us/documents/swiflyer.pdf]

TDFPS Adult Protective Services: [https://www.dfps.state.tx.us/Adult_Protection/default.asp]

**Possible Websites /Videos to Use**

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

Client with Symptoms of Bipolar Disorder: [https://youtu.be/BYbCvD_8QYE]

5 Minute Therapy Tips: Anxiety [https://youtu.be/Joski1vAML0]

5 Minute Therapy Tips: Depression [https://youtu.be/TaGGsOoAZd0]

5 Minute Therapy Tips: Grief [https://youtu.be/x1xVwn04dkg]

What is Cognitive Behavioral Therapy: [https://youtu.be/8-2WQF3SWwo]

CBT Role-play, Loss of Hope [https://youtu.be/pLlei-yDO8c]

What is Dialectical Behavior Therapy: [https://youtu.be/iQEurMdJtds]

CBT for PTSD, Grounding Techniques: [https://youtu.be/RybY4zIecQ4]

Living with BPD: After Years of Misdiagnosis: [https://youtu.be/e-RkG4bbUXA]

PTSD: A Silent Struggle for First Responders & Veterans: [https://youtu.be/PeRJrDbfyTg]

The Expert is In: Bipolar Disorder I: [https://youtu.be/uA1TVXy_O4k]

Amy Federer: My Recovery from Trauma, Addiction, Homelessness & Prison:  
[https://youtu.be/gj0gw9eVTcY]

**Podcasts**

Telehealth is Here to Stay: Now Let’s Do It Well (September 21, 2021)-  [Telehealth is Here to Stay: Now Let’s Do It Well - UB Social Work (insocialwork.org)]

Motivational Interviewing Implementation and Practitioner Skill Acquisition in an Agency Serving Sexual Minority Youth (March 5, 2012)-  [Motivational Interviewing Implementation and Practitioner Skill Acquisition in an Agency Serving Sexual Minority Youth - UB Social Work (insocialwork.org)]
Yoga and Bodywork: Healing Interventions for the Mind and Body (May 17, 2022) - Yoga and Bodywork: Healing Interventions for the Mind and Body - UB Social Work (insocialwork.org)


