COURSE SYLLABUS

I. COURSE DESCRIPTION

A seminar course meeting weekly and taken concurrently with SOCW 5440 and SOCW 5441. Student will integrate advanced knowledge acquired in the classroom with practical experiences in an agency setting. Prerequisites - completion of all foundation courses and SOCW 5317, SOCW 5320, SOCW 5325, SOCW 5335, SOCW 5358. Co-requisite - SOCW 5330.

II. COURSE OVERVIEW

Field Instruction III, along with the integrative seminar, is considered the capstone course of field instruction and the MSW Program. This Specialized Practice field course provides students with advanced practice opportunities to build on the competencies gained in the generalist practice experience in first year field. The central purpose of Specialized Practice field is to prepare students for autonomous advanced generalist social work practice in the rural context. Goals of Specialized
Practice field are to promote increased awareness of self and leadership as a developing advanced professional and to gain mastery in differential assessment and specialized interventions with individuals, families, groups, organizations, and communities representative of rural populations and rural communities.

The Specialized Practice field is completed in conjunction with a two-hour weekly seminar. The field seminar serves as a vehicle to discuss practice issues encountered in field and as a support group for the complex experience of becoming an advanced professional social worker. Structured learning experiences in seminar allow students to integrate advanced knowledge acquired in the classroom with practice experiences in the agency. In addition, students explore reflectively the interrelationships between human behavior, social policy, research and practice content with advanced practice experiences in the agency. Students are expected to identify ways in which their social work practice can be evaluated for effectiveness, its congruence with the ethical context of the profession, and competence in serving diverse and rural populations and international communities.

III. COURSE CONTACT HOURS AND STUDY HOURS

SOCW 5339 is 3-credit hour online seminar course meeting weekly and taken concurrently with SOCW 5440 and SOCW 5441. Student will integrate advanced knowledge acquired in the classroom with practical experiences in an agency setting.

IV. REQUIRED TEXT:


V. CURRICULUM DESCRIPTION

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

It is important to note here that the BSW program and the MSW program have developed a shared definition of generalist practice, given below.

**Generalist practice** is grounded in the liberal arts and the person-in-environment framework. To promote human and social well-being, generalist practitioners use a range of prevention and intervention methods in their practice with diverse individuals, families, groups, organizations, and communities based on scientific inquiry and best practices. The generalist practitioner identifies with the social work profession and applies ethical principles and critical thinking in practice at the micro, mezzo, and macro levels. Generalist practitioners engage diversity in their practice and advocate for human rights, 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:

a. Is multi-level to include individuals, families, groups, organizations and communities.
b. Is multi-theory, allowing for the free selection of theories as appropriate.
c. Utilizes problem identification and focus that follows a problem-solving framework.
d. Addresses the complexity of individual, family, group, organizational and community system interactions.
e. 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:

f. The ability to engage and differentially assess complex problems with systems of all sizes, with a variety of advanced assessment skills.
g. Specialized evidence-based interventions with systems of all sizes.
h. Differential evaluation techniques with systems of all sizes.
i. Strategies to advocate for clients and constituencies influenced by rural lifestyles.
j. 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 (CORE COMPETENCIES)

1. Demonstrate Ethical and Professional Behavior

2. Engage Diversity and Difference in Practice
3. Advance Human Rights, Social, Economic, and Environmental Justice

4. Engage In Practice-informed Research and Research-informed Practice

5. Engage in Policy Practice

6. Engage with Individuals, Families, Groups, Organizations, and Communities

7. Assess Individuals, Families, Groups, Organizations, and Communities

8. Intervene with Individuals, Families, Groups, Organizations, and Communities

9. Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities
VII. OBJECTIVES/STUDENT LEARNING OUTCOMES (CSWE BEHAVIORS)

In a seminar setting,

1. Students will apply ethical decision-making and critical thinking to analyze and implement multiple codes of ethics with the purpose to enhance advanced generalist practice with rural people and communities. (Competency 1)

2. Students will demonstrate the ability to recognize and manage personal and professional values in order to engage in advanced rural practice with multiple systems. (Competency 1)

3. Students will demonstrate the ability to identify, analyze and apply social constructions of rurality within and across diverse groups (e.g. gender, ethnicity/race, age, socioeconomic status, sexual orientation) and across multiple system levels. (Competency 2)

4. Students will demonstrate the ability to supervise the integration of awareness, self-regulation, sensitivity and professional response to issues of values, ethics, diversity, social justice and populations at risk. (Competency 2)

5. Students will demonstrate leadership skills to promote social, economic and environmental justice to systems of all sizes within and outside of rural communities. (Competency 3)

6. Students will provide leadership in Specialized Practices related to oppression and human rights violations at multiple levels advancing social, economic and environmental justice in rural environments. (Competency 3)

7. Students will demonstrate the ability to identify, evaluate, and implement multi-disciplinary research and practice strategies with rural systems and social networks. (Competency 4)

8. Students will demonstrate leadership skills to design, develop and implement research and technological advances to enhance social work practice in a rural context. (Competency 4)
9. Students will demonstrate the ability to develop, prepare, implement, analyze and evaluate social welfare and economic policies to improve the well-being of rural populations and communities. (Competency 5)

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

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

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

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

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

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

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

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

18. Students will apply leadership skills to enhance interventions through interdisciplinary, inter-professional, and inter-organizational strategies. (Competency 8)

19. Students will demonstrate the ability to identify, develop, apply and monitor differential evaluation strategies in advanced social work interventions with systems of all sizes in rural communities. (Competency 9)

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

**VIII. INSTRUCTIONAL METHODS**

Instructional methods used in field and integrative seminar are primarily experiential and inductive. Methods may include practice activities, modeling, role playing, research/readings, oral and written discussion of concepts applied to practice situations, data collection and analysis, recording of interactions, assessments, plans of action, case and supervisory conferences, written assignment and case presentation of selected advanced rural generalist practice activities. Instructional methods also include are literary searches through the library or Internet on populations/problems relevant to field agency setting, visits to other social service organizations, workshops, in-service training, and conferences as available in the agency, community, and the university setting.

The seminar instructor assigns specific concepts and topics to be addressed during each seminar and also provides information and clarification regarding seminar assignments. Students are expected to engage in a group process and actively participate as co-facilitators, focusing on weekly challenges, issues, successes encountered in field, as well as topics and concepts assigned for a given seminar. In addition, students are required to complete a written and an oral assignment to demonstrate their understanding and application of advanced generalist practice in the rural context. **Student performance on these field assignments constitutes a significant part of their Field Instruction graded component of this course.**
IX. COMPUTER REQUIREMENTS (per SFA Office of Instructional Technology)

This course will utilize Brightspace to support the delivery of course content (for help with Brightspace go to http://www.sfasu.edu/sfaonline/). Students can also get help by phone by calling 468-1919 or by emailing d2l@sfasu.edu. You will need basic skills regarding the use of a word processor and web browser. You must have access to a computer that meets the university’s minimum computer system requirements (for specific details go to http://sfaonline.sfasu.edu/gettingstarted.html). Computers are available to you through a number of labs across campus (see www.sfasu.edu or the instructor for details).

X. COURSE OUTLINE***subject to change with notice

January 18 Week 1: Review of syllabus, class assignments, evaluation and grading procedures
   a. School, agency, and student expectations; adult learning theory
   b. Role transition of student to advanced professional social worker
   c. Review of Generalist Practice
   d. Review of Advanced Generalist Specialized Practice in a Rural context: Problem solving process,
   e. CSWE Standards/Competences and Behaviors

Professional Use of Self/Supervision/Leadership
   f. Licensure Exam
   g. Concepts of professional growth and development:
   h. Self-awareness: Assessing practice strengths/weaknesses; learning styles
   i. Planning for professional growth and development
   j. Leadership/affiliation with professional social work organizations
   k. Developing the Individual Learning Plan
1. Supervisory roles, functions, and responsibilities
m. Administrative, educational, and supportive supervision
n. Using supervision effectively
o. Challenges of supervision in agency

**January 22 Week 2: Key Elements and Challenges of Social Work Practice**
p. Group process of essential elements of practice and challenges encountered in practice
q. Review of Key Elements of Practice in the agency
r. Establishing the Helping Relationship
s. Communication Techniques
t. Interviewing Skills
u. The importance of differential assessment
v. Identifying and implementing specialized treatment interventions
w. The role of theory in practice
x. Challenges of Practice
y. Beginning anxiety
z. Balancing family life and graduate study/field
aa. Keeping personal and work issues separate
bb. Caretaking and rescuing
cc. Dealing with resistive, hostile, or difficult clients
dd. Understanding the agency culture and “fitting in”
ee. The effect of helping roles on personal life and family
ff. Managing effective working relationships with colleagues, administrators, and agency staff
gg. Effective communication and approaches to managing conflict

**January 29 Week 3:**
Group process of students’ challenges, issues, and successes in the agency
Group process of assigned topics, concepts, and issues relative to field:

**Advanced Generalist Practice/Specialized Practice with Individuals**

**The Agency System: Individuals**

**Knowledge**
   hh. The impact of other systems on Individuals in the agency
   ii. Various Theoretical Orientations within a Micro Focus
   jj. Complex problems and issues related to individuals and rural lifestyles/problems
   kk. Theories of Human Behavior of Individuals

**Values**
   ll. Ethical and Professional Behavior in working with Individuals
   mm. Ethical Decision-Making Strategies
February 5 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
  nn. Engaging, Assessing, Interventions and Evaluation of Individuals in the Agency Setting
  oo. Identifying and managing practice issues related to Diversity and Difference in Practice with Individuals in the agency setting
  pp. Advancement of Human, Social, Economic and Environmental Justice
  qq. Practice-Informed Research and Research-Informed Practice
  rr. Policy in Practicing with Individuals in the agency setting
  ss. Use of multidisciplinary and multidimensional assessment methods in a rural context
  tt. Use of differential assessment tools/protocols
  uu. Use of advanced and specialized interventions in working with individuals
  vv. Use of differential evaluation strategies in practice with individuals

Cognitive and Affective Processes Check (Individuals)
  ww. Understanding and Application
  xx. Agency Examples and Case Studies

February 12 Week 5:
Group process of students’ challenges, issues, and successes in the agency
Group process of assigned topics, concepts, and issues relative to field:

Advanced Generalist Practice/Specialized Practice with Families

The Agency System: Families

Knowledge
  yy. The impact of other systems on Families in the agency
  zz. Various Theoretical Orientations within a Mezzo Focus
  aaa. Impact of changing family life cycle on rural families
  bbb. Assessing the level of family functioning
  ccc. DSM assessment and treatment planning

Values
  ddd. Ethical and Professional Behavior in working with Families
  eee. Models of Ethical Decision-Making Strategies

February 19 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
fff. Engaging, Assessing, Interventions and Evaluation of Families in the Agency Setting
ggg. Identifying and managing practice issues related to Diversity and Difference in Practice with Individuals in the agency setting
hhh. Advancement of Human, Social, Economic and Environmental Justice
iii. Practice-Informed Research and Research-Informed Practice
jjj. Policy in Practicing with Families in the agency setting
kkk. Use of multidisciplinary and multidimensional assessment methods in a rural context
lll. Use of differential assessment tools/protocols
mmm. Use of advanced and specialized interventions in working with families
nnn. Use of differential evaluation strategies in practice with families

Cognitive and Affective Processes Check (Families)

ooo. Understanding and Application

ppp. Agency Examples and Case Studies

February 26 Week 7: Group process of students’ challenges, issues, and successes in the agency

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

Advanced Generalist Practice/Specialized Practice with Groups

The Agency System: Groups

Knowledge
qqq. The impact of other systems on Groups in the agency
rrr. Various Theoretical Orientations within a Mezzo Focus
sss. Concepts relative to tasks groups
ttt. Running effective meetings, committees, and Boards:
uuu. Leadership managing a committee meeting
vvv. Nature of committee roles
www. Rules to improve committee efficiency
xxx. Leadership: working with volunteers
yyy. Leadership: forming and maintaining inter-organizational task groups

Values

zzz. Ethical and Professional Behavior in working with Groups

March 4 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

bbbb. Engaging, Assessing, Interventions and Evaluation of Groups in the Agency Setting
cccc. Identifying and managing practice issues related to Diversity and Difference in Practice with groups in the agency setting
dddd. Advancement of Human, Social, Economic and Environmental Justice
eeee. Practice-Informed Research and Research-Informed Practice
ffff. Policy in Practicing with Groups in the agency setting
gggg. Use of multidisciplinary and multidimensional assessment methods in a rural context
hhhh. Use of differential assessment tools/protocols
iiii. Use of advanced and specialized interventions in working with Groups
jjjj. Use of differential evaluation strategies in practice with Groups

Cognitive and Affective Processes Check (Groups)

kkkk. Understanding and Application
llll. Agency Examples and Case Studies

SPRING BREAK (March 11-15, 2024)

March 18 Week 9:
Group process of students’ challenges, issues, and successes in the agency
Group process of assigned topics, concepts, and issues relative to field:

Advanced Generalist Practice/Specialized Practice with Organizations

The Agency System: Organizations

Knowledge

mmmm. The impact of other systems on Organizations in the agency
nnnn. Various Theoretical Orientations within a Macro Focus
oooo. Methods of leadership in the rural organizations
pppp. Working with accreditation/regulatory bodies
qqqq. Handling consumer complaints/abuse/rights issues
rrrr. Organizational change and politics

Values

ssss. Ethical and Professional Behavior in working with Organizations
tttt. Models of Ethical Decision-Making Strategies

March 25 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-O rganizations
uuuu. Engaging, Assessing, Interventions and Evaluation of Organizations in the Agency Setting
vvvv. Identifying and managing practice issues related to Diversity and Difference in Practice with organizations in the agency setting
wwww. Advancement of Human, Social, Economic and Environmental Justice
xxxx. Practice-Informed Research and Research-Informed Practice
yyyy. Policy in Practicing with Organizations in the agency setting
zzzz. Use of multidisciplinary and multidimensional assessment methods in a rural context
aaaaa. Use of differential assessment tools/protocols
bBBBB. Use of advanced and specialized interventions in working with Organizations
ccccc. Use of differential evaluation strategies in practice with Organizations

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

**April 1 Week 11:** Group process of students’ challenges, issues, and successes in the agency
Group process of assigned topics, concepts, and issues relative to field:
**Advanced Generalist Practice/Specialized Practice with Communities**
**The Agency System: Communities**

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

**Values**
llllll. Ethical and Professional Behavior in working with Communities
mmmmmm. Models of Ethical Decision-Making Strategies

**April 8 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**
nnnnn. Engaging, Assessing, Interventions and Evaluation of Communities in the Agency Setting
oooooo. Identifying and managing practice issues related to Diversity and Difference in Practice with communities in the agency setting
pppppp. Advancement of Human, Social, Economic and Environmental Justice
qqqqq. Practice-Informed Research and Research-Informed Practice
rrrrr. Policy in Practicing with Communities in the agency setting
sssss. Use of multidisciplinary and multidimensional assessment methods in a rural context
ttttt. Use of differential assessment tools/protocols
uuuuu. Use of advanced and specialized interventions in working with Communities
vvvvv. Use of differential evaluation strategies in practice with Communities

Cognitive and Affective Processes Check (Communities)
wwwww. Understanding and Application
xxxxx. Agency Examples and Case Studies

April 15 Week 13:

yyyyy. Collaboration with professionals from other disciplines (Inter-professional Teams)
zzzzz. Representing the agency and the social work profession
aaaaa. Surviving as a Social Work Professional
bbbbbb. Preventing burnout:
ccccc. Maintenance of Cognitive and Affective Processes

April 22 Week 14: Competency Exam/ Program Evaluations

April 29 Week 15: Individual Presentations of Capstone Assignment Demonstration of Advanced Generalist Practice/Specialized Practice in the Rural Context

May 6 Week 16: Individual Presentations of Capstone Assignment Demonstration of Advanced Generalist Practice/Specialized Practice in the Rural Context

XI. COURSE REQUIREMENTS

A. Class Attendance and Participation: In order for the class to discuss the readings, it is essential for you to read assigned material before coming to class, to attend class regularly, and to participate in class discussion. You are responsible for all material covered in class and assigned in the syllabus, whether or not you have attended class.

- 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.

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

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

D. **Quizzes/Exercises:** There will be unannounced class exercises. Students are required to participate in the exercises at the scheduled time. Makeup exercises will be scheduled according to university policy with a university-approved excuse.

E. **Assignments/Presentations:** See Assignments for a listing of all assignments for this course. All assignments are due at the beginning of each class, unless the assignment is a class presentation which will be due in class. For all late assignments, one letter grade will be deducted after the beginning of class when the assignment is due, with an additional letter grade deduction for each day for which the assignment is late.

F. **Social Media Policy:** Student will follow policy related to social media as outlined in the Student Handbook.

XII. **GRADING**

All graduate field instruction and integrative seminar courses utilize the same grading format. The field instructor provides structured educational supervision to the student for at least one hour per week. Students can expect their respective faculty field liaison to visit their agency at least three times during the semester. Additional liaison visits may occur should problems/needs arise. The assigned faculty field liaison monitors the student’s progress, as well as evaluates the student’s performance in field. Student field performance is evaluated at the initial, midterm, and final liaison visit. Midterm and final evaluation are based upon the faculty liaison's evaluation of performance criteria specified in the Student Field Performance Evaluation, Individual Learning Plan, as well as written assignments and class participation in seminar. The field instructor and student provide feedback to the faculty field liaison to aid in the evaluation process through completion of the Student Field Performance Evaluation. Student’s performance in field and seminar assignments/participation comprises a final grade for Field Instruction III and integrative field seminar. The Director of Field Instruction assigns the final grade. Combined grading procedures for Field Instruction III are as follows:

<table>
<thead>
<tr>
<th>Assignment I.</th>
<th>Capstone project: Advanced Generalist Practice/Rural</th>
</tr>
</thead>
<tbody>
<tr>
<td>Assignment II.</td>
<td>Class Presentation: Capstone Project</td>
</tr>
<tr>
<td>Student attendance/participation/quizzes</td>
<td>150 pts</td>
</tr>
<tr>
<td>Student Field Performance Evaluation</td>
<td></td>
</tr>
<tr>
<td>First Liaison Visit</td>
<td>50 pts.</td>
</tr>
</tbody>
</table>
Second Liaison Visit (Midterm) 225 pts.
Third Liaison Visit (Final) 325 pts.
**TOTAL FIELD/SEMINAR POINTS** 1250 pts.

XIII. GRADING SCALE:

- **A** = 1250 - 1125
- **B** = 1124 - 1000
- **C** = 999 - 875
- **D** = 874 - 750
- **F** = 749 - 0

*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. 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 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 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.

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

To obtain disability-related accommodations, alternate formats, and/or auxiliary aids, students with disabilities must contact the Office of Disability Services (ODS), Human Services Building, and Room 325, 468-3004 / 468-1004 (TDD) as early as possible in the semester. Once verified, ODS will notify the course instructor and outline the accommodation and/or auxiliary aids to be provided. Failure to request services promptly may delay your accommodations. For additional information, go to [http://www.sfasu.edu/disabilityservices/](http://www.sfasu.edu/disabilityservices/).

**XVI. STUDENTS WITH SPECIAL LEARNING NEEDS AND DISABILITIES**

To obtain disability-related accommodations, alternate formats, and/or auxiliary aids, students with disabilities must contact the Office of Disability Services (ODS), Human Services Building, and Room 325, 468-3004 / 468-1004 (TDD) as early as possible in the semester. Once verified, ODS will notify the course instructor and outline the accommodation and/or auxiliary aids to be provided. Failure to request services promptly may delay your accommodations. For additional information, go to [http://www.sfasu.edu/disabilityservices/](http://www.sfasu.edu/disabilityservices/).
XVII. STUDENT WELLNESS AND WELL-BEING

SFA values students’ overall well-being, mental health and the role it plays in academic and overall student success. Students may experience stressors that can impact both their academic experience and their personal well-being. These may include academic pressure and challenges associated with relationships, emotional well-being, alcohol and other drugs, identities, finances, etc.

If you are experiencing concerns, seeking help, SFA provides a variety of resources to support students’ mental health and wellness. Many of these resources are free, and all of them are confidential.

On-campus Resources:
The Dean of Students Office (Rusk Building, 3rd floor lobby)
www.sfasu.edu/deanofstudents
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
CAPSTONE ASSIGNMENT: INTEGRATIVE ADVANCED GENERALIST SPECIALIZED PRACTICE IN THE RURAL CONTEXT
DUE: APRIL 08, 2024 by 11:59pm

Student will complete a comprehensive, integrative paper based on his/her advanced generalist Specialized Practice in the agency representative of people with rural lifestyles or rural communities. This capstone assignment will require the student to demonstrate understanding, organization, integration, and application of advanced generalist specialized social work knowledge, values, and skills, cognitive and affective processes acquired in previous course work and demonstrated in the agency setting. Students are expected to integrate knowledge of advanced/specialized practice methodologies, including theoretical frameworks, rurality, diversity, values and ethics, and social and economic justice in their analysis and recommendations thus demonstrating program competencies and advanced behaviors. Papers should be written in APA style with two copies submitted to their instructor.

1. In the initial part of the assignment, students should complete a brief organizational assessment of their field agency, including agency mission, goals, objectives, target population, eligibility criteria, and service delivery components. Additionally, significant legislation and social welfare policy should be identified and analyzed for strengths and barriers to oppress and populations at risk (3-5 pages).

2. Following the organizational overview, students should identify an individual, family, group, organization or community system with whom they have intervened using the advanced generalist problem solving process. The intervention should address each step of the problem solving process.

Students should also address the following aspects of their advanced generalist practice with the identified client system in detail including (15-20 pages):

3. Advanced specialized interventions utilized (treatment modality), theoretical perspective considered (including rationale for choosing this particular intervention) and a detailed description of the implementation of the intervention with the client system.

4. Factors within and across groups (e.g. gender, ethnicity/race, age, socioeconomic status, sexual orientation considered in the engaging of diversity and difference in practice). Demonstration in the leadership of the application of knowledge pertaining to human
behavior and the social environment to selection of differential assessments, specialized
interventions, program and policy development and evaluation in rural settings.

5. Students should include examples of how critical thinking is used as a basis to inform and communicate professional judgments.

6. Discuss empirical research and evaluation of practice and the utilization of it in working with clients in rural systems. Include theories, models and strategies utilized students.

7. This assignment will include a discussion of the student’s identification as a professional social worker and leadership opportunities engaged in at the field agency.

8. The student will include opportunities to act as a change agent and the relevance of those actions in the context of rural practice.

9. The paper should include a brief literature review on the identified rural agency problem/target population, as well as relevant ethical issues and how ethical principles are used to guide professional practice (3-5 pages)

10. Also include any issues relevant to social and economic justice.
SCOCW 5339.002
Field Instruction III
Spring 2024

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Office Hours: Virtual or by Phone (Please schedule an appointment) zoom information can be found in course home on BrightSpace. Not available on Fridays

CAPSTONE PRESENTATION: CLASS PRESENTATION OF ADVANCED GENERALIST PRACTICE WITHIN THE RURAL CONTEXT
DUE: MAY 03, 2024 by 1159pm

Students will conduct a 15- 20 minute presentation of their advanced generalist practice in the rural context assignment. Presentations should be conducted in a professional manner with creative use of advanced technology, such as Power Point, handout materials and visual aids as appropriate. This presentation should be recorded using zoom or other advanced technology. These presentations will not be conducted face to face. Once you have completed your presentation, you will need to submit your presentation to the assigned drop box as well as the assigned discussion board (Week 16 discussion board). Your peers will have the opportunity to critique your assignment.
Office Hours: Virtual or by Phone (Please schedule an appointment) zoom information can be found in course home on BrightSpace.  Not available on Fridays

BIBLIOGRAPHY AND REFERENCES

(Other Readings May Be Assigned As Needed/Appropriate)


**All articles are available on EBSCO except those identified by a website.**