FACE COVERINGS: Please follow SFA Policy.

**Prerequisites:** SWK 5300, SWK 5301, SWK 5302, SWK 5304, SWK 5305, SWK 5307, SWK 5419

**Co-requisites:** SWK 5320, SWK 5317, SWK 5312, SWK 5315

Mental Health
SFASU values students’ mental health and the role it plays in academic and overall student success. SFA provides a variety of resources to support student’s mental health and wellness. Many of these resources are free, and all of them are confidential.

On-campus Resources:
SFASU Counseling Services • [www.sfasu.edu/counselingservices](http://www.sfasu.edu/counselingservices)
Health and Wellness Hub (corner of E. College and Raguet) • 936-468-2401

SFASU Human Services Counseling Clinic • [www.sfasu.edu/humanservices/139.asp](http://www.sfasu.edu/humanservices/139.asp)
Human Services Room 202 • 936-468-1041

Crisis Resources:
Burke 24-hour crisis line 1(800) 392-8343
Suicide Prevention Lifeline 1(800) 273-TALK (8255)
Crisis Text Line: Text HELLO to 741-741

COURSE SYLLABUS

I. COURSE DESCRIPTION

Field Instruction II is the second of two-foundation field/seminar courses completed in the students’ first year of graduate education. The practicum provides students with opportunities to build upon generalist practice competencies learned in Field Instruction I, with the primary focus on practice with groups, organizations, and communities. To this end, students engage in educationally directed practice activities that focus on the generalist problem solving approach with individuals and families with special focus on groups, organization and community systems. Additionally, students expand knowledge and skills in working with vulnerable and oppressed groups represented in the agency, issues of economic and social justice. Students also expand their knowledge of rural lifestyles and the characteristics and issues of rural life impact practices with all systems and resources available in rural organizations and communities.

The seminar serves as a vehicle to discuss generalist practice and issues in depth, as well as a
process group for the complex experience of becoming a professional social worker. Students are required to apply classroom theory and concepts with professional social work practice. Practice activities and related seminar discussion and written assignments are designed to aid the student in this process.

Field II builds on the liberal arts perspective, all foundation courses and provides the student with the opportunity to integrate theories of human behavior, practice, social welfare policy, and evaluation through practice in the agency and a weekly integrative field seminar. The student is expected to utilize knowledge and materials from required liberal arts courses: human biology sociology, psychology, social problems, social theory, economics, social statistics, multicultural, history, math, and English, and all foundation courses. Specifically, the student will be required to explicate linkages between HBSE I and II (SWK 502, SWK 512), Introduction to Social Work (SWK 501), Generalist Practice I and II (SWK 505, SWK 515), Policy, (SWK 507, SWK 517), Introduction to Rurality, (SWK 504) and Research (SWK 500 and SWK 510) and their practice experiences in the agency.

REQUIRED TEXTS:


RECOMMENDED TEXT:

https://bookshelf.vitalsource.com/books/9780826175533

II. CURRICULUM DESCRIPTION

The MSW program of SFASU features a generalist foundation and a single concentration: Advanced Generalist Practice in a Rural Context both 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 a practice that serves diverse client systems utilizing an ecological systems approach focusing on persons, families, groups, organizations and communities within the context of the rural social environment. It is not confined by a narrow cadre of theories; rather; it is versatile enough to allow problems and situations as well as strengths, capacities, and resources to determine the practice approach. Generalist practice employs a problem-solving framework and abroad knowledge, value and skill base which demands ethical practice and on-going self-assessment. Briefly, generalist social work practice:

- Is multi-level to include individuals, families, groups, organizations and communities.
- Is multi-theory, allowing for the free selection of theories as appropriate.
- Utilizes problem identification and solving focus that follows a problem-solving framework.
- Addresses the complexity of individual, family, group, organizational and community system interactions.
- Requires and integration of awareness, competence, and professional response to issues of values, ethics, diversity, culture, social justice and populations-at-risk.
Advanced generalist practice builds on the generalist foundation, 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.

Social problems such as high poverty rates, inadequate housing, inadequate health care, scarcity of resources and professional, socio-economic underdevelopment, and physical distance from services and transportation are frequently identified as important problems and issues for rural communities. Development of resources, use of natural helping networks, and community development are often proposed as appropriate interventions in these communities.

Important opportunities and strengths such as “sense of community”, intimacy among community residents, orientations toward self-sufficiency, and an abundance of personal space, often go unnoticed by outsiders.
III. PROGRAM LEARNING OUTCOMES (CORE COMPETENCIES)

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

IV. STUDENT LEARNING OUTCOMES (SLO) COURSE OBJECTIVES

In a seminar setting, students will:

1. Demonstrate an understanding of the history, mission and value base of the profession of social work. (Competency 1)
2. Make application of ethical standards, laws and regulations and their impact on all levels of practice (micro, mezzo, levels.) (Competency 1)
3. Apply ethical decisions-making strategies and concepts of critical thinking and will be able to apply critical thinking in the application of strategies in practice, research, and policy arenas as demonstrated in a seminar setting. (Competency 1)
4. Demonstrate how personal and professional values as well as cognitive and affective reactions influence professional judgement and behavior. (Competency 1)
5. Articulate their understanding of the value and role of social work in working with inter-professional teams. (Competency 1)
6. Discuss the importance of life-long learning and the ethical use of technology to the profession of social work. (Competency 1)
7. Demonstrate their knowledge of the dimensions of diversity and difference and the multiple factors that intersect with those dimensions and will demonstrate their
knowledge of how the culture of a structure may be changed to be more powerful or privileged and/or may be oppressed, marginalized, or alienated. (Competency 2)

8. Demonstrate knowledge of theories of human need and social justice and strategies that promote human rights and social and economic justice globally. (Competency 3)

9. Demonstrate knowledge related to research methods consistent with advancing the profession and will demonstrate their understanding of the value of practice-informed research and research-informed practice. (Competency 4)

10. Demonstrate the ability to apply knowledge relative to policy formulation, analysis, implementation and evaluation at the micro, mezzo and macro levels. (Competency 5)

11. Demonstrate knowledge relative to facilitate engagement with diverse clients and constituencies, including individuals, families, groups, organizations and communities. (Competency 6)

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

13. Demonstrate knowledge of methods of identifying, analyzing and implementing evidence-informed interventions to achieve client and constituency goals. (Competency 8)

14. Demonstrate knowledge of theories of human behavior and the social environment, and critically evaluate and apply this knowledge in evaluating outcomes and practice effectiveness. (Competency 9)

V. INSTRUCTIONAL METHODS
Through on-site supervision by a designated field instructor, students engage in supervised generalist practice with communities and organizations represented in the field agency. Instructional methods in the field setting/seminar are primarily experiential and inductive. Methods may include the following activities: practice activities, modeling, role playing, review, discussion, and analysis of audio or video taped interactions, research/readings, oral and written discussion of concepts applied to practice situations, data collection and analysis, process or case recording, assessments, plans of action, case and supervisory conferences, and written assignment and case presentation of selected generalist practice activities in seminar for illustration of generalized practice principles and concepts. Also included 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.
VI. COMPUTER REQUIREMENTS

This course will utilize Desire2Learn or D2L to support the delivery of course content (for help with Desire2Learn go to http://www.sfasu.edu/sfaonline/). Students can also get 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).

VII. COURSE SCHEDULE

Week 1  Overview of Field Instruction II
Purpose and structure of field seminar
Integration of liberal arts base and foundation social work courses
Review course syllabi
Define Generalist Practice
Generalist practice with communities, organizations and groups
Social worker’s ethical responsibilities to the broader society, to the profession, as professionals, in practice settings and to colleagues
NASW Code of Ethics
Planned change – the problem-solving model
Use of self

Required Readings: Review concurrent course readings:

Week 2  Generalist Practice with communities
Group process of weekly challenges and successes in field

Topics and concepts for seminar discussion relative to practice in the agency:

Defining rural neighborhoods
Definition and identification of community types, functions, ecological and social systems, resource systems, demographics, social stratification, economic systems, political systems, power systems, neighborhood types and neighborhood functions
Issues of rurality, diversity, and social and economic justice
CSWE-EPAS Standards

Required Readings: Review concurrent readings

Week 3  Generalist practice with communities
Group process of weekly challenges and successes in field
Topics and concepts for seminar discussion relative to practice in the agency:
Assessment and Data Collection
Differences between community assessment and community
Needs assessment
Building on existing data base; collecting new data
Development and use of assessment protocol
Issues of diversity, social and economic justice and rurality
Personal safety – being “street wise”
Networking and coalition building
Ethics and values in community assessment
Choice of intervention strategy(s)

Required Reading: Review concurrent readings

Week 4  Generalist practice with communities

Group process of weekly challenges and successes in field
Topics and concepts for seminar discussion relative to practice in the agency:
Use of intervention strategy: Advocacy
Understanding politics of advocacy and when to choose this strategy
Assessing personal and professional risks
Assessing and understanding the target
Use of self – persuasion, negotiating, communication
Understanding and utilizing sources of power, rights of clients and client groups,
avenues of appeal and available resources
Tactics – fair hearings and legal appeals, political and community pressure, using
the media, petitioning

Required Reading: Review concurrent readings

Week 5  Generalist Practice with communities

Group process of weekly challenges and successes in field

Topics and concepts for seminar discussion relative to practice in the agency:
Use of Intervention Strategy – Crisis Intervention
Major concepts in crisis intervention
Steps in crisis intervention process
Use of self – maintaining personal/professional balance/issues/
Community based, state and federal resources
Interdisciplinary and interagency task group functioning
Issues of rurality and diversity
Values, ethics, and issues of social and economic justice
Documentation

Required Reading: Review concurrent readings

**Week 6**  
**Generalist practice with communities**
Group process of weekly challenges and successes in field
Topics and concepts for seminar discussion relative to practice in the agency
Evaluation: Goal attainment, task achievement, client satisfaction
Evaluation design
Termination
Process, tasks, and timing
Planned and unplanned

Required Reading: Review readings concurrent courses

**Week 7**  
**Generalist practice with organizations:**
Group process of weekly challenges and successes in field
Topics and concepts for seminar discussion relative to practice in the agency:
Organizations, social services, social agencies and multidisciplinary host agencies.
Public, for profit and private not for profit organizations
Theoretical concepts underpinning work with organizational practice
Formal and informal organizational structure and communication channels
Organizational culture
Purpose and role of organizational policies and procedures
Maintaining inter-agency and inter-organizational networks
Goals of contact/interaction
Use of self
Diverse staff and at risk populations
Value and ethical issues
Issues of rurality

Required Reading: Review readings concurrent courses

**Week 8**  
**Generalist practice with organizations**
Group process of weekly challenges and successes in field

Topics and concepts for seminar discussion relative to practice in the agency:
Assessment
Finding and evaluating community based and regional health and human service delivery systems
Finding and evaluating informal helping networks
Understanding agency access and referral policies and procedures
Evaluation of agency/informal caregiver interest and ability to engage in cooperative/collaborative relationships – opportunities, challenges, barriers
Issues of rurality, social and economic justice, and diversity
Formulation of assessment
Recording
Planning
Initiating, developing and maintaining interagency cooperative/collaborative relationships
Delineating agency access/referral policies and procedures
Establishing communication channels
Establishing confidentiality, release of information and informed consent policies and procedures

Establishing written record keeping requirements and procedures
Establishing feedback mechanisms
Obtaining appropriate administrative approvals
Issues of rurality, social and economic justice, and diversity
Establishment of evaluation criteria

Required Reading: Review readings concurrent courses

**Week 9**  
**Generalist practice with organizations**
Group process of weekly challenges and successes in field
Topics and concepts for seminar discussion relative to practice in the agency:

**Intervention strategy: Interagency information and referral**
Utilization of agencies referral and intake procedures
Completion of release of information requirements and transfer of materials
Education of client system in accessing referral agency – facilitating linkage
Creation of library or training written materials about referral agencies
Understanding and application of ethical and legal requirements regarding client choice of referral agencies
Issues of rurality, social and economic justice, and diversity
Use of self – telephone skills, relationship maintenance, clarity of written records, patience, supportiveness
Recording
Follow up
Required Reading: Review Reading concurrent courses

**Week 10**  
**Generalist practice with organizations**  
Group process of weekly challenges and successes in field  
Topics and concepts for seminar discussion relative to practice in the agency:

- Intervention strategy: Interagency client staffing  
- Understanding of other agencies missions, goals and programs  
- Negotiation of goals, roles and operating procedures  
- Negotiation of target at risk population  
- Negotiation of meeting place, time, frequency  
- Delineating and implementing responsibilities and feedback mechanism  
- Developing and implementing procedure for informed consent and release of information  
- Developing and implementing record keeping procedures  
- Use of self – relationship development and maintenance, active participation and active listening, cooperation and collaboration  
- Issues of rurality, social and economic justice, and diversity  

Recording

Required Reading: Review Reading concurrent courses

**Week 11**  
**Generalist practice with organizations**  
Group process of weekly challenges and successes in field  
Topics and concepts for seminar discussion relative to practice in the agency:

- Evaluation: Goal attainment, task achievement, process, agency satisfaction, client satisfaction  
- Design  
- Termination: Process, tasks and timing  
  - Planned and unplanned  
  - Ethical and value issues  
  - Interagency issues  
  - Use of self-Maintaining professionalism  
  - Maintaining relationships  
  - Appropriate expression of feelings  
  - Managing politics  
- Issues of rurality, social and economic justice, and diversity

Required Reading: Review readings concurrent courses
Week 12  **Focus on groups:**
Group process of weekly challenges and successes in field
Topics and concepts for seminar discussion relative to practice in the agency:
Social work with groups
Interdisciplinary work groups
Interagency task groups
Group roles – broker, mediator, educator, facilitator
Group dynamics
Use of self – communication, collegiality
Issues of rurality, social and economic justice, and diversity

Required Reading: Reading concurrent courses

Week 13  **Generalist social work with groups**
Group process of weekly challenges and successes in field
Topics and concepts for seminar discussion relative to practice in the agency:
Assessment:
Stages of group formation - forming, storming, naming
Group purpose, goals and duration
Group culture and power
Group size and professional backgrounds
Group communication patterns
Group decision making
Task roles, maintenance roles and nonfunctional roles
Planning
Preparation for group roles and tasks
Issues of rurality, social and economic justice, and diversity

Required Reading: Review readings concurrent courses

Week 14  **Generalist practice with groups**
Group process of weekly challenges and successes in field
Topics and concepts for seminar discussion relative to practice in the agency:
Intervention strategies:
Membership and participation in social work group
Membership and participation in multidisciplinary work group
Membership and participation in interagency work group
Setting objectives
Preparation and accomplishment of assigned tasks in timely manner
Participation in group problem solving process
Use of self
Evaluation:
Evaluation of group effectiveness and efficiency in goal attainment, task achievement, and process
Self-reflection of individual performance as group member
Use of feedback
Maintaining relationships
Recording
Required Readings: Review readings concurrent courses

Week 15  Generalist practice with groups
Group process of weekly challenges and successes in field
Topics and concepts for seminar discussion relative to practice in the agency:
Termination with groups
Planned and unplanned terminations of group and/or group members
Application of understanding of process, tasks and timing
Issues of rurality, social and economic justice, and diversity
Dealing with groups and individual feelings
Compliance with work group termination procedures
Use of self—maintaining professionalism
Saying goodbye
Termination issues in the agency in role of intern
Termination in seminar group; review of objectives

Required Readings: Review readings concurrent

VIII. 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.

**GRADING:**
The field instructor provides structured educational supervision to the student for at least one hour per week. Students can expect their respective faculty liaison to visit their agency at least three times during the semester: initial visit within the first three weeks, midterm visit, and final visit. Additional liaison visits may occur should problems or needs arise. The assigned faculty liaison will monitor the student’s progress and evaluate the student’s performance in field. Midterm and final evaluation are based upon the faculty liaison's evaluation of performance criteria identified in the Student Performance Field Evaluation, Individual Learning Contract, as well as oral and written assignments and group participation in the weekly seminar. The field instructor and the student provide feedback to the faculty liaison to aid in the evaluation process. Initial, midterm and final student performance evaluations, as well as integrative seminar assignments/participation comprise a final combined grade for Field Instruction II (SWK 529) Seminar Assignments.

- Journal Assignments 40 pts
- Generalist Intervention Analysis Paper 70 pts
- Vocabulary Test 40 pts
- Class Attendance/Participation/Preparation 150 pts
- First liaison visit 50 pts
- Second Liaison visit 225 pts.
- Third Liaison visit 325 pts.

**TOTAL POINTS: FIELD INSTRUCTION** 900 pts.
GRADING AND EVALUATION:
A = 900-775
B = 774-650
C = 649-525
D = 524-400
F = 399-0

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

IX. ACADEMIC INTEGRITY

Honesty and representing one’s knowledge and abilities appropriately are important ethical principles of the social work profession. All incidents will result in a grade of “0”. Given the limited number of graded assignments in this course, a “0” could have serious consequences for the student’s academic standing.

Academic integrity is a responsibility of all university faculty and students. Faculty members promote academic integrity in multiple ways including instruction on the components of academic honesty, as well as abiding by university policy on penalties for cheating and plagiarism.

Definition of Academic Dishonesty
Academic dishonesty includes both cheating and plagiarism. Cheating includes but is not limited to (1) using or attempting to use unauthorized materials to aid in achieving a better grade on a component of a class; (2) the falsification or invention of any information, including citations, on an assigned exercise; and/or (3) helping or attempting to help another in an act of cheating or plagiarism. Plagiarism is presenting the words or ideas of another person as if they were your own. Examples of plagiarism are (1) submitting an assignment as if it were one's own work when, in fact, it is at least partly the work of another; (2) submitting a work that has been purchased or otherwise obtained from an Internet source or another source; and (3) incorporating the words or ideas of an author into one's paper without giving the author due credit.

Please read the Student Academic Dishonesty policy (SFA Policy 4.1) on http://www.sfasu.edu/policies/student_academic_dishonesty.pdf

Please also read the Academic Integrity Policy on the SFA Graduate School’s website at http://www.sfasu.edu/graduate/

Acceptable Student Behavior

The MSW Student Handbook and Academic and MSW 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

X. 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, 468-1004 (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 in a timely manner may delay your accommodations. For additional information, read Academic Accommodation for Students with Disabilities (SFA Policy 6.1)
http://www.sfasu.edu/policies/academic-accomodation-for-students-with-disabilities.pdf
ASSIGNMENT 1. JOURNAL ASSIGNMENT

The journal or log is a tool to help you integrate your field experience and your classroom learning. Journaling will enable you to explore your reactions to the agency, to your clients, and to your professional development. Write in your journal about the experiences which affected you during the day in your field placement. What events challenged your values or raised feelings in you? What events forced you to use your judgment or creativity? What social work concepts assist you in understanding your observations? What component behaviors did you observe and demonstrate?

**Getting Started:** It is recommended that you choose a particular time and a special place to write in your journal. Before you begin, sit quietly, breathe deeply. Take a few minutes to center yourself. Always keep a writing pad and be able to quickly capture your experience.
Step 1: Review the activities of the day in field, and then consider the following:

Is there a conversation or event that you feel you need to look at more carefully? Do you have unresolved feelings about what someone said or did? About something you said observed or did? Have you been thinking of words you wish you had said or an action you wish you had taken? Was there a time when you felt a strong emotion (joy, anger, hurt, concern, disappointment, and sadness)? Why might this emotion have surfaced?

Where did you put most of your energy? How would you chart your emotions for a particular day? How are you affected when you feel you lack the knowledge or skills to work with a particular client or situation? What have you learned about social work?

Are there explanations you would like to give for why you took a particular action or failed to act? Are there questions you have about a client? A value? A policy? A practice behavior? Was there a time when you experienced an insight or made a connection between theory and practice?

Step 2: Write your response to the questions posed above. Be specific in your responses in identifying theoretical and practical concepts and component behaviors. You may select to write on one thought, feeling, or idea that seemed most significant for that particular day in field. Use the journal to reflect on what you are discovering about yourself.

Step 3: Make a list of the activities you performed that day in field.

Be prepared to read from your Journal during seminar class. Confidentiality will be observed during these readings. Journal will be collected at least twice during the semester.

ASSIGNMENT 2. GENERALIST INTERVENTION MODEL ANALYSIS PAPER

This assignment requires you to demonstrate your knowledge of generalist social work practice, the CSWE Nine Competencies and behaviors.

Instructions: Prepare a typed written response to the questions. Information from concurrent social work courses will be helpful in preparing your responses. Please answer all questions completely and in a professional manner.

A. Identify a client system (community or organization) served by or is associated with your agency. In your description, explain why the client system is involved with your agency (presenting problem, situation, and/or circumstance).

B. Analyze the application of the Generalist Intervention Model to your client system’s involvement with your agency. Address the following areas in your analysis.
I. Engagement
1. What specific techniques are used to facilitate building an effective helping relationship?
2. What approaches are used to make your client (client system) feel more at ease and less fearful about entering a professional relationship?
3. What approaches are used to help the client (client system) specify, elaborate, and clarify the concerns that brought the client to the agency?
4. How is the client (client system) actively involved in the process of identifying and defining their problems, concerns, and strengths?

II. Assessment
1. What information is routinely gathered about the client (client system) and their problems, concerns, and strengths?
2. What tools or instruments are used to aid the gathering of this data (e.g., interview schedules, checklists, needs assessment instruments, questionnaires, and observation)?
3. What issues of diversity and power need to be addressed in the data gathering process?
4. How are available data and information organized, combined, and analyzed in order to arrive at a clear picture of the client’s situation and a possible plan of action? What theories are used in the assessment of the client’s (client systems) issues, problems Planning
5. When more than one issue is identified, how are they prioritized?
6. How are clients (client system) desires incorporated into the plan?
7. What issues of diversity and power needs addressing in the plan, and is a formal contract developed?
8. How will potential resistance be addressed?
9. Are alternative plans considered and how?
10. Are ethical and legal issues related to the plan addressed and is the plan based on sound theoretical models and perspectives?
11. Is the plan based on empirically supported evidence? Are the plan’s outcomes reasonable and measurable?
12. What issues need to be considered to advance your client’s human rights and economic justice?

III. Implementation
1. What system (e.g., client, family, and community) is typically targeted for change by your agency’s programs and professional staff? Why?
2. What other agencies or organizations often become involved in the client’s intervention plan?
3. What practice frameworks (perspectives, theories, and models) guide the change process? What specific methods, techniques, or procedures are used to facilitate change and to advance social and economic well-being in the delivery of effective social work services? What specific methods, tools, or instruments are used to monitor whether the intervention is working as planned and expected?
IV. Evaluation and Termination
1. In what ways do the agency and its workers determine if their interventions, programs, and services are effective?
2. To what extent are clients involved in determining if interventions, programs, and services are effective?
3. Does your agency adequately evaluate its interventions, programs, and services?
4. What additional forms of evaluation might you suggest?
5. Under what conditions are interventions terminated by social workers?
6. Under what circumstances do clients terminate their relationships with personnel from your agency (e.g., when legal mandates are lifted, when clients no longer wish to receive services, when their ability to pay for services ends)?
7. What specific procedures and techniques are used to bring the professional relationship to a close and terminate the helping process?
8. What changes need to occur to improve the quality of services to your client and ensure that services delivered by the agency are always relevant?

V. Follow-up
1. How is follow-up conducted in your agency?
2. At what intervals does follow-up occur?
3. What is done with the information obtained during follow-up

VI. Supervision and Consultation
1. Discuss the professional component behaviors demonstrated in interactions with your client system
   What did you learn that will assist in your professional development?
ASSIGNMENT 3. VOCABULARY TEST

This assignment is worth 40 points. Attached is a list of 100 social work terms. You are responsible for looking up the definitions. After the sixth week of the semester you may be tested on these terms at any time. Tests will be in class. The test will cover some of the terms, but all of them are fair game.

These terms may be used in any and all of the courses that you are concurrently enrolled in as they are representative of knowledge pertaining to Generalist Practice. The test is in open-ended format.

SOCIAL WORK TERMS

1. Jargon
2. Jim Crow Laws
3. Labeling Theory
4. Laissez-Faire
5. Latency Stage
6. Lesbian
7. Liability
8. Licensing
9. Life Model
10. Longitudinal Study
11. Macro Practice
12. Mainstreaming
13. Malpractice
14. Managed Health Care Program
15. Mean
16. Means Test
17. Medicaid
18. Micro Practice
19. Misfeasance
20. Multifinality
<table>
<thead>
<tr>
<th>No.</th>
<th>Term</th>
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<td>Multiproblem Family</td>
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<td>NOW</td>
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<td>30</td>
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<td>Open-Ended Question</td>
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<td>Person-in-Environment System</td>
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<td>Phobia</td>
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<td>47</td>
<td>Plagiarism</td>
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48. Poor Law of 1834
49. Prejudice
50. Presenting Problem
51. Primary Care
52. Privileged Communication
53. Problem-Oriented Record
54. Process Recording
55. Professionalism
56. Proprietary Social Agencies
57. Purchase-of-Service Agreements
58. Racism
59. Randomization
60. Referral
61. Reliability
62. Right to Treatment
63. Roe vs. Wade
64. Role Theory
65. Rural Social Work
66. Self-Disclosure
67. Settlement Houses
68. Sexist Language
69. Sickle-Cell Anemia
70. Significance Level
71. Single-Subject Design
72. Sit-In
73. Sliding Fee Scale
74. Social Action
75. Social Casework
76. Social Group Work
77. Social History
78. Social Insurance
79. Social Planning
80. Social Security Act
81. Social Welfare
82. Social Work
83. Strategies
84. Sunset Laws
85. Sunshine Laws
86. Support System
87. Systems Theories
88. Tactics
89. Target System
90. Termination
91. Third Party Payment
92. Transfer Payments
93. Uncle Tom
94. Values
95. Variable
96. Vendor
97. WASP
98. War on Poverty
99. Generalist Intervention Model
100. Blended Family


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


