SWK 540 (Filed Instruction V) is a 250 hour block placement in a social service agency and is considered a vital part of the capstone experience of field education in 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 foundation 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, groups, organizations, and communities representative of rural populations and rural communities.

The Specialized practice field consists of a 3 (three) hour weekly seminar (SWK 539) taken concurrently with (SWK 540) and (SWK 541). The field seminar (SWK 539) 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.

REQUIRED TEXT:
III. CURRICULUM DESCRIPTION

The MSW program of SFASU features a generalist foundation 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 a practice perspective 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 a broad 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.

### III. PROGRAM LEARNING OUTCOMES

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. COURSE OBJECTIVES (Student Learning Outcomes) Component Behaviors
In a seminar setting, students will:

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

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

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

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

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

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

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

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

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

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

11. Students will demonstrate leadership skills to engage multiple systems (individuals, families, groups, communities and organizations) and constituencies in rural environments. *(Competency 6)*
12. Students will demonstrate their ability to supervise the integration of knowledge, skills and values specific to human behavior and the social environment, person-in-environment and appropriate theoretical frameworks. (Competency 6)

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

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

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

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

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

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

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

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

V. INSTRUCTIONAL METHODS

Through on-site supervision by an agency field instructor, students engage in educationally directed practice activities in a social service agency. The agency field instructor provides structured educational supervision to the student for at least one hour per week. Students are also required to apply classroom theory and concepts with professional social work practice, thus practice activities, related seminar discussion and written assignments are designed to aid the student in this process. Students can expect their respective faculty liaison to visit their agency at least three times during the semester. Additional liaison visits may occur should problems/needs arise. The assigned faculty liaison is also a resource to the Agency Social worker and is utilized to assist in the identification and development of appropriate educational learning experiences for the student in agency setting.
V. 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

Students adhere to the policies and procedures of the social service agency under the supervision and direction of the Agency Social Worker and in conjunction with the faculty liaison. Students follow a Learning Plan designed to drive their day-to-day performance in their demonstration of the 56 component behaviors that augment the Ten Core Competencies of the program. During the weekly SWK 539 integrative seminar, students are able to connect practice experiences to the content discussed. (See Course Schedule for SWK 539).

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:**

<table>
<thead>
<tr>
<th>Assignment I.</th>
<th>Capstone project: Advanced Generalist Practice/Rural</th>
<th>300 pts.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Assignment II.</td>
<td>Class Presentation: Capstone Project</td>
<td>200 pts</td>
</tr>
<tr>
<td>Student attendance/participation/quizzes</td>
<td></td>
<td>150 pts</td>
</tr>
<tr>
<td>Student Field Performance Evaluation</td>
<td></td>
<td></td>
</tr>
<tr>
<td>First Liaison Visit</td>
<td></td>
<td>50 pts.</td>
</tr>
<tr>
<td>Second Liaison Visit (Midterm)</td>
<td></td>
<td>225 pts.</td>
</tr>
<tr>
<td>Third Liaison Visit (Final)</td>
<td></td>
<td>325 pts.</td>
</tr>
<tr>
<td><strong>TOTAL FIELD/SEMINAR POINTS</strong></td>
<td></td>
<td><strong>1250 pts.</strong></td>
</tr>
</tbody>
</table>

**GRADING SCALE:**

- A = 250-1125
- 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.**

A grade of WF is not given in field. Students will repeat course if not completed successfully

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