I. COURSE DESCRIPTION

SOCW 5659 FIELD INSTRUCTION II, a 6-credit hour advanced field instruction course for part-time students.

BIBLOGRAPHY:


II. COURSE OVERVIEW

SOCW 5659 (Advanced Field Instruction II) is a 6 credit hour course for Specialized Practice part-time students. Students spend 250 hours in a social service agency and a weekly on-line seminar. The course is 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, with an emphasis on individuals and families, to build on the competencies gained in the generalist practice experience in generalist field. The central purpose of Specialized Practice 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 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

Students are engaged in 3 hours of contact via discussions and review and responses of posts and work independently 6 hours per week on the capstone assignment. Course credit is determined per CSWE Educational Policy and Accreditation Standards (E PAS).

IV. TEXT AND MATERIALS


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:

- Is multi-level to include individuals, families, groups, organizations and communities.
- Is multi-theory, allowing for the free selection of theories as appropriate.
- Utilizes problem identification and solving focus that follows a problem-solving framework.
- Addresses the complexity of individual, family, group, organizational and community system interactions.
- Requires an integration of awareness, competence, and professional response to issues of values, ethics, diversity, culture, social justice and populations-at-risk.
Advanced generalist practice builds on the generalist practice, incorporating the elements listed above, but characterized by a greater depth, breadth, and autonomy as demonstrated through specialized knowledge across problem areas, populations-at-risk and practice settings, with a greater selection of diverse interactions across practice levels.

Briefly, advanced generalist practice requires:

- The ability to engage and differentially assess complex problems with systems of all sizes, with a variety of advanced assessment skills.
- Specialized evidence-based interventions with systems of all sizes.
- Differential evaluation techniques with systems of all sizes.
- Strategies to advocate for clients and constituencies influenced by rural lifestyles.
- Readiness for leadership in a variety of areas including: program development, coordination and administration; clinical and organizational supervision; policy creation, reform and implementation; leadership in research development and utilization, particularly in interdisciplinary and multidisciplinary practice settings; professional development.

The specialized practice for the MSW program is advanced generalist practice for rural contexts. Theories that describe and predict rural ecological systems and rural strengths, including the incredibly rich interactions, simple and complex, formal and informal, wholesome and debilitating are emphasized. On this basis, the curriculum of the MSW Program emphasizes the ecological systems approach, the strengths perspective, and the social capital and social exchange theories.

Rural context refers to social work practice with people with rural lifestyles and systems of all sizes within and outside of rural communities. There is no single accepted definition of rural. In fact, just as generalist practice in social work draws on multiple theories, generalist practice in rural contexts recognizes the many definitions currently in use and their advantages and disadvantages for research, practice, and advocacy. The School of Social Work at SFA utilizes several of these definitions within the United States and globally including:

*The United States Census Bureau* (urbanized areas, urban clusters, and rural populations); *Office of Management and Budget* (metropolitan, micropolitan, and non-core), *Economic Research Service* (rural urban continuum codes); and *the United Nations* that defines urban and rural according to the census definition for each nation, but suggests a definition of rural areas as having a population of less than 2,000 for international comparisons.

VI. PROGRAM LEARNING OUTCOMES (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. COURSE OBJECTIVES (Student Learning Outcomes) 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)
VIII. INSTRUCTIONAL METHODS

Instructional methods used in field and online 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 on line 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 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 D2L/Brightspace to support the delivery of course content (for help with D2L/Brightspace go to [http://www.sfasu.edu/sfaonline/](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](http://sfaonline.sfasu.edu/gettingstarted.html)). Computers are available to you through a number of labs across campus (see [www.sfasu.edu](http://www.sfasu.edu) or the instructor for details).

X. COURSE CALENDER

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

**Professional Use of Self/Supervision/Leadership**

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

**Week 2: Key Elements and Challenges of Social Work Practice**

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

**Week 3:**

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

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

**The Agency System: Individuals**
Knowledge
- The impact of other systems on Individuals in the agency
- Various Theoretical Orientations within a Micro Focus
- Complex problems and issues related to individuals and rural lifestyles/problems
- Theories of Human Behavior of Individuals

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

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

Skills-Individuals
- Engaging, Assessing, Interventions and Evaluation of Individuals in the Agency Setting
- Identifying and managing practice issues related to Diversity and Difference in Practice with Individuals in the agency setting
- Advancement of Human, Social, Economic and Environmental Justice
- Practice-Informed Research and Research-Informed Practice
- Policy in Practicing with Individuals in the agency setting
- Use of multidisciplinary and multidimensional assessment methods in a rural context
- Use of differential assessment tools/protocols
- Use of advanced and specialized interventions in working with individuals
- Use of differential evaluation strategies in practice with individuals

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

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

Advanced Generalist Practice/Specialized Practice with Families

The Agency System: Families

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

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

Week 6:
Group process of students’ challenges, issues, and successes in the agency
Group process of assigned topics, concepts, and issues relative to field:

Skills-Families
• Engaging, Assessing, Interventions and Evaluation of Families in the Agency Setting
• Identifying and managing practice issues related to Diversity and Difference in Practice with Individuals in the agency setting
• Advancement of Human, Social, Economic and Environmental Justice
• Practice-Informed Research and Research-Informed Practice
• Policy in Practicing with Families in the agency setting
• Use of multidisciplinary and multidimensional assessment methods in a rural context
• Use of differential assessment tools/protocols
• Use of advanced and specialized interventions in working with families
• Use of differential evaluation strategies in practice with families

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

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

Advanced Generalist Practice/Specialized Practice with Groups

The Agency System: Groups

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

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

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

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

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

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

Advanced Generalist Practice/Specialized Practice with Organizations

The Agency System: Organizations

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

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

**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**
- Engaging, Assessing, Interventions and Evaluation of Organizations in the Agency Setting
- Identifying and managing practice issues related to Diversity and Difference in Practice with organizations in the agency setting
- Advancement of Human, Social, Economic and Environmental Justice
- Practice-Informed Research and Research-Informed Practice
- Policy in Practicing with Organizations in the agency setting
- Use of multidisciplinary and multidimensional assessment methods in a rural context
- Use of differential assessment tools/protocols
- Use of advanced and specialized interventions in working with Organizations
- Use of differential evaluation strategies in practice with Organizations

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

**Week 11:**

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

**Advanced Generalist Practice/Specialized Practice with Communities**

**The Agency System: Communities**

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

**Values**
- Ethical and Professional Behavior in working with Communities
- Models of Ethical Decision-Making Strategies
Week 12:
Group process of students’ challenges, issues, and successes in the agency
Group process of assigned topics, concepts, and issues relative to field:

Skills-Communities
- Engaging, Assessing, Interventions and Evaluation of Communities in the Agency Setting
- Identifying and managing practice issues related to Diversity and Difference in Practice with communities in the agency setting
- Advancement of Human, Social, Economic and Environmental Justice
- Practice-Informed Research and Research-Informed Practice
- Policy in Practicing with Communities in the agency setting
- Use of multidisciplinary and multidimensional assessment methods in a rural context
- Use of differential assessment tools/protocols
- Use of advanced and specialized interventions in working with Communities
- Use of differential evaluation strategies in practice with Communities

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

Week 13:
- Collaboration with professionals from other disciplines (Inter-professional Teams)
- Representing the agency and the social work profession
- Surviving as a Social Work Professional
- Preventing burnout:
- Maintenance of Cognitive and Affective Processes

Week 14:  Competency Exam/ Program Evaluations

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

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 POLICY**

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:

Assignments

Assignment I. Capstone project:
- Advanced Generalist Practice/Rural 300 pts.

Assignment II. Class Presentation: Capstone Project
- Student attendance/participation/quizzes 150 pts.
- Student Field Performance Evaluation
  - First Liaison Visit 50 pts.
  - Second Liaison Visit (Midterm) 225 pts.
  - Third Liaison Visit (Final) 325 pts.

**TOTAL FIELD/SEMINARY POINTS** 1250 pts.

**XIII. GRADING SCALE:**

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<tr>
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<tr>
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<td>C</td>
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<td>D</td>
<td>874-750</td>
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<tr>
<td>F</td>
<td>749-0</td>
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*COMPLETION OF ALL FIELD HOURS IS REQUIRED FOR THIS CLASS. FAILURE TO COMPLETE ALL FIELD HOURS IN CURRENT SEMESTER WILL REQUIRE REPEAT OF COURSE.*

**XIV. ATTENDANCE POLICY**
Per Class Attendance Policy SFA 6.7 students are expected to attend all classes, laboratories, and other class-related activities on a regular and punctual basis. Attendance policies will be stated in the course syllabus. For those classes where attendance is a factor in the course grade, an accurate record of attendance will be maintained. Absences At the discretion of the instructor, students may be excused from attendance for reasons such as health, family emergencies, or student participation in approved university-sponsored events. When possible, students should notify their instructors in advance about absences. Students are responsible for providing documentation in a timely manner to the instructor for each absence. The instructor determines whether such documentation is satisfactory. Students missing classes, other than for university-sponsored trips, should contact the Office of Student Rights and Responsibilities (OSRR) and request that an absence notification be sent to the instructor(s). The notification is not an excuse, and is not evaluated by OSRR. The notification is only provided as a courtesy to the student and the student's instructor(s). If participating in university-sponsored events, announcements in mySFAS may constitute official notification. Faculty members sponsoring activities that require their students to be absent from other classes must submit to the provost and vice president for academic affairs an explanation of the absence, including the date, time, and an alphabetical listing of all attending students. If approved by the provost and vice president for academic affairs, this information will be posted on mySFA. Whether absences are excused or unexcused by the instructor, a student is still responsible for all course content and assignments. Students with accepted excuses may be permitted to make up work for absences equaling no more than 15% of the scheduled course meeting time for the term, depending on the nature of the missed work. The timeline for completing make-up work will be determined by the instructor. [https://www.sfasu.edu/docs/policies/6.7.pdf](https://www.sfasu.edu/docs/policies/6.7.pdf)

XV. ACADEMIC INTEGRITY

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

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.

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.

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

Ordinarily, at the discretion of the instructor of record and with the approval of the academic chair/director, a grade of WH will be assigned only if the student cannot complete the coursework because of unavoidable circumstances. Students must complete the work within one calendar year from the end of the semester in which they receive a WH, or the grade automatically becomes an F. If students register for the same course in
future terms the WH will automatically become an F and will be counted as a repeated course to compute the grade point average. For additional information, go to https://www.sfasu.edu/policies/course-grades-5.5.pdf.

XVII. STUDENTS WITH DISABILITIES

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

XVIII. STUDENT WELLNESS AND WELL-BEING

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

If you are experiencing concerns, 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)
- JoJosCrisis Text Line: Text HELLO to 741-741

CAPSTONE ASSIGNMENT: INTEGRATIVE ADVANCED GENERALIST SPECIALIZED PRACTICE IN THE RURAL CONTEXT

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.
CAPSTONE PRESENTATION: CLASS PRESENTATION OF ADVANCED GENERALIST PRACTICE WITHIN THE RURAL CONTEXT

Student will conduct a 15-minute, class 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. Faculty members and students from Field Seminars I and II will be invited to attend, as well as the exit review committee and faculty at large.

BIBLIOGRAPHY
(Other Readings May Be Assigned As Needed/Appropriate)


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