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COURSE DESCRIPTION

This advanced generalist field practicum provides students with experiential opportunities designed to integrate knowledge and theories with advanced generalist practice skills with special emphasis on working with organizations, rural and urban communities. Students participate in an educationally-directed field experience under supervision in a social services agency. A total of 240 clock hours must be completed. Prerequisites: Advanced standing status. (3 or 4 semester hours).

COURSE OBJECTIVES:

1. Apply theoretical concepts, models and perspectives from an advanced generalist perspective, (broad and expanded knowledge base) with special emphasis on rural application of social work services in organizations and communities.

2. Demonstrate effective cultural competencies in intervention skills appropriate to advanced generalist practice, with special emphasis on professional and therapeutic approaches to individuals, families, groups, organizations and communities.

3. Demonstrate productive use of supervision to enhance professional learning.

4. Demonstrate awareness of self in the process of intervention, particularly in work with organizations and communities and how it relates to rural social work practice.

5. Demonstrate the ability to utilize research and critical thinking for the evaluation of practice across levels of systems, with special emphasis on evaluation of organizational and community systems in both urban and rural settings.

6. Demonstrate individualization of people with respect of ethnicity, culture, gender.

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social class, sexual orientation, physical and mental ability.

7. Demonstrate individual ability to examine and resolve practice dilemmas from different perspectives, including personal, client, societal, and professional orientations.

8. Demonstrate the ability to apply social work values and ethics in accordance with NASW Code of Ethics and the professionalism of social work practice.

9. Demonstrate the ability to identify and utilize community resources to affect change, particularly with macro systems in urban and rural settings.

10. Demonstrate the ability to work effectively within the administration of the agency setting

11. Demonstrate the conscious development as a social work professional through supervision

**GRADING:**

Students will receive a letter grade determined by the Field Faculty Liaison. By the end of the Advanced Generalist Field Practicum, students will be expected to have completed:

- Learning contract(s)
- Professional interactions and interventions with individual, family, group, organizational and community systems, with special emphasis on work with macro systems.

The requirements and time frames for documentation of assigned field activities will be presented in the seminar, by the Faculty Liaison. The documentation should be available for the faculty liaison to review at the mid-term and final evaluation.

There are two written evaluations of student progress in the field practicum. Through the use of the “Evaluation of Field Practicum Student” form, an evaluation will be completed twice during the semester by the field instructor (in conference with the student) -- one at mid-term and one at the end of the semester as needed.

Students will receive a letter grade based upon the thoroughness and quality of the assignments and the evaluation of the students' ability to engage the client system. An "A" will be awarded only in the cases of both outstanding efforts and quality in the required products. A course grade of "B" will represent a substantial effort and achievement. It is clearly a grade for the better than average product and effort. A course grade of “C” indicates adequate effort and achievement; there is clearly room for growth and improvement and the course must be repeated.

As this course is web-based there are no absences. Should a student fail to participate in an assigned discussion there will be one opportunity for make-up. Any further missed discussions will result in a student having a letter grade drop. A student who misses three or more discussions may be dropped from the course or receive a failing grade.
COURSE REQUIREMENTS:

Field Practicum Seminar:

Each student enrolled in the field practicum is assigned a field liaison faculty from the social work department. The function of the faculty field liaison is to monitor and evaluate the progress of the student in the field practicum, and to assist the student in the integration of classroom learning and field practicum application of content.

The field liaison faculty member assigns the final grade for the student in the field practicum. This grade is based on the recommendation of the filed practicum instructor (the agency-based field instructor) as well as the direct observations of the faculty field liaison, and the student’s efforts and level of task completions.

Each faculty field liaison member is expected to contact the student's field practicum agency a minimum of two times during the semester, or as needed on problematic issues.

All students enrolled in the field practicum are required to meet with the faculty field liaison and other students in a seminar meeting scheduled by the faculty. The format of the seminars is left to the faculty field liaison, within the following guidelines:

- Field seminar fully web-based.
- All students are required to participate in the seminar.
- Seminars are graded based on critical thinking and participation.

The purpose of the seminar includes:

- Orientation to field practicum expectations and record keeping
- Updates on practicum requirements or conditions.
- The opportunity for students to raise and share questions regarding the field practicum, assignments, or expectations.
- The opportunity for students to share with other students their learning experience in the field practicum; to begin the practice of peer consultation on professional problem solving; and to offer support and input to fellow students.

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In order to best achieve the purpose of the field seminar, it is recommended that where possible the field liaison faculty member schedule seminar sessions in the respective field agency hosting practicum students. Seminars held in the agency:

- Offer each student a chance to orient peers to their agency, its location, purpose, and procedures.
- Offers a chance to familiarize students and faculty with the services and referral processes of the field agency.
- Offer the student and agency mutual exposure to facilitate identifying future employment interests and opportunities.
- To allow agency field instructors to demonstrate or discuss their approaches to the design and practice of field learning.
- Allow students the chance to organize and host a professional meeting.
- Allow faculty field liaison to observe students in a variety of professional settings
- Affords the option of allowing field instructors from other agencies to attend and learn alternative ways of approaching field education and client services.

**EXPECTED COMPETENCIES**

The following are competencies that students will be evaluated on and expected to have achieved by the conclusion of the Field Practicum. The assigned readings will enhance the students’ learning experiences while in the field. The competencies are not listed in any particular order. Because the learning process is dynamic and cumulative, the knowledge developed in Competency Area #1 will contribute to the learning experience for other competencies as well. Specific field assignments are to be completed concurrently with other in classroom learning as assigned by the faculty. Field Instructors/Field Faculty Liaisons should review each assignment to assure the learning of the specific competency in the field setting, and the integration of that knowledge into the practice area.
<table>
<thead>
<tr>
<th>#</th>
<th>Area of Competency</th>
<th>Tasks</th>
<th>Outcome</th>
<th>Course Objectives</th>
</tr>
</thead>
<tbody>
<tr>
<td>#1</td>
<td>Knowledge of Field Agency</td>
<td>Learning Contract</td>
<td>Proficiency in knowledge of agency system</td>
<td>10</td>
</tr>
<tr>
<td>#2</td>
<td>Skills in Working with Individuals</td>
<td>Documentation of professional interactions and interventions with individuals. Documentation of assessments, home visits, services, referrals, advocacy, etc.</td>
<td>Proficiency in working with individuals &amp; application of theoretical concepts. Completion of tasks. Success of task completion.</td>
<td>1, 2, 4, 5</td>
</tr>
<tr>
<td>#3</td>
<td>Skills in Working with Families</td>
<td>Documentation of professional interactions and interventions with families. Assessments, Services, Advocacy</td>
<td>Proficiency in working with families &amp; application of theoretical concepts. Results</td>
<td>1, 2, 4, 5</td>
</tr>
<tr>
<td>#4</td>
<td>Skills in Working with Groups, and Individual Group Work.</td>
<td>Documentation of professional interactions and interventions with groups. Involvement in and documentation of a minimum of one (1) process task group.</td>
<td>Proficiency in working with groups &amp; application of theoretical concepts.</td>
<td>1, 2, 4, 5</td>
</tr>
<tr>
<td>#5</td>
<td>Skills in Working with Organizations. Include a copy of Paper from SWK 507, or Grant from SWK 508</td>
<td>Demonstrate ability to analyze existing, or development of new, policies and procedures. Identify and attend a minimum of one (1) org. group throughout the semester. Review Paper from SWK 507 or 508</td>
<td>Proficiency in working with organizations &amp; application of theoretical concepts. MACRO grant writing assessment.</td>
<td>1, 2, 4, 5, 10</td>
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<tr>
<td>#6</td>
<td>Skills in Working with Communities. Include Resource Development, rural and urban</td>
<td>Demonstrate ability to analyze community planning/change effort. Identify and attend a minimum of one (1) Comm. Group Meeting. Develop a community resource directory</td>
<td>Proficiency in working with communities &amp; application of theoretical concepts. Knowledge of other agencies and services</td>
<td>1, 2, 4, 5, 9</td>
</tr>
<tr>
<td>#7</td>
<td>Development of the Professional Self. Include a copy of Supervision Paper from SWK 507.</td>
<td>Completion of self-evaluation, and demonstrate understanding of supervisory styles</td>
<td>Enhanced self-awareness &amp; use of professional self. Ability to demonstrate individual decision making for services</td>
<td>3, 4, 11</td>
</tr>
<tr>
<td>#8</td>
<td>Development of Cultural Competence</td>
<td>Include aspects of diversity as part of organizational and community projects</td>
<td>In-depth understanding of diversity &amp; its impact on practice. Examples given.</td>
<td>4, 6</td>
</tr>
<tr>
<td>#9</td>
<td>Application of Social Work Values &amp; Ethics</td>
<td>Demonstrate the ability to include values &amp; ethics as part of organizational &amp; community projects</td>
<td>Proficiency in application of values &amp; ethics in professional MACRO practice</td>
<td>7, 8</td>
</tr>
<tr>
<td>#10</td>
<td>Evaluation of Practice by developing a research project for agency. Include a copy of Research Paper from SWK 595</td>
<td>Demonstrate the ability to use research skills in the development of agency special project.</td>
<td>Proficiency in conducting research in practice. Used for program outcome.</td>
<td>5</td>
</tr>
<tr>
<td>#11</td>
<td>Use of Community Resources</td>
<td>Documentation of community resources to assist client systems</td>
<td>Proficiency in utilizing community resources.</td>
<td>9</td>
</tr>
</tbody>
</table>
POLICY ON PLAGIARISM AND CHEATING

“All students enrolled at the University shall follow the tenets of common decency and acceptable behavior conducive to a positive learning environment.” (See Student’s Guide handbook, Policies and Procedures, conduct).

Plagiarism is the “[A]ct of appropriating the literary composition of another, or parts of passages of his [or her] writings, or the ideas or language of the same, and passing them off as the product of one’s own mind.” (Black’s Law Dictionary, Abridged Fifth Edition, 1983). When a student gives proper credit to the source, it is not plagiarism.

Some examples of cheating include copying answers from another’s test or assignment, using notes during an exam, giving or receiving help on assignments, and submitting work already submitted for a previous class for credit in another class. If a student suspects cheating is occurring during an exam, the student must immediately notify the instructor, so that the instructor can evaluate the situation while it is occurring.

Law, University policy, and ethical standards all require that students refrain from plagiarism or cheating in any form. Social workers must be honest and trustworthy, therefore, social work students must avoid any behavior that is dishonest, or impairs the trust of others.

Instances of suspected plagiarism and/or cheating will be thoroughly evaluated. Students found in violation of this policy will be subject to disciplinary action by the Department and University.

ATTENDANCE

Students are expected to attend field regularly. If students will be late or absent from their placement, they should contact their field instructor. See the Field Manual for more specific guidelines regarding attendance in the field practicum.

STUDENTS WITH DISABILITIES

Students requesting accommodations for disabilities must go through the Academic Support Committee. For more information, please contact the Director of Disability Resources and Services, Student Services Building Room 303D, (903) 886-5835.


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Parsons, Ruth; Jorgensen, James; and Hernandez, Santos. (1994.) *The Integration of Social Work* Master Syllabus as of Fall 2012


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