



SCHOOL OF SOCIAL WORK

SWK 505: ADVANCED GENERALIST PRACTICE WITH INDIVIDUALS

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COURSE DESCRIPTION:

This advanced practice course provides students with theories and skills for working with individuals from an advanced generalist perspective. By the end of the course, students will be expected to demonstrate critical thinking, integration of theory with practice, and knowledge, values and skills appropriate for autonomous practice. Prerequisites Students must have been admitted to the MSW program; completed all MSW foundation curriculum requirements; and be in good standing in the MSW program.

GOAL & COMPETENCIES:

1. Prepare MSW graduates for professional advanced generalist practice that reflects application and integration of critical thinking, theoretical frameworks, and differential interventions.

Graduates will be able to demonstrate the following competencies:

C 1.1 Apply critical and independent analysis of practice situations and effectively communicate their judgments, reasoning and decision-making processes (2.1.3)

C 1.2 Apply and contribute to evidence-based and best practice approaches to continuously assess and improve the efficacy and effectiveness of practice (2.1.6)

C 1.3 Differentially apply theories and frameworks of HBSE and critique interactions between and among biological, psychological, social, spiritual and cultural systems and their reciprocal relationships with HBSE. (2.1.7)

C 1.4 Demonstrate autonomy in dynamic practice activities that involve (2.1.10):

C. 1.4 (a) Effective relationship-building interactions at all levels of systems f focused on enhancing

client choice, motivation, and hopefulness in the change process

C. 1.4 (b) Use of a variety of multi-dimensional evidence-based assessment tools and intervention approaches

C. 1.4 (c) Effective intervention with complex problems and multi-level systems that provides amelioration as well as prevention strategies

C. 1.4 (d) Response to the evaluative feedback process for interventions implemented with client systems

2. Enable MSW graduates to apply ethical reasoning to advance equality, justice, and social change. Graduates will be able to reflect the following competencies:

C. 2.2 Apply social work ethical principles to resolve dilemmas and create positive change among individuals, families, groups, organizations & communities (2.1.2)

C. 2.3 Demonstrate the ability to build strengths based on mutual engagement with diverse populations (2.1.4)

3. Promote leadership and service that is relevant to individual contexts of practice and enhances well-being and quality of life. Graduates will be able to reflect the following competencies:

C. 3.1 Exemplify and model professional social work standards and strive to enhance their professional growth and development (2.1.1)

C 3.2 Use leadership skills indicative of an advanced generalist practitioner to proactively respond amidst changing contexts (2.1.9)

C 3.4 Effectively intervene with individuals, families and groups, and provide administrative leadership and direction in organizations and communities as advanced generalist practitioners. (** New AGP Objective)

COURSE OBJECTIVES:

1. The ability to use selected theories and models of intervention in generalist practice with individuals.
2. The ability to critique and apply the theoretical and empirical literature relevant to intervention situations.
3. The ability to select, evaluate, and use explanations of human behavior for specific practice situations, i.e., the interventions appropriate for specific conditions and clients.
4. The understanding of intercultural counseling techniques, as relevant to minority groups, and the relevance of generalist practice activities to the social work profession and to social justice.

RELATIONSHIP TO OTHER COURSES:

This course builds upon foundation content that provides knowledge of human behavior and social systems. It builds upon foundation exposure to professional values and ethics, particularly the NASW Code of Ethics.

This course draws upon SWK 501, 555, and 595 to engage research methods and skills in evaluation; critical thinking skills utilize research and empirical evidence.

TEXTS:

Coady, N. & Lehmann, P. (2008). *Theoretical perspectives for direct social work practice: A generalist-eclectic approach*. (2nd ed.). New York: Springer

GRADING:

180 - 200 points = A
160 - 179 points = B
140 - 159 points = C
120 – 139 points = D
Less than 120 = F

OVERVIEW OF ASSIGNMENTS:

Quizzes – 25% of grade:

There are five quizzes throughout the course, mainly on your reading of the chapters. Each quiz grade is worth 5% for a total of ¼ of your course grade. All quizzes are taken online and are a combination of multiple choice, true or false, and short answer. All quizzes are open book; however, they are also timed, so it is suggested that you at least be familiar with the material and where to look before opening the quiz. Once it is opened, it must be completed within the time allotted.

Blog/Discussion Board – 30% of course grade:

There will be seven discussion (blog) topics required throughout the course, each one equaling 5% of your course grade. In order to get full points for each of these the following must occur:

- a) Your initial post to the topic must no later than five days prior to the class date in which is due (ie. If it is due on January 22 then your initial post must be no later than January 17).
- b) Your initial post must be a minimum of 15 sentences long and must contain your thoughts, observations (or whatever is asked) about the topic. Sentences such as, “That is a really good question,” or other “fillers” are not counted toward the minimum. Of course, more than the minimum is always appreciated.
- c) Prior to the due date (in the example above, it would be by class time on Jan. 22, if that is the date class meets), you must post a comment to three other initial postings of classmates – each one a minimum of five sentences, with no “filler” comments counting toward the five.

d) Proper grammar is *expected*. I highly recommend typing your thoughts and comments in a file on a word processing program and check for spelling and grammatical errors. Professionalism and professional presentation is an expectation and not an option. Points will be taken off for sloppy spelling and writing.

Group Work – 30% of course grade:

There is a great deal of in-class group work with this class. In the first class, you will be divided into groups for classwork. Ten percent of this grade is your work as a group leader, and the other 20% is your participation in the group work. More details will be provided on the first day of class.

Final Case Evaluation – 15% of course grade:

The final exam for this class will be a case evaluation which you will both answer questions regarding and provide so detailed evaluation based on everything you have learned in case. This amounts to a final examination which will the week prior to finals and will close on class day in finals week. This too, is an open book exam; however, the same issues apply. It will have a time limit, so it is strongly suggested that you know your material before you open the exam.

Final note on Grading: This class is *highly* participatory. There are no big papers due, or even big assignments. Your ongoing participation throughout the course is the major requirement for you to get a good grade in this class. If you are vigilant each week and keep up with these multitude of small requirements that add up to significant percentages of your grade you will do fine.

CLASS ATTENDANCE AND PARTICIPATION:

Students are expected to attend class, reflecting responsibility which is inherent in the development as a social work professional. Roll will be taken regularly. Students are expected to be on time and prepared to participate when class begins as well as be present throughout the entire class meeting. Classroom exercises, discussions, role plays, guest speakers and other in-class experiential exercises are essential for a student’s professional learning and continued development of self-awareness. Tardiness (or early departure) of more than 15 minutes will count as .5 absence (2 tardies/early departures = 1 absence). A student is considered absent if he/she arrives more than 30 minutes late to class, leaves 30 or more minutes early or does not come to class.

The following penalties for absences (unexcused, or excused, according to university policy) will be administered:

Weekly	Up to 2 absences No penalty	3 absences 1 letter grade drop	4 absences Class grade of “F”	
Bi-weekly	Up to 3 absences No penalty	4 absences 1 letter grade drop	5 absences 1 letter grade drop	6 absences Class grade of “F”
Summer 10-week	Up to 1 absence No penalty	2 absences 1 letter grade drop	3 absences Class grade of “F”	

ONLINE OR WEB-ENHANCED CLASSES: Just as students are required to attend face-to-face classes,

students are required to log in and participate in online components. To receive credit for attendance online via eCollege, students must log in and complete assignments in a timely manner. Not logging in to eCollege (which can be monitored by the instructor) and completing assignments online during the appropriate time is the equivalent of an absence for each week this occurs.

Final evaluation and grades depend on both presence and participation. Students' grades will be significantly impacted by inadequate participation or lack of required time commitment each week. Students are expected to spend a comparable amount of time in the online learning environment as they would in class (3 hours a week in the classroom). In addition, just as in traditional F2F classrooms, students are expected to spend time reading and studying class materials.

NOTE: PROBLEMS WITH YOUR INTERNET CONNECTION AND/OR COMPUTER ARE NOT CONSIDERED AS REASONS FOR LACK OF PARTICIPATION. You have access to the university's computer labs (in the social work department AND other campus facilities, including the library) as well as local libraries and other access to computers and ISPs.

If you believe that you are unable to fulfill the requirements for the course you should talk with your instructor about the possibility of dropping or withdrawing.

Class participation has three components: (1) Appropriate interactions with classmates, (2) Attentiveness, and (3) Active involvement in class activities. Evaluation of class participation is based on instructor observation. Students will be given feedback if problems are evident.

POLICY ON DUE DATES: Late initial blogs are the only thing that will be accepted late, with a subsequent point reduction. All quizzes, complete discussion assignments, and the final exam with open and close on the specified dates. There is *no* allowance for re-opening something that has already been closed.

POLICY ON PLAGIARISM AND CHEATING:

Every student is expected to do his/her own work. Law, ethical standards, university policy, and departmental policy demand that students refrain from plagiarism and any form of cheating. Plagiarism is the "Act of appropriating the literary composition of another, or parts of passages from of his [or her] writings, or the ideas or language of the same, and passing them off as the products of one's own mind." (Black's Law Dictionary, Abridged Fifth Edition, 1983). When using others' words, phrases, or ideas in writing, the original author should be given proper credit.

Cheating may take different forms. These include, but are not limited to, copying others' answers during an exam, using notes or other forms of help during an examination or quiz, except when explicitly permitted by the instructor, giving or receiving help on exams or assignments, or submitting work for one class which has already been submitted for another class for credit. Use of citations from the Internet without paraphrasing content AND proper referencing is regarded as plagiarism. Professors have the right to use electronic review programs (such as Turn It In™) to identify plagiarism.

The department does not tolerate plagiarism or cheating. A student found to be engaging in such illegal and unethical conduct may receive a failing grade in the course and may be subjected to further disciplinary proceedings. Any assignment or exam that lacks honesty will be given a grade of "0".

ACCEPTABLE CLASSROOM BEHAVIOR:

“Students at Texas A&M University-Commerce are expected to obey all federal, state, and local laws, in addition to the regulations of the University. The standards of Student Conduct including

disciplinary rules and procedures are designed to provide and conform to the basic tenets of due process, as developed by institutions of higher education. As such, the University distinguishes these procedures and regulations as an educational and growth process which is not intended to conform to adversary proceedings as in a court of law. (Student's Guide Book, 2011, p. 35).

CODE OF CONDUCT FOR SOCIAL WORK STUDENTS

The Department of Social Work expects all social work students to conduct themselves in an ethical, professional manner. Professional ethics are at the core of social work. The profession articulates its basic values, ethical principles, and ethical standards as set forth in the *NASW Code of Ethics* to guide social workers' conduct. The *Code* is relevant to all social workers and social work students, regardless of their professional functions, the settings in which they work, or the populations they serve. Accordingly, we expect social work students to demonstrate courtesy, respect and support for fellow students, instructors, clients, and all other persons.

All students enrolled in BSW or MSW classes are expected to observe the tenets of the NASW Code of Ethics and the Social Work Student Code of Conduct. Our Code of Conduct is reflective of professional and academic expectations – a student who cannot demonstrate appropriate behaviors will not be appropriate for practice in the social work profession. Students who violate these Codes may be asked to meet with appropriate Social Work faculty (instructors or Program Directors). In addition, the department's Academic and Professional Issues (API) Committee is responsible for dealing with student issues when requested by faculty.

STUDENTS WITH DISABILITIES

It is the policy of Texas A&M University-Commerce and the Social Work Department to do everything we can to accommodate students with disabilities, pursuant to federal and state law, and the University's commitment to providing equal opportunities. Any student with a disability who needs accommodation, for example, in accessibility, seating placement or in arrangements for examinations should not hesitate to inform the instructor. If required, large type, Braille or cassette recordings of syllabus or assignments can be provided.

Students with conditions that require special attention or accommodation should contact the Director of Disability Resources & Services at 903-468-5150 (located in the Library, Room 132).

COURSE SCHEDULE: (A more detailed course schedule will be provided on the first day of class (as I teach 2 sections of this class on different days) and will be posted into eCollege). All assignments are subject to change with one full week's notification by the instructor.)

Week	Reading(s)	Activity (location) <i>Due</i>	Link to Comp.	SLO
1	Syllabus	Syllabus and course review (in class)		
2	Chapter 1	Lecture (in class) <i>Quiz on syllabus/eCollege</i>		

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3	Chapter 2	Blog (online) <i>Discussion 1</i>		
4	Chapter 3	Lecture (in class) <i>Quiz on Chapters 1-3</i>		
5	Chapter 4	Blog (online) <i>Discussion 2</i>		
6	Chapter 5	Group work (in class)		
7	Chapter 6	Group work (in class) <i>Quiz on Chapters 4-6</i>		
8	Chapter 9	Lecture (online) <i>Discussion 3</i>		
9		SPRING BREAK		
10	Chapter 10	Group work (in class) <i>Discussion 4</i>		
11	Chapter 11	Lecture (online) <i>Quiz on Chapters 9-11</i>		
12	Chapter 12	Group work (in class) <i>Discussion 5</i>		
13	Chapter 14	Blog (online) <i>Discussion 6</i>		
14	Chapter 17	Group work (in class) <i>Quiz on Chapters 12-14</i>		
15	Chapter 19	Lecture/Review (in class) <i>Discussion 7</i>		
16		(online) <i>Final Exam opens</i>		

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