SCHOOL OF SOCIAL WORK

SWK 505: ADVANCED GENERALIST PRACTICE WITH INDIVIDUALS
Wednesday 6pm to 9pm
Mesquite Metroplex Campus
Spring 2015

Instructor: Jennifer Frazier MSSW, LCDCI, LCPAA
Office: Hen 301 or as arranged
Office Hours: By Appointment
Office Phone: (214) 298-1416
E-Mail: Frazierjs@gmail.com

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 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.

STUDENT LEARNING OUTCOMES:

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:


GRADING:

275 - 300 points = A
250 - 274 points = B
225 - 249 points = C
>224 – Don’t go here!

OVERVIEW OF ASSIGNMENTS:

1. **ANALYTIC PAPERS (10 @ 20 points = 200 Points):**

A one page double-spaced typewritten paper is due at the beginning of each class meeting for Weeks 5 -15; summarizes the reading assigned for the day (see course calendar). The paper should identify and discuss at least four key points from the reading. Be prepared to discuss these points in class. Each paper is worth twenty (20) points. Points will be granted for creativity. Pulling in more resources such as a case study that goes along with the reading will warrant additional points. (Instructor will check off papers and will grade them randomly). You will not know in advance which papers are being read and which ones are being checked off. **Late papers will not be accepted. If you are absent you may e-mail the paper before the class starts to the instructor. Papers e-mailed after the class has started will not be accepted. Instructor may randomly assign other students to grade papers.**

2. **GROUP PRESENTATION (35 Points):**

Students will pair with another student to form a group of two-three students. Each group will be responsible for leading the class discussion for classes meeting in Weeks 5 – 15. Discussion leaders
will review the assigned material and develop a presentation, including: 1) a summary of the theory, 2) assessment of the theory for practice, 3) a case example utilizing the theory. Be sure to develop possible questions and/ or issues for discussion. **The presentation should last at least 45 minutes, but no longer than one hour and 30 minutes.**

Full participation and cooperation by all members of the group is expected. Theoretically, one grade will be assigned for each group presentation. It is possible, however, that individual grades may be reduced by a lack of effort or participation in the final product.

3. **FINAL EXAMINATION (50 Points)** Covers content from all theories discussed.

   **Date of examination: May 6, 2015. No make-up test will be given if student is not present on test date, no early testing will be allowed.**

**CLASS PARTICIPATION (15 POINTS):**

This is an overall assessment of class participation. It includes class discussions, attendance, and participation in the group presentation. Students who arrive more than 15 minutes late or leave early will not be given credit for attendance. **Three absences and/or 3 occasions of arriving and/or leaving early will be an automatic grade drop.**

**WRITTEN ASSIGNMENTS:**

All written assignments must demonstrate acceptable writing style, American Psychological Association (APA), including the use of Standard English, acceptable grammar, and the use of the American Psychological Association (APA) style of reference citation. Part of the grading process will include an evaluation of presentation, including clarity, coherence, logic and organization of the assignment. All assignments must be typewritten, using double-spacing and standard margins. It is the student’s responsibility to ensure the paper is in the possession of the instructor by the designated time. Any papers left in the mailbox or any other place are not the instructor’s responsibility. **All assignments must be turned in on hard copy, no electronic papers; either e-mail or disks will be accepted.** At the discretion of the instructor, it may be required to submit written assignments via “Turn-It-In”, a program utilized to determine instances of plagiarism. Please follow-up to ensure I have received your paper by the date assigned. Below is a partial list of factors that are addressed in the grading process:

- Any error in APA reference or citation format from the 6th edition
- Lack of quotation marks at the beginning and end of all direct quotes
- Extra or missing punctuation (i.e. commas, semi-colons, colons, periods)
- Incomplete sentences (i.e., sentences without a verb)
- Run-on sentences (i.e., sentences that run together without appropriate punctuation and capitalization delineating each sentence)
- Incorrect spelling
- Inappropriate and inconsistent verb tense
- Lack of noun-verb agreement
- Incorrect use of capitalization (e.g., social work is generally not capitalized)
- Incorrect use of possessives (examples of correct use are Shawn’s book, the parents’ child)
- Any contractions (e.g., I’m, can’t, won’t), except in direct quotes from another
source)  
Lack of neatness (e.g., hand written corrections, uneven indentions)  
Papers that are not typewritten  
Use of a size other than #12 font  
Lines not double spaced  
Margins that are less than or wider than 1 inch  
Failure to indent the first line of a paragraph  
Incoherent sentences

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:

<table>
<thead>
<tr>
<th>Weekly</th>
<th>Up to 2 absences No penalty</th>
<th>3 absences 1 letter grade drop</th>
<th>4 absences Class grade of “F”</th>
</tr>
</thead>
<tbody>
<tr>
<td>Bi-weekly</td>
<td>Up to 3 absences No penalty</td>
<td>4 absences 1 letter grade drop</td>
<td>5 absences 1 letter grade drop</td>
</tr>
<tr>
<td>Summer 10-week</td>
<td>Up to 1 absence No penalty</td>
<td>2 absences 1 letter grade drop</td>
<td>3 absences Class grade of “F”</td>
</tr>
</tbody>
</table>

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, when applicable. 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:**

Due dates are non-negotiable. Should you have an emergency that will require you to miss a deadline, proof of said emergency **maybe** required. Acceptance of materials after the due date will be at the sole discretion of the professor.

**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 literacy 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).

All students are expected to come to class prepared and ready to learn. This is signified through your positive attitude and engagement in classroom activities. Texting, talking out of turn, use of electronic devices and/or social media accounts during class are all inappropriate while in a learning atmosphere. Students should refrain from the use of technology devices in the classroom. If you must accept a call, please step out as to not disturb others. Situations that last more than 15 minutes will be accounted for in the attendance policy and points deducted.
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
The Americans with Disabilities Act (ADA) is a federal anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. If you have a disability requiring an accommodation, please contact:

**Office of Student Disability Resources and Services**
Texas A&M University-Commerce
Gee Library
Room 132
Phone (903) 886-5150 or (903) 886-5835
Fax (903) 468-8148
StudentDisabilityServices@tamuc.edu
## COURSE SCHEDULE:

### Unit I: INTRODUCTION TO THEORY

<table>
<thead>
<tr>
<th>Week</th>
<th>Date</th>
<th>Topic</th>
<th>Assignments/ Link to Comp. and SLO</th>
</tr>
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<tbody>
<tr>
<td>Week 1</td>
<td>01/21/15</td>
<td>Introduction to Course; Review Syllabus; Course Expectations</td>
<td>Chapter 1, Coady &amp; Lehman C1.1-1.4, C.3.1-3.4 and SLO 1 &amp; 2</td>
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<tr>
<td></td>
<td></td>
<td>Generalist-Eclectic Approach</td>
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<tr>
<td></td>
<td></td>
<td>C1.1-1.4, C.3.1-3.4 and SLO 1 &amp; 2</td>
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<tr>
<td>Week 2</td>
<td>01/28/15</td>
<td>Theory: What is it? Is It Important?</td>
<td>Chapter 2, Coady &amp; Lehmann Class will meet online today. Check in and respond to discussion questions C1.1-1.4, C.3.1-3.4 and SLO 1 &amp; 2</td>
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<tr>
<td></td>
<td></td>
<td>How to Assess and Analyze Theories</td>
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<tr>
<td>Week 3</td>
<td>02/04/15</td>
<td>Problem – Solving Model Ethical Issues in Dual Relationships</td>
<td>Discuss Chapters 1, 2, &amp; 3 Coady &amp; Lehmann Regular class meeting at Mesquite Metroplex Campus. Assign Presentation Groups C1.1-1.4, C.3.1-3.4 and SLO 1 &amp; 2</td>
</tr>
<tr>
<td>Week 4</td>
<td>02/11/15</td>
<td>Use of Theories</td>
<td>Class will meet online today. Check in and respond to discussion questions C1.1-1.4, C.3.1-3.4 and SLO 1 &amp; 2</td>
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</table>
## UNIT 2: INDIVIDUAL THEORIES/APPROACHES

<table>
<thead>
<tr>
<th>Week</th>
<th>Date</th>
<th>Topic</th>
<th>Assignments/ Link to Comp &amp; SLO</th>
</tr>
</thead>
<tbody>
<tr>
<td>Week 5</td>
<td>02/18/15</td>
<td>Critical Ecological Theory</td>
<td>Chapter 4, Coady &amp; Lehmann C1.1-1.4, C.3.1-3.4 and SLO 1 &amp; 2</td>
</tr>
<tr>
<td>Week 6</td>
<td>02/25/15</td>
<td>Systems Theory and Holiday-Mental Health Issues</td>
<td>Chapter 5, Coady &amp; Lehmann</td>
</tr>
<tr>
<td>Week 7</td>
<td>03/04/15</td>
<td>Self-Psychology Theory</td>
<td>Chapter 8, Coady &amp; Lehmann C1.1-1.4, C.3.1-3.4 and SLO 1 &amp; 2</td>
</tr>
<tr>
<td>Week 8</td>
<td>03/11/15</td>
<td>CBT &amp; Treatment</td>
<td>Chapter 9, Coady &amp; Lehmann C1.1-1.4, C.3.1-3.4 and SLO 1 &amp; 2</td>
</tr>
<tr>
<td>Week 9</td>
<td>03/18/15</td>
<td>SPRING BREAK</td>
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<tr>
<td>Week 10</td>
<td>03/25/15</td>
<td>The Crisis Intervention Model</td>
<td>Chapter 10, Coady &amp; Lehmann C1.1-1.4, C.3.1-3.4 and SLO 1 &amp; 2</td>
</tr>
<tr>
<td>Week 11</td>
<td>04/01/15</td>
<td>Client-Centered Theory</td>
<td>Chapter 12, Coady &amp; Lehmann C1.1-1.4, C.3.1-3.4 and SLO 1 &amp; 2</td>
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<tr>
<td>Week 12</td>
<td>04/08/15</td>
<td>Existential Theory</td>
<td>Chapter 13, Coady &amp; Lehmann C1.1-1.4, C.3.1-3.4 and SLO 1 &amp; 2</td>
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<tr>
<td>Week 13</td>
<td>04/15/15</td>
<td>Feminist Theories</td>
<td>Chapter 14, Coady &amp; Lehmann C1.1-1.4, C.3.1-3.4 and SLO 1 &amp; 2</td>
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</tbody>
</table>
| Week 14 | 04/22/15 | Narrative Therapies | *Chapter 15, Coady & Lehman*  
C1.1-1.4, C.3.1-3.4 and SLO 1 & 2 |
| Week 15 | 04/29/15 | Solution-Focused Therapy | *Chapter 17, Coady & Lehmann*  
C1.1-1.4, C.3.1-3.4 and SLO 1 & 2 |
| Week 16 | 05/06/15 | Attachment Theory Final Examination | *Chapters 6, Coady & Lehman*  
C1.1-1.4, C.3.1-3.4 and SLO 1 & 2 |

**APPENDIX A**

**THEORY PRESENTATION GRADING RUBRIC**
<table>
<thead>
<tr>
<th>ELEMENT</th>
<th>POINTS AVAILABLE</th>
</tr>
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<tbody>
<tr>
<td><strong>Complete theory presentation:</strong></td>
<td></td>
</tr>
<tr>
<td>1) Include all main elements/concepts of</td>
<td>15</td>
</tr>
<tr>
<td>theory</td>
<td></td>
</tr>
<tr>
<td><strong>Complete Assessment:</strong></td>
<td></td>
</tr>
<tr>
<td>1) Strengths</td>
<td>15</td>
</tr>
<tr>
<td>2) Weaknesses</td>
<td></td>
</tr>
<tr>
<td><strong>Applicability to Practice:</strong></td>
<td></td>
</tr>
<tr>
<td>1) For which populations?</td>
<td>15</td>
</tr>
<tr>
<td>2) For which issues?</td>
<td></td>
</tr>
<tr>
<td><strong>Appropriate Case Study?</strong></td>
<td>10</td>
</tr>
<tr>
<td><strong>Overall Effectiveness:</strong></td>
<td></td>
</tr>
<tr>
<td>1) References</td>
<td>10</td>
</tr>
<tr>
<td>2) Handout</td>
<td></td>
</tr>
</tbody>
</table>
Appendix B

Theory Analysis Paper Elements

A. Introduction
   a. History of development
   b. Scope, or intended focus or target
   c. Relevant concepts

B. General Theory Assessment
   a. Strengths
   b. Weaknesses
   c. Comparison with competing theories

C. Application to Practice
   a. Assessment of issues/problems
   b. Solution(s)
   c. Case Example

D. Conclusion
   a. Why is this theory the best choice?

E. References
   a. At least 5 professional references

Appendix C

ANALYTIC PAPER GRADING RUBRIC

<table>
<thead>
<tr>
<th>ELEMENT</th>
<th>POINTS AVAILABLE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Four points</td>
<td>3</td>
</tr>
<tr>
<td>Critique of theory</td>
<td>3</td>
</tr>
<tr>
<td>Presentation (see syllabus on written assignments)</td>
<td>4</td>
</tr>
</tbody>
</table>
BIBLIOGRAPHY:


Updated version 12.12


WEBSITES:

Anxiety Disorders Education Program
hHD://www.~.nimh.nih.gs}j]janxiety/

Anxiety-Panic Internet Resource
hl1P://vvVvvv.algv.com/anxietvlindex.html

Association for Humanistic Psychology
http://Vv\W.ahpweb.org/index.html

Behavior Online
http://www.behavioLnet

Brooks/Cole online Psychology Study Center
http://psvchstudv.wadsworth.com

Caregiver Survival Resources
http://\VVV.N.caregiver911.COMnl

Center for Eating Disorders
http://www.eatirur-disorders.com/

Updated version 12.12
SWK 505: Advanced Generalist Practice with Individuals

Center for the Study of Group Processes
http://lv.vvvv.uiowa.edu/~grpRroc/

Cognitive Therapy and Research
http://\"v\".sci.sdsu.edu/C AltCTR\CTR.html

Commission on Domestic Violence
http://www.abaneLog/dol11viol\home.html

Cyberpsychlink
lillR://ctr.umkc.edu/useridmartin/psych\ht1111

DSM-IV Classification Headings
http://13\3.\168.135.89/abnoqnal/dsm/dsm-main.htm

Empowerment Now
http://tv\"n\".empo-werment-no\com/

Great Ideas in Personality
http://z\"l:\lton.psy-ch.nwu.edu\GreatIdeas.html

History of Psychology
http://\w\Vi\guam/home/bmarmie/history.html

International Association for Cross-Cultural Psychology
http://\w\Vi\c\fit,edu/Campus Life/c\u bs-org/iaccp

Internet Mental Health
http://\w\w.mentalhealth.com

Internet Psychology Lab
http://kahuna.cogsci.uiuc.edu/l11L

Interpretation of Dreams by Sigmund Freud
http://\w\"l\".\lpsvch-v\eb.com/books/interp/

Marriage Survival Guide
http://\w\w.geocities.comJHeartland/Meadows/9082/
http://plaza

Megapsych Horne Page
lillQj/members.gnn.comJuser/megapsych.htm

Non-Mainstream Psychotherapy and Counseling Resources
Qnr://ourworld.compuserve.com/home,JLC\ges/selfheal.nonmain.htm

Obsessive-Compulsive Disorder
hill~Uvlww.fairlite.com/locd/

Updated version 12.12
Personality Theorists
http://www.yvynja.cQm/persoljality/theorists.html

Psychgrad Project
http://ai.~.1.uottca/~simp_~Qll/psy~.bgrad.html

Psychinfo
http://www.apa.org/

Psychoanalytic Connection
http://psychoanalysis.net/

Psychological Research on the Internet
http://psych.hanover.edu/APS/exponnet.html

Psychology in Daily Life
http://www.apa

Psycholoquy
http://~3.yw.~2linceto~n.edu/~barnacjLr?sc.h~n:

Psych Web
http://www.gasou.ed

Racism and Prejudice: Psychological Perspectives

Sigmund Freud and the Freud Archives