SWK 424: Generalist Practice in the Field
FAll 2015

According to State of Texas HB 2504,this course syllabus must be submitted for review prior to the course's scheduled start date. Therefore, the instructor has the right to modify this syllabus and course calendar at any time between submission for publication and the first day of class. Furthermore, the instructor has the right to modify the syllabus at any time during the course provided (1) such changes do not increase expectations or requirements beyond a reasonable equivalent and (2) students are given ample notification.

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Virtual Office Hours	Any questions entered into the virtual office on e-College will be answered by 5:00 p.m. the day following your initial post. Questions posted on Friday will be answered by 5:00 p.m. the following Monday. Virtual office is the preferred method of contact regarding questions related to class. If you have a personal issue, please email me and I will respond directly to you.
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COURSE DESCRIPTION

This course is designed to assist students to integrate the knowledge, skills and values learned in all social work courses previously taken and assist them to apply these in their field practicum settings. Prerequisites: All required social work courses and successful completion of SWK 422 and SWK 425. Concurrent enrollment in SWK 426 is required. Restricted to Social Work majors (3 semester hours).

GOALS AND COMPETENCIES

Prepare BSW graduates for entry-level professional social work practice that reflects generalist social work knowledge and skills. ***Graduates will demonstrate the following competencies:***

2.1.6 Engage in research informed practice and practice informed research

2.1.7 Apply knowledge of human behavior and the social environment

2.1.10a Engage, assess, intervene and evaluate, individuals, families, groups, organizations and communities

Enable BSW graduates to practice ethically and apply social work values to promote equality and social justice. ***Graduates will demonstrate the following competencies:***

2.1.3 Apply critical thinking to inform and communicate professional judgments

2.1.5 Advance human rights and social and economic justice

Provide meaningful contexts to prepare BSW graduates to engage in leadership, service and professional excellence. ***Graduates will demonstrate the following competencies:***

2.1.2 Apply social work ethical principles to guide professional practice

2.1.9 Respond to contexts that shape practice

COURSE OBJECTIVES:

1. Integration of appropriate generalist social work theories with chosen practice methods in the field practice setting

2. Facilitate an integrated whole of social work knowledge, skills and values learned in previous SWK courses

3. Strengthen ability to apply knowledge, skills and values in working with diverse, disadvantaged and oppressed client systems (micro, mezzo and macro)

4. Facilitate professional socialization into social work practice through the demonstration of professional behavior in application of social work values and ethics

5. Encourage continued self-awareness of attitudes and behaviors within personal and professional practice environments.

6. Prepare students to be successful in taking the ACAT (Area Concentration Achievement Test and LBSW (Texas State License Social Work Examination)

7. Prepare students to seek professional employment or continue their education in a graduate school of social work

STUDENT LEARNING OUTCOMES:

With successful completion of this course, students will be able to:

1. Apply strategies of ethical reasoning to arrive at principled decisions

2. Analyze complex material (BSW 3.7)

3. Demonstrate effective written communication in working with individuals, families, groups, organization, communities and colleagues (BSW 3.11)

4. Recognize and communicate understanding of the importance of difference in shaping life experiences (BSW 4.5)

5. Use research findings to improve practice, policy, and social service delivery (BSW 6.4)

6. Demonstrate knowledge about human behavior across the life course (BSW 7.1)

7. Demonstrate understanding that policy affects service delivery (BSW 8.1)

8. Identify, analyze and implement evidence-based interventions designed to achieve client goals (BSW 10.1)

RELATIONSHIP TO OTHER COURSES:

This course provides students with a review of BSW course content, information, and skills for professional development. Course curriclum integrates theory, knowledge and skills presented in SWK 322; SWK 325; SWK 328; SWK 329; SWK 331; SWK 340; SWK 350 and SWK 362. Student must have complete all courses including SWK 422 and SWK 425 and be enrolled concurrently in SWK 426.

REQUIRED TEXTS:

Social Work Examination Services, Inc. (2015). *Comprehensive study guide: Bachelor Level Social Work License,* (Version 3.7). Brookline, MA: Author.

(pre-test materials are provided with the above text)

Publication manual of the American Psychological Association (2009). 6th ed. Washington, DC: American Psychological Association

CLASS ATTENDANCE AND PARTICIPATION:

- The expectation is that students will attend class, reflecting responsibility, which is inherent in the development as a social work professional. Roll is 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 experimental 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 a .5 absence (2 tardies/early departures = 1 absence).

- A student is absent if he/she arrives more than 30 minutes late to class, leaves 30 minutes early or does not come to class.

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

Weekly (class meets 1X week)	**Up to 2 absences: No Penalty**	**3 absences: 1 letter grade drop**	**4 absences: Class grade of "F"**	
Bi-Weekly (class meets 2X week)	**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 t o 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 (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, expectation is that students will spend time reading and studying class materials.

POLICY ON PLAGIARISM AND ACADEMIC DISHONESTY

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).

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.

OVERVIEW OF ASSIGNMENTS

Integrative Paper	(200 pts)	This paper is an exercise for each student to write a scholarly paper, integrating practice theories supporting a specific social work intervention carried out at his/her field practicum site. In this assignment, a student must demonstrate the ability to use critical thinking as evidenced in his/her ability to present information in a clear and concise manner supporting their understanding and position on the topic chosen. Supporting evidence from previous texts and empirical, peer reviewed publications must be integrated into this assignment. ** Specific Instructions are located In Appendix A of this syllabus and on eCollege under Doc Sharing*
ACAT Test	(100 pts)	Area of Concentration Achievement Test. Each student is required to take and obtain a passing score (at least 50%) on the ACAT test as part of the final grade. Students obtaining 50-75% accuracy on the test will receive the full 100 points allotted. Students who achieve a score greater than 75% will receive bonus points for total course grade calculation. This test assesses individual knowledge in Human Behavior, Social Policy, Social Work Practice, Research Methods, Diversity, Populations at Risk, Social and Economic Justice and Values and Ethics. These are core areas of knowledge required to successfully pass the state licensure exam and move into an entry-level social work professional position.
Comp Exam	(100 pts)	A comprehensive final exam administered at the end of the course to assess knowledge across all areas of the social work curriculum. This test reflects the content presented throughout the course and prepares students for taking the state license exam.

POLICY ON DUE DATES:
NO ASSIGNMENTS ARE ACCEPTED LATE

GRADING SCALE:

A	90-100% of total points
B	80-89% of total points
C	70-79% of total points
D	60-69% of total points
F	Below 60% the course must be repeated

A course grade of "C" represents an acceptable level of work; while a course grade of "B" represents a substantial effort and achievement. To obtain a "B" a student must demonstrate better than average products and level of effort. An "A" is awarded only to those students who have demonstrated a high level of quality and outstanding efforts as reflected in the assignments for this course.

PRACTICE BEHAVIORS MEASUREMENT SCALE				
ASSIGNMENT: Integrative Paper				
COMPETENCY 2.1.3 **Apply Critical Thinking to Inform and Communicate professional judgments**			**Competency 2.1.6** **Engage in research informed practice and practice informed research**	
PRACTICE BEHAVIOR(S)			PRACTICE BEHAVIOR (S)	
BSW 3.7	Analyze complex material		BSW 6.4	Use research findings to improve practice, policy and social service delivery
BSW 10.1	Identify, analyze and implement evidence-based interventions designed to achieve client goals		BSW 3.11	Demonstrate effective written communication in working with individuals, families, groups, organizations, communities and colleagues
1 (F)	2 (D)	3 (C)	4 (B)	5 (A)
Did not Meet Expectations	Met Minimal Expectations	Met All Expectations	Exceeded Expectations	Achieved Excellence

ASSIGNMENT : ACAT EXAM & COMP					
COMPETENCY 2.1.7 Apply knowledge of Human Behavior and the Social Environment		**COMPETENCY 2.1.10A** Engage, assess, intervene and evaluate, individuals, families, groups, organizations and communities		**COMPETENCY 2.1.2** Apply social work ethical principles to guide professional practice	
PRACTICE BEHAVIOR(S)		PRACTICE BEHAVIOR(S)		PRACTICE BEHAVIOR(S)	
BSW 7.1	Demonstrate knowledge about human behavior across the lifespan	BSW 4.5	Demonstrate understanding that policy affects service delivery	BSW (???)	Apply strategies of ethical reasoning to arrive at principled decisions
		BSW 4.5	Recognize and communicate understanding of the importance of difference in shaping life experiences		

1 (F)	2 (D)	3 (C)	4 (B)	5 (A)
Did not Meet Expectations	Met Minimal Expectations	Met All Expectations	Exceeded Expectations	Achieved Excellence

COURSE SCHEDULE

Week	TOPIC	READINGS/CLASS ACTIVITIES	ASSIGNMENTS
Aug 31	CLASS INTRODUCTION	Review Syllabus Question & Answer Session	Read Introduction in Text: i. Introduction ii. How to use the SWES Review Book iii. Guidelines: Studying or the Examination iv. Strategy for Taking License Exams v. The ASWB Examination Profiles
Sept 7	University Holiday		
Sept 8	Mandatory BSW Assembly on Commerce Campus		• Develop A detailed study plan to include: *A reasonable study time schedule; identify an area to study; plan for obtaining supplemental references; master schedule for study and review (build into the time schedule)*. **Submit your study plan to correct eCollege drop box by 11:59 p.m. Sept 8th**
Sept 14	Individual Practice	Review text :A1-A19 Group Review Activities in Class	• Submit topic for paper no later than 11:59 p.m. on Sept 13th

Sept 21	Clinical Practice	Review text: B-1: B23 Group Review Activities in Class	
Sept28	Clinical Practice continued	Review text: B-1: B23 Group Review Activities in Class	
Oct 5th	Human Behavior	Review text: C-1: C10 Group Review Activities in Class	
Oct 12th	Group Practice	Review text: D-1: D25 Group Review Activities in Class	
Oct 19th	Culturally Competent Social Work Practice	Review text: E-1:E23 Group Review Activities in Class	
Oct 26th	Research and Statistics	Review text: F-1:F11 Group Review Activities in Class	
Nov 2nd	Social Policy and Professional Ethics	Review text: H-1:H44	
Nov 9th	Social Policy and Professional Ethics continued	Review text: H-1: H44	
Nov 16th	Alcohol and Drug Abuse Diagnosis and Treatment	Review text: I-1: I35	
Nov 23rd	Summary of DSM 5 Disorders	Review text: DSM-1: DSM:19	• Final Paper Due by 11:59 p.m. Submit into correct eCollege Drop box
Nov 30th	**REVIEW**		
Dec 7th Monday	**ACAT TEST**	**Time to be Determined (Allow 2 hours to take the test)**	
December 14th Monday	**LBSW Pre-Exam**	**Time to be Determine**	

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APPENDIX A

The Integrative Paper

Generalist practitioners in the social work profession utilize various theoretical frameworks within their practice settings. The integrative paper is a culmination of what content across the BSW curriculum. This assignment provides an opportunity for each student to explore and develop a personal practice theory from existing frameworks and apply that theoretical perspective to his/her field of practice.

Entry-level professional social work is a broad, generalist perspective of helping client systems and using a single, integrated theoretical framework may not be possible. Therefore, generalist practitioners in the social work profession utilize various theoretical frameworks within their practice settings.

Figure 1: Theoretical frameworks employed by practitioners include:

- Ecological
- Bio-Psycho-Social
- Developmental
- Person-in-Environment
- Psychodynamic
- Family and Group
- Cognitive
- Behavioral
- Oppression
- Community Organization
- Social/Open Systems
- Organizational

Specific models of practice intervention include:

- Social Skills Training
- Problem-Solving
- Cognitive Behavioral Therapy
- Cognitive Restructuring
- Task-Centered Approach
- Gestalt Therapy
- Crisis intervention
- Client-Centered Therapy
- Structural Family Therapy
- Case (or care) Management

INSTRUCTIONS FOR COMPLETING AND SUBMITTING THE INTEGRATIVE PAPER

- **Follow the outline provided** :*as you work through the outline, you will need to refer to information contained in social work texts used in previous classes*
- **Format the paper according to APA specifications**: *The paper must be formatted according to the specifications as presented in the American Psychological Association's Publication Manual, 6th edition (2009). The specifications include formatting in-text citations, references on the reference page, and levels of headings, title page, running head, page numeration, font and required spacing.* ***Do not attempt to write this paper without using the APA manual***
- **The paper must be 12 pages in length (no more than 15).** This includes title page and reference pages.

- **You must have a minimum of 10 references**. References include texts and empirically based articles obtained from peer-reviewed journals. No more than 3 web-based resources may be used. *Web-based resources should only be used if they have a URL of .edu; .gov; .org. These represent entities providing accurate and reliable information. Generally, web based resources should only be used to provide the most recent statistics or the most up to date information that is available on a specific topic.*
- **The paper topic must be submitted for approval by September 14th @ 11:59 p.m**. into the correct drop box. I will provide approval or redirection on Sept 21st.
- **The final paper is Due on November 11 th by 11:59 p.m.** and must be submitted into the correct drop box in eCollege.
- **GRADING RUBRIC**

APA formatting; grammar; spelling, sentence structure	0-30 pts (15% of total points)
Required number of appropriate references	0-20 pts (10% of total points)
Quality of content:	0-150 pts(75% of total points)

Remembering (1-105 pts)	Does the content simply define, describe, identify, label, lists, name or outline information?
Understanding (106-120 pts)	Does the content provide evidence of comprehension of the information through summarizing, paraphrasing and interpretation?
Applying (121 - 150 pts)	Is the information applied, constructed, related to a concept in a new situation; is what has been understood applied?

Additional Information

To be successful in this assignment, you must get an early start. It is important to assimilate knowledge and skills obtained in previous courses to demonstrate understanding of the concepts. It is vital that you are able to present your knowledge base, in an integrated manner in written form. This is a major, academic paper providing you a foundation to entering professional practice or bridging to a graduate level program.

Outline for the Final Paper

Title Page

Abstract

This is a paragraph introducing the reader to the topic/content of the paper. Hint: This is the first section of the paper - but should be the last section written

Introduction

Statement of Purpose
Description of Field Practicum Setting and Client Services
Brief overview of selected client system

Literature Review

Provide a general discussion on theoretical frameworks from social work literature (see Figure 1) relevant to selected client system and the helping approach being used (or could be used) in the practicum setting.

Generalist Perspective on the Practice Model with the Client/System

Bio-psycho-social theories relevant to the client system
Policy issues (organizational, legislative, or judicial) related to client system
Social and environmental systems affect the client system
Relevant practice theories applicable to client system
Key elements of the helping process applied to the client system (application of the strengths based systematic approach to problem solving)

Conclusion

Student perspective on issues related to diversity, oppression and social justice that affect the client system
Recommendations and implications for social work practice

References

Appendices (if applicable)