



*SCHOOL OF SOCIAL WORK*

**SWK 554 (Fall)**

---

**INSTRUCTOR:**  
**OFFICE:**  
**OFFICE HOURS:**  
**OFFICE PHONE:**  
**E-MAIL:**

---

**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).

**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. 2.1 Promote effective social policies to improve quality of service delivery systems and enhance well-being of individuals, families, groups, organizations, and communities (2.1.8)

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)

C. 2.4 Develop strategies to address discrimination, reduce disparities, and promote social and economic justice for all populations (2.1.5)

**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 3.3 Apply innovative solutions to emerging social and organizational dynamics. (\*\* New AGP Objective)

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. 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, 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

**STUDENT LEARNING OUTCOMES:**

**RELATIONSHIP TO OTHER COURSES:**

**TEXTS:**

**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 filed activities will be presented in the seminar, by the Faculty Liaison. The documentation must 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.

Attendance at field seminars is mandatory. Three or more absences from the field seminar will constitute a grade drop. Grades below B are not acceptable and the course will have to be repeated. See Student Handbook.

**OVERVIEW OF ASSIGNMENTS:**

**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 visit 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 meetings are scheduled at a time of mutual convenience.**
- **All students are required to attend the seminar.**
- **Seminars are scheduled to last one hour.**

The purposes of the seminar include:

- 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.

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.

**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:**

**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

## SWK 554 (Fall):

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

Week	Reading(s)	Assignment/Activities	Link to Comp.	SLO
1				
2				
3				
4				
5				
6				



7				
8				
9				
10				
11				
12				
13				
14				
15				
16				

**BIBLIOGRAPHY:**

Kirst-Ashman, K. & Hull, G. Jr. (2001) *Generalist Practice With Organization & Communities*.

Brooks/Cole Thomas Learning Center

Brueggemann, W. (2002) *The Practice Of Macro Social Work*. Brooks Cole Thomas Learning Center

Skidmore, R. (1995) *Social Work Administration - Dynamic Management & Human Relationships*

Allyn and Bacon

Ginsberg, L. (2000) *Social Work In Rural Communities*. Council On Social Work Education, Inc.

Lohmann, R. & N. (2002) *Social Administration*. Columbia University Press, N.Y.

Ackerman, N. (1958.) *The Psychodynamics of Family Life*. New York: Basic Books.

Shafritz, J. & Ott, J. (2001) *Classics Of Organization Theory*. Wadsworth Thomas Learning

- Banner, D. & Gagne, E. (1995.) *Designing Effective Organizations*. Thousand Oaks, CA: Sage Publications.
- Bedics, B. and Hall, M. (1987). "Educating the Generalist Practitioner in the Skills of Public Relations: A Challenge for the Eighties". *Journal of Social Work Education*, 23 (1), pp. 58-63.
- Berenson, B.G. and Carkhuff, eds. (1967.) *Sources of Gain in Counseling and Psychotherapy*. New York: Rinehart and Winston, Inc.
- Bisman, C. (1994.) *Social Work Practice: Cases and Principles*. Pacific Grove, CA: Brooks/Cole Publishing Company.
- Born, C. (1987). "Microcomputers and Field Instruction". *Journal of Social Work Education*, 23 (2), pp. 69-74.
- Browne, C. (1993). "Lessons from the Field: Social Work Practice with Multicultural Elders". *Educational Gerontology*, 19 (6), pp. 511-523.
- Collins, P. (1994). "Bridging the Gaps: An Interdependent Model for Educating Accountable Practitioners". *Journal of Social Work Education*, 30(2), pp. 241-251.
- Compton, B. & Galaway, B. (1994.) *Social Work Processes*. Belmont, CA: Wadsworth, Inc.
- Corey, M. & Corey, G. (1992.) *Groups Process and Practice*. (4th Ed.) Pacific Grove, CA: Brooks/Cole Publishing Company.
- Corsini, r. (1979.) *Current Psychotherapies*. Itasca: F.E. Peacock Publishers, Inc.
- Devor, W. and Schlesinger, E.G. (1987.) *Ethnic Sensitive Social Work Practice*. 2nd Ed. Columbus: Merrill Publishing Co.

Doyle, Robert. (1992.) *Essential Skills and Strategies in the Helping Process*. Pacific Grove, CA:

Brooks/Cole Publishing Company.

Ellis, A. (1970.) *Reason and Emotion in Psychotherapy*. New York: Lyle Stuart.

Epstein, L. (Spring 1981) "Teaching Research-Based Practice: Rationale and Method". *Journal*

*of Social Work Education*, 17, pp. 51-55.

Gelman, S. (1990). "The Crafting of Field Work Training Agreements". *Journal of Social Work*

*Education*, 26(1), p. 65.

Gelman, S. and Wardell, P. (1988). "Who's Responsible: The Field Liability Dilemma".

*Journal of Social Work Education*, 24 (1), pp. 70-78.

George, A. (1982). "A History of Social Work Field Instruction: Apprenticeship to Instruction".

*Quality Field Instruction in Social Work*, by Sheafor and Jenkins. NY: Longman Press, pp. 37-39.

Germain, C. and Gitterman, A. (1980.) *The Life Model of Social Work Practice*. New York:

Columbia University Press.

Gitterman, A. (1989). "Field Instruction in Social Work Education: Issues, Tasks, and Skill". *The*

*Clinical Supervisor*, 7(4), p. 77.

Glaser, B. and Strauss, A. (1967.) *Grounded Theory*. Chicago: Aldine Publishing Co.

Glasser, W. (1967.) *Reality Therapy*. New York: Julian Press.

**SWK 554 (Fall):**

Glassman, U. and Kates, L. (1988). "Strategies for Group Work Field Instruction". *Social Work with Groups*, 11(1/2), p. 111.

Haley, J., ed. (1971.) *Changing Families*. New York: Grune and Stratton.

Henry Sue. (1992.) *Group Skills in Social Work*. (2nd Ed.) Pacific Grove, CA: Brooks/Cole Publishing Company.

Ivey, Allen. (1994.) *Intentional Interviewing and Counseling*. (3rd Ed.) Pacific Grove, CA: Brooks/Cole Publishing Company.

Johnson, Louise. (1992.) *Social Work Practice: A Generalist Approach*. (4th Ed.) Boston: Allyn and Bacon.

Konle, C. (1982). *Social Work Day To Day the Experience of Generalist Social Work Practice*,

NY: Longman.

Kosberg, J. (1981). "Interfacing Gerontology and Human Service Management: Preparing

Future Administrators for the Field of Aging and Old Age." *Journal of Education for Social Work*, 17 (3),

pp. 106 – 112.

Larsen, J., & Hepworth, D. (Spring 1982). "Competency-Based and Task-Centered Practicum

Instruction". *Journal of Education for Social Work*, 16, pp. 87-94.

Maluccio, A.N. (1979.) *Learning from Clients*. New York: The Free Press.

Marshack, E., Hendricks, C., and Gladstein, M. (1994). "The Commonality of Difference:

Teaching About Diversity in Field Education”. *Journal of Multicultural Social Work*, 3 (1), p. 7.

Minuchin, S. (1974.) *Families and Family Therapy*. Cambridge, Mass: Harvard University

Press.

Miller, R.R. (1969.) *Race, Research and Reason: Social Work Perspectives*. New York:

National Association of Social Workers.

Morales, Armondo and Sheafor, Bradford. (1995.) *Social Work. A Profession of Many Faces*.

(7th Ed.) Boston: Allyn and Bacon.

Moreno, J.L. (1946.) *Psychodrama: Volume I*. New York: Beacon House.

Nelson-Jones, Richard. (1993.) *Lifeskills Helping*. Belmont, CA: Wadsworth, Inc.

Nye, R.D. (1981.) *Three Psychologies: Perspectives from Freud, Skinner, Rogers*. 2nd Ed.

California: Brooks/Cole Publishing Co.

Parsons, Ruth; Jorgensen, James; and Hernandez, Santos. (1994.) *The Integration of Social Work*

Practice. Pacific Grove, CA: Brooks/Cole Publishing Company.

Parsons, T. (1937.) *The Structure of Social Action*. New York: McGraw-Hill Publishing Co.

Patchner, M. and Sattazahn, D. (1991). “Social Work Field Instructors: A Rural and Urban

Comparison.” *Human Services in the Rural Environment*, 15 (2), pp. 16-20.

Perls, F., Hefferline, R., and Goodman, P. (1951.) *Gestalt Therapy*. New York. Julian Press.

**SWK 554 (Fall):**

- Rabin, C., Savaya, R., and Frank, P. (1994). "A Joint University-Field Agency: Toward the Integration of Classroom and Practicum." *Journal of Social Work Education*, 30 (1), p. 107.
- Raskin, J., Skolnik, L, and Wayne, J. (1991). "An International Perspective of Field Education". *Journal of Social Work Education*, 27 (3), p. 258.
- Richan, W. (1989). "Empowering Students to Empower Others: A Community-Based Field Practicum." *Journal of Social Work Education*, 25 (3), pp. 276-283.
- Richan, W. (1989). "Field Placement in Grassroots Community Organizations: Empowering Students to Empower Others – A Community-Based Field Practicum". *Journal of Social Work Education*, 25(3), p. 276.
- Roberts, R.W. and Northern, H. (1976.) *Theories of Social Work with Groups*. New York: Columbia University Press.
- Rogers, C. (1951.) *Client Centered Therapy*. New York: Houghton Mifflin.
- Satir, V. (1972.) *Peoplemaking*. Palo Alto: Science and Behavior Books.
- Schneider, R., Decker, T., Freeman, J., and Cyran, C. (1984). "The Integration of Gerontology into Social Work Educational Curricula", Washington, D.C.: Council on Social Work Education.
- Schwartz, W. (1961.) *New Perspectives on Services to Groups: Theory, Organization, Practice*.

New York: National Association of Social Workers.

Sheafor, B.; Jorejsi, C., and Horejsi, G. (1991.) Techniques and Guidelines for Social Work

Practice. (2nd Ed.) Boston: Allyn and Bacon.

Sheehy, G. (1974.) Passages: Predictable Crisis of Adult Life. New York: E.P. Dutton.

Shulman, Lawrence. (1991.) Interactional Social Work Practice. Itasca, IL: F.E. Peacock

Publishers, Inc.

Shulman, L. (1983). Teaching the Helping Skills: A Field Instructor's Guide. Itasca: IL: F.E.

Peacock, Publishers.

Slocombe, G. (1993). "If Field Education is so Vital, Why Isn't Everyone Doing It?". Australian

Social Work, 46 (2), p. 43.

Tolson, E., and Kopp, J. (1988). "The Practicum: Clients, Problems, Interventions, and Influences on Student Practice". Journal of Social Work Education, 24 (2), pp. 123-134.

Tully, C., Kropf, N., and Price, J. (1993). "Is the Field a Hard Hat Area? A Study of Violence in

Field Placements". Journal of Social Work Education, 29 (2), p. 191.

Vayda, E. and Bogo, M. (1991). "A Teaching Model to Unite Classroom and Field". Journal of

Social Work Education, 27 (3), p. 271.

**SWK 554 (Fall):**

Wayne, J. and Garland, J. (1990). "Group Work Education in the Field: The State of the Art".

*Social Work with Groups*, 13 (2), p. 95.

Wells C. and Masch, M. (1986). *Social Work Ethics Day to Day*. NY: Longman.

Wilson, S. (1980). *Recording: Guidelines for Social Workers*. NY: The Free Press.

Zelinsky, L. and Thorson, J. (Winter, 1983). "Education Approaches to Preparing Social Work

Students for Practice Related to Death and Dying". *Death Education*, 6, pp. 313-322.