



*SCHOOL OF SOCIAL WORK*

**SWK 424: Generalist Practice in the Field  
Fall 2014**

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**COURSE DESCRIPTION**

This course is designed to assist students in integrating the knowledge, skills and values learned in all social work courses previously taken, by applying 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:**

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

- 1.1 Apply critical thinking and effective communication (2.1.3)
- 1.2 Engage in research-informed practice and practice-informed research (2.1.6)
- 1.3 Apply knowledge of HBSE to practice (2.1.7)
- 1.4 Apply knowledge of policy to practice (2.1.8)
- 1.5 Apply change strategies with all levels of systems (2.1.10)

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

- 2.1 Apply social work ethics & principles (2.1.2)

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- 2.2 Engage diversity in practice (2.1.4)
- 2.3 Promote human rights and social and economic justice (2.1.5)

**3. Provide meaningful contexts through which BSW students engage in leadership, service, and professional excellence. Graduates will be able to demonstrate the following competencies:**

- 3.1 Identify and respond as a professional social worker (2.1.1)
- 3.2 Respond to professional contexts that shape practice, demonstrating qualities of leadership for the profession. (2.1.9)

### **COURSE OBJECTIVES:**

- 1. To integrate appropriate generalist social work theories with chosen practice methods in the field practice setting.**
- 2. To facilitate the integration of social work knowledge, skills, and values as learned in all previous social work courses.**
- 3. To strengthen the application of knowledge, skills, and values from all professional foundation courses in work with diverse, disadvantaged, and oppressed clients at all levels of systems in social work practice.**
- 4. To encourage student's continuing awareness of their own attitudes and behaviors within their personal and professional practice environments.**
- 5. To prepare students for taking the ACAT (Area Concentration Achievement Test) and the Texas State Licensed Social Work Examination (LBSW) Examination, by reviewing the Social Work Examination Services (SWES) Basic Examination Study Guide and other referenced text, journals, books, webs, etc.**
- 6. To prepare students for employment/job search and or/application to graduate school.**
- 7. To facilitate the professional socialization process by encouraging the demonstration of professional behavior and the application of social work values and ethics.**

**STUDENT LEARNING OUTCOMES:** See Goals and Competencies

**RELATIONSHIP TO OTHER COURSES:** Taken concurrently with SWK-426

**TEXTS: REQUIRED (pre-test materials comes with the book)**

Social Work Examination Services, Inc. (2012). *Comprehensive study guide: Bachelor Level Social Work License*, (Version 3.7). Brookline, MA: Author.

**GRADING**

Grading and evaluation -- In general, a course grade of a "C" represents an acceptable level of work. A course grade of "B" represents a substantial effort and achievement. It is clearly a grade for the better than average product and effort. An "A" is awarded only in the cases of both outstanding efforts and quality in the required products. The grades will be awarded on the following basis:

- A = 350 – 400 of possible points
- B = 300 - 349 of possible points
- C = 249 – 299 of possible points
- D = Below 248 of possible points

Evaluation for course grades will be computed according to the following formula:

Integrative Paper	200 points
* ACAT Test	100 points
Passing score on Comprehensive Exam	100 points
Total Points	400 points *
* Must score above 50% tile on ACAT	

**OVERVIEW OF ASSIGNMENTS**

1. **Integrative Paper** – This paper is an opportunity for each student to write a scholarly paper focusing on practice theories that support a specific social work intervention in his/her field practicum site. The specific assignment guidelines are at the end of the syllabus. Students will demonstrate their ability to use critical thinking skills and relay that information into a concise document that supports their stance. Students will use their previous textbooks and other research in accomplishing this assignment.

2. **\*-ACAT Test: (Area Concentration Achievement Test). You will be required to take the ACAT as a part of your final grade. You must successfully score at least 50% to 75% when taking this test, to receive the 100 points for grade calculation. Students scoring in the 75% to 100% range will receive bonus points for total grade calculation.**

**The Integrative Paper**

Social workers are still searching for an integrated theory of practice for social work. Currently, generalist practitioners draw upon many **theoretical frameworks**:

**Figure 1**

<p><b>Ecological theory</b>  <b>Bio-Psycho-Social theory</b>  <b>Developmental theory</b>  <b>Person-In-Environment theory</b>  <b>Psychodynamic theory</b>  <b>Family and Group theory</b>  <b>Cognitive theory</b>  <b>Behavioral theory</b>  <b>Oppression theory</b>  <b>Community Organization theory</b>  <b>Social/Open Systems theory</b>  <b>Organizational Behavior theory</b></p>
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Some specific models of practice intervention include:

**Figure 2**

<b>Social Skills Training</b>	<b>Problem-Solving</b>	<b>Cognitive Behavioral Therapy</b>	<b>Cognitive Restructuring</b>	<b>Task-Centered Approach</b>
<b>Gestalt Therapy</b>	<b>Crisis Intervention</b>	<b>Client-Centered Therapy</b>	<b>Structural Family Therapy</b>	<b>Case (or Care) Management</b>

However, as entry-level professional social work is a broad, generalist perspective of helping, one integrated theory may not be possible. You are encouraged to consider how your practice model includes not only **evidenced based** theory-tested and proven intervention techniques but takes into account the issues of **social welfare policy, human diversity, and social justice** which form the historical foundation of social work as a profession.

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The Integrative Paper is the culmination of what has been learned by the student at completion of the generalist BSW curriculum. It is an opportunity for each student to develop a personal practice theory from existing frameworks and apply that theory to his/her field of practice. As you work through the outline for the paper, you will want to refer to your previous social work texts.

**Write this paper in 3rd person.** The majority of the paper will be in past tense. The paper must be **at least twelve (12)** pages in length, and be written and formatted according to the American Psychological Association's Publication Manual of the American Psychological Association (2009, 6th ed.). Students are required to utilize the APA format for the entire paper -- from the title page to the reference list. **You may not use more than three (3) references from a totally web based source.** You may use web based material for your research but you should locate the complete text of the article for documentation.

Particular attention will be focused on appropriate referencing within the text. Grammatical and structural correctness, concise writing, appropriate grammar, and completeness will be 25% of the grading criteria. At this point in your educational experience, content is based on your ability to make a valid argument and defend your position after having looked at both sides of an issue. Content will be rated at 75%.

Do not attempt to write this paper without the APA Manual (6th ed).

**One electronically complete copy** of the paper will be due on **November 10, 2014** at the beginning of class. Keep a copy of all your referenced materials -- these must be available to the instructor upon request, so keep copies of journal articles and book chapters at home. A copy of your paper will be placed in your student file as a quantitative measure both of your progress in the BSW program and how the program is meeting its program objectives. All selected topics must be approved by Mr. McLane before you write the paper. More instructions will be forthcoming during the semester on due dates of the topic selected.

Good luck to each one. The success in developing this paper is to get an early start--- remember, use previously assimilated social work skills, knowledge and practice methodologies. This is a major paper and should be viewed as the bridge to writing more comprehensive papers for the Master of Social Work Program. You are graduating seniors and must present your knowledge base of social work practice through written presentation.

All potential titles will be electronically submitted to Mr. McLane for review and approval before writing the paper. He will not be providing technical support in your writing efforts. Remember the writing lab is available.

Integrative paper

**Title Page**

**Abstract** (Paragraph providing information on what the paper content will state)

**Introduction**

Statement of Purpose  
Describe the Practicum Setting and Client Services  
Brief overview of Selected Client System

**Literature Review**

General discussion on theoretical frameworks (from social work literature – see Figure 1 on page 10) relevant to selected Client System and the helping approach used (or that could be used) in the Practicum Setting

**Generalist Perspectives 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 Impact on Client/System  
Relevant Practice Theories applicable to Client System (See Figure 2 on pg. 10)  
Key Elements of the Helping Process Applied to the Client System (application of the strengths-based systematic approach to problem-solving)

**Conclusion**

Student's Perspective on issues related to diversity, oppression, and social justice that impact the Client System  
Recommendations and Implications for Social Work Practice

**Reference List**

**Appendix (if applicable)**

**EXAMINATIONS**

1. **Comprehensive Exam** – Students will have one comprehensive exam that will assess their knowledge across all areas of the social work curriculum: human behavior & the social environment, social welfare policy, research, and practice with all levels of systems. This exam will come at the end of the course, and will be tailored to prepare the student for the actual state license exam.

**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.

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**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



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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).

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**COURSE SCHEDULE**

<b>Week</b>	<b>Reading(s)</b>	<b>Assignment/Activities</b>	<b>Link to Comp.</b>	<b>SLO</b>
Aug 25	Table of Contents assigned Text	1) Introductions/Rules/Clarification 2) Homework: Read i-ii-iii-iv and Prepare a Study Schedule Strategies for Taking Exam	3.1	All
Sep 1	Holiday			
Sep 9	<b>TUE. BSW ASSEMBLY - TBA</b>	10 am – 1 pm – Assembly TBA		
Sep 15	Administration section A-1	Review of material and in class verbal test	2.1.3.	2,3,5
Sep 22	Generalist Social Work Practice B-1	Review of materials and in class verbal test	2.1.3., 2.1.2, 2.1.4,3.1	1,3,4,7
Sep 29	Community Organization C-1	Review materials and in class verbal test	2.1.7,8&10	1,2,4,5
Oct 6	Social Work With Groups D-1	Review materials and in class verbal test <b>PAPER TOPIC DUE</b>	2.1.6, 2.1.8, 2.1.10	1,2,3,5,7
Oct 13	Human Behavior E-1	Review materials and in class verbal test	1.1,1.2,1.3,1.4,1.5,2.1,2.2,2.3,3.1&2	1-7
Oct 20	CONTINUED			
Oct 27	Research F-1	Review materials and in class verbal test	2.1.6.,1.5,3.1.3.2	1,3,4,5,7
Nov 3	Social Policy	Review materials and in class verbal test	1.4,2.1.8,2.1.10	1-7
Nov 10	Culturally Competent Social Work Practice	Review materials and in class verbal test <b>PAPER DUE</b>	All EPAS	1 - 7
Nov 17	<b>REVIEW</b>			
Nov 24	<b>REVIEW</b>			
Dec 1	<b>ACAT TEST</b>	<b>TBA – ALLOW 2 HRS</b>		
Dec 8	<b>LBSW PRE EXAM</b>	<b>TBA – ALLOW 4 HRS.</b>		

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