



SCHOOL OF SOCIAL WORK

**SWK 595: ADVANCED GENERALIST PRACTICE-INTEGRATIVE SEMINAR
Spring 2016**

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COURSE DESCRIPTION:

This seminar requires students to integrate content from all their social work coursework. The student applies knowledge, values, and skills gained in their graduate program to a specific intervention or evaluation undertaken in the concurrent field practicum placement. Critical thinking skills, self-assessment, and practice evaluation requirements are developed and demonstrated in a major paper. Students must take this course during their final semester in which they plan to graduate. Prerequisites: SWK 595; Concurrent enrollment in final semester of field.

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)

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)

COURSE OBJECTIVES:

This course is designed to provide the student with the opportunity to integrate the knowledge, values, and skills of advanced generalist practice in social work. The student is expected to select a social work assignment from the field practicum and conduct an assessment of the client system, develop a plan of intervention, program evaluation, or needs assessment and to implement the plan in accordance with appropriate values, knowledge, and skills, and evaluate the effectiveness of the intervention. The student will conduct an assessment of his/her success in achieving the defined goals with the client system, identify strengths and areas of needed growth in professional knowledge and skills, and outline a program of post-graduation professional development

1. Students will demonstrate the ability to apply the problem solving process to generalist practice intervention with client systems at all levels, taking in to account the rural or urban practice context.
2. Students will demonstrate the values and skills needed for autonomous practice.
3. Students will demonstrate the knowledge and skills needed to provide leadership in social work organizations.
4. Students will demonstrate an understanding of the importance of evidence-based knowledge and methods in designing interventions that take into account the rural or urban context.
5. Students will demonstrate an understanding of social work values and ethics in professional interventions with clients and colleagues and demonstrate effectiveness in taking into account cultural difference among clients and colleagues.
6. Students will demonstrate an ability to critically analyze social policies as these influence practice in the field agency.
7. Students will demonstrate the ability to assess and develop social policies that can enhance the client's well being in situations similar to those addressed in the field practicum.
8. Students will develop a plan for continuing professional development that takes into account the

successes and problems encountered in the field practicum experience.

9. STUDENT LEARNING OUTCOMES:

1. Student will conduct an independent research project.
2. Student will develop the skills to collect and analyze data
3. Student will utilize evidence-based practice literature
4. Student will use constructive feedback from the instructor to produce a major paper
5. Student will report the results of their research project to the class
6. Student will integrate the experience of the social work curriculum into the completion of this project.
7. Student will discuss the impact of agency and social policies on conducting research.

10. EPAS CORE COMPETENCIES-(assignments specify which EPAS competencies are addressed)

- 2.1.3 Apply critical thinking to inform and communicate professional judgments.
- 2.1.4 Engage diversity and difference in practice.
- 2.1.5 Advance human rights and social and economic justice
- 2.1.6 Engage in research-informed practice and practice-informed research.
- 2.1.8 Engage in policy practice to advance social and economic well-being and to deliver effective social work services.
- 2.1.9 Respond to contexts that shape practice.
- 2.1.12 Apply innovative solutions to social and organization dynamics.

EPAS PRACTICE BEHAVIOR (assignments specify which EPAS practices behaviors are addressed)

- 1.3a Applies professional judgment and reasoning
- 1.3b Synthesizes and effectively communicates relevant information to others.
- 1.4b Modifies and adapts traditional interventions to meet needs of diverse and oppressed populations
- 1.4c Applies strengths and empowerment strategies as with diverse groups.
- 1.5a Actively promotes opportunities and participation of diverse constituents.
- 1.6b Develops and shares data to enhance best practices and professional knowledge
- 1.8a Interfaces with colleagues, client systems, and agencies to promote effective use of policies (i.e., policy practice)
- 1.8b Identifies impact of policies from various systems on clients and advocates on behalf of client systems
- 1.9a Demonstrates leadership in changing contexts of social organization, and community environments.
- 2.1.10k Assesses, intervenes, and evaluates complex problems with all systems
- 1.11a Becomes increasingly proactive in recommending constructive change in organizations and communities.
- 1.12a Demonstrates innovative problem-solving in social and organization systems

Learning Modalities

- Lecture & guest speakers

- Discussion
- In-class collaboration
- Written papers and projects
- Student presentations
- Examinations and quizzes

RELATIONSHIP TO OTHER COURSES:

TEXTS:

American Psychological Association. (2001) *Publication manual of the American Psychological Association* (6th ed.). Washington, D.C.

Krysiak, J.L., & Finn, J. (2013). *Research for Effective Social Work Practice*. (3rd ed.) New York: Routledge.

Supplemental Text: Salkind, N.J., (2013). *Statistics for People Who (Think They) Hate Statistics*. (3rd Ed.). Thousand Oaks, CA: Sage.

GRADING: All assignments must be completed to pass the course. A grade of C or better is required.

Grading Scale	Point Totals 700
Class Attendance and Participation	75 points
Research proposal:	400 points total
Section 1 & 6 Abstract, Table of Contents & Appendix	50 points
Section 2 Hypothesis & Goals	50 points
Section 3 Literature Review	100 points
Section 4 Methods	100 points
Section 5 Results & Discussion	100 points
Research Proposal Presentation	25 points
Quiz 1	50 points
Quiz 2	50 points
Final Examination	100 points

Grades: 700-650 A
 649-600 B
 550-599 C
 500-549 D
 Below 500 F

OVERVIEW OF ASSIGNMENTS:

1. There will be two quizzes, one final examination, a research proposal, and presentation.

2. The research project has several steps:

1. A proposal describing his or her project on the revised university internal review form (IRB) within the first two weeks of the semester
2. Student will develop an informed consent document.
3. Student will develop a survey that could be used to conduct their research. Must include qualitative and quantitative questions and demographic information. Students should develop a way for getting their research completed.
4. Student will develop a method for interpreting and analyzing research data.

5. Research proposal which includes the following:

Section 1

Abstract & Table of Contents

Section II

- A. Hypothesis –State your research question and what you hope to find-Statement of the problem
- B. Describe the agency where research project will occur:
 1. Physical location
 2. Background information:
 - a. Involvement with community
 - b. Demographic information of client population
 - c. Management structure

II. Goals/proposed outcomes:

- A. Specify the specific problems selected for the project. What are you hoping to learn?
- B. Describe your expected outcomes for your project. What do you expect to find?
- C. Describe the expectations of the agency.

III. Literature Review

- A. Introduction and general findings in this area of study
- B. Significant findings relevant to this study, key terms or variable definitions
- C. Application and discussion of any applicable theories
- D. Gaps in the literature
- E. Review should lead directly to your research question; place research question at the end of the review
- F. 15 current (within past 7 years) references

IV. Methods

- A. Design
 1. Which design will be used?

2. Why this design?
- B. Measurement
1. All variables defined and operationalized (how will you measure them?).
 2. If treatment or intervention involved, describe treatment or intervention
 3. Measures: Discuss reliability and validity
 4. Supporting information, i.e. other studies, studies demonstrating reliability and validity?
 5. Copies of measures in Appendix
- C. Sample
1. Sampling strategy: Purposive vs. non-purposive
 2. Inclusion and exclusion criteria
- D. Procedure
1. Informed consent procedures? Did you need permission from supervisors or stakeholders?
 2. What sources of data will be used? How will be data obtained? By Whom? When?
 3. Is study procedure clear and complete?
 4. Were there any changes to the procedure during the course of the study?
- E. Ethical Issues
- a. Any ethical issues that arose during the course of the project?
 - b. Describe Informed Consent process.
- V. Results & Discussion: (This is conjecture unless you actually conduct research)
- A. What statistical tests were used?
1. Why were they used?
 2. What were the statistical results? What was significant? What was not significant?
- B. Discussion
1. Relate results to what is known, or not known, from literature.
 2. Were outcomes expected or unexpected?
 3. What are implications of results, i.e. how do results impact agency or treatment/
- C. Limitations
1. What were the limitations of the project?
 2. How could you improve the project in the future?
- D.. Study of social oppression, the impact of cultural diversity, and the effects of social injustice present in this case.
- VI. Appendix:
- A. Include original signed IRB form, consent form, and any measures used in the project.

Submission of Individual Sections:

1. Strict policies are enforced regarding the submission and evaluation of the comprehensive examination paper sections.
2. Sections are due on the date notated on the course outline. Late sections will be considered in the determination of the final grade and may result in a student failing the course.
3. Sections are to be submitted to the instructor during class on due dates.

Submission of Final Paper:

1. Strict policies are enforced regarding the submission and evaluation of the comprehensive examination paper.
2. All papers must be submitted to the department by the class deadline in finished copy form. **The comprehensive examination paper is due in the Department of Social Work on the date designated (5/3/16) no later than 6:00 p.m.**
3. One hard copy and one electronic copy must be on file at the department by the final due date (5/3/16). Original papers are retained in the department's files. Students should retain a copy in the event a rewrite is required.
4. Please submit electronic copy to both Janis.Cirkles@tamuc.edu and the Instructor (Linda.Openshaw@tamuc.edu) as an email attachment by the final due date (5/3/16).
5. **Failure to properly submit complete final copies will result in the student not being allowed to graduate.**
6. Papers not turned in by the deadline will not be read. All work must be completed during the semester or student will be required to take the course again. Failure to meet the deadline will result in failure to graduate, since resubmission may not be allowed until the following semester. Students will be required to be enrolled in at least two credit hours in the semester the examination paper is submitted and evaluated.

Paper Evaluation:

- A. Papers will be evaluated on completeness, or how well the paper addresses the elements described in the outline.
- B. Papers will also take writing into consideration. Five general considerations in evaluating writing are:
 1. Follows APA style - organization of text and references using the designated style manual governing margins, page layout, headings, spacing, citations, and references.
 2. Free of typographical, grammatical, and spelling errors - papers are expected to be error free and to meet university thesis document requirements.
 3. Clear and concise expression of ideas - clarity of expression, avoiding repetition, and structuring of the content that communicates the writer's intent without undue demands on the reader.
 4. Comprehensive development of ideas - the writer is expected to develop ideas fully and to support them appropriately. Do not assume the reader will fill in missing material or make connections between sections or ideas. The burden is placed on the writer to elucidate thinking and activity in the case presentation.

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5. Use original research. **Do not plagiarize other's work. Student papers will be checked for plagiarism.**

Rubrics for Assignments

Rubric Code: E=Excellent, AE=Almost excellent, ME=Met expectations, BME-Basic expectations met, ENM=Expectations Not Met

Rubric for Quiz 1

Measurable Behaviors	Rubric				
	E=5(A)	AE=4 (B)	ME=3 (C)	BME=2 (D)	ENM=1 (F)
Course learning objectives (all)					
EPAS Competencies 2.1.1, 2,1,6					
EPAS Practice Behaviors 1.6b, 1.9b					

Rubric for Quiz 2

Measurable Behaviors	Rubric				
	E=5(A)	AE=4 (B)	ME=3 (C)	BME=2 (D)	ENM=1 (F)
Course learning objectives (all)					
EPAS Competencies 2.1.1, 2.1.6,					
EPAS Practice Behaviors 1.6b, 1.9b					

Rubric for Final Examination

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Measurable Behaviors	Rubric				
	E=5(A)	AE=4 (B)	ME=3 (C)	BME=2 (D)	ENM=1 (F)
Course learning objectives (all)					
EPAS Competencies 2.1.2, 2.1.6					
EPAS Practice Behaviors 1.6b, 1.9b					

Final Paper Rubric

Measurable Behaviors	Rubric				
	E=5(A)	AE=4 (B)	ME=3 (C)	BME=2 (D)	ENM=1 (F)
Course learning objectives (all)					
EPAS Competencies 2.1.3, 2.1.4, 2.1.5, 2.1.6, 2.1.8, 2.1.9, 2.1.12					
EPAS Practice Behaviors 1.3a, 1.3b, 1.4b, 1.5a, a.8a, 1.9a					

PRESENTATION (25 points):

Students will present their papers during class at the end of the course.

1. Students must present at their assigned day and time.

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- Students must be present for the all classmate presentations. Absences will result in a lowered presentation grade.

Presentation Rubric

Measurable Behaviors	Rubric				
	E=5(A)	AE=4 (B)	ME=3 (C)	BME=2 (D)	ENM=1 (F)
Course learning objectives (all)					
EPAS Competencies 2.1.3, 2.1.4, 2.1.6, 2.1.8, 2.1.9, 2.1.12					
EPAS Practice Behaviors 1.3a, 1.3b, 1.4b, 1.5a, a.8a, 1.9a					

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”	

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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

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further disciplinary proceedings. Any assignment or exam that lacks honesty will be given a grade of "0".

ACCEPTABLE CLASSROOM BEHAVIOR:

“Students at Texas A&M University-Commerce are expected to obey all federal, state, and local laws, in addition to the regulations of the University. The standards of Student Conduct including disciplinary rules and procedures are designed to provide and conform to the basic tenets of due process, as developed by institutions of higher education. As such, the University distinguishes these procedures and regulations as an educational and growth process which is not intended to conform to adversary proceedings as in a court of law. (Student’s Guide Book, 2011, p. 35).

CODE OF CONDUCT FOR SOCIAL WORK STUDENTS

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

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

STUDENTS WITH DISABILITIES

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

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

COURSE SCHEDULE

Week	Topics	Dates	Readings	
1	Discuss syllabus	January 19	Read syllabus	
2	Present research proposal ideas to class	January 26	University IRB Procedures	
3	Complete IRB Form & e-mail it to instructor No Class meeting	Work on proposal-February 2	Instructor will make presentations from supplemental materials for each week	
4	Individual Meetings with Instructor if necessary	Work on proposal-February 9		
5	Complete informed consent document	February 16		
6	Complete survey	February 23		
7	Turn in Literature reviews Statistics Overview	March 1		
8	No Class	March 8 Work on Data Analysis Section		
9	Spring Break	March 15-No Class		
10	Data analysis	March 22 Quiz 1		
11	Individual meetings with instructor if needed	March 29		
12	Turn in completed research proposals	April 5 Quiz 2		
13	Class presentations & Abstract & Table of Contents due	April 12		
14	Class presentations	April 19		
15	Turn in final papers	April 26 Final Examination		
16	Send in final drafts to instructor and Janis.Cirkles@tamuc.edu	May 1		

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