



**SWK 554. 41E**  
**Spring 2016**

<b>INSTRUCTOR</b>	Dr. Linda Openshaw
<b>OFFICE LOCATION</b>	Henderson 310 & Mesquite Metroplex Campus
<b>OFFICE HOURS:</b>	Commerce: Mondays 9:00 a.m.-noon Thursday 9:00 a.m.--noon Mesquite: Tuesdays 2:00-4:00 p.m. (Or by Appointment)
<b>CONTACT INFORMATION</b>	<a href="mailto:Linda.Openshaw@tamuc.edu">Linda.Openshaw@tamuc.edu</a> Office Phone: (903) 468-6095

**COURSE  
DESCRIPTION**

***SWK 554: Advanced Generalist Practice Field Practicum***

The 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 160 clock hours must be completed.

**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. 2.1 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:**

## **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

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).

### **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:

- Weekly Discussions
- Learning contract(s)
- Professional interactions and interventions with individual, family, group, organizational and community systems, with special emphasis on work with macro systems.
- Mid-Term and/or Final Conferences as Determined by Faculty
- All Evaluation Documentation

The requirements and time frames for documentation of assigned field 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.

Students will receive a letter grade based upon the thoroughness and quality of the assignments and the evaluation of the students' ability to engage the client system. 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 field 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:**

- 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:

<b>Weekly (class meets 1X week)</b>	<b>Up to 2 absences: No Penalty</b>	<b>3 absences: 1 letter grade drop</b>	<b>4 absences: Class grade of "F"</b>	
<b>Bi-Weekly (class meets 2X week)</b>	<b>Up to 3 absences: No Penalty</b>	<b>4 absences: 1 Letter grade drop</b>	<b>5 absences: 1 Letter grade drop</b>	<b>6 absences: Class grade of "F"</b>
<b>Summer 10-week</b>	<b>Up to 1 absence: No Penalty</b>	<b>2 Absences: 1 Letter grade drop</b>	<b>3 absences: Class grade of "F"</b>	

**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.

## **TECHNOLOGY REQUIREMENTS**

This is a web-enhanced course and will be conducted utilizing eCollege, which is available through myLeo: [INSERT LINK](#). The following information has been provided to assist in preparing to use technology in your web-enhanced course.

The following technologies and a working knowledge of how to use them are required to be successful in this course:

- Internet connection - high speed recommended (not dial-up)
- Word Processor (Microsoft Office Word - 2003 or 2007).
- Access to University Library site
- Access to University email

Additionally, the following hardware and software are necessary to use eCollege:

- Our campus is optimized to work in a Microsoft Windows environment. This means our courses work best if you are using a Windows operating system (XP or newer) and a recent version of Microsoft Internet Explorer (6.0, 7.0 or 8.0)
- Courses will also work with Macintosh OS X along with a recent version of Safari 2.0 or better. Along with Internet Explorer and Safari, eCollege also supports the Firefox browser (3.0) on both Windows and Mac operating systems.
- Perform a "Browser Test" prior to start of your course. To launch a browser test, login to eCollege, click the "myCourses" tab, and then select the "Browser Test" link under support services.

## **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 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

Updated version 12.12



