Spring 2016 -- ADVANCED GENERALIST PRACTICE WITH INDIVIDUALS
SCHOOL OF SOCIAL WORK
SWK 505:01E *Commerce – Monday 1- 4pm*
SWK 505:51E *CHEC – Thursday 1- 4pm*

This is a Tentative Syllabus and will be Revised after 1st Week of Class

INSTRUCTOR: Melonie Findley, LMSW
OFFICE HOURS: By appointment
OFFICE PHONE: 903-348-0648
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COURSE DESCRIPTION:

This advanced practice course provides students with theories and skills for working with individuals from an advanced generalist perspective. By the end of the course, students will be expected to demonstrate critical thinking, integration of theory with practice, and knowledge, values and skills appropriate for autonomous practice. Prerequisites Students must have been admitted to the MSW program; completed all MSW foundation curriculum requirements; and be in good standing in the MSW program.

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)

1

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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. 2.2 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)

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 3.4 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. The ability to use selected theories and models of intervention in generalist practice with individuals.
2. The ability to critique and apply the theoretical and empirical literature relevant to intervention situations.
3. The ability to select, evaluate, and use explanations of human behavior for specific practice situations, i.e., the interventions appropriate for specific conditions and clients.
4. The understanding of intercultural counseling techniques, as relevant to minority groups, and the relevance of generalist practice activities to the social work profession and to social justice.

STUDENT LEARNING OUTCOMES:

RELATIONSHIP TO OTHER COURSES:

This course builds upon foundation content that provides knowledge of human behavior and social systems. It builds upon foundation exposure to professional values and ethics, particularly the NASW Code of Ethics.

This course draws upon SWK 501, 555, and 595 to engage research methods and skills in evaluation; critical thinking skills utilize research and empirical evidence.

TEXTS:

Coady, N. & Lehmann, P. (2008). *Theoretical perspectives for direct social work practice: A generalist-eclectic approach*. (2nd ed.). New York: Springer

GRADING:

251 - 300 points = A
201 - 250 points = B
150 - 200 points = C
> 174 – Don't go here!

CSWE EPAS Practice Behavior Measurements:

Foundation

1. **Educational Policy 2.1.1.7 — Identify as a professional social worker and conduct oneself accordingly,** Students will attend well to professional roles and boundaries. **Measurement assignment #4.**

2. **Educational Policy 2.1.2.3 — Apply social work ethical principles to guide professional practice.** Students will recognize and manage personal values to guide practice (on multicultural issues). **Measurement assignment #4.**

3. **Educational Policy 2.1.3.3,4,5,6, 7, & 8 — Apply critical thinking to inform and communicate professional judgments .** Students present skills in using critical thinking augmented by creativity and curiosity. Student presents good assessment skills. Student presents good problem solving skills. Student presents good data gathering skills. Students presents analyzes of complex material well. Student presents skills at appraising and integrating multiple sources of knowledge and practice wisdom. **Measurement assignments #1 .**

4. **Educational Policy 2.1.4.4 — Engage diversity and difference in practice.** Students will be able identify sufficient self-awareness to eliminate the influence of personal biases and values in working with diverse groups. **Measurements assignment #1.**

Concentration

5. **Educational Policy 2.1.3.2 – Critically analyze practice situations and communicate judgments and reasoning through decision-making processes.** Student will be able to

synthesize and effectively communicate relevant information to others. **Measurement assignment #1.**

6. **Educational Policy 2.1.4.1,2, & 3 – Demonstrate the ability to build strengths based on mutual engagement with diverse populations.** Students will identify and reframe from acting on biases and values as they relate to diverse groups. Student will modify and adapt traditional interventions to meet needs of diverse and oppressed populations. Student applied strengths and empowerment strategies with diverse groups. **Measurements assignment #1**.

7. **Educational Policy 2.1.6.1 — Contribute to evidence-based best practice approaches to assess and improve effectiveness.** Students will use research and evaluation to assess interventions, efficacy, and effectiveness. **Measurement assignment #1.**

OVERVIEW OF ASSIGNMENTS:

1). . ANALYTIC PAPERS (10 @ 10 points = 100 Points):

A one page double-spaced typewritten paper is due at the beginning of each class meeting for Weeks 5 -15; summarizes the reading assigned for the day (see course calendar). The paper should identify and discuss at least **four key points** from the reading. Be prepared to discuss these points in class. Each paper is worth ten (10) points.

2). GROUP PRESENTATION (50 Points):

Students will pair with another student to form a group of three (3) – a few of your groups will have more. Each group will be responsible for leading the class discussion for classes meeting in the Weeks 5 – 15 (with the exception of weeks 6, ((Week 9 is Spring Break)) 11, & 14 – these classes will be online classes which will be presented by the professor and a vignette will be discussed and critiqued online). Discussion leaders will review the assigned material and develop a presentation, including: 1) a summary of the theory, 2) assessment of the theory for practice, 3) a case example utilizing the theory. Be sure to develop possible questions and/ or issues for discussion. Leaders should also rely on their own experiences and knowledge to help facilitate class discussion. You will be expected to defend your position on this this theory concerning your experience and case example. Parts of your presentation that are out of focus or not clear will be further explained by the instructor.

Full participation and cooperation by both members of the group is expected. Theoretically, one grade will be assigned for each group presentation. It is possible, however, that individual grades may be reduced by a lack of effort or participation in the final product.

3). . THEORY ANALYSIS PAPER (100 Points):

Students will choose a theory that attempts to explain human behavior. It does not need to be one discussed in class. Students will then analyze the theory through some framework, i.e. Payne's framework (see handout). There should also be a section on application to practice, including a case study. The application section should utilize the professional literature and contain at least 5 sources. Finally, a conclusion as to why this theory is the best theory to explain human behavior and

interventions for client. The paper should be 12 – 13 pages in length. **The paper is due: May 2ᵗʰ, 2016 at the beginning of class (please turn paper into eCollege and bring a hard copy to class).**

Rubrics' Key

5	Excellent
4	Above Expectations
3	Met Expectations
2	Minimum expectations were met
1	Minimum expectations were not met

Educational Policy 2.1.3.3,4,5,6, 7, & 8 — Apply critical thinking to inform and communicate professional judgments . .

> Students is skilled in using critical thinking augmented by creativity and curiosity. Student presents good assessment skills. Student presents good problem solving skills. Student presents good data gathering skills. Students presents analyzes of complex material well. Student presents skills at appraising and integrating multiple sources of knowledge and practice wisdom.

Educational Policy 2.1.4.4 — Engage diversity and difference in practice.

> Students will be able identify sufficient self-awareness to eliminate the influence of personal biases and values in working with diverse groups.

Concentration

Educational Policy 2.1.3.2 – Critically analyze practice situations and communicate judgments and reasoning through decision-making processes.

> Students will be able to synthesize and effectively communicate relevant information to others.

Educational Policy 2.1.4.1,2, & 3 – Demonstrate the ability to build strengths based on mutual engagement with diverse populations.

> Students will identify and reframe from acting on biases and values as they relate to diverse groups. Student will modify and adapt traditional interventions to meet needs of diverse and oppressed populations. Student applied strengths and empowerment strategies with diverse groups.

Educational Policy 2.1.6.1 — Contribute to evidence-based best practice approaches to assess and improve effectiveness.

> Student will be able to use research and evaluation to assess interventions, efficacy, and effectiveness.

	Measurable Behaviors	E	AE	ME	MM	MNM
2.1.3.3	Student was able to present skills in using critical thinking augmented by creativity and curiosity.	5	4	3	2	1
2.1.3.4	Student presented good assessment skills.	5	4	3	2	1
2.1.3.5	Student was able to present good problem solving skills.	5	4	3	2	1
2.1.3.6	Student was able to present presents good data gathering skills.	5	4	3	2	1

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2.1.3.7	Students was able to present analyzes of complex material well.	5	4	3	2	1
2.1.3.8	Student was able to present skills at appraising and integrating multiple sources of knowledge and practice wisdom.	5	4	3	2	1
2.1.4.4	Students was able identify sufficient self-awareness to eliminate the influence of personal biases and values in working with diverse groups.	5	4	3	2	1
2.1.3.2	Students was able to synthesize and effectively communicate relevant information to others	5	4	3	2	1
2.1.4.1	Students was able to identify and reframe from acting on biases and values as they relate to diverse groups.	5	4	3	2	1
2.1.4.2	Student was able to modify and adapt traditional interventions to meet needs of diverse and oppressed populations.	5	4	3	2	1
2.1.4.3	Student was able to apply strengths and empowerment strategies with diverse groups.	5	4	3	2	1
2.1.6.1	Student was able to use research and evaluation to assess interventions, efficacy, and effectiveness.	5	4	3	2	1

4). FINAL ONLINE (50 Points)

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"

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Summer 10-	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: Please see calendar schedule in back of syllabus

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 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".

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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# Date 0f	Reading(s)	Assignment/Activities	IC / OL In Class / Online
1 1/18	Chap 1 – Coady & Lehmann (C & L)	Review Syllabus – Overview of Generalist Eclectic Approach	No Class Commerce IC
2 1/25	Chap 2 -- C & L	Overview of Theory	IC
3 2/1	Chap 3 -- C & L	Problem Solving Model	IC
4 2/8	Chap 4 -- C & L	Critical Ecological Theory	OL Vignette & Class Discussion
5 2/15	Chap 5 -- C & L	Individual & Family Theory **ANALYTIC PAPER 1 Due Group Presentation**	IC
6 2/22	Chap 6 -- C & L	Attachment Theory **ANALYTIC PAPER 2 Due**	OL Vignette & Class Discussion
7 2/29	Chap 9 -- C & L	Cognitive-Behavioral Theory **ANALYTIC PAPER 3 Due Group Presentation**	IC
8 3/7	Chap 8 -- C & L	Self-Psychology Theory **ANALYTIC PAPER 4 Due Group Presentation**	IC
9 3/14	Spring Break	Work on your paper	Don't Come to Class
10 3/21	Chap 10 - C & L	Crisis Intervention Model **ANALYTIC PAPER 5 Due**	IC
11 3/28	Chap 11 - C & L	Task-Centered Model **ANALYTIC PAPER 6 Due Group Presentation**	OL Vignette & Class Discussion
12 4/4	Chap 12 – C & L	Client-Centered Theory **ANALYTIC PAPER 7 Due Group Presentation**	IC
13 4/11	Chap 14 – C & L	Feminist Theory **ANALYTIC PAPER 8 Due Group Presentation**	IC
14 4/18	BEST – May & Cone Handout	Behavioral Emotional Safety Therapy **ANALYTIC PAPER 9 Due**	OL Vignette & Class Discussion
15 4/25	Chap 17 – C & L	Solution-Focused Therapy **ANALYTIC PAPER 10 Due Group Presentation**	IC
16 5/2	Finals Week	**THEORY ANALYSIS PAPER Due --** Online Final	OL

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14

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WEBSITES:

Anxiety Disorders Education Program
        http://www.nimh.nih.gs.anxiety/

Anxiety-Panic Internet Resource
        hl1P://www.algv.com/anxietvlindex.html

Association for Humanistic Psychology
        http://www.ahpweb.org/index.html

Behavior Online
        http://www.behavioLnet

Brooks/Cole online Psychology Study Center
        http:;/www.psvchstudv.wadsworth.com

Caregiver Survival Resources

        http://www.caregiver911.com

Center for Eating Disorders
        http://www.eatirur-disorders.com/

Center for the Study of Group Processes
htrp://www..uiowa.edu/grp/

Cognitive Therapy and Research
http://www.sci.sdsu.edu/CTR.html

Commission on Domestic Violence
http://www.abaneLorg/dol11violihome.html

DSM-IV Classification Headings
http:/abnoqnal/dsm/dsm-main.htm

Great Ideas in Personality
http:/,z'!:lton.psy·ch.nwu.eduJGreatldeas.[ht11]11

History of Psychology
http:.//www.guam.net/home/bmarmie/historv.html

Internet Mental Health
http:,lv\~\'w.mentalhealth.com

Internet Psychology Lab
http://kahuna.cogsci. uiuc.edu/ll1L

Interpretation of Dreams by Sigmund Freud
http:: //wwwpsvch .com/books/intern

**Megapsych Horne Page **

lillQj/members.gnn.comJuser/megapsych.htm

Non-Mainstream Psychotherapy and Counseling Resources
Qnr://ourworld.compuserve.com/home,[LClges/sel£heal.nonmain.htm

Obsessive-Compulsive Disorder
hill~Uvlww.fairlite.com!ocd!

http://plaza **Personality Theorists**
http.//www.persoljalitv/theorists.html

Psychinfo
http://www.apa.org/

Psychoanalytic Connection
http://psychoanalysis.net/

Psychological Research on the Internet
http://psych.hanover.edu/APS/exponnet.html

Psychology in Daily Life

http://www.apa

Psych Web

http://www.gasou.edu

Racism and Prejudice: Psychological Perspectives

http://www.edu.au/apsipublications/racism/contents.html

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