School of Social Work

SWK 424: GENERALIST PRACTICE IN THE FIELD
Mondays 9-Noon 01 section
1-4 02 section

According to State of Texas HB 2504, this course syllabus must be submitted for review prior to the course's scheduled start date. Therefore, the instructor has the right to modify this syllabus and course calendar at any time between submission for publication and the first day of class. Furthermore, the instructor has the right to modify the syllabus as any time during the course provided (1) such changes do not increase expectations or requirements beyond a reasonable equivalent and (2) students must be given ample notice of any changes

Instructor: Patsy A. Boshears, MSSW, LCSW-S

Office Location Henderson 306

Office Hours Before and after classes by appointment

Contact Information pboshears@suddenlink.net Preferred

903-348-2015 cell phone for emergency only

Overview of Course

COURSE DESCRIPTION:

This course is designed to assist students to integrate the knowledge, skills and values learned in all social work courses previously taken and assist them to apply these in their field practicum settings. Prerequisites: All required social work courses and successful completion of SWK 422 and 425. Concurrent enrollment in SWK 426 is required. Restricted to Social Work majors.

COURSE OBJECTIVE(S):

1. Integration of appropriate generalist social work theories with chosen practice methods in the field practice setting.

2. Facilitate an integrated whole of social work knowledge, skill and values learned in previous SWK courses.

3. Strengthen ability to apply knowledge, skills and values in working with diverse, disadvantaged and oppressed client systems (micro, mezzo and macro).

4. Facilitate professional socialization into social work practice through the demonstration of professional behavior in application of social work values and ethics.

5. Encourage continued self-awareness of attitudes and behaviors within personal and professional practice environments.

6. Prepare students to be successful in taking the ACAT (Area Concentration Achievement Test and LBSW (Texas State License Social Work Examination.

7. Prepare students to seek professional employment or continue their education in a graduate school of social work.

RELATIONSHIP TO OTHER COURSES:

This course provides students with a review of BSW course content, information and skills for professional development. Course curriculum integrates theory, knowledge and skills presented in SWK 322, 325,328, 329, 331, 340, 350, and 362. Student must have complete all courses including SWK 422 and 426 and be enrolled concurrently in SWK 426.

PROGRAM GOALS:

1. Prepare students for competent and effective generalist social work practice with diverse client systems.

2. Provide students with a foundation of knowledge for professional development, graduate education and lifelong learning

3. Develop student capability to improve human service delivery systems and promote social justice

4. Socialize student to the profession of social work

CORE COMPETENCIES

Council on Social Work Education (CSWE) requires a competency-based approach to identify and assess what students demonstrate in practice. In social work, this approach involves assessing students' ability to demonstrate the competencies identified in the

educational policy. Students to achieve programmatic goals listed above through demonstration the following nine competencies for generalist- level practice.

Competency 1: Demonstrate Ethical and Professional Behavior

Competency 2: Engage Diversity and Difference in Practice

Competency 3: Advance Human Rights and Social, Economic, and Environmental
Justice

Competency 4: Engage in Practice-informed Research and Research-informed practice

Competency 5: Engage in Policy Practice

Competency 6: Engage with Individuals, Families, Groups, Organizations and
Communities

Competency 7: Assess Individuals, Families, Groups, Organizations, and Communities

Competency 8: Intervene with Individuals, Families, Groups, Organizations and
Communities

Competency 9: Evaluate Practice with Individuals, Families,
Groups, Organizations, and Communities

Practice Behaviors

Each competency (outlined above) describes the knowledge, values, skills and cognitive and affective processes that compromise the competency at the generalist level of practice. While content and activities of each course in the BSW curriculum covertly or overtly addresses each of the nine competencies, integrated into each course is a set of behaviors (practice behaviors) representing observable components of one for more competencies. Content and assessment reflects practice behaviors included on the learning contract

Course Structure

Texts and Associated Materials

Required Texts:

Social Work Examination Services, Inc. (2015). *Comprehensive study guide: Bachelor Level Social Work License,* (Version 8.0). Brookline, MA: Author.

(pre-test materials are provided with the above text)

Publication manual of the American Psychological Association (2009). 6th ed. Washington, DC: American Psychological Association

Overview of Course Assignments

OVERVIEW OF ASSIGNMENTS

Integrative Paper	(200 pts)	This paper is an exercise for each student to write a scholarly paper, integrating practice theories supporting a specific social work intervention carried out at his/her field practicum site. In this assignment, a student must demonstrate the ability to use critical thinking as evidenced in his/her ability to present information in a clear and concise manner supporting their understanding and position on the topic chosen. Supporting evidence from previous texts and empirical, peer reviewed publications must be integrated into this assignment.

* Specific Instructions are located In Appendix A of this syllabus and on eCollege under Doc Sharing |
| ACAT Test | (100 pts) | Area of Concentration Achievement Test. Each student is required to take the ACAT test. .

Weight of the ACAT n the final grade is to be determined |

This test assesses individual knowledge in Human Behavior, Social Policy, Social Work Practice, Research Methods, Diversity, Populations at Risk, Social and Economic Justice and Values and Ethics. These are core areas of knowledge required to successfully pass the state licensure exam and move into an entry- level social work professional position.

Comp Exam	(100 pts)	A comprehensive final exam administered at the end of the course to assess knowledge across all areas of the social work curriculum. This test reflects the content presented throughout the course and prepares students for taking the state license exam.

Grading Scale

GRADING SCALE:

A   90-100% of total points

B   80-89% of total points
C   70-79% of total points
D   Repeat Course
F   Repeat Course

A course grade of "C" represents an acceptable level of work; while a course grade of "B" represents a substantial effort and achievement. To obtain a "B" a student must demonstrate better than average products and level of effort. An "A" is awarded only to those students who have demonstrated a high level of quality and outstanding efforts as reflected in the assignments for this course.

Student Rights and Responsibilities

"Civility in face-to-face classrooms, online courses and in labs, internships, practicum and all other academic settings necessitate respect for the opinions of others and is very important in all academic settings. It is likely you may not agree with everything that happens or discussed in the academic setting; however, courteous behavior and responses are expected. To create a civil and preserve learning environment that optimizes teaching and learning, all participants share a responsibility in creating a civil and non-disruptive forum" (Student Guide Book, p 35). To create an optimum learning environment, students have rights and responsibilities.

Student Rights

As set forth in Texas A&M University System Policy 13.02

The rights of students are to be respected. These rights include respect for personal feelings; freedom from indignity of any type, freedom from control by any person except as may be in accord with published rules of the system academic institutions, and conditions allowing them to make the best use of their time and talents toward the objectives, which brought them to the system academic institutions. No officer [university faculty, employee] or student, regardless of position in rank, shall violate those rights, any custom, tradition or rule.

Students are expected at all times to recognize constituted authority, to conform to the ordinary rules of good conduct, to be truthful, to respect the rights of others, to protect private and public property, and to make the best use of their time toward an education.

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 LIbaray - Room 132
Phone (903)886-5150 or (903) 886-5853
Fax 9903) 468-8148
StudentDisabilityServices@tamuc.edu

Students Responsibilities

Class Attendance and Participation Policy

➢ Class participation has three components: (1) appropriate interactions with classmates; (2) active involvement in class activities and (3) attentiveness

➢ Students will attend class, reflecting responsibility, inherent in the development as a social work professional. Being on time and prepared when class begins and remaining present throughout the entire class meeting demonstrates emerging professional behavior expected in social work graduates. Roll is taken in each class to document students' attendance.

➢ 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 one-half absence and two (2) times being late to class or two (2) early departures culminating into one 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:

Weekly (class meets 1X week)	Up to 2 absences: No Penalty	3 absences: 1 letter grade drop	4 absences: Class grade of "F"	
Bi-Weekly (class meets 2X week)	*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 t o 1 absence: No Penalty*	*2 Absences: 1 Letter grade drop*	*3 absences: Class grade of "F"*

Online, Blended and Web Enhanced Classes: Just as students are required to attend face-to-face classes, students are required to log in and participate in online venues. To receive credit for attendance online via eCollege, students must log in and complete assignments as required in the course. Not logging onto eCollege (monitored by the instructor) and completing assignments online during the required time is the equivalent of an absence for each week this occurs.

Final Evaluation and Grade Depends on both Classroom attendance and Participation
Inadequate participation or lack of required time commitment in each class significantly affects students' grades. No matter the course venue, students must engage in a comparable amount of time. Expectations of both Face-to-Face classes and those with Online components include time spent reading and studying course material.

Student Conduct

Students preparing to become professional social workers must adhere to the *University Code of Conduct, Department Code of Conduct and National Association of Social Workers' (NASW) Code of Ethics.*

University Code of Conduct *located in the Student Guide Book
at* http://www.tamuc.edu/campuslife/documents/studentGuidebook.pdf (pp 34- 66). On the University Website under Campus Life Documents
To become aware of University policies related to student academic and behavioral expectations for students refer to the Guidebook.
Department Code of Conduct
 "Faculty have the authority to request students who exhibit inappropriate behavior to leave the class/lab/internship practicum or to block access to online courses and may refer offenses to the [Academic and Professional Issues Committee (API)] or to the Department Head. More serious offences by be referred to the University Police Department and/or the

Judicial Affairs Office for disciplinary action" (Student Guidebook p 35)

Social Work students conduct themselves in an ethical and professional manner. Closely linked with professional recognition is the social worker's compliance with the profession's ethical standards. It is imperative for professional social workers to be competent and ethical in practice if the profession is to maintain the public trust. It is essential that each social work student gain a thorough understanding of the ethical principles that guide practice and actively demonstrate in behavior, both in and out of the classroom. Student conduct is to reflect the tenets of *NASW Code of Ethics* (located at https://www.socialworkers.org/pubs/code/code.asp) on the NASW website: https://www.socialworkers.org

Campus Concealed Carry

Texas Senate Bill - 11 (Government Code 411.2031, et al.) authorizes the carrying of a concealed handgun in Texas A&M University-Commerce buildings only by persons who have been issued and are in possession of a Texas License to Carry a Handgun. Qualified law enforcement officers or those who are otherwise authorized to carry a concealed handgun in the State of Texas are also permitted to do so. Pursuant to Penal Code (PC) 46.035 and A&M-Commerce Rule 34.06.02.R1, license holders may not carry a concealed handgun in restricted locations. For a list of locations, please refer to ((http://www.tamuc.edu/aboutUs/policiesProceduresStandardsStatements/rulesProcedures/34SafetyOfEmployeesAndStudents/34.06.02.R1.pdf) and/or consult your event organizer). Pursuant to PC 46.035, the open carrying of handguns is prohibited on all A&M-Commerce campuses. Report violations to the University Police Department at 903-886-5868 or 9-1-1.

Plagiarism and Academic Dishonesty

There is an expectation of maintaining high standards of integrity and honesty by all Social Work Graduate students at Texas A&M University-Commerce. Faculty and staff are expected to uphold and support student integrity and honesty by maintaining conditions that encourage and enforce academic honesty. *Conduct that violates generally accepted standards of academic honesty is academic dishonesty*.

The School of Social Work follows University Procedure 13.99.99.R0.03 Undergraduate

Academic
Dishonesty http://www.tamuc.edu/aboutUs/policiesProceduresStandardsStatements/rulesProcedures/13students/undergraduates/13.99.99.R0.03UndergraduateAcademicDishonesty.pdf

Students are expected to read and understand the University's Academic Dishonesty Policy

The Office of the Provost documents and maintains a record of all incidents of academic dishonesty. Multiple incidents of academic dishonesty will result in a student's dismissal from the program and from the University.

A student how fails to meet the professional expectation of the field of Social Work may be suspended from further study by the School of Social Work.

Technology Mediate Resources

NOTE: PROBLEMS WITH YOUR INTERNET CONNECTION AND/OR COMPUTER ARE NOT 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, you are unable to fulfill the requirements for the course you should talk with your instructor about the possibility of dropping or withdrawing.

TECHNOLOGY REQUIREMENTS

- To fully participate in online courses you will need to use a current Flash enabled internet browser. For PC and Mac users the suggested browser is Mozilla Firefox.
- You will need regular access to a computer with a broadband Internet connection. The minimum computer requirements are:
- 512 MB of RAM, 1 GB or more preferred
    o Broadband connection required courses are heavily video intensive
    o Video display capable of high-color 16-bit display 1024 x 768 or higher resolution

- You must have a:

- o Sound card, which is usually integrated into your desktop or laptop computer
- o Speakers or headphones.
- o *For courses utilizing video-conferencing tools and/or an online proctoring solution, a webcam and microphone are required.

- Both versions of Java (32 bit and 64 bit) must be installed and up to date on your machine. At a minimum Java 7, update 51, is required to support the learning management system. The most current version of Java can be downloaded at: JAVA web site http://www.java.com/en/download/manual.jsp

- Current anti-virus software must be installed and kept up to date.

- Run a browser check through the Pearson LearningStudio Technical Requirements website. Browser Check http://help.ecollege.com/LS_Tech_Req_WebHelp/en-us/#LS_Technical_Requirements.htm#Browset

Running the browser check will ensure your internet browser is supported.

Pop-ups are allowed.

JavaScript is enabled.

Cookies are enabled.

- You will need some additional free software (plug-ins) for enhanced web browsing. Ensure that you download the free versions of the following software:
  - o Adobe Reader https://get.adobe.com/reader/
  - o Adobe Flash Player (version 17 or later) https://get.adobe.com/flashplayer/
  - o Adobe Shockwave Player   https://get.adobe.com/shockwave/
  - o Apple Quick Time   http://www.apple.com/quicktime/download/

At a minimum, you must have Microsoft Office 2013, 2010, 2007 or Open Office. Microsoft Office is the standard office productivity software utilized by faculty, students, and staff. Microsoft Word is the standard word processing software, Microsoft Excel is the standard spreadsheet software, and Microsoft PowerPoint is the standard presentation software. Copying and pasting, along with attaching/uploading documents for assignment submission,

will also be required. If you do not have Microsoft Office, you can check with the bookstore to see if they have any student copies.

• For additional information about system requirements, please see: System Requirements for LearningStudio

https://secure.ecollege.com/tamuc/index.learn?action=technical

ACCESS AND NAVIGATION

Pearson LearningStudio (eCollege) Access and Log in Information

This course will be facilitated using Pearson LearningStudio, the learning management system used by Texas A&M University-Commerce. To get started with the course, go to myLeo and from the top menu ribbon select eCollege. Then on the upper left side of the screen click on the My Courses tab.   http://www.tamuc.edu/myleo.aspx

You will need your campus-wide ID (CWID) and password to log into the course. If you do not know your CWID or have forgotten your password, contact the Center for IT Excellence (CITE) at 903.468.6000 or helpdesk@tamuc.edu.

Note: It is strongly recommended you perform a "Browser Test" prior to the start of your course. To launch a browser test login to Pearson LearningStudio, click on the My Courses tab, and then select the Browser Test link under Support Services.

Pearson LearningStudio Student Technical Support

Texas A&M University-Commerce provides students technical support for the use of Pearson LearningStudio.

Technical assistance is available 24/7 (24 hours, 7 days a week).

If you experience LearningStudio (eCollege) technical problems, contact the LearningStudio helpdesk at 1-866-656-5511 (toll free) or visit Pearson 24/7 Customer Support Site http://247support.custhelp.com/

The student help desk may be reached in the following ways:

• Chat Support: Click on 'Live Support' on the tool bar within your course to chat with a Pearson LearningStudio Representative.

• Phone: 1-866-656-5511 (Toll Free) to speak with Pearson LearningStudio Technical Support Representative.

Accessing Help from within Your Course: Click on the 'Tech Support' icon on the upper left side of the screen inside the course. Then you will be able to get assistance via online chat or by phone.

Note: Personal computer and internet connection problems do not excuse the requirement to complete all course work in a timely and satisfactory manner. Each student needs to have a backup method to deal with these inevitable problems. These methods might include the availability of a backup PC at home or work, the temporary use of a computer at a friend's home, the local library, office service companies, Starbucks, a TAMUC campus open computer lab, etc.

Policy for Reporting Problems with Pearson LearningStudio

Should students encounter Pearson LearningStudio based problems while submitting assignments/discussions/comments/exams, the following procedure must be followed:

1.   Students must report the problem to the help desk. You may reach the helpdesk at 1-866-656-5511.

2.   Students must file their problem with the helpdesk and obtain a helpdesk ticket number

3.   Once a helpdesk ticket number is in your possession, students should email me to advise me of the problem and provide me with the helpdesk ticket number.

4.   I will call the helpdesk to confirm your problem and follow up with you

PLEASE NOTE: Your personal computer and internet access problems are not a legitimate

excuses for filing a ticket with the Pearson LearningStudio Help Desk. Only Pearson LearningStudio based problems are legitimate reasons to contact the Help Desk. You strongly are encouraged to check for your internet browser compatibility BEFORE the course begins and take the Pearson LearningStudio tutorial offered for students who may require some extra assistance in navigating the Pearson LearningStudio platform.

myLeo Support

Your myLeo email address is required to send and receive all student correspondence. Please email helpdesk@tamuc.edu or call us at 903-468-6000 with any questions about setting up your myLeo email account. You may also access information at myLeo. https://leo.tamuc.edu

Learner Support

The One Stop Shop was created to serve you by providing as many resources as possible in one location. http://www.tamuc.edu/admissions/onestopshop/

The Academic Success Center provides academic resources to help you achieve academic success. http://www.tamuc.edu/campusLife/campusServices/academicSuccessCenter/

FREE MobilE APPS

The Courses apps for phones have been adapted to support the tasks students can easily complete on a smaller device. Due to the smaller screen size course content is not presented.

The Courses app is free of charge. The mobile Courses Apps are designed and adapted for different devices.

PEARSON COURSES	**App Title:**	**iPhone – Pearson LearningStudio Courses for iPhone** **Android – LearningStudio Courses - Phone**
	Operating System:	**iPhone** - OS 6 and above **Android** – Jelly Bean, Kitkat, and Lollipop OS
	iPhone App URL:	https://itunes.apple.com/us/app/pearson-learningstudio-courses/id977280011?mt=8
	Android App URL:	https://play.google.com/store/apps/details?id=com.pearson.lsphone

Once downloaded, search for Texas A&M University-Commerce, and it should appear on the list. Then you will need to sign into the myLeo Mobile portal.

The Courses App for Android and iPhone contain the following feature set:

• View titles/code/Instructor of all Courses enrolled in online
• View and respond to all discussions in individual Courses
• View Instructor Announcements in individual Courses
• View Graded items, Grades and comments in individual Courses
• Grade to Date
• View Events (assignments) and Calendar in individual Courses
• View Activity Feed for all courses
• View course filters on activities
• View link to Privacy Policy
• Ability to Sign out
• Send Feedback

LearningStudio Notifications

Students can be alerted to course activities via text on their mobile phones or up to two email addresses.

Based on their preferences, students can automatically receive a push notification with every new: course announcement, threaded discussion post, grade, and/or assignment without having to login to the course. Enrolled students will automatically receive email notifications for announcements and can opt out of this feature. To receive text notifications, students must opt in.

To begin setting up notifications, go into your course in LearningStudio and click on the bell-shaped Notifications icon on the main menu ribbon.

By default the student's university email address will appear. This cannot be changed in LearningStudio. Additional email addresses may be added by clicking the Add button. After

all of the other selections are completed be sure to click the Save and Finish button.

Bibliography

Anderson, J. (1997). *Social work with groups: A process model.* White Plains, NY: Longman Publishing Group.

Anderson, R.E. & Carter, I. (1994). *Human behavior in the social environment* (4th ed.). New York: Aldine de Gruyter, Inc.

Anderson, S. C., & Mandell, D.L. (1989). *The use of self by professional social workers. Social Casework 7* (5), 259-267.

Attinson, Z., & Glassberg, E. (1983). Alter graduation, what? Employment and educational experiences of graduates of BSW programs. *Journal of Education for Social Work 19(1),* 5-13.

Bailey, J. (1980). *Ideas and intervention: Social theory for practice* Boston, MA: Routledge and Kogan.

Barker, R. L. (1997). *The social work dictionary* (3rd ed.). Annapolis, MD: National Association of Social Workers (NASW) Press.

Becvar, D. S., & Becvar, R. J. (1993). *Family therapy: A systemic integration* (2nd ed.). Boston, MA: Allyn and Bacon.

Benjamin, A. (1981). *The helping interview* Boston, MA: Houghton-Miffhin.

Beme, E. (1963). *The structure and dynamics of organizations and groups.* New York: Grove.

Biestek, F.P., & Gehrig, M. (1978). *Client self-determination in social work: A 50 year history* Loyola.

Bloom, M. (1980). *Life span development: Basis for prevention and interventive helping* New York: Macmillan.

Bloom, M., & Fischer, J. (1982). *Evaulating practice: Guidelines for the accountable professional* Englewood Cliffs, NJ: Prentice-Hall, Inc.

Bodzioch, J. (1992). Managing cultural diversity: An essential step in improving service quality Unpublished manuscript.

Brody, R. & Nair, M.D. (1995). *Macro practice: A generalist approach* Wheaton, IL: Gregory Publishing Co.

Burr, W. R., Hifi, R., Nye, F. I., & Reiss, I. L. (Eds.). (1979). *Contemporary theories about the family* New York: Macmillan.

Compton, B.R., & Galaway, B. (1994). *Social work processes* Pacific Grove, CA: Brooks/Cole.

Corcoran, K., & Fischer, J. (1987). *Measures for clinical practice: A sourcebook* New York: The Free Press.

Corey, G. (1982). *The case approach to counseling and psychotherapy* Monterrey, CA: Brooks/Cole.

Cormier, W. H. (1979). *Interviewing strategies for helpers: A guide to assessment, treatment, and evaluation* Monterrey, CA: Brooks/Cole.

DiNitto, D. M. (1995). *Social welfare: Politics and public policy* (4th ed.). Boston, MA: Allyn & Bacon.

DiNitto, D. M., & Dye, T.R. (1983). *Social welfare: Politics and public policy* Englewood Cliffs, NJ: Prentice-Hall, Inc.

Edwards, R. L. (Ed.). (1997). *Encyclopedia of social work* (19th ed.). Annapolis, MD: National Association of Social Workers (NASW) Press.

Elkind, D. (1994). *A sympathetic understanding of the child: Birth to Sixteen* Boston, MA: Allyn and Bacon.

Ezell, M., Menefee, D., & Patti, R. J. (1989). *Managerial leadership and service quality: Toward a model of social work administration.* In Y. Hasenfeld (Ed.), *Administrative leadership in the social services: The next challenge* (pp.73-98). Binghamton, NY: Haworth.

Friedman, S.S., Gans, L., Gottlieb, N., & Nesselson, C. (1979). *A woman's guide to therapy* Englewood Cliffs, NJ: Prentice-Hall.

Germain, C.B. (1981). *The ecological approach to people-environment transactions. Social Casework 62* (June), 323-331.

Germain, C.B., & Gitterman, A.G. (1980). The life model of social work practice New York: Columbia University Press.

Germain, C.B. & Gitterman, A.G. (1981). *Social work practice, people, and environment* New York: Columbia University Press.

Ginsberg, L. (1997). *Social work almanac* (2nd ed.). Annapolis, MD: National Association of Social Workers (NASW) Press.

Glasser, W. (1975). *Reality therapy: A new approach to psychiatry* New York: Harper Colophon Books.

Glasser, W. (1981). *Stations of the mind: New directions for reality therapy* New York: Harper and Row.

Glasser, W. (1990). Control Theory New York: Harper Collins.

Goidring, J. (1980). *Quick response theory: A time limited treatment approach.* New York: Human Science Press.

Goldstein, H. (1990). The knowledge base of social work practice: Theory, wisdom, analogue, or art? Families in Society. *The Journal of Contemporary Human Services* (January)32-43.

Goldstein, H. (1992). If social work hasn't made progress as a science, might it be an art? Families in Society: *The Journal of Contemporary Human Services 2 (1)*, 48-55.

Haley, J. (1976). *Problem-solving therapy* San Francisco, CA: Jossey-Bass.

Hammer, J., &.Statham, D. (1988). *Women and social work: Towards a woman-centered practice* Chicago, IL: Lyceum Books, Inc.

Harris, 0., & Janzen, C. (1980). *Family treatment in social work practice* New York: Peacock.

Heffernan, W. J. (1992). *Social welfare policy: A research and action strategy* New York: Longman.

Hepworth, D. H., Rooney, R. H., & Larsen, J. A. (1997). *Direct social work practice: Theory and <u>skills</u>* (5th ed.). Pacific Grove, CA : Brooks/Cole..

Henry, S. (1980). *Group skills in social work: A four dimensional approach* New York: Peacock.

Ho, M. K. (1980). *Social work methods, techniques, and skills* New York: University Press of America.

Holland, T.P., & Kilpatrick, A.C. (1991). Ethical issues in social work: Toward a grounded theory of professional ethics. *Social Work 36 (2),* 138-145.

Hollis, F. (1981). *Casework: A psychosocial theory* New York: Random House.

Holmes, E. (1994). A postscript to 'Total Quality for Americans': Dealing with organizational culture. *Issues and Observations 14 (1),* 3-4.

Imre, R. W. (1982). *Knowing and caring: Philosophical issues in social work* Lariham, MD: University Press of America.

Imre, R. W. (1984). The nature of knowledge in social work. *Social Work* (January - February), 41-45.

Jacobson, G. (Ed.). (1980). *Crisis intervention in the 1980's* San Francisco, CA: Jossey Bass.

Jansson, B.S. (1993). *The reluctant welfare state: A history of American social welfare policies* (2nd ed.). Pacific Grove, CA: Brooks/Cole Publishing Company.

Jansson, B.S. (1994). *Social policy: From theory to policy practice* (2nd ed.). Belmont,CA: Brooks/Cole Publishing Company.

Johnson, D.W., & Johnson, F.P. (1991). *Joining together: Group theory and group skills* (4th ed.). Boston, MA: Allyn and Bacon.

Kadushin, A. (1990). *The social work interview* (3rd ed.). New York: Columbia University Press.

Kanfer, F. (1980). *Helping people change.* New York: Perigamon Press.

Kilpatrick, A. C., & Holland, T. P.(1995). *Working with families: An integrative model by level_of functioning_*Needham Heights, MA: Allyn and Bacon.

Kirst-Asbman, K. K., & Hull, G.H., Jr. (1993). *Understanding generalist practice* Chicago, IL: Nelson-Hall, Inc.

Knapp, M.L. (1978). *Non-verbal communication in human interaction* (2nd ed.). New York: Holt, Rinehart, and Winston.

Lawler, E. E. (1994). *Motivation in work organizations* San Francisco, CA: Jossey Bass.

Lester, D. (1973). *Crisis intervention and counseling by telephone* C.C. Thomas.

Levin, K.G., & Lightburn, A. (1989). Belief systems and social work practice. *Social Casework 70* (3); 139-145.

Levine, R. L., & Fitzgerald, IT. E. (Eds.). (1992*). Analysis of dynamic psychological systems: Methods and applications, 2* New York: Plenum.

Lewis, J. A., & Lewis, M.D. (1983). *Management of human service programs Monterey*, CA: Brooks/Cole Publishers.

Maluccio, A.N. (1979). *Learning from clients: Interpersonal helping as viewed by clients and social workers* New York: Free Press.

Maluccio, A.N. (1981). *Promoting competence in clients: A new old approach to social work intervention* New York: Free Press.

Marcus, E. (1992). *Making history: The struggle for gay and lesbian equal rights 1945- 1990* New York: HarperCollins.

Mayers, R. S., Soufleé, F. Jr, & Schoech, D. J. (1994). *Dilemmas in human services management* New York: Springer.

McAdoo, H. P. (1981). *Black families* Beverly Hills, Sage Publications.

McCown, W.G., & Johnson, J. (Eds.). (1993). *Therapy with treatment-resistant families: A consultation-crisis intervention model* Binghamton, NY: Haworth Press

Miller, J. G., & Miller, J. L. (1991). A living systems analysis of organizational pathology. *Behavioral Science, 36* 239-252.

Minahan, A. (1981). Purpose and objectives of social work revisited. *Social Work* (January), 5-6.

Minow, M. (1993). *Family matters: Readings on family lives and the law* New York: New Press.

Minuchin, S. (1974). *Families and family therapy* Cambridge, MA: Harvard University Press.

Morales, A.T., & Sheafor, B. W. (1995). *Social work: A profession of many faces* (7th ed.). Boston, MA: Allyn & Bacon.

Morasky, R. L. (1982). *Behavioral systems* New York: Praeger.

Mokuau, N., & Ewalt, P. L. (1993). School-agency collaboration: Enriching teaching, scholarship, and service in state hospital placements. *Journal of Social Work Education 29* (3), 328-337.

Morse, J. M., & Field, P.A. (1995). *Qualitative research methods for health professionals* Thousand Oaks, CA: Sage Publications.

Nelson, T.S., & Trepper, T.S. (1993). *101 interventions in family therapy* Binghamton, NY: Haworth Press.

O'Hare, T.M. (1991). Integrating research and practice: A framework for implementation. *Social Work 36* (3), 220-223.

Okun, B. F. (1981). *Effective helping: Interviewing and counseling techniques* Boston, MA: Duxbury Press.

Park, K. (1996). The personal is ecological: Environmentalism of social work. *Social Work 41*(3), 320-323.

Perlman, H. H. (1957). *Social casework: A problem-solving process* Chicago, IL:

University of Chicago Press.

Perlman, H. H. (1985). On the art of caring. *Child Welfare,64* (1), 3-11.

Poulin, J. E., & Walter, C.A. (1993). Burnout in gerontological social work. *Social Work 38* (3), 305-3 10.

Rapoport, L. (1968). Creativity in social work. *Smith College Studies in Social Work 38* (June), 156.

Reid, W. J., & Epstein, L. (1972). *Task-centered casework* New York: Columbia University Press.

Richmond, M. (1917). *Social diagnosis* New York: Russell Sage Foundation.

Roberts, A. R. (Ed.). (1991). *Contemporary perspectives on crisis intervention and prevention* Englewood Cliffs, NJ: Prentice-Hall, Inc.

Rogers, C.R. (1951). *Client-centered therapy* New York: Houghton Mifflin Co.

Ryan, K. (1991). *Driving fear out of the workplace: How to overcome the invisible barriers to quality* New York: Jossey-Bass.

Satir, V. (1967). *Conjoint family therapy* (Rev. ed.). Palo Alto, CA: Science and Behavior Books, Inc.

Satir, V. (1972). *Peoplemaking* Palo Alto, CA: Science and Behavior Books, Inc.

Schaef, A.W. (1985). *Women's reality: An emerging female system in a white male society San* Francisco, CA: Harper & Row.

Schulman, E.D. (1991). *Intervention in human services: A guide to skills and knowledge* (4th ed.). New York: Merrill.

Shafritz, J. M., & Ott, J. S. (1992). *Classics of organization theory* (3 ed.). Belmont, CA: Wadsworth.

Shulman, L. (1979). *The skills of helping individuals and groups* New York: F.E. Peacock.

Siporin, M. (1975*). Introduction to social work practice* MacMillan.

Siporin, M. (1988). Clinical social work as an art form. *Social Casework 68* (March),177-183.

Skidmore, R. A. (1983). *Social work administration: Dynamic management and human relations* New York: Prentice-Hall.

Sobey, F. (Ed.). (1980). *Changing roles in social work practice* Philadelphia, PA: Temple University Press.

Sundel, S. S., & Sundel, M. (1993*). Be assertive: A practical guide for human service workers* Newbury Park, CA: Sage.

Texas Family Code (1990). St. Paul, MN: West Publishing Company.

Thornton, S., & Garrett, K. J. (1995). Ethnography as a bridge to multicultural practice. *Journal of Social Work Education 31*(1), 67-74.

Tolson, E.R., & Kopp, J. (1988). The practicum: Clients, problems, interventions and influences on student practice. *Journal of Social Work Education 24* (2), 123-134.

Tolman, R., & Rose, S.D. (1985). Coping with stress: A multimodal approach. *Social Work* 30(2), 151-157.

Torres, C. (1990). *Self-directed work teams: A primer* New York: Pfeiffer University Press.

Toseland, R.W., & Rivas, R.F. (1995). *An introduction to group work practice* (2nd ed.). Boston, MA: Allyn and Bacon.

Visher, E.B., & Visher, J. 5. (1988). *Old loyalties, new ties: Therapeutic strategies with stepfamilies* New York: Brunner/Mazel Publishers.

Weitzman, L. J. (1985). *The divorce revolution: The unexpected social and economic consequences for women and children in America* New York: The Free Press.

Westerfelt, A., & Dietz, T. J. (1997). *Planning and conducting agency-based research: A workbook for social work students in field placements* New York, NY: Longman.

Williams, M., Tutty, L. M., & Grinnell, R. M., Jr. (1995). *Research in social work: An introduction* Itasca, IL: Peacock Publishers, Inc.

Wilson, S. J. (1980). *Recording guidelines for social workers* New York: The Free Press.

Woods, M. E., & Hoffis, F. (1990). *Casework: A psychosocial therapy* (4th ed.). New York: McGraw-Hill Publishing Co.

York, R.O., Denton, R.T., & Moran, J.R. (1989). Rural and urban social work practice: Is there a difference? *Social Casework, 70* (4), 201-209.

Zakutansky, T.J., & Sines, E.A. (1993). Ethical and legal issues in field education:

Shared responsibility and risk. *Journal of Social Work Education 29* (3), 33 8-347.

Zander, A. (1982). *Making groups effective* San Francisco, CA: Jossey-Bass.

Zastrow, C. (1993). *Social work with groups* (3rd ed.). Chicago, IL: Nelson-Hall Publishers.

Zastrow, C. & Kirst-Ashman, K. (1993). *Understanding Human Behavior and the Social Environment* (3rd ed.), Chicago, IL: Nelson-Hall.

Zilbergeld, B. (1992). *The new male sexuality* New York: Bantam Books.

Zimmerman, S. (1995). *Understanding family policy* Thousand Oaks, CA: Sage.

TENTATIVE Course Schedule

Week	Reading(s) Assignments, etc.	Assignment/Activities	Link to Competency #	Practice Behavior
1 Aug 29	**Introductions/Syllabus review/Rules/Clarifications** **Prepare Student Schedule/Strategies for Exam**			
2 Sep 5	LABOR DAY			
3 Sep 12	**Section A** **Individual Practice Review** Paper Topic Due	**Read Chapter A** **Complete follow up quiz**	**2.1.7, 2.1.10, & 2.1.2**	**7.1, 4.5,**
4 Sep 19	**Section B** **Clinical Practice**	**Read Chapter B** **Complete follow up quiz**	**2.1.3,2.1.10A, 2.1.2**	**3.7 & 10.1**
5 Sep 26	**Section B - Continued**	**Continued**	**Same**	**Same**
6 Oct 3	**Section C** **Human Behavior HBSE**	**Read Chapter C** **Complete follow up quiz**	**2.1.7,2.1,10A**	**7.1**
7 Oct 10	**Section D** **Group Practice**	**Read Chapter D** **Complete Follow up quiz**	**2.1.10A,2.1.2, 2.1.3**	**4.5, 3.7, & 10.1**

8 Oct 17	Section E Culturally Competent SW Practice	Read Chapter E Complete follow up quiz	2.1.2,2.1.7, 2.1.10A	4.5,

9 **Oct** **24**	**Section F** **Research**	**Read Chapter G** **Complete follow up quiz**	**2.1.3,2.1.6**	**3.7,6.4**
10 **Oct** **31**	**Section G** **Community Practice**	**Read Chapter G** **Complete follow up quiz**	**2.1.6,2.10A**	**4.5,3.11**
11 **Nov** **7**	**Section H** **Social Policy and Professional Ethics**	Final Paper Due, Electronic copy	**All**	**All**
12 **Nov** **14**	**Section I** **Alcohol and Drug Abuse Diagnosis and Treatment**	**Read Chapter I** **Complete follow up quiz**	**2.1.3,2.1.6,** **2.1.7**	**7.1,10.1**
13 **Nov** **21**	**DSM-V Review**	**Read Section** **Follow up quiz**	**All**	**All**
Nov **28**	**Total Review**	**Review all sections**		
NOV 30	D ACAT Test TBA Dec	**All**	**All**	**All**
Dec 7	LBSW Pre-Exam TBA	**All**	**All**	**All**

Wednesday, November 30, 2016

9:00 AM - 12:00 PM Vicki Anderson/SWKACAT (Confirmed) EDS Education South - 122 (Computer Lab)

Classroom for 45

Wednesday, December 07, 2016

9:00 AM - 1:00 PM Vicki Anderson/SWKACAT (Confirmed) EDS Education South - 122 (Computer Lab)

Classroom for 45

APPENDIX A
The Integrative Paper

Generalist practitioners in the social work profession utilize various theoretical frameworks within their practice settings. The integrative paper is a culmination of what content across the BSW curriculum. This assignment provides an opportunity for each student to explore and develop a personal practice theory from existing frameworks and apply that theoretical perspective to his/her field of practice.

Entry-level professional social work is a broad, generalist perspective of helping client systems and using a single, integrated theoretical framework may not be possible. Therefore, generalist practitioners in the social work profession utilize various theoretical frameworks within their practice settings.

Figure 1: Theoretical frameworks employed by practitioners include:

- Ecological
- Bio-Psycho-Social
- Developmental
  -

- Person-in-Environment
-
- Cognitive

- Community Organization

- Psychodynamic

- Behavioral

- Social/Open Systems

- Family and Group

- Oppression
-
- Organizational

Specific models of practice intervention include:

- Social Skills Training
- Problem-Solving
- Cognitive Behavioral Therapy

- Cognitive Restructuring
- Task-Centered Approach
- Gestalt Therapy

- Crisis intervention
- Client-Centered Therapy
- Structural Family Therapy

- Case (or care) Management

INSTRUCTIONS FOR COMPLETING AND SUBMITTING THE

INTEGRATIVE PAPER

- **Follow the outline provided** : *as you work through the outline, you*

  will need to refer to information contained in social work texts used in

  previous classes

- **Format the paper according to APA specifications**: *The paper*

  must be formatted according to the specifications as presented in the

  American Psychological Association's Publication Manual, 6th edition

  (2009). The specifications include formatting in-text citations,

  references on the reference page, and levels of headings, title page,

---

running head, page numeration, font and required spacing. ***Do not***

attempt to write this paper without using the APA manual

- **<u>The paper must be 12 pages in length (no more than 15).</u>** This

  includes title page and reference pages.

- **You must have a total of 10 references**. References include texts and empirically based articles obtained from peer-reviewed journals. No more than 3 web-based resources may be used. *Web-based resources should only be used if they have a URL of .edu; .gov; .org. These represent entities providing accurate and reliable information. Generally, web based resources should only be used to provide the most recent statistics or the most up to date information that is available on a specific topic.*

- **The paper topic must be submitted for approval by September 14th @ 11:59 p.m**. **Topic must be submitted to Mr. Andrew McLane, MSW Graduate Assistant. E-mail addressed to submit paper will be provided during the 1st week of class.**

- **The final paper is Due on November 9 th by 11:59 p.m. The final paper will be submitted to Mr. McLane for final grading. It must be in electronic format of word. No other method of submission will be accepted. You should keep a copy of your final paper until you have confirmed with Mr. McLane your paper has been received. NO LATE PAPERS WILL BE ACCEPTED**.

- ## GRADING RUBRIC

APA formatting; grammar; spelling, sentence structure	0-30 pts (15% of total points)
Required number of appropriate references	0-20 pts (10% of total points)
Quality of content:	0-150 pts(75% of total points)
Remembering (1-105 pts)	Does the content simply define, describe, identify, label, lists, name or outline

	information?
Understanding (106-120 pts)	Does the content provide evidence of comprehension of the information through summarizing, paraphrasing and interpretation?
Applying (121 - 150 pts)	Is the information applied, constructed, related to a concept in a new situation; is what has been understood applied?

Additional Information

To be successful in this assignment, you must get an early start. It is important to assimilate knowledge and skills obtained in previous courses to demonstrate understanding of the concepts. It is vital that you are able to present your knowledge base, in an integrated manner in written form. This is a major, academic paper providing you a foundation to entering professional practice or bridging to a graduate level program.

Title Page

Abstract

This is a paragraph introducing the reader to the topic/content of the paper. Hint: This is the first section of the paper - but should be the last section written

Introduction
Statement of Purpose

*Description of Field Practicum Setting and Client Services
Brief overview of selected client system*

Literature Review
Provide a general discussion on theoretical frameworks from social work literature (see Figure 1) relevant to selected client system and the helping approach being used (or could be used) in the practicum setting.

Generalist Perspective 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 affect the client system*

Relevant practice theories applicable to client system

Key elements of the helping process applied to the client system (application of the strengths based systematic approach to problem solving)

Conclusion
Student perspective on issues related to diversity, oppression and social justice that affect the client system

Recommendations and implications for social work practice

References

WRITTEN ASSIGNMENTS:

All written assignments must demonstrate acceptable writing style, American Psychological Association (APA), including the use of Standard English, acceptable grammar, and the use of the American Psychological Association (APA) style of reference citation. Chapters from P Pyrczak, F., & Bruce, R. R., (2007). *Writing empirical research reports* (5th ed.).Glendale, CA: Pyrczak Publishing can help guide your writing, especially the sections on literature reviews.

Part of the grading process will include an evaluation of presentation, including clarity, coherence, logic and organization of the assignment. All assignments must be typewritten, using double-spacing and standard margins. It is the student's responsibility to ensure the paper is in the possession of the instructor by the designated time. Any papers left in the mailbox or any other place are not the instructor's responsibility. **All assignments must be turned in on hard copy, no electronic papers; either e-mail or disks will be accepted.** At the discretion of the instructor, it may be required to submit written assignments via "turn-it in", a program utilized to determine instances of plagiarism. Please follow-up to ensure I have received your paper by the date assigned. Below is a partial list of factors that are addressed in the grading process:

- Any error in APA reference or citation format from the 6th edition
- Lack of quotation marks at the beginning and end of all direct quotes
- Extra or missing punctuation (i.e. commas, semi-colons, colons, periods)
- Incomplete sentences (i.e., sentences without a verb)
- Run-on sentences (i.e., sentences that run together without appropriate punctuation and capitalization delineating each sentence)
- Incorrect spelling
- Inappropriate and inconsistent verb tense
- Lack of noun-verb agreement
- Incorrect use of capitalization (e.g., social work is generally not capitalized)
- Incorrect use of possessives (examples of correct use are Shawn's book, the parents' child)
- Any contractions (e.g., I'm, can't, won't), except in direct quotes from another
- source)
- Lack of neatness (e.g., hand written corrections, uneven indentions)
- Papers that are not typewritten
- Use of a size other than #12 fonts
- Lines not double spaced
- Margins that are less than or wider than 1 inch
- Failure to indent the first line of a paragraph
- Incoherent sentences