



School of Social Work

SWK 505: ADVANCED GENERALIST PRACTICE WITH INDIVIDUALS

001 21905

Mondays 9:00 a.m. – noon

Commerce Campus-- Henderson 304

Spring 2020

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-Dr. Linda Openshaw

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Wednesday 5:00-6:00 p.m. Mesquite Metroplex Campus

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Overview of Course

COURSE DESCRIPTION:

This advanced practice course provides students with theories and skill 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.

COURSE OBJECTIVE(S):

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.

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.

PROGRAM GOALS:

1. Prepare MSW graduates for professional advanced generalist practice that reflects application and integration of critical thinking, theoretical frameworks, and differential interventions.
2. Enable MSW graduates to apply ethical reasoning to advance equality, justice, and social change.
3. Promote leadership and service that is relevant to individual contexts of practice and enhances well-being and quality of life.

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 achieve programmatic goals listed above through demonstration of the following competencies for Advanced Generalist Practice (AGP).

Competency AGP 2.1.1 Exemplify professional social work behavior and standards

Competency AGP 2.1.2 Apply social work ethical principles to resolve dilemmas and create positive change

Competency AGP 2.1.3 Critically analyze practice solutions and

Communicate judgments and reasoning through decision-making processes

Competency AGP 2.1.4 Demonstrate the ability to build strengths based on mutual engagement with diverse populations

Competency AGP 2.1.5 Demonstrate commitment to strategies that address discrimination, reduce disparities, and promote social and economic justice

Competency AGP 2.1.6 Contribute to evidence-based best practice approaches to assess and improve effectiveness

Competency AGP 2.1.7 Differentially apply theories and frameworks of HBSE

Competency AGP 2.1.8 Promote social policies to improve service delivery systems

Competency AGP 2.1.9 Use leadership skills to respond, influence, and shape changing contexts

Competency AGP 2.1.10 Demonstrate autonomy in dynamic practice situations that involve:

2.1.10.1 Relationship-building at all levels of systems

2.1.10.2 Evidence-based assessment tools and intervention approaches

2.1.10.3 Effective intervention with complex problems and prevention strategies

2.1.10.4 Response to the feedback process from interventions

Practice Behaviors

Each competency (outlined above) describes the knowledge, values, skills and cognitive and affective processes that comprise competency at the Advanced Generalist Practice (AGP) level. While content and activities of each course in the MSW curriculum covertly or overtly addresses each of the nine competencies, identified within each course is a set of specific practice behaviors representing observable components of one or more competencies. Content and Assessment for this course reflect bolded competencies and the following practice behaviors:

2.1.1.a Employs conscious use of self, self-reflection, self-monitoring and self-correction in practice situations

2.1.3.a Applies professional judgment and reasoning

2.1.7.a Translates empirically-supported human behavior theories and conceptual frameworks into practice at all levels

2.1.7.b Uses appropriate assessment and intervention strategies grounding in human behavior theories and conceptual frameworks

2.1.10.1a Uses empathy with other interpersonal skills

Course Structure

Texts and Associated Materials

Required Texts:

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

Additional Readings Suggested:

Overview of Course Assignments

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. The papers will be read and graded by your classmates. **These papers will not be accepted late.**

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 as designated in the course schedule. The presentation must include the following: 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. Students should also rely on their own experiences and knowledge to help facilitate class discussion. You will be expected to defend your position on this theory concerning your experience and case example..

Full participation and cooperation all 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.

Theory Analysis Paper (100 Points):

Students will choose a theory (not the same one that you used in the class presentation) that attempts to explain human behavior. Students will then analyze the theory through some framework that explains if it is best used with groups or individuals. 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 professional references. Finally, a conclusion as to why this theory is the best theory to explain human behavior and interventions for client. The paper should be 6 pages in length.

Comprehensive Final (50 points)

Grading Scale

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

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 in conflict will be allowed to prevail.

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 Library - Room 132

Phone (903) 886-5150 or (903) 886-5853

Fax (903) 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:

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

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 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.R0.10 Graduate Student Academic Dishonesty (available at <http://www.tamuc.edu/aboutUs/policiesProceduresStandardsStatements/rulesProcedures/13students/graduate/13.99.99.R0.10GraduateStudentAcademicDishonesty.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 who fails to meet the professional expectation of the field for which he/she is preparing may be suspended from further study in that program by the department administering the program (Graduate School Catalog p 36)

TECHNOLOGY REQUIREMENTS

Browser support

D2L is committed to performing key application testing when new browser versions are released. New and updated functionality is also tested against the latest version of supported browsers. However, due to the frequency of some browser releases, D2L cannot guarantee that each browser version will perform as expected. If you encounter any issues with any of the browser versions listed in the tables below, contact D2L Support, who will determine the best course of action for resolution. Reported issues are prioritized by supported browsers and then maintenance browsers.

Supported browsers are the latest or most recent browser versions that are tested against new versions of D2L products. Customers can report problems and receive support for issues. For an optimal experience, D2L recommends using supported browsers with D2L products.

Maintenance browsers are older browser versions that are not tested extensively against new versions of D2L products. Customers can still report problems and receive support for critical issues; however, D2L does not guarantee all issues will be addressed. A maintenance browser becomes officially unsupported after one year.

Note the following:

- Ensure that your browser has JavaScript and Cookies enabled.

- For desktop systems, you must have Adobe Flash Player 10.1 or greater.
- The Brightspace Support features are now optimized for production environments when using the Google Chrome browser, Apple Safari browser, Microsoft Edge browser, Microsoft Internet Explorer browser, and Mozilla Firefox browsers.

Desktop Support

| Browser | Supported Browser Version(s) | Maintenance Browser Version(s) |
|-------------------------------|------------------------------|--------------------------------|
| Microsoft® Edge | Latest | N/A |
| Microsoft® Internet Explorer® | N/A | 11 |
| Mozilla® Firefox® | Latest, ESR | N/A |
| Google® Chrome™ | Latest | N/A |
| Apple® Safari® | Latest | N/A |

Tablet and Mobile Support

| Device | Operating System | Browser | Supported Browser Version(s) |
|----------|------------------|---------|------------------------------|
| Android™ | Android 4.4+ | Chrome | Latest |

| | | | |
|---------|------------|-----------------------------|---|
| Apple | iOS® | Safari, Chrome | The current major version of iOS (the latest minor or point release of that major version) and the previous major version of iOS (the latest minor or point release of that major version). For example, as of June 7, 2017, D2L supports iOS 10.3.2 and iOS 9.3.5, but not iOS 10.2.1, 9.0.2, or any other version. Chrome: Latest version for the iOS browser. |
| Windows | Windows 10 | Edge, Chrome, Firefox | Latest of all browsers, and Firefox ESR. |

- 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
 - Broadband connection required courses are heavily video intensive
 - Video display capable of high-color 16-bit display 1024 x 768 or higher resolution
- **For YouSeeU Sync Meeting sessions 8 Mbps is required.** Additional system requirements found here: <https://support.youseeu.com/hc/en-us/articles/115007031107-Basic-System-Requirements>
- You must have a:

- Sound card, which is usually integrated into your desktop or laptop computer
 - Speakers or headphones.
 - *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](http://www.java.com/en/download/manual.jsp)
 - Current anti-virus software must be installed and kept up to date.

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:
 - [Adobe Reader https://get.adobe.com/reader/](https://get.adobe.com/reader/)
 - [Adobe Flash Player \(version 17 or later\) https://get.adobe.com/flashplayer/](https://get.adobe.com/flashplayer/)
 - [Adobe Shockwave Player https://get.adobe.com/shockwave/](https://get.adobe.com/shockwave/)
 - [Apple Quick Time http://www.apple.com/quicktime/download/](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.

ACCESS AND NAVIGATION

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: 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.

COMMUNICATION AND SUPPORT

Brightspace Support

Need Help?

Student Support

If you have any questions or are having difficulties with the course material, please contact your Instructor.

Technical Support

If you are having technical difficulty with any part of Brightspace, please contact Brightspace Technical Support at 1-877-325-7778 or click on the **Live Chat** or click on the words “click here” to submit an issue via email.



System Maintenance

D2L runs monthly updates during the last week of the month, usually on Wednesday. The system should remain up during this time unless otherwise specified in an announcement. You may experience minimal impacts to performance and/or look and feel of the environment.

| Unit I: INTRODUCTION TO THEORY | | | |
|---------------------------------------|----------------|--|---|
| Week | Week of | Topic | Assignments |
| Week 1 | 2/3/20 | Introduction to Course; Review Syllabus; Course Expectations Generalist-Eclectic Approach | Chapter 1 Coady & Lehmann |
| Week 2 | 2/10/20 | Theory: What is it? Is It Important? How to Assess and Analyze Theories Assessment, Diagnosis & Treatment Plans utilizing theories Problem – Solving Model Ethical Issues in Dual Relationships & Individual and Family Development Theory Global Use of Theories | Chapters 2 & 3 Coady & Lehmann Assign Presentation Groups |
| Week 3 | 2/17/20 | Theory Analysis Model Holiday-Mental Health Issues Conscience Clause Issues in Practice | Chapter 5 Coady & Lehman Instructor presentation Begin Analytic Papers |

COURSE SCHEDULE

| UNIT 2: INDIVIDUAL THEORIES/APPROACHES | | | |
|---|---------|---|---|
| Week 4 | 2/24/20 | Critical Ecological Theory Strengths-based Social Work | Chapters 4 & 6 Coady & Lehmann Begin Group Presentations |
| Week 6 | 3/2/20 | Motivational Interviewing Systems & Attachment issues | Chapters 5 & 7 Coady & Lehmann |
| Week 7 | 3/9/20 | Spring Break | |
| Week 8 | 3/16/20 | Relational Theory & Self- | Chapters 8 & 9, |

| | | | |
|---------|---------|--|--|
| | | Psychology Theory | Coady & Lehmann |
| Week 9 | 3/23/20 | CBT & Treatment DBT & Task Centered | Chapters 10 & 12, Coady & Lehmann |
| Week 10 | 3/30/20 | The Crisis Intervention Model Trauma Focused Work-EMDR | Chapter 11 Coady & Lehmann |
| Week 11 | 4/6/20 | Client-Centered Theory | Chapter 13 Coady & Lehmann |
| Week 12 | 4/13/20 | Existential Theory & Emotion Focused Therapy | Chapters 14 & 15 Coady & Lehmann |
| Week 13 | 4/20/20 | Feminist Theories & Empowerment Theory Narrative Therapies | Chapters 16-18 Coady & Lehmann |
| Week 14 | 4/27/20 | Solution-Focused Therapy | Chapters 20 & 21 Coady & Lehmann Final Analytic Paper Due |
| Week 15 | 5/4/20 | Final Examination | Final Examination |

APPENDIX A

THEORY PRESENTATION GRADING RUBRIC (50 Points Total)

| ELEMENT | POINTS AVAILABLE |
|--|------------------|
| Complete theory presentation: 1) Include all main elements/concepts of theory | 10 |
| Complete Assessment: 1) Strengths 2) Weaknesses | 10 |
| Applicability to Practice: 1) For which populations? 2) For which issues? | 10 |
| Appropriate Case Example | 10 |
| Overall Effectiveness: 1) References 2) Handout | 10 |