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## **SWK 505: Advanced Generalist Practice with Individuals**

### **COURSE SYLLABUS: Spring 2021**

#### **INSTRUCTOR INFORMATION**

Instructor: Dawn Nelson, LCSW-S, ACSW, SAP, CART

Office Location: Mesquite Metroplex Campus

Office Hours: By appointment

Office E-mail: [dawn.nelson@tamuc.edu](mailto:dawn.nelson@tamuc.edu)

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#### **COURSE INFORMATION**

Materials – Textbooks, Readings, Supplementary Readings

Textbook(s) Required

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

Software Required

Optional Texts and/or Materials

#### **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.

### **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). *Students achieve programmatic goals listed above through demonstration of the following **bolded 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

**Student Learning Outcomes** (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 REQUIREMENTS

## Minimal Technical Skills Needed

## Instructional Methods

## Student Responsibilities or Tips for Success in the Course

## GRADING

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

### Assessments

#### SWK 505 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. The papers will be read and graded by your classmates. **These papers will not be accepted late.**

**2. Group Presentation (50 Points):**

Students will pair with another student to form a group of three (3) – a few of your groups may 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 examples.

Full participation and cooperation of 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.

**3. 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 a framework that explains if it is best used with groups or individuals. In addition, there should 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, the paper should contain 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.

**4. Comprehensive Final (50 points)**

## **TECHNOLOGY REQUIREMENTS**

### **LMS**

All course sections offered by Texas A&M University-Commerce have a corresponding course shell in the myLeo Online Learning Management System (LMS). Below are technical requirements

LMS Requirements:

<https://community.brightspace.com/s/article/Brightspace-Platform-Requirements>

LMS Browser Support:

[https://documentation.brightspace.com/EN/brightspace/requirements/all/browser\\_support.htm](https://documentation.brightspace.com/EN/brightspace/requirements/all/browser_support.htm)

YouSeeU Virtual Classroom Requirements:

<https://support.youseeu.com/hc/en-us/articles/115007031107-Basic-System-Requirements>

## **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](mailto: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**

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. Other support options can be found here:

<https://community.brightspace.com/support/s/contactsupport>

### **Interaction with Instructor Statement**

Instructor will respond to email queries within 2 business days.

## **COURSE AND UNIVERSITY PROCEDURES/POLICIES**

### **Course Specific Procedures/Policies**

#### **Syllabus Change Policy**

The syllabus is a guide. Circumstances and events, such as student progress, may make it necessary for the instructor to modify the syllabus during the semester. Any changes made to the syllabus will be announced in advance.

### **University Specific Procedures**

#### **Student Conduct**

All students enrolled at the University shall follow the tenets of common decency and acceptable behavior conducive to a positive learning environment. The Code of Student Conduct is described in detail in the [Student Guidebook](http://www.tamuc.edu/Admissions/oneStopShop/undergraduateAdmissions/studentGuidebook.aspx).  
<http://www.tamuc.edu/Admissions/oneStopShop/undergraduateAdmissions/studentGuidebook.aspx>

Students should also consult the Rules of Netiquette for more information regarding how to interact with students in an online forum:

<https://www.britannica.com/topic/netiquette>

### **TAMUC Attendance**

For more information about the attendance policy please visit the [Attendance](#) webpage and [Procedure 13.99.99.R0.01](#).

<http://www.tamuc.edu/admissions/registrar/generalInformation/attendance.aspx>

<http://www.tamuc.edu/aboutUs/policiesProceduresStandardsStatements/rulesProcedures/13students/academic/13.99.99.R0.01.pdf>

### **Academic Integrity**

Students at Texas A&M University-Commerce are expected to maintain high standards of integrity and honesty in all of their scholastic work. For more details and the definition of academic dishonesty see the following procedures:

[Undergraduate Academic Dishonesty 13.99.99.R0.03](#)

[Undergraduate Student Academic Dishonesty Form](#)

<http://www.tamuc.edu/aboutUs/policiesProceduresStandardsStatements/rulesProcedures/documents/13.99.99.R0.03UndergraduateStudentAcademicDishonestyForm.pdf>

[Graduate Student Academic Dishonesty Form](#)

<http://www.tamuc.edu/academics/graduateschool/faculty/GraduateStudentAcademicDishonestyFormold.pdf>

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

### **Students with Disabilities-- ADA Statement**

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  
Velma K. Waters Library Rm 162  
Phone (903) 886-5150 or (903) 886-5835  
Fax (903) 468-8148  
Email: [studentdisabilityservices@tamuc.edu](mailto:studentdisabilityservices@tamuc.edu)

Website: [Office of Student Disability Resources and Services](#)

<http://www.tamuc.edu/campusLife/campusServices/studentDisabilityResourcesAndServices/>

### **Nondiscrimination Notice**

Texas A&M University-Commerce will comply in the classroom, and in online courses, with all federal and state laws prohibiting discrimination and related retaliation on the basis of race, color, religion, sex, national origin, disability, age, genetic information or veteran status. Further, an environment free from discrimination on the basis of sexual orientation, gender identity, or gender expression will be maintained.

### **Campus Concealed Carry Statement**

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 the [Carrying Concealed Handguns On Campus](#) document and/or consult your event organizer.

Web url:

<http://www.tamuc.edu/aboutUs/policiesProceduresStandardsStatements/rulesProcedures/34SafetyOfEmployeesAndStudents/34.06.02.R1.pdf>

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.

### **Department or Accrediting Agency Required Content**

#### **Engagement Policy**

*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.

To earn a level of competency within a specific course, students must demonstrate both mastery of content and active engagement.

Mastery of content areas is evidenced by successful completion of course assignments such as written papers, group project deliverables, tests/quizzes and other tangible products designed by instructors to evaluate knowledge and skills.

Additionally, the Social Work Profession is built upon human interactions and building human relationships – which is defined as engagement. Engagement is defined as meaningful involvement in interactions with instructor, peers, outside stakeholders as appropriate (such as contacting a social worker to interview for a required assignment). Within the classroom setting, whether virtual or F2F, students must actively participate in 80% of engagement activities as outlined by individual instructors. These activities can include participation in a live, synchronous virtual classes, attending a Face to Face course when appropriate, interacting with peers in posted discussions and collaborating in group interactive projects.

Students must meet standards for content mastery on tangible assignments and meet the threshold of active engagement 80% of the time during a semester. Instructors are experts in each course content area and set the standards for students to meet for successful completion of the course.

As we enter the Spring semester, we are all working under stresses and strains related to the COVID-19 pandemic. It is imperative we communicate consistently and frequently. If, for any reason, you are not able to complete assignments or actively engage in the course, you **MUST** reach out to your instructor and let him or her know.

### **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>

**COURSE OUTLINE / CALENDAR**

<b>WEEK</b>	<b>WEEK OF</b>	<b>TOPIC</b>	<b>ASSIGNMENTS</b>
Week 1	Jan 11	Introduction to Course; Review Syllabus; Course Expectations; Generalist-Eclectic Approach	Chapter 1 Coady & Lehmann

Week 2	Jan 18	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  <b>Assign Presentation Groups</b>
Week 3	Jan 25	Theory Analysis Model Holiday-Mental Health Issues Conscience Clause Issues in Practice	Chapter 5 Coady & Lehmann <b>Instructor presentation</b> <b>Begin Analytic Papers</b>
Week 4	Feb 1	Critical Ecological Theory Strengths-based Social Work	Chapters 4 &6 Coady & Lehmann <b>Begin Group Presentations</b>
Week 5	Feb 8	Motivational Interviewing Systems & Attachment Issues	Chapters 5 &7 Coady & Lehmann
Week 6	Feb 15	Relational Theory & Self-Psychology Theory	Chapter 8 & 9 Coady & Lehmann
Week 7	Feb 22	CBT & Treatment DBT & Task Centered	Chapter 10 & 12 Coady & Lehmann
Week 8	Mar 1	The Crisis Intervention Model Trauma-Focused Work-EMDR	Chapter 11 Coady & Lehmann
Week 9	Mar 8	Client-Centered Theory	Chapter 13 Coady & Lehmann
Week 10	Mar 15	<b>ANALYTIC PAPER DUE</b>	<b>ANALYTIC PAPER DUE</b>
Week 11	Mar 22	Existential Theory & Emotion Focused Therapy	Chapter 14 & 15 Coady & Lehmann
Week 12	Mar 29	Feminist Theories & Empowerment Theory	Chapters 16-17
Week 13	Apr 5	Narrative Therapies	Chapter 18
Week 14	Apr 12	Solution-Focused Therapy	Chapters 20 Coady & Lehmann
Week 15	Apr 19	<b>FINAL EXAM</b>	<b>FINAL EXAM</b>
Week 16	Finals		