



A&M-Commerce Supports Students' Mental Health

The Counseling Center at A&M-Commerce, located in the Halladay Building, Room 203, offers counseling services, educational programming, and connection to community resources for students. Students have 24/7 access to the Counseling Center's crisis assessment services by calling 903-886-5145. For more information regarding Counseling Center events and confidential services, please visit www.tamuc.edu/counsel

Please, click on the following link to access A&M-Commerce Covid 19 Information,
<https://new.tamuc.edu/coronavirus/>

SWK 505: Advanced Generalist Practice with Individuals

COURSE SYLLABUS: Spring 2022

INSTRUCTOR INFORMATION

Instructor: Misty Ely, LCSW-S

Office Location: Adjunct Office (virtually anywhere) Office Hours: By appointment

Office E-mail: misty.ely@tamuc.edu

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* (2nd ed). New York: Springer

Optional Texts and/or Materials

Hepworth, D. H., Rooney, R. H., Rooney, G. D., & Strom-Gottfried, K. (2017). *Direct social work practice: Theory and skills*.

Sowers, K. M., & Thyer, B. A. (2013). *Getting your MSW: How to survive and thrive in a social work program*. Chicago, Ill: Lyceum Books.

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

Instructional Methods

The format of the course will consist of didactic instruction and experiential exercises. Case vignettes, research articles, and presentations will also be used to facilitate the students' learning. These exercises may include the use of videos, role-play, or structured small group presentations. Material from the field or previous experiences will be used to illustrate class content and to provide integration between class and practice. Confidentiality of material shared in class will be maintained. As class discussion is an integral part of the learning process, students are expected to come to class ready to discuss required reading and its application to theory and practice.

Student Responsibilities or Tips for Success in the Course

It is expected that students will attend class regularly, participate in the class discussions, and submit work promptly. Failure to meet these expectations may result in reduction in grades.

Your involvement in this class is considered essential to your growth as a practitioner. You will be asked to discuss the material assigned, participate in exercises, interact with fellow students, etc. Knowing the "right" answers is not nearly as important as being willing to risk, explore your ideas, and be open to new information and concepts. Your presence in class along with preparation by having read and considered the assignments and participation in discussion threads are essential.

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 paper is due each week for Weeks 4 – 14. This page should summarize the reading assigned for the week (see course calendar for reading assignments) and it should identify and discuss at least **four key points** from the reading. You are allowed to write in first person for these assignments.

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 create a PowerPoint presentation with no more than 30 slides that includes 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 post your presentation to the discussion thread during the assigned week (5). The following week you will review your classmate's presentation and offer feedback, your own personal experience with the theory, and any other helpful information to add to the overall discussion forum.

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. Worth: 50 Points (40 points for presentation, 10 points for feedback portion of assignment)

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 *at least 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

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.

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. Please contact me for any questions, concerns, or further guidance on the assignments/class content.

COURSE AND UNIVERSITY 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>

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

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 Guidebookp 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

WEEK	WEEK OF	TOPIC	ASSIGNMENTS
Week 1	Jan 31 – 6 Feb	Introduction to Course; Review Syllabus; Course Expectations; Generalist-Eclectic Approach	Chapter 1 Coady & Lehmann
Week 2	Feb 7- 13	Theory: What is it? Is it Important? Problem-solving Model Ethical Issues in Dual Relationships & Individual and Family Development Theory Global Use of Theories	Chapters 2, 3 & 5 Coady & Lehmann Assign Presentation Groups <i>*Zoom session to answer any questions about syllabus/ assignments/discussions</i>
Week 3	Feb 14- 20	Theory Analysis Model Holiday-Mental Health Issues Conscience Clause Issues in Practice	Reading Materials listed in Week 3 Module Analytic Paper Week 3
Week 4	Feb 21- 27	Critical Ecological Theory Strengths-based Social Work	Chapters 4 & 6 Coady & Lehmann Analytic Paper Week 4
Week 5	Feb 28- 6 Mar	Motivational Interviewing Systems & Attachment Issues	Chapters 7 Coady & Lehmann Group Presentation Due Analytic Paper Week 5
Week 6	Mar 7- 13	Relational Theory & Self-Psychology Theory	Chapter 8 & 9 Coady & Lehmann <i>*Zoom session to present your group presentations to the class</i> Group Presentation Feedback Due NOTE: There is no Analytic Paper Due this week.
Week 7	Mar 14- 20	CBT & Treatment DBT & Task Centered	Chapter 10 & 12 Coady & Lehmann Analytic Paper Week 7
Week 8	Mar 21- 27	The Crisis Intervention Model Trauma-Focused Work-EMDR	Chapter 11 Coady & Lehmann Analytic Paper Week 8
Week 9	Mar 28 – 3 Apr	Client-Centered Theory	Chapter 13 Coady & Lehmann Analytic Paper Week 9
Week 10	Apr 4-10	Theory Analysis-complete this research paper	THEORY ANALYSIS PAPER DUE NOTE: There is no Analytic Paper Due this week.

Week 11	Apr 11-17	Existential Theory & Emotion Focused Therapy	Chapter 14 & 15 Coady & Lehmann Analytic Paper 11
Week 12	Apr 18-24	Feminist Theories & Empowerment Theory	Chapters 16-17 Coady & Lehmann Analytic Paper Week 12 <i>Final Exam Study Guide Given</i>
Week 13	Apr 25-1 May	Narrative Therapies	Chapter 18 Coady & Lehmann Analytic Paper Week 13
Week 14	May 2-8	Solution-Focused Therapy	Chapters 20 Coady & Lehmann Analytic Paper Week 14 <i>*Zoom Session Review for Final</i>
Week 15	May 9-13	REVIEW & FINAL EXAM	FINAL EXAM

If the topic is **Bold** then the corresponding chapter in the text is Bold also. If a topic is listed and it does not correspond to a chapter in the text, then the information will be listed in the weekly course content. This information could be research articles, presentations, or other handouts.

IMPORTANT DATES:

Weeks 3-14 have Analytic papers due. These are the short one-page assignments that should cover what you have read during that week. Please refer to the Assignments Tab for complete information. Weeks 6 & 10 **will not** have an Analytic Paper due because your other big assignments are due those weeks.

Group Presentation: Due Week 5. Feedback responses due in Week 6.

Theory Analysis Paper: Due Week 10, no later than midnight on April 10, 2022.

*The class will have a few zoom sessions. The only mandatory one will be in Week 6 because you will need to present your group presentation to the class. We will decide on a date and time during class.

We will have a zoom session to review for the final exam during week 14. It is not mandatory to attend, however we will go over the study guide for the final together in the session-so it is a good time to make sure you have all the correct answers before the exam.

I will post the zoom links in the 'announcements' section of the course for the week we will have them.