



Course Syllabus: Practice I  
College of Health Sciences and Human Services  
SOWK 3533  
Spring 2022

**Contact Information**

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**Course Description**

The purpose of this course is to provide the student with generalist practice, theoretical knowledge and practice skills necessary for field placement and entry level generalist practice in social work. Social work skills of engaging the client in a professional relationship, interviewing, assessment, treatment planning and evaluating interventions at the individual and family level will be taught from a generalist framework. The application of ethics and the use of self and personal family history in working with individuals and families will be addressed. The application of social science knowledge and theories to working with individuals and families will be taught. Evaluation of the students own practice effectiveness based upon social work knowledge and theory will be demonstrated in this class.

**Course Objectives**

Upon completion of this course, students should be able to:

1. Understand the knowledge and skills of generalist social work practice with systems of all sizes (EPAS 2.1.10A)
2. Understand Social Work practice with an ecological-systems perspective (EPAS 2.1.7A)
3. Understand the generalist planned change model associated with the ecological-systems perspective; EPAS 2.1.10A
4. Understand Social Work as a linking profession; EPAS 2.1.1A
5. Understand the value base and ethical standards and principles associated with Social Work practice; EPAS 2.1.2B
6. Understand the impact of diversity on practice, including but not limited to, client's age, class, color, culture, disability, ethnicity, family structure, gender, marital status, national origin, race, religion, sex and sexual orientation; EPAS 2.1.4C

7. Understand the concept of planned change and its role in practice effectiveness (EPAS 2.1.10D)
8. Understand the role of the Social History as a part of the assessment process (EPAS 2.1.10D & E)
9. Develop an awareness of the role of the Social Work professional as it relates to Social Work practice with individuals, families, groups, communities, and organizations (EPAS 2.1.1C)
  1. Demonstrate knowledge of ethical and professional behavior working with multicultural and diverse individuals and families.
  3. Demonstrate knowledge of human behavior and the social environment, person-in-person environment, and other multidisciplinary theoretical frameworks to engage, assess and intervene with individuals and families.
  4. Recognize and manage own personal values and biases and maintain professionalism working with individuals and families.
  5. Demonstrate an ability to use empathy, reflection and interpersonal skills to effectively engage diverse individuals and families.
  6. Demonstrate an ability to assess and apply critical thinking to interpret information and implement interventions.
  7. Demonstrate an ability to evaluate and implement intervention of goals with measurable outcomes based on assessment of strengths, needs and challenges.

### **Textbook & Instructional Materials**

Kirst-Ashman, K. K. & Hull, G. H. (2018). *Understanding generalist practice* (8<sup>th</sup> ed.). Cengage Learning.

Recommended:

American Psychological Association. (2020). *Publication manual of the American Psychological Association* (7th ed.). <https://doi.org/10.1037/0000165-000>

### **Writing Assistance**

Begin drafting papers as early as possible and take advantage of the [Tutoring & Academic Support Programs](#), located off the first floor of the Moffett Library. The MSU TASP Learning Center offers drop-in tutoring support for most general subject areas including but not limited to Writing, Math, Science, Business, and Foreign Languages. Students check in to work one-on-one with a tutor typically for an hour regarding specific concepts.

### **Student Handbook**

Refer to: [Student Handbook](#)

### **Academic Misconduct Policy & Procedures**

Academic Dishonesty: Cheating, collusion, and plagiarism (the act of using source material of other persons, either published or unpublished, without following the accepted techniques of crediting, or the submission for credit of work not the individual's to whom credit is given). Additional guidelines on procedures in these matters may be found in the Office of Student Conduct.

## Grading

Table 1: The student's achievement will be evaluated on the basis of discussion board assignments, a research paper, and quizzes/exams.

Assignments	Percentage
Discussion board assignment(s) & discussion thread participation	10%
Quizzes	10%
Social History (2)	60%
Genogram	20%

Table 2: Weighted average will be used to calculate final grade.

Grade	Percentages
A	90-100
B	80 to 89
C	70 to 79
D	60 to 69
F	Less than 60

### Social Work Program Grade Policy

A course grade of below a C or an average of below 70% will be considered a failing grade. *Social work students must repeat social work courses in which they receive a grade of D or F.*

### Discussion Board Participation:

The discussion board will be used the first week of class and may be assigned additionally depending on general student understanding demonstrated in MindTap. As needed, the instructor will post question(s) on D2L for the class. Unless specified otherwise, everyone should post an initial response to the question(s) and should also respond to at least two peer's posts. The discussion board is a mandatory component. Students are expected to read all discussion board instructions and rubrics and to participate actively. Students are expected to write formally (no shorthand or text messaging abbreviations) and use APA format and referencing where appropriate. Please keep in mind the discussion board is a formal assignment and part of your grade.

Your initial post to the discussion assignments are due by 11:30 pm on Thursday and your response to at least two peers' posts (you may respond to as many peers' posts as you want) are due by 11:30 pm on Saturday. Due dates may change at times during the semester so it is the responsibility of the student to follow due dates listed when each post assignment is made.

I will review your posts and responses and give individual feedback when grading posts. I may respond in the discussion thread to a select few posts and/or responses or respond collectively to the class. This does not mean only the posts and/or responses of those to whom I respond are good and other posts and/or responses are not good.

Note: If needed, changes will be made in the syllabus while the sessions are on.

### Quizzes

Students will complete weekly quizzes by 11:30 pm on Saturdays based on the required book chapters and unit notes as indicated in the class schedule. The quizzes are open book and notes, but there will

be limited time to complete them. **Quizzes cannot be made up if missed, and a grade of zero (0) will be recorded.**

### Social History

Students will complete two social histories (assessments) over the semester. Social histories must include the required information in paragraph format. For the first assessment, you will interview a family member or a close friend and for your second one you will interview a classmate. More details to come in class.

### Genogram

**Genogram:** A genogram is a visual diagram showing how each member of the family is connected to one another and uses symbols to represent patterns in family structure. The genogram assignment builds the skills associated with tracking family patterns. This is a critical skill for family work. While some students may have completed similar assignments in the past, it is important to complete this assignment as it provides a foundation for future assignments in this course. Make sure you have the following three sections on your genogram.

1. Draw a three generational genogram. Make sure you include your parents' parents, your parents and yourself. If you are married do the same for your partner. What you want to have is a clear genogram of who has been influential in the family system over three generations.
2. Identify intergenerational patterns (interaction, roles). On the genogram, use a legend and lines to identify the relationships among the members. Be sure to identify very close, conflicted and tenuous relationships as they occurred in the family systems. Also include notes to identify critical roles (e.g., family hero, scapegoat, peacemaker, rescuer, clown) played by the different members and content to reflect the themes associated with the different members. These notations should be brief and included on the genogram.
3. Identify triangles and coalitions. On the genogram, review the patterns outlined in section 2 and identify critical triangles and coalitions. Use a highlighter to illustrate the triangles/coalitions and at the bottom of the genogram, briefly describe how they operated in the family system.

To create your genogram, designate a symbol, such as a square, to represent males and another symbol, such as a circle, to represent females. Start the genogram by using the designated symbols to represent your paternal grandparents and create other symbols to show their relationship to one another (i.e., married civilly, sealed in the temple, divorced, cohabitated, widowed, etc.). Next, beneath the symbols representing your paternal grandparents, include all of their children (second-generation), which would be your father/mother, aunts, and uncles. Then add their spouses and symbols indicating their relationship to one another. Moving downward, list all of their children (third generation), which would include you, your siblings, and all of your cousins. Then add all of their spouses and/or other significant relationships. You do not need to include your children, nieces, nephews, or the children of cousins since they would be of the fourth generation. After completing this for your paternal grandparents, do it for your maternal grandparents. Be sure the genogram shows how the two family lines come together with your parents.

Each ancestral family has unique behavioral patterns and environmental influences that have helped shape marriages and families in the family line. You have to decide which patterns are relevant to track within your family. Patterns to consider tracking may include civil marriages, temple marriages, cohabitation, divorce, addictions, abuse, marriage at young ages, health problems that may affect marriages, missionary service, strong activity in the church, members/nonmembers of the church, etc. What is it you need to track to better understand

marriages within your family lines? To complete this assignment, you may need to interview a few family members to learn more about marital relationships within your family and to collect needed information for the genogram.

A genogram could be constructed a computer program such as PowerPoint or Word

Make sure a legend is included in the corner of your genogram, indicating what each symbol represents. The chapter by **McGoldrick and Gerson** on genograms may be a useful tool for generating ideas for your genogram. Points for this project will be awarded based on neatness, usefulness, and thoroughness in describing lessons learned from this project.

4. **Summary:** In addition to the genogram, write a brief summary (APA format) *discussing what you learned* from the genogram. Specifically, share themes and patterns you identified after studying the genogram. Moreover, what did you learn from the themes and patterns that you want to be cautious of, or that may help you? Are there specific lessons that are apparent?

### **Late Work**

Students who fail to post required assignments on time will receive a lower grade, and the ones who do not complete the assignments will receive a grade of zero (please review the time submission criteria on the rubrics for each assignment). If anyone fails to post an original post or replies for 3 or more assignments, they will be dropped from the course or will be given a failing grade. There are no exceptions to this rule.

### **Make Up Work/Tests**

Missed assignments & exams cannot be made up if missed. A grade of zero (0) will be recorded.

### **Important Dates**

**Last day for term schedule changes:** August 23-26

**Deadline to file for graduation:** Early deadline: Oct 4, 2021 Final Deadline: February 14, 2022

**Last Day to drop with a grade of "W:"** 4:00pm March 21, 2022

Refer to: [Drops, Withdrawals & Void](#)

### **Desire-to-Learn (D2L)**

Extensive use of the MSU D2L program is a part of this course. Each student is expected to be familiar with this program as it provides a primary source of communication regarding assignments, examination materials, and general course information. You can log into [D2L](#) through the MSU Homepage. If you experience difficulties, please contact the technicians listed for the program or contact your instructor.

### **Attendance**

Students are responsible for checking emails and logging onto D2L regularly to ensure that messages from the instructor and fellow students are received in a timely manner. Students who wish to meet with me face to face or by Zoom should schedule an appointment in advance via email [jaisy.garcia@msutexas.edu](mailto:jaisy.garcia@msutexas.edu).

### **Online Computer Requirements**

Taking an online class requires you to have access to a computer (with Internet access) to complete and upload your assignments. It is your responsibility to have (or have access to) a working computer in this class. *Assignments and tests are due by the due date, and personal computer technical*

*difficulties will not be considered reason for the instructor to allow students extra time to submit assignments, tests, or discussion postings.* Computers are available on campus in various areas of the buildings as well as the Academic Success Center. **Your computer being down is not an excuse for missing a deadline!!** There are many places to access your class! Our online classes can be accessed from any computer in the world which is connected to the internet. Contact your instructor immediately upon having computer trouble. If you have technical difficulties in the course, there is also a student helpdesk available to you. The college cannot work directly on student computers due to both liability and resource limitations however they are able to help you get connected to our online services. For help, log into [D2L](#).

### **Instructor Class Policies**

All students registered for courses in the Social Work Department are expected to adhere to the responsibilities, and behavior as articulated in both the [Student Handbook](#) and the NASW (National Association of Social Workers) [Code of Ethics](#). An essential feature of these codes is a commitment to maintaining intellectual integrity and academic honesty. I generally have a **zero-tolerance policy for cheating or plagiarism**, and violations will result in substantial penalties including a failing grade on the assignment with no make-up opportunity and/or a referral to the Dean of Students. Repeated **accidental or willful cheating or use of someone else's words, ideas, or evidence without attribution will be met with a failing grade in the course and a referral to the Dean of Students**, regardless of whether the first occurrence was in this course. If you have any doubts or questions about what constitutes academic misconduct, please do not hesitate to contact me. Students are expected to display professional decorum at all times. This includes, but is not limited to, respecting classmates and the instructor.

### **Change of Schedule**

A student dropping a course (but not withdrawing from the University) within the first 12 class days of a regular semester or the first four class days of a summer semester is eligible for a 100% refund of applicable tuition and fees. Dates are published in the Schedule of Classes each semester.

### **Refund and Repayment Policy**

A student who withdraws or is administratively withdrawn from Midwestern State University (MSU) may be eligible to receive a refund for all or a portion of the tuition, fees and room/board charges that were paid to MSU for the semester. HOWEVER, if the student received financial aid (federal/state/institutional grants, loans and/or scholarships), all or a portion of the refund may be returned to the financial aid programs. As described below, two formulas (federal and state) exist in determining the amount of the refund. (Examples of each refund calculation will be made available upon request).

### **Services for Students with Disabilities**

In accordance with Section 504 of the Federal Rehabilitation Act of 1973 and the Americans with Disabilities Act of 1990, Midwestern State University endeavors to make reasonable accommodations to ensure equal opportunity for qualified persons with disabilities to participate in all educational, social, and recreational programs and activities. After notification of acceptance, students requiring accommodations should make application for such assistance through Disability Support Services, located in the Clark Student Center, Room 168, (940) 397-4140. Current documentation of a disability will be required in order to provide appropriate services, and each request will be individually reviewed. For more details, please go to [Disability Support Services](#).

## College Policies

### Campus Carry Rules/Policies

Senate Bill 11 passed by the 84th Texas Legislature allows licensed handgun holders to carry concealed handguns on campus, effective August 1, 2016. Areas excluded from concealed carry are appropriately marked, in accordance with state law. **The law does NOT allow open carry on campus.** For more information regarding campus carry, please refer to the University's webpage [Campus Carry Rules and Policies](#)

### Smoking/Tobacco Policy

College policy strictly prohibits the use of tobacco products in any building owned or operated by MSU. Adult students may smoke only in the outside designated-smoking areas at each location.

### Alcohol and Drug Policy

To comply with the Drug Free Schools and Communities Act of 1989 and subsequent amendments, students and employees of Midwestern State are informed that strictly enforced policies are in place which prohibits the unlawful possession, use or distribution of any illicit drugs, including alcohol, on university property or as part of any university-sponsored activity. Students and employees are also subject to all applicable legal sanctions under local, state and federal law for any offenses involving illicit drugs on University property or at University-sponsored activities.

### Grade Appeal Process

Update as needed. Students who wish to appeal a grade should consult the Midwestern State University [Undergraduate Catalog](#)

### Notice

Changes in the course syllabus, procedure, assignments, and schedule may be made at the discretion of the instructor.

### Course Schedule:

Online delivery with asynchronous interactions between students and students and teacher, interactive discussions, and assignments.

D2L will be used throughout the semester. The course materials (syllabus, discussion board, and other course items) will be posted onto D2L. Power points will consist of materials from the textbook and other sources.

### Practice I Course Schedule

(The instructor reserves the right to adjust the syllabus schedule as needed.)

Week & Dates	Topic	Reading & Assignments
Week 1 January 17 – January 22	<b>Introducing generalist practice: the generalist intervention model</b>	- Intro. Discussion - Chapter 1 -
Week 2 January 23 –January 29	<b>Practice skills for working with individuals</b>	- Chapter 2 -
Week 3 January 30-February 5	<b>Practice skills for working with groups</b>	- Chapter 3 -
Week 4 February 6-February 12	<b>Skills for working with organizations and communities</b>	- Chapter 4 - Visitor-NTSH-10th
Week 5 February 13- February 19	<b>Engagement and assessment in generalist practice</b>	- Chapter 5 - -
Week 6 February 20- February 26	<b>Planning in generalist practice</b>	- Chapter 6 - Visitor-RRH-24th
Week 7 February 27-March 5	<b>Examples of Implementation in Generalist Practice</b>	- Chapter 7 - Social History 1 due-28th



Week & Dates	Topic	Reading & Assignments
Week 8 March 6-March 12	<b>Evaluation, termination, and follow-up in generalist practice</b>	- Chapter 8 -
Week 9 March 20-March 26	<b>Understanding families: family assessment</b>	- Chapter 9 - Genogram due-24th
Week 10 March 27-April 2	<b>Working with families</b>	- Chapter 10 -
Week 11 April 3-April 9	Values, Ethics and the Resolution of Ethical Dilemmas	- Chapter 11 -
Week 12 April 10-April 16	<b>Culturally competent social work practice</b>	- Chapter 12 - Social History 2 due-11th
Week 13 April 17-April 23	<b>Gender-sensitive social work practice /Advocacy</b>	- Chapter 13 &14 -
Week 14 April 24-April 30	<b>Brokering and Case Management/Recording in generalist social work practice</b>	-Chapter 15&16
Week 15 May 1-7	<b>Brokering and Case Management/Recording in generalist social work practice</b>	