

SOCW 6305: INTEGRATIVE SEMINAR (Section 003)

Faculty Information

Instructor

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Office

Social Work Complex, A318. This office may not be accessible for those with physical disabilities. If this is the case, please notify the professor and she will arrange an alternate meeting location.

Phone

817-272-1360. Do not leave a voicemail; send your question or information via email or WebCT mail for the quickest response. Email and WebCT mail are checked daily during the work week.

E-mail

rtpaguirre@uta.edu. E-mail and WebCT mail are the preferred method of communication.

Class Meeting Time

Class will meet 5 times for the semester as noted in the course calendar later in this document. These 5 classes will be held in the Fine Arts Building, Room 303 from 6-8:50pm on Thursdays.

Office Hours

Tuesdays, 10am-2pm or contact the professor for an appointment.

Class Description

The Integrative Seminar provides students with a learning experience aimed at demonstrating the ability to articulate, consolidate, analyze, evaluate, apply and synthesize their professional graduate education in social work. The perspective undergirding this seminar is that professional social work practice requires the mastery of a substantial body of social work and social science knowledge, skills, and values/ethics, with application to all levels of client systems: micro, mezzo and macro as well as administration of human service programs. This course is required of all non-thesis students in their final semester of coursework. Grade of C or better must be earned in this seminar to pass. If this requirement is not met, the student must repeat the course.

Student Learning Goals

SOCW 6305 addresses all three of the goals for MSSW Education at the UT-Arlington School of Social Work:

Goal 1: Prepare MSSW students to practice effectively and ethically with the full range of social systems, emphasizing *evidence-informed practice*, a strengths approach, diversity, social justice, *empowerment*, and a critical thinking perspective.

Goal 2: Prepare MSSW students who understand the global, organizational, institutional and structural contexts of social work practice and who are prepared to assume the responsibility for leadership positions, as well as engaging in lifelong learning.

Goal 3: Prepare MSSW students, by valuing social work history and the integration of social work knowledge, to understand professional social work and to be prepared for advanced level concentration in either Direct Practice or Community and Administrative Practice.

The course, as a capstone and integrating experience, relates to and advances the School's goals by reminding students of, and having them apply, key concepts of their education such as evidence-informed practice, strengths approach, diversity, social justice, empowerment and critical thinking (Goal 1). The course also requires students to address a practice situation with knowledge from all areas of coursework [policy, practice (direct practice & community and administrative practice, HBSE, and research)], thus preparing them for understanding organizational contexts of social work practice. Being prepared this way allows students to be ready to assume leadership positions and develops habits conducive to lifelong learning (Goal 2). Finally, the course requires a demonstration of an integration of social work knowledge, while being adaptable to each student's interests and serving as a final preparation for advanced practice.

By addressing all three MSSW program goals, SOCW 6305 also addresses the following MSSW educational objectives in either Direct Practice or Community and Administrative Practice, depending on which specialization the student has chosen.

Student Learning Outcomes

By the end of the semester, the student will be able to:

1. Synthesize and apply knowledge from theory and research in the five content areas in the school's program to a selected practice system (e.g., individual, couple, small group, team, organization, or community).
2. Analyze their selection of theory, research, and values/ethics with their particular practice system and evaluate the relevancy of the selection.
3. Demonstrate evidence of an understanding of the connections between theory, research, interventions, and values/ethics.
4. Demonstrate in writing how the selected intervention was applied with the practice system and evaluate the outcome.

5. Critique the knowledge and interventions used in terms of strengths and limitations and explain their justification for what they selected to use.
6. Explain how factors of age, class, color, disability, ethnicity, family structure, gender, marital status, national origin, race, religion, sex, and sexual orientation affect the client system.
7. Explain how factors of social and economic justice are demonstrated by the practice situation or agency and through the selected interventions for the client system.
8. Evaluate what was most important in what they learned from this assignment. They will explain the criteria used for this evaluation.
9. Propose a plan for continued professional development.

Requirements

Milestone: all courses have been taken for the degree except those left in the last semester, including this course. If fall or spring, no more than 15 hours can be left; if summer, no more than 12 hours can be left.

Required Textbooks and Other Course Materials

In this class you will use all required and recommended reading materials from all content areas in the courses you have completed or are currently taking in your MSSW Program. Thus course materials include but are not limited to all textbooks, related books, peer reviewed journal articles, government documents, and data. A list of additional resources that you might find helpful are included at the end of the syllabus.

Your Responsibilities: Accessing the Course and Assignments

Time and Place of Class Meetings

Class meetings are required; the class meets 5 times for the semester. Dates are listed in the course outline at the end of this document. The class website is through WebCT. **You should login to the class website at least twice a week and devote at least 5 hours a week to the class.** To access the class website, go to <http://www.uta.edu/webct>. Login using your UTA NETID. You should see the course in your list of courses.

Descriptions of Major Assignments

The University of Texas at Arlington School of Social Work organizes the knowledge essential for practice around five content areas: (a) social welfare policies and services, (b) administration and community practice direct practice, (c) human behavior and the social environment, (d) direct practice, and (e) research and evaluation. The integrative seminar is designed for the student to prepare a paper **demonstrating knowledge and its application to practice in each of these areas from the perspective of the student's area of specialization (e.g. child welfare, mental health, administration, community planning).**

Knowledge from these five content areas is to be appropriately selected, applied, analyzed, evaluated and synthesized with reference to a practice system: for direct practice (DP) students, this may be a client or group system; for community and administrative planning (CAP) it may be a group, a team, a program, an agency, a neighborhood or community.

The application of knowledge is also guided by the profession's purpose, values, and code of ethics. Students are to identify skills for using the knowledge from each content area with the client system. Students are to identify the pertinence of social and economic justice and issues of human diversities related to the practice situation, client system, and interventions. The strengths and limitations of selected knowledge and interventions are to be analyzed.

Definitions of Key Concepts to Address

The following terms are key concepts and terms that guide social work practice and education in UTA-SSW. Your work this semester should reflect your understanding of these concepts and your ability to apply them to practice.

1. **Evidence-Informed Practice (EIP)** is a guiding principal for the UTA-SSW. This approach is guided by the philosophy espoused by Gambrill (2006) and others who discuss evidence-based practice (EBP). Though many definitions of EIP/EBP saturate the literature, we offer two definitions that most closely define our understanding of the concept and serve to explicate our vision of EIP for the UTA-SSW:

The use of the best available scientific knowledge derived from randomized, controlled outcome studies, and meta-analyses of existing outcome studies, as one basis for guiding professional interventions and effective therapies, combined with professional ethical standards, clinical judgment, and practice wisdom (Barker, 2003, p. 149).

...the integration of the best research evidence with our clinical expertise and our patient's unique values and circumstances (Strauss et al., 2005).

2. **Strengths-based Social Work** seeks to explore and exploit the strengths and resources of clients and environments to better help them achieve their goals (Saleebey, 2002).
3. **Diversity** reflects knowledge about and sensitivity to differences between individuals, groups and individuals within groups, with an emphasis on vulnerable populations and cultures. Understanding and accepting diversity is vital in social work assessment, planning, intervention and research.
4. **Social Justice** has many different definitions, largely depending on one's philosophical and political viewpoints. Van Soest (1995) indicates that

three main types of social justice viewpoints exist: legal justice, communicative justice and distributive justice. Social work's approach is largely in the John Rawls (1971) distributive justice tradition, sometimes referred to as an egalitarian view (Van Soest, 1995, p. 1811) or fairness model (Iatridis, 1994, p. 67). In this approach, equality of outcome is stressed, rather than equality of input, a view more associated with Robert Nozick (1974) and other conservative or libertarian authors.

5. **Empowerment** is defined by Barker (2003, 142) as follows:
In social work practice, the process of helping individuals, families, groups, and communities increase their personal, interpersonal, socioeconomic, and political strength and develop influence toward improving their circumstances.

The UTA SSW vision statement states that the "School's vision is to promote social and economic justice in a diverse environment." Empowerment connects with the vision statement because, as Rees (1991) has pointed out, the very objective of empowerment is social justice. Empowerment is a seminal vehicle by which social justice can be realized. It could well be argued that true social justice cannot be realized without empowerment. Empowerment, anchored with a generalist base, directs social workers to address root causes at all levels and in all contexts, not simply "symptoms". This is not a static process but an ongoing, dynamic process, a process leading to a greater degree of social justice and equality.

6. **Critical Thinking Perspective** "involves clearly describing and taking responsibility for our claims and arguments, critically evaluating our views no matter how cherished, and considering alternative views" (Gambrill, 1997, p. 126).

This assignment addresses student learning outcomes 1-9. The following outline should be used in conjunction with the grading criteria presented in the rubric at the end of this document:

Integrative Paper Outline

APA style must be used for all aspects of the paper.

I. Introduction (5 points)

- A. Describe the purpose and rationale for the paper**

II. Client System. (10 points)

- A. Describe the client system.** e.g., individual, family, other small group, larger group) **or the practice situation** (e.g., team, program, agency,

organization, community). This entails a comprehensive and detailed discussion.

III. Apply, synthesize and analyze knowledge, theory, and skills in relation to the client system from each of the five content areas:

A. Human Behavior and the Social Environment (10 points)

- (1) Select and describe at least **3 human behavior theories** relevant to the practice situation you discussed
- (2) Provide a rationale for your theory selection. Discuss your decision-making process.
- (3) Analyze and apply the human behavior theories you discussed to your practice situation. Be sure that your discussion of human behavior theory links well with the practice situation.
- (4) Include carefully referenced literature sources. Sources should include a comprehensive range of sources, including: books; peer-reviewed journal articles; research studies; government documents, reports and data; and web sites. There should be emphasis on evidence based knowledge.
- (5) Evaluate the strengths and limitations of current knowledge and professional skills, and the resources available.
- (6) Include any other discussion or information or analysis that you think is relevant.

B. Social Policy (10 points)

- (1) Select and discuss at least **3 social policies** relevant to the practice situation.
- (2) Provide a rationale for your policy selection. Discuss your decision-making process.
- (3) Analyze and apply the policies you discussed to your practice situation. Be sure that your discussion of policy links well with the practice situation.
- (4) Include carefully referenced literature sources. Sources should include a comprehensive range of sources, including: books; peer-reviewed journal articles; research studies; government documents, reports and data; and web sites. There should be emphasis on evidence based knowledge.
- (5) Evaluate the strengths and limitations of current knowledge and professional skills, and the resources available.
- (6) Include any other discussion or information or analysis that you think is relevant.

C. Practice (15 points) BASED ON DECLARED CONCENTRATION

Select one of the two options below according to your declared major: if you are a DP major, then select option 2, if you are a CAP major you will select option 1.

(1) Community and Administrative Practice (10 points for CAP students; 5 points for DP students).

CAP STUDENTS (10 points)

- a. Select and discuss at least **3 relevant community, practice and/or administrative practice theories** relevant to the practice situation.
- b. Select and discuss at least **3 relevant community practice skills and/or administrative practice skills** relevant to the practice situation.
- c. Provide a rationale for your skill selection. Discuss your decision-making process.
- d. Analyze and apply the skills you discussed to your practice situation. Be sure that your discussion of skills links well with the practice situation.
- e. Include carefully referenced literature sources. Sources should include a comprehensive range of sources, including: books; peer-reviewed journal articles; research studies; government documents, reports and data; and web sites. There should be emphasis on evidence based knowledge.
- f. Evaluate the strengths and limitations of current knowledge and professional skills, and the resources available.
- g. Include any other discussion or information or analysis that you think is relevant.

DP STUDENTS (5 points)

- a. Select and discuss at least one **generalist level community, practice and/or administrative practice theory** relevant to the practice situation.
- b. Select and discuss three **generalist level community practice skills and/or administrative practice skill** relevant to the practice situation.
- c. Provide a rationale for your skill and theory selection. Discuss your decision-making process.
- d. Analyze and apply the skills you discussed to your practice situation. Be sure that your discussion of skills links well with the practice situation.
- e. Include carefully referenced literature sources. Sources should include a comprehensive range of sources, including: books; peer-reviewed journal articles; research studies; government documents, reports and data; and web sites. There should be emphasis on evidence based knowledge.

(2) Direct Practice (10 points for DP students and 5 points for CAP students).

DP STUDENTS (10 points)

- a. Discuss at least **3 relevant practice theories** relevant to the practice situation.

- b. Select and discuss at least **3 direct practice skills** relevant to the practice situation
- c. Provide a rationale for your skill selection. Discuss your decision-making process.
- d. Analyze and apply the skills you discussed to your practice situation. Be sure that your discussion of skills links well with the practice situation.
- e. Include carefully referenced literature sources. Sources should include a comprehensive range of sources, including: books; peer-reviewed journal articles; research studies; government documents, reports and data; and web sites. There should be emphasis on evidence based knowledge.
- f. Evaluate the strengths and limitations of current knowledge and professional skills, and the resources available.
- g. Include any other discussion or information or analysis that you think is relevant.

CAP STUDENTS (5 points)

- a. Discuss at least one **generalist level direct practice theory** relevant to the practice situation.
- b. Select and discuss three **generalist level direct practice skills** relevant to the practice situation
- c. Provide a rationale for your theory and skill selection. Discuss your decision-making process.
- d. Analyze and apply the skills you discussed to your practice situation. Be sure that your discussion of skills links well with the practice situation.
- e. Include carefully referenced literature sources. Sources should include a comprehensive range of sources, including: books; peer-reviewed journal articles; research studies; government documents, reports and data; and web sites. There should be emphasis on evidence based knowledge.

D. Research & Evaluation. (10 points)

- (1) Select and discuss an evaluation relevant to the practice situation and the intervention employed.
- (2) Use the Evidence based approach relevant to the practice situation. Consult a literature review, meta analysis or systematic review of any issues relating to their case, but preferably those related to outcome effectiveness of the practice interventions.
- (3) Be sure to include well referenced and evidenced-based examples of how research knowledge impacts practice. Your discussion of research must link well to the practice situation.
- (4) Provide a rationale for your evaluation selection. Discuss your decision-making process.
- (5) Include carefully referenced literature sources. Sources should include a comprehensive range of sources, including: books; peer-

reviewed journal articles; research studies; government documents, reports and data; and web sites. There should be emphasis on evidence based knowledge.

- (6) Evaluate the strengths and limitations of current knowledge and professional skills, and the resources available.
- (7) Include any other discussion or information or analysis that you think is relevant.

IV. Issues of Social and Economic Justice (10 points)

- (1) Discuss and analyze what issues related to your practice situation (rather than just practice intervention) pertained to social and economic justice. e.g. How did they arise? Was access to resources limited by policies or practice?
- (2). Was the intervention empowering or was it discriminatory or oppressive in any way? Discuss how the issues of social and economic justice and human and civil rights may relate to the practice situation?
- (3) Include carefully referenced literature sources. Sources should include a comprehensive range of sources, including: books; peer-reviewed journal articles; research studies; government documents, reports and data; and web sites. There should be emphasis on evidence based knowledge.
- (4) Evaluate the strengths and limitations of current knowledge and professional skills, and the resources available.
- (5) Include any other discussion or information or analysis that you think is relevant.

V. Diversity(10 points) (suggest we delete assessment because we are asking for more than assessment)

- (1) Discuss and evaluate issues of age, class, color, disability, ethnicity, family structure, gender, marital status, national origin, race, religion, sex, and sexual orientation as applicable to your practice system and interventions.
- (2) Be sure that your discussion of diversity links well with the practice situation.
- (3) Include carefully referenced literature sources. Sources should include a comprehensive range of sources, including: books; peer-reviewed journal articles; research studies; government documents, reports and data; and web sites. There should be emphasis on evidence based knowledge.
- (4) Evaluate the strengths and limitations of current knowledge and professional skills, and the resources available.
- (5) Include any other discussion or information or analysis that you think is relevant.

VI. Ethics and Values (10 points)

- (1) Discuss and analyze professional ethics and values applicable in this practice situation in relation to the NASW and other professional codes of ethics as well as the literature on this topic.
- (2) Apply the professional ethics and values specifically to the practice situation.
- (3) Be sure to reference the NASW Code of Ethics.

VII. Conclusions (10 points)

- (1) Evaluate what was the most significant learning for you in this assignment. Explain the criteria used for this evaluation?
- (2) **Professional Development and Lifelong Learning:** Evaluate the impact of the practice situation and assignment on your learning and future professional development?. Discuss how this assignment raises issues of professional strengths and challenges? How do you plan to build on the strengths and address the challenges in your future professional development?
- (3) **Presentation of Assignment:** Final paper should be presented in a professional format. It should be submitted directly to the instructor. *Be sure to include a cover sheet with your name, instructor name, course number and title, date, and your contact information (e-mail and phone).* The final document should be between 20-25 double spaced pages (not including references or a front page) and in 12-point font. It should be in APA style. Pay close attention to elements of style and grammar. A poorly written paper with grammatical errors and misspelled words will involve points deducted as per the grading criteria.

IX. Grading Policy: In compliance with Graduate School policy, this course requires a grade of C or higher to pass. No incompletes are given; no late papers will be accepted. The grade of D or F will result if there is unsatisfactory completion of the course; it will be necessary to re-register for the course in the next semester. *Please use available opportunities for consultation with the instructor early in the semester to ensure you are on the right track.*

GRADE:

90-100	A
80-89	B
70-79	C
60-69	D
<60	F

**Also, see attachment at the end for grading rubric. Papers will be graded according to this rubric.*

X. Attendance Policy:

Attendance is required at all classes and consultations that have been arranged. **If you cannot make a meeting for individual consultation, please inform the instructor by e-mail within 24 hours.** After the first class, absences from required class meetings or consultation sessions will result in the deduction of 3 points/absence. Attendance will be taken at each class. **Missed consultations and classes without appropriate prior notice will result in a 3 point deduction.**

XI. Americans with Disabilities Act

The University of Texas at Arlington is on record as being committed to both the spirit and letter of federal equal opportunity legislation; reference Public Law 92-112 - The Rehabilitation Act of 1973 as amended. With the passage of federal legislation entitled *Americans with Disabilities Act (ADA)*, pursuant to section 504 of the Rehabilitation Act, there is renewed focus on providing this population with the same opportunities enjoyed by all citizens.

As a faculty member, I am required by law to provide "reasonable accommodations" to students with disabilities, so as not to discriminate on the basis of that disability. Student responsibility primarily rests with informing faculty of their need for accommodation and in providing authorized documentation through designated administrative channels. Information regarding specific diagnostic criteria and policies for obtaining academic accommodations can be found at www.uta.edu/disability. Also, you may visit the Office for Students with Disabilities in room 102 of University Hall or call them at (817) 272-3364.

XII. Academic Integrity:

It is the philosophy of The University of Texas at Arlington that academic dishonesty is a completely unacceptable mode of conduct and will not be tolerated in any form. All persons involved in academic dishonesty will be disciplined in accordance with University regulations and procedures. Discipline may include suspension or expulsion from the University.

"Scholastic dishonesty includes but is not limited to cheating, plagiarism, collusion, the submission for credit of any work or materials that are attributable in whole or in part to another person, taking an examination for another person, any act designed to give unfair advantage to a student or the attempt to commit such acts." (Regents' Rules and Regulations, Series 50101, Section 2.2)

XIII. Dropping the Class.

If you choose to drop the class, you have the responsibility to complete the paperwork according to the University's schedule. Failure to do so may result in a failing grade.

XIV. Student Support Services Available:

The University of Texas at Arlington supports a variety of student success programs to help you connect with the University and achieve academic success.

These programs include learning assistance, developmental education, advising and mentoring, admission and transition, and federally funded programs. Students requiring assistance academically, personally, or socially should contact the Office of Student Success Programs at 817-272-6107 for more information and appropriate referrals.

Librarian to Contact:

John Dillard's Web Page: <http://libraries.uta.edu/dillard/> 817-272-7518 (ph)
dillard@uta.edu (e-mail)

XV. E-Culture Policy:

The University of Texas at Arlington has adopted the University email address as an official means of communication with students. Through the use of email, UT-Arlington is able to provide students with relevant and timely information, designed to facilitate student success. In particular, important information concerning registration, financial aid, payment of bills, and graduation may be sent to students through email.

All students are assigned an email account and information about activating and using it is available at www.uta.edu/email. New students (first semester at UTA) are able to activate their email account 24 hours after registering for courses.

There is no additional charge to students for using this account, and it remains active as long as a student is enrolled at UT-Arlington. Students are responsible for checking their email regularly.

XVI. Resources for Papers

In addition to the texts and supplemental readings from each of your UTA Social Work classes, other sources may be used in your papers. Consider the 20th edition of the *Encyclopedia of Social Work* (2008), which offers succinct articles about topics including:

- Child Welfare;
- Codes of Ethics;
- Ecological Framework;
- Ethics and Values;
- Ethnic and other groups you might be writing about;
- Family Therapy;
- Groups;
- Interorganizational Practice;
- Life Span (by age groups);
- Macro Social Work Practice;
- Mental Health;
- Organizational Development and Change;
- Person-in-Environment;
- Policy Practice;
- Political Social Work;

Program Evaluation;
Qualitative Research;
Quantitative Research;
Rural Practice;
School Social Work;
Termination and many, many more.

XVII. References

- Anderson, S.K. and Middleton, V.A. (2005) *Explorations in privilege, oppression, and diversity*. Belmont, CA. Brooks Cole
- Barber, J.G. (2008). Putting evidence-based practice into practice. In B. White, K. Sowers, & C. Dulmus (Eds.). *Comprehensive handbook of social work and social welfare: The profession of social work, Volume 1* (pp. 441-449). Hoboken, NJ: John Wiley & Sons, Inc.
- Barry, B. (2005) *Why social justice matters*. Malden MA Polity Press.
- Bent-Goodley, T.B. (2008). Social and economic justice. In B. White, K. Sowers, & C. Dulmus (Eds.). *Comprehensive handbook of social work and social welfare: The profession of social work, Volume 1* (pp. 419-439). Hoboken, NJ: John Wiley & Sons, Inc.
- Davis, K.E. & Bent-Goodley, T.B. (2004) *The color of social policy*. Alexandria, VA. CSWE.
- Diller, J.V. *Cultural diversity: a primer for the human services* (2004) Belmont, CA. Brooks Cole
- Hurst, C.E. (2007 6th edition) *Social inequality; forms, causes and consequences* Boston, MA. Allyn and Bacon
- Meares, P.A. & Garvin, C. (2000) *The handbook of social work direct practice*. Thousand Oaks, CA. Sage Publications.
- Payne, M. (2005). *Modern social work theory* (3rd ed.). Chicago: Lyceum Books, Inc.
- Reisch, M, & Gambrill, E. (Eds.) (1997). Social work in the 21st century. Thousand Oaks, CA: Pine Forge.
- Reichert, E. (2006) *Understanding human rights* Thousand Oaks CA. Sage.
- Robbins, S., Chatterjee, P., & Canda, E. (2006). *Contemporary human behavior theory: A critical perspective for social work* (2nd ed.). Boston: Allyn & Bacon.
- Schiller, B.R. (2008) *The economics of poverty and discrimination* (10th ed). NJ Pearson/Prentice Hall
- Sharf, R.S. (2008). *Theories of psychotherapy and counseling: Concepts and cases* (4th ed.). Belmont, CA: Brooks/Cole.
- Sheafor, B.W. & Horejsi, C. R. (2008). *Techniques and guidelines for social work practice* (8th ed.). Boston: Allyn & Bacon.
- White, B., Sowers, K, & Dulmus, C. (Eds.).(2008) *Comprehensive handbook of social work and social welfare: The profession of social work, Volume 1* Hoboken, NJ: John Wiley & Sons, Inc.

Books on Ethics, Critical Thinking, Controversial Issues, and the Profession

- Gambrill, E. (1990). *Critical thinking in clinical practice*. San Francisco: Jossey-Bass.
- Gambrill, E., & Pruger, R. (1997). *Controversial Issues in social work ethics, values, and obligations*. Boston, MA: Allyn and Bacon.
- Karger, H. J., & Midgely, J. (Eds.) (1994). *Controversial Issues in Social Policy*. Boston, MA: Allyn and Bacon.
- NASW (1996). *Code of ethics of the National Association of Social Workers*. Washington, DC: NASW.
- Reamer, F. G. (1998). *Ethical standards in social work: A critical review of the NASW code of ethics*. Washington, DC: NASW Press.
- Rothman, J. C. (1998). *From the front line: Student cases in social work ethics*. Boston: Allyn and Bacon.
- Thyer, B. A. (1997). *Controversial issues in social work practice*. Needham Heights, MA: Allyn & Bacon.

Generalist Texts

- DuBois, B. & Miley, K.K. (2008). *Social work: An empowering profession* (6th ed.). Boston: Allyn & Bacon.
- Kirst-Ashman, K. K., & Hull, Jr., G. H. (1999). *Understanding generalist practice*. 2nd Ed. Chicago: Nelson-Hall.
- Kirst-Ashman, K.K. & Hull, G.H. (2006). *Generalist practice with organizations and communities*. 3rd edition. Belmont, CA: Brooks/Cole.
- Landon, P.S., & Feit, M. (1999). *Generalist social work practice*. Dubuque, IA: Eddie Bowers Publishing.

Human Behavior and the Social Environment

- Ashford, J., LeCroy, C., & Lortie, K. (2006). *Human behavior in the social environment: A multidimensional perspective* (3rd ed.). Belmont, CA: Brooks/Cole.
- Dale, O., Smith, R., Norlin, J., & Chess, W. (2009). *Human behavior and the social environment: Social systems theory*. Boston: Allyn & Bacon.
- Johnson, M. M. & Rhodes, r. (2005). *Human behavior and the larger social environment: A new synthesis*. Boston: Allyn and Bacon.
- Robbins, S. P., Chatterjee, P., & Canda, E. R. (2006). *Contemporary human behavior theory*. Boston: Allyn and Bacon.
- van Wormer, K., Besthorn, F.H., & Keefe, T. (2007). *Human behavior and the social environment: macro level*. New York: Oxford.
- van Wormer, K. (2007). *Human behavior and the social environment: micro level*. New York: Oxford.

Social Policy

- Dolgoft, R., Feldstein, D. (2000). *Understanding social welfare* (5th ed.). Boston:

Allyn & Bacon.
Karger, H. J., & Stoesz, D. (2008). *American social welfare policy: A pluralistic approach* (5th ed.). NY: Longman.
Popple, P.R., & Leighninger, L. (2001). *The policy-based profession: An introduction to social welfare policy for social workers* (2nd ed.). Boston: Allyn & Bacon.

Direct Practice

Cournoyer, B. (2000). *The social work skills workbook* (3rd ed.). Belmont, CA: Wadsworth.
Gambrill, E. (2007). *Social work practice: A critical thinker's guide*. (2nd edition). New York: Oxford.
Lum, D. (2000). *Social work practice with people of color* (4th ed.). Pacific Grove, CA: Brooks/Cole.

Administrative and Community Practice

Brueggemann, W.G. (2000). *The practice of macro social work* (2nd ed.). Pacific Grove, CA: Brooks/Cole.
Coley, S. M. & Scheinberg, C. A. (2000). *Proposal writing* (2nd ed.). Newbury Park, CA: Sage.
Homan, M. S. (1999). *Promoting community change: Making it happen in the real world*. 2nd edition. Pacific Grove, CA: Brooks Cole.
Kettner, P.M., Moroney, R.M., & Martin, L.L. (1999). *Designing and managing programs*. 2nd edition. Thousand Oaks, CA: Sage.
Tropman, J. E. (1996). *Making meetings work: Achieving high quality group decisions*. Thousand Oaks, CA: Sage.
Sluyter, G. V. (1998). *Improving organizational performance: A practical guidebook for the human services field*. Thousand Oaks, CA: Sage.
Witkin, B.R., & Altschuld, J. N. (1995). *Planning and conducting needs assessment: A practical guide*. Thousand Oaks, CA: Sage.

Research and Evaluation

Weinbach, R. W., & Grinnell, R. M. (1997). *Statistics for social workers* (4th ed.) New York: Longman.
Grinnell, R. M. (1997). *Social work research & evaluation* (5th ed.). Itaska, IL: F.E. Peacock.
Rubin, A., & Babbie, E. (2007). *Research methods for social work* (6th Ed.). Belmont, CA: Thomson Brooks/Cole.

Paper Revisions.

There will be no revisions of the final integrative paper. You will have to schedule your time to receive feedback and make revisions throughout the semester. Please take advantage of office hours and email contact with the instructor.

VII. Course Outline/Topics

Date	Session	Topic & Assignments
8/27	1	Class Meeting. Attendance Required. Review and discussion of course outline, purpose, content, schedule, expectations, structure, deadlines and timing. Discussion of content areas in social work education. Examples of applying social work knowledge and skills.
9/3	2	Class Meeting. Attendance Required. There will be a discussion of individual and group meeting times. Discussion of integrating content areas. Continued application of practice and theory; an example case or practice situation. Session on APA. Students will identify the topic of their papers and prepare an outline for the following week.
9/10	3	Class Meeting. Attendance Required. OUTLINE DUE. Class work on application of knowledge in practice situations and case examples. Review and critique of outlines.
9/17, 9/24	4, 5	Individual Consultation Required Students must schedule an individual consultation during sessions 4 and 5. This may occur face-to-face or online.
10/1, 10/8	6, 7	Individual Consultation Available Students may schedule an individual consultation during sessions 6 and 7. This may occur face-to-face or online.
10/15	8	ALL DRAFT PAPERS DUE
10/22, 10/29	9, 10	No Class; Grading in Process
11/5	11	Class Meeting. Attendance Required Return of papers and group feedback. Individual consultation as needed.
11/12	12	Individual Consultation Students may schedule an individual consultation

		on paper revisions. This may occur face-to-face or online.
11/19	13	Class Meeting. Attendance Required ALL REVISED PAPERS DUE Course evaluations. Open discussion of life after grad school (licensure, résumés, job search, employment, SW organizations, continuing education & life-long learning)
11/26	14	Thanksgiving Holidays
12/3	15	No Class; Grading in Process

SOCW 6305 Integrative Seminar Grading Criteria

STUDENT NAME: _____

I. Introduction (5 points)

Description of the purpose and rationale for paper.

1 2 3 4 5

Comments:

II. Client System. (10 points)

Was the case presented fully, professionally and clearly?

1 2 3 4 5

Comments:

III. Apply, Synthesize and analyze knowledge, theory and skills.

(A) Human Behavior and the Social Environment: (10 points)

(1) Were 3 human behavior theories relevant to the practice situation discussed?

(2) Was a rationale for the theory selection provided? Was the decision-making process discussed?

(3) Were human behavior theories analyzed and applied to the practice situation? Were the human behavior theories linked well with the practice situation?

(4) Was carefully referenced literature included? Was there emphasis placed on evidence-based knowledge?

(5) Were the strengths and limitations of current knowledge and the resources included?

1 2 3 4 5 6 7 8 9 10

Comments:

(B) Social Policy: (10 points).

- (1) Were 3 social policies relevant to the practice situation discussed?
- (2) Was a rationale for the policy selection provided? Was the decision-making process discussed?
- (3) Were policies analyzed and applied to the practice situation? Were the policies linked well with the practice situation?
- (4) Was carefully referenced literature included? Was there emphasis placed on evidence-based knowledge?
- (5) Were the strengths and limitations of current knowledge and the resources included?

1 2 3 4 5 6 7 8 9 10

Comments:

(C) Practice: (15 points)

**(1) Community and Administrative Practice
CAP STUDENTS (10 POINTS)**

- (1) Were 3 community and/or administrative theories relevant to the practice situation discussed?
- (2) Were 3 community and/or administrative practice skills relevant to the practice situation discussed?
- (3) Was a rationale for the skill selection provided? Was the decision-making process discussed?
- (4) Were the skills analyzed and applied to the practice situation? Were the skills linked well with the practice situation?
- (5) Was carefully referenced literature included? Was there emphasis placed on evidence-based knowledge?
- (6) Were the strengths and limitations of current knowledge and the resources included?

1 2 3 4 5 6 7 8 9 10

Comments:

DP STUDENTS (5 points)

- (1) Was at least one **generalist level community, practice and/or administrative practice theory** relevant to the practice situation discussed?
- (2) Was at least three **generalist level community practice skills and/or administrative practice skill** relevant to the practice situation discussed?
- (3) Was a rationale for the skill selection provided? Was the decision-making process discussed?
- (4) Were the skills analyzed and applied to the practice situation? Were the skills linked well with the practice situation?
- (5) Was carefully referenced literature included? Was there emphasis placed on evidence- based knowledge?

1 2 3 4 5

Comments:

(2) Direct Practice

DP STUDENTS (10 points)

- (1) Were 3 direct practice theories relevant to the practice situation discussed?
- (2) Were 3 direct practice skills relevant to the practice situation discussed?
- (3) Was a rationale for the skill selection provided? Was the decision-making process discussed?
- (4) Were the skills analyzed and applied to the practice situation? Were the skills linked well with the practice situation?
- (5) Was carefully referenced literature included? Was there emphasis placed on evidence- based knowledge?
- (6) Were the strengths and limitations of current knowledge and the resources included?

1 2 3 4 5 6 7 8 9 10

Comments:

CAP STUDENTS (5 points)

- (1) Was at least one **generalist level direct practice theory** relevant to the practice situation discussed?
- (2) Were three **generalist level direct practice skills** relevant to the practice situation discussed?
- (3) Was a rationale for the skill selection provided? Was the decision-making process discussed?
- (4) Were the skills analyzed and applied to the practice situation? Were the skills linked well with the practice situation?
- (5) Was carefully referenced literature included? Was there emphasis placed on evidence- based knowledge?

1 2 3 4 5

Comments:

(D) Research and Evaluation (10 points)

- (1) Was an evaluation relevant to the practice situation and intervention discussed?
If no evaluation was completed in practice, were possibilities for an evaluation plan discussed?
- (2) Was an evidence-based approach relevant to the practice situation employed? (Was a literature review, meta-analysis or systematic review of any issues relating to their case conducted?)
- (3) Was a rationale for the evaluation plan provided? Was the decision-making process discussed?
- (4) Was the evaluation analyzed and applied to the practice situation? Was the evaluation linked well with the practice situation?
- (5) Was carefully referenced literature included? Was there emphasis placed on evidence- based knowledge and how research knowledge impacts practice?
- (6) Were the strengths and limitations of current knowledge and the resources included?

1 2 3 4 5 6 7 8 9 10

Comments:

IV. Issues of Social and Economic Justice (10 points)

- (1) Were social and economic issues related to the practice intervention included
- (2) Did the discussion include how the social and economic issues arose? How access to resources was limited by policies or practice? How the intervention was empowering or discriminatory or oppressive in any way?
- (3) Did the discussion include issues relevant to distributive justice and human and civil rights?
- (4) Did the discussion of social and economic justice relate to the practice situation?
- (5) Was research evidence included in the discussion?

1 2 3 4 5 6 7 8 9 10

Comments:

V. Diversity (10 points)

- (1) Was there a discussion and evaluation of issues related to age, class, color, disability, ethnicity, family structure, gender, marital status, national origin, race, religion, sex, and sexual orientation as applicable to the practice system and interventions.
- (2) Were appropriate references included?

1 2 3 4 5 6 7 8 9 10

Comments:

VI. Ethics and Values (10 points)

- (1) Did the paper discuss professional ethics and values?
- (2) Did the paper analyze how professional ethics and values were applicable in this practice situation in relation to the NASW and other professional codes of ethics as well as the literature on this topic?
- (3) Was the NASW Code of Ethics referenced?

1 2 3 4 5 6 7 8 9 10

Comments:

VII. General discussion, Continuing Education, Presentation, Organization, and Revisions: (10 points)

- (1) Did the paper include a relevant and appropriate discussion the most significant learning related to the assignment? Did this discussion include criteria used for the evaluation?
- (2) Did the paper evaluate the impact of the practice situation and assignment on her or his learning and future professional development?
- (3) Was an appropriate discussion included about how this assignment raises issues of professional strengths and challenges?
- (4) Was a plan included that builds on the strengths and addresses the challenges in the future professional development?
- (5) **Was the final paper professionally presented** (with a cover page and 20-25 pages in length)?
- (6) Was the paper in APA style?
- (7) Was the paper free of grammatical errors and misspelled words?
- (8) Did the final paper include the corrections from the draft as directed by the professor?

1 2 3 4 5 6 7 8 9 10

Comments:

CALCULATION OF SEMESTER GRADE.

The semester grade is based on the following:

- A = 100-90 points
- B = 89-80 points
- C = 79-70 points
- D = 69-60 points
- F = less than 60

The semester grade is calculated as follows:

Total Points for paper = _____

Total points for semester grade = _____

Semester Grade = **A B C D F**

Instructor's Signature: _____

Date: _____