

**University of Texas at Arlington
School of Social Work**

**Integrative Seminar SOCW 6305-001 Course # 23295
Spring Semester 2013**

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Office Hours: Tuesdays 4:00pm -6:00pm. *Other times by appointment. To be sure of an appointment, contact me by e-mail to arrange a time to meet or talk on the phone. Appointments may also be made in pre-arranged slots via the Blackboard course web site.*

Time of Class Meetings: Tuesdays 6pm- 8:50pm

Place of Class Meetings: SSW Complex Building A. Room 114

Course website: *May be accessed through Blackboard. Please note that this is a regular face to face class, but the Blackboard course site will be used for posting information, online discussions, submission of papers, and signing up for individual or group meetings with the instructor. The course may be considered to be a web enhanced course. You will be contacted by email before the first class meeting of the location of the Blackboard site for this course.*

I. Description of Course:

The Integrative Seminar provides students with a learning experience aimed at demonstrating the ability to articulate, consolidate, analyze, evaluate, apply and synthesize research, theory, knowledge and skills learned in the course of 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. A 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.

II. Educational Objectives Addressed:

SOCW 6305 addresses all three of the goals for MSSW Education at UTA's 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 and integration of social work knowledge, while being adaptable to each student's interests and serving as a final preparation for advanced practice.

A. 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:**

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, commutative 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 situation but an ongoing, dynamic process, a process leading to a greater degree of social justice and equality.

6. **A 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).

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.

III. Student Learning Outcomes: By the end of the semester, students 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/or 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.

IV. 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. Block field (SOCW 6851) should not be taken concurrently with this course.

V. 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 all text books, related books, peer-reviewed journal articles, government documents, data and statistics. A list of additional resources that you might find helpful is included at the end of the syllabus.

VI. Paper Revisions.

Students will be permitted to submit one revision on their paper submission. There will be no revisions of the final integrative paper. Please take advantage of instructor's willingness to provide feedback especially prior to submission date. It is in your best interest to consider when you submit the first submission that it is the final one. This gives you a safety net of an opportunity to revise and re-submit if necessary.

VII. Course Schedule: Please note that attendance is required in the first three sessions for regular class meetings in room 114 School of Social Work Building A.

Sign-up sheets will be passed around and a portion of the semester grade is available in the rubric for attendance at these sessions and the proper keeping of appointment times with the instructor.

<i>Date</i>	<i>Session</i>	<i>Topic & Assignments</i>
Tuesday January 15th 2013 6pm-8:50pm Room SSW-A- Room 114	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. Review of materials available on course website in Blackboard
Tuesday January 22nd 2013 6pm-8:50pm SSW-A-Room 114	2	Class Meeting. Attendance Required. A Schedule of individual and group meeting times will be available online for sign up. Introduction to integrative frameworks. Knowledge for Social Work Practice. Historical review and critique of development of practice models. Application of practice and theory: example practice situations will be discussed.
Tuesday January 29th 2013 6pm-8:50pm SSW-A-Room 114	3	Class Meeting. Attendance Required. Class work on application of knowledge in practice situations and case examples. Complete and final write up of practice situation which you will be using for the integrative paper analysis. Due by end of day Friday February 1st 2013. To be submitted through Blackboard. This is a graded assignment. 10 points. Grades may be viewed through the Blackboard course site.
Tuesdays February 5th, 12th & 19th 2013 Room 201B School of Social Work Building A	4, 5, 6	Individual Consultations- Required Attendance Students must schedule a minimum of one individual appointment during weeks of sessions 4, 5, and 6 to have a written and detailed outline of their paper approved. Please bring your typed and complete outline to a scheduled meeting, If you have completed some sections of the paper by this time, all the better. I will give you verbal feedback on the paper at that time. Available times for consultation will be posted in Blackboard. Further information on how to access this and sign up will be available in the second class

		<p>session and a link is available though the Blackboard course site</p> <p><i>Your paper outline must have received verbal approval and review by the instructor by this date.</i></p>
<p>Tuesdays February 26th, March 5th March 19thth 2013 (March 12th is Spring Break) Room 201B School of Social Work Building A</p>	7, 8, 9,	<p>Optional Individual Consultations Available</p> <p>Students may schedule further additional individual appointment(s) if they wish during these times and other dates during this period that will be posted in the online calendar. I have tried to vary the days and times to accommodate different schedules. Available times will be posted in Blackboard and you can sign up via Blackboard. You may bring with you either a completed draft of your paper or sections of your paper for verbal feedback at these meetings.</p>
<p>SPRING BREAK MARCH 11th – 16th 2013</p>		
<p>Tuesday March 26th 2013</p>	10	<p>ALL PAPERS DUE</p> <p>Papers are to be submitted electronically via Safe Assign in Blackboard</p>
<p>Tuesday April 2nd 2013</p>	11	<p>Grading in progress</p>
<p>Tuesday April 9th 2013</p>	12	<p>Graded Papers returned</p> <p>Return of papers and grades. Individual consultations where required. Papers will be electronically and grades posted in Blackboard by this date.</p>
<p>Tuesday April 16th 2013</p>	13	<p>Individual Consultations</p> <p>Students may schedule online one or more individual face to face appointment(s) to discuss paper revisions.</p>
<p>Tuesday April 23rd 2013</p>	14	<p>ALL REVISED FINAL PAPERS DUE</p> <p>Individual Consultations</p> <p>Students may schedule one or more individual face to face appointment(s) to discuss paper revisions</p>

Tuesday April 30th 2013	15	Individual consultations available where needed and return of revised papers.

VIII. Descriptions of major assignments and examinations with due dates:

Description of Assignment

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 purpose of the paper is to demonstrate knowledge and its application to practice in each of these areas from the perspective of your 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: this may be a client or group system if you are a DP major; or it may be a group, a team, a program, an agency, a neighborhood or community if you are a CAP major.

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. This assignment addresses student learning outcomes 1-9.

NOTE: The client system you choose for your paper should be a real case that you have worked with either from your employment or from a field placement. . If you have an issue or problem with selecting a case, please see or talk with your instructor. All exceptions must be approved by the instructor. In NO circumstances are family members or friends to be used as the client system in the paper.

NOTE: The final document should be between 25-30 double-spaced pages (not including references or a cover page) and in 12-point font.

The following outline should be used in conjunction with the grading criteria as follows:

Integrative Paper Outline

APA style must be used for referencing.

I. Introduction (5 points)

A. Describe the purpose and rationale for the paper

Briefly state the main issue/problem that is discussed in the paper. Provide national data. For example, if you are working with an adolescent who is depressed, include national statistics about the epidemiology of depression among young people.

II. Client Situation. (10 points)

- A. Describe the client system.** e.g., individual, family, other small group, larger group, team, program, agency, organization or community) **and the client's situation** that is the reason for your intervention. It can be helpful if you situate yourself in the situation—how are you involved in the situation? In general, this section should take no more than two to three pages of the paper.

This portion of the paper is graded separately and early in the semester. It is due on Friday February 1st 2013 by 11:59pm (end of the day). The portion of points available for this section in the grading criteria on pp18-23 is allocated at this stage.

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. *Do not use dictionary or Wikipedia definitions for theories. Citing your textbooks and other books and journal articles is essential.*
- (2) For each theory provide a rationale for your theory selection. Discuss your decision-making process.
- (3) For each theory, apply the human behavior theory to your practice situation. Be sure that your discussion of human behavior theory links well with the practice situation.
- (4) For one of the three theories, analyze and provide evidence-based knowledge to support the theory. 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 the resources available with regard to the one theory you provided evidence about.
- (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. Briefly present each of these policies using appropriate references. This policy section refers to state and federal policies (laws and regulations) not agency policy. Be sure to cite the laws and policies correctly (as you should with all literature you reference).
- (2) For each policy, provide a rationale for your policy selection. Discuss your decision-making process.
- (3) Apply each policy you discussed to your client situation. Be sure that your discussion of policy links well with the client situation.
- (4) For one of the three policies, analyze in more detail, providing evidenced-based knowledge about the policy and its effectiveness. 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. While this is not expected in the space available to be a full policy analysis, you should draw on one of the policy analysis models with which you are familiar, and reference the model fully..
- (5) Evaluate the strengths and limitations of current knowledge and the resources available with regard to the one policy you provided evidence about.
- (6) Include any other discussion, information, or analysis that you think is relevant.

C. Practice (15 points) BASED ON DECLARED CONCENTRATION

Direct Practice (DP Students)

Micro Theories (10 points)

- (1) Select and discuss at least **3 relevant practice theories** relevant to the practice situation. *Do not use dictionary or Wikipedia definitions for theories. Citing your textbooks is appropriate and necessary, but you should have references beyond just the text book to indicate that you have read more widely than just the course texts.*
- (2) Provide a rationale for your theory selection. Discuss your decision-making process.
- (3) Apply the three practice theories to the practice situation.
- (4) For one of the three theories, analyze and provide evidence-based knowledge about the practice theory and its effectiveness. 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.
- (5) Evaluate the strengths and limitations of current knowledge available with regard to the one practice theory you provided evidence about.
- (6) Select and discuss at least **3 direct practice skills** relevant to the practice situation.

- (7) Provide a rationale for your skill selection. Discuss your decision-making process.
- (8) Apply the skills you discussed to your practice situation. Be sure that your discussion of skills links well with the practice situation.
- (9) For one of the three practice skills, analyze and provide evidenced-based knowledge about the practice skill and its effectiveness. 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 include carefully referenced literature sources.
- (10) Evaluate the strengths and limitations of current knowledge available with regard to the one professional skill you provided evidence about.
- (11) Include any other discussion, information or analysis that you think is relevant.

Macro Theories (5 points)

- (1) Select and discuss at least one **community, practice and/or administrative practice theory** relevant to the practice situation. *Do not use dictionary or Wikipedia definitions for theories. Citing your textbooks is appropriate and necessary.*
- (2) Provide a rationale for your skill and theory selection. Discuss your decision-making process.
- (3) Apply the theory to the practice situation.
- (4) Select and discuss three **community practice skills and/or administrative practice skills** relevant to the practice situation.
- (5) Apply the skills you discussed to your practice situation. Be sure that your discussion of skills links well with the practice situation.
- (6) For one of the three generalist level community practice skills, analyze and provide evidence-based knowledge about the practice skill and its effectiveness. 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 include carefully referenced literature sources.
- (7) Evaluate the strengths and limitations of current knowledge available with regard to the one generalist level community practice skill you provided evidence about.

Community and Administrative Practice (CAP students)

Macro Theories (10 points)

- (1) Select and discuss **3 relevant community, practice and/or administrative practice theories** relevant to the practice situation. *Do not use dictionary or Wikipedia definitions for theories. Citing your textbooks is appropriate.*
- (2) Provide a rationale for your theory selection. Discuss your decision-making process.
- (3) Apply the three practice theories to the practice situation.
- (4) For one of the three theories, analyze and provide evidenced-based knowledge about the practice theory and its effectiveness. 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.
- (5) Evaluate the strengths and limitations of current knowledge available with regard to the one practice theory you provided evidence about.
- (6) Select and discuss **3 relevant community practice skills and/or administrative practice skills** relevant to the practice situation.
- (7) Provide a rationale for your skill selection. Discuss your decision-making process.
- (8) Apply the skills you discussed to your practice situation. Be sure that your discussion of skills links well with the practice situation.
- (9) For one of the three, community practice skills and/or administrative practice skills analyze and provide evidenced-based knowledge about the practice skill and its effectiveness. 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 include carefully referenced literature sources.

- (10) Evaluate the strengths and limitations of current knowledge available with regard to the one community practice skills and/or administrative practice skill you provided evidence about.
- (11) Include any other discussion, information or analysis that you think is relevant.

Micro Theories (5 points)

- (1) Select and discuss at least one **direct practice theory** relevant to the practice situation.
- (2) Provide a rationale for your skill and theory selection. Discuss your decision-making process.
- (3) Apply the theory to the practice situation.
- (4) Select and discuss three **level direct practice skills and/or administrative practice skill** relevant to the practice situation.
- (3) Provide a rationale for your skill and theory selection. Discuss your decision-making process.
- (4) Apply the skills you discussed to your practice situation. Be sure that your discussion of skills links well with the practice situation.
- (5) For one of the three level direct practice skills, analyze and provide evidenced-based knowledge about the practice skill and its effectiveness. 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 include carefully referenced literature sources.
- (6) Evaluate the strengths and limitations of current knowledge available with regard to the one generalist level direct practice skill you provided evidence about.

V. Research & Evaluation. (10 points)

- (1) Select and discuss an evaluation relevant to the practice situation and the intervention employed. In this section of the paper, you are to evaluate your intervention with the client system.
- (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)

- a. Discuss and analyze what issues related to your practice situation (rather than just general practice intervention) pertained to social and economic justice. *e.g.* How did they arise? Incorporate discussion of distributive justice and other aspects of socio-economic justice. Was access to resources limited by policies or practice?
- b. 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 via Safe Assign in Blackboard. *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.

Grading Policy: Grading Policy: In compliance with UTA Graduate School policy, this course requires a grade of C or higher to pass. 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 all available opportunities for consultation with the instructor early in the semester to ensure you are on the right track, it is much better to do your changes after informal consultation than have to revise and re-submit your paper. I have made available as many slots for consultation as I can, so there should be no shortage of times available.*

Please note, grades are assigned and papers evaluated according to the rubric published on pages 18 thru 23 of this syllabus. *You are advised to grade your own paper according to this rubric before submitting your paper to ensure that you have covered all sections and sub-sections. Grades are assigned as follows:*

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.*

Attendance Policy:

You will see that there are three required classes at the beginning of the semester. There is one further required individual or group meeting with the instructor for approval of the outline of your paper. Attendance at these will be reflected in the grade, see grading criteria. Additionally there are many available slots where you may select to meet with the instructor for consultation on your paper. An online calendar will be made available in Blackboard where you can select times to meet with the instructor as available. Once made, please behave professionally in relation to these appointments. Cancel only if you have an emergency and let the instructor know as soon as possible. If you are not sure you need the appointment do not make it. I will ensure there are more than sufficient time slots for everyone to meet with me as they wish beyond the required meetings.

University Policies.

Drop Policy: Students may drop or swap (adding and dropping a class concurrently) classes through self-service in MyMav from the beginning of the registration period through the late registration period. After the late registration period, students must see their academic advisor to drop a class or withdraw. Undeclared students must see an advisor in the University Advising Center. Drops can continue through a point two-thirds of the way through the term or session. It is the student's responsibility to officially withdraw if they do not plan to attend after registering. **Students will not be automatically dropped for non-attendance.** Repayment of certain types of financial aid administered through the University may be required as the result of dropping classes or withdrawing. For more information, contact the Office of Financial Aid and Scholarships (<http://www.uta.edu/ses/fao>).

Americans with Disabilities Act: The University of Texas at Arlington is on record as being committed to both the spirit and letter of all federal equal opportunity legislation, including the *Americans with Disabilities Act (ADA)*. All instructors at UT Arlington are required by law to provide "reasonable accommodations" to students with disabilities, so as not to discriminate on the basis of that disability. Any student requiring an accommodation for this course must provide the instructor with official documentation in the form of a letter certified by the staff in the Office for Students with Disabilities, University Hall 102. Only those students who have officially documented a need for an accommodation will have their request honored. Information regarding diagnostic criteria and policies for obtaining disability-based academic accommodations can be found at www.uta.edu/disability or by calling the Office for Students with Disabilities at (817) 272-3364.

Academic Integrity: All students enrolled in this course are expected to adhere to the UT Arlington Honor Code:

I pledge, on my honor, to uphold UT Arlington's tradition of academic integrity, a tradition that values hard work and honest effort in the pursuit of academic excellence.

I promise that I will submit only work that I personally create or contribute to group collaborations, and I will appropriately reference any work from other sources. I will follow the highest standards of integrity and uphold the spirit of the Honor Code.

Instructors may employ the Honor Code as they see fit in their courses, including (but not limited to) having students acknowledge the honor code as part of an examination or requiring students to incorporate the honor code into any work submitted. Per UT System *Regents' Rule* 50101, §2.2, suspected violations of university's standards for academic integrity (including the Honor Code) will be referred to the Office of Student Conduct. Violators will be disciplined in accordance with University policy, which may result in the student's suspension or expulsion from the University.

Student Support Services: UT Arlington provides a variety of resources and programs designed to help students develop academic skills, deal with personal situations, and better understand concepts and information related to their courses. Resources include tutoring, major-based learning centers, developmental education, advising and mentoring, personal counseling, and federally funded programs. For individualized referrals, students may visit the reception desk at University College (Ransom Hall), call the Maverick Resource Hotline at 817-272-6107, send a message to resources@uta.edu, or view the information at www.uta.edu/resources.

Electronic Communication: UT Arlington has adopted MavMail as its official means to communicate with students about important deadlines and events, as well as to transact university-related business regarding financial aid, tuition, grades, graduation, etc. All students are assigned a MavMail account and are responsible for checking the inbox regularly. There is no additional charge to students for using this account, which remains active even after graduation. Information about activating and using MavMail is available at <http://www.uta.edu/oit/cs/email/mavmail.php>.

Student Feedback Survey: At the end of each term, students enrolled in classes categorized as lecture, seminar, or laboratory shall be directed to complete a Student Feedback Survey (SFS). Instructions on how to access the SFS for this course will be sent directly to each student through MavMail approximately 10 days before the end of the term. Each student's feedback enters the SFS database anonymously and is aggregated with that of other students enrolled in the course. UT Arlington's effort to solicit, gather, tabulate, and publish student feedback is required by state law; students are strongly urged to participate. For more information, visit <http://www.uta.edu/sfs>.

Expectations for Out-of-Class Study: A general rule of thumb is this: for every credit hour earned, a student should spend 3 hours per week working outside of class. Beyond the time required to attend each class meeting, students enrolled in this course should expect to spend at least an additional 9 hours per week of their own time in course-related activities, including reading required materials and completing the assignment. Because the paper is handed in early in the semester to give the opportunity for re-submission, you should expect to spend more than 12 hours per week on this class in the earlier weeks of the semester.

Final Review Week: A period of five class days prior to the first day of final examinations in the long sessions shall be designated as Final Review Week. The purpose of this week is to allow students sufficient time to prepare for final examinations. During this week, there shall be no scheduled activities such as required field trips or performances; and no instructor shall assign any themes, research problems or exercises of similar scope that have a completion date during or following this week *unless specified in the class syllabus*. During Final Review Week, an instructor shall not give any examinations constituting 10% or more of the final grade, except makeup tests and laboratory examinations. In addition, no instructor shall give any portion of the final examination during Final Review Week. During this week, classes are held as scheduled. In addition, instructors are not required to limit content to topics that have been previously covered; they may introduce new concepts as appropriate.

Librarian to Contact:

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

Useful library related links:

Library Home Page	http://www.uta.edu/library
Subject Guides	http://libguides.uta.edu
Subject Librarians	http://www-test.uta.edu/library/help/subject-librarians.php
Database List.....	http://www-test.uta.edu/library/databases/index.php
Course Reserves.....	http://pulse.uta.edu/vwebv/enterCourseReserve.do
Library Catalog	http://discover.uta.edu/
E-Journals	http://utalink.uta.edu:9003/UTAlink/az
Library Tutorials	http://www.uta.edu/library/help/tutorials.php
Connecting from Off- Campus	http://libguides.uta.edu/offcampus
Ask a Librarian	http://ask.uta.edu

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- 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.
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- Rothman, J. C. (1998). *From the front line: Student cases in social work ethics*. Boston: Allyn & 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 ed.). 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.
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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 ed.). Pacific Grove, CA: Brooks Cole.
- Kettner, P.M., Moroney, R.M., & Martin, L.L. (1999). *Designing and managing programs* (2nd ed.). Thousand Oaks, CA: Sage.
- Sluyter, G. V. (1998). *Improving organizational performance: A practical guidebook for the human services field*. Thousand Oaks, CA: Sage.
- Tropman, J. E. (1996). *Making meetings work: Achieving high quality group decisions*. 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

- Grinnell, R. M. (1997). *Social work research & evaluation* (5th ed.). Itaska, IL: F.E. Peacock.
- Rubin, A. & Babbi, R. (2004). *Research methods for social work*. (6th ed.). Chicago: Wadsworth.
- Weinbach, R. W., & Grinnell, R. M. (1997). *Statistics for social workers* (4th ed.) New York: Longman.

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

II. Client System. (10 points)

Was the case presented fully, professionally and clearly?

1 2 3 4 5 6 7 8 9 10

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 applied to the practice situation? Were the human behavior theories linked well with the practice situation?

(4) Was evidence-based knowledge provided for one theory?

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

(6) Was carefully referenced literature included?

1 2 3 4 5 6 7 8 9 10

(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 applied to the practice situation? Were the policies linked well with the practice situation?

(4) Was evidence-based knowledge provided for one policy?

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

(6) Was carefully referenced literature included?

1 2 3 4 5 6 7 8 9 10

Comments:

(C) Practice: (15 points)

DP STUDENTS

(1) Direct Practice (10 points)

- (1) Were 3 direct practice theories relevant to the practice situation discussed?
- (2) Was a rationale for the theory selection provided? Was the decision-making process discussed?
- (3) Were the theories applied to the practice situation?
- (4) Was evidence-based knowledge provided for one theory?
- (5) Were the strengths and limitations of current knowledge related to the one theory included?
- (6) Were 3 direct practice skills relevant to the practice situation discussed?
- (7) Was a rationale for the skill selection provided? Was the decision-making process discussed?
- (8) Were the skills applied to the practice situation? Were the skills linked well with the practice situation?
- (9) Was evidence-based knowledge provided for one direct practice skill?
- (10) Were the strengths and limitations of current knowledge related to the one skill included?
- (11) Was carefully referenced literature included?

1 2 3 4 5 6 7 8 9 10

Comments:

(2) Community and Administrative Practice (5 points)

- (1) Was at least one **generalist level community, practice and/or administrative practice theory** relevant to the practice situation discussed?
- (2) Was the theory applied to the practice situation?
- (3) Was evidence-based knowledge provided for one theory?
- (4) Was at least three **generalist level community practice skills and/or administrative practice skill** relevant to the practice situation discussed?
- (5) Was a rationale for the skill selection provided? Was the decision-making process discussed?
- (6) Were the skills applied to the practice situation? Were the skills linked well with the practice situation?
- (7) Was evidence-based knowledge provided for one generalist level community practice skills and/or administrative practice skill?
- (8) Were the strengths and limitations of current knowledge related to the one skill included?
- (9) Was carefully referenced literature included?

1 2 3 4 5

Comments:

CAP STUDENTS-

(1) Community and Administrative Practice (10 POINTS)

- (1) Were 3 community and/or administrative theories relevant to the practice situation discussed?
- (2) Was a rationale for the theory selection provided? Was the decision-making process discussed?
- (3) Were the theories applied to the practice situation?
- (4) Was evidence-based knowledge provided for one theory?

- (5) Were the strengths and limitations of current knowledge related to the one theory included?
- (6) Were 3 community and/or administrative practice skills relevant to the practice situation discussed?
- (7) Was a rationale for the skill selection provided? Was the decision-making process discussed?
- (8) Were the skills applied to the practice situation? Were the skills linked well with the practice situation?
- (9) Was evidence-based knowledge provided for one skill?
- (10) Were the strengths and limitations of current knowledge related to the one skill included?
- (11) Was carefully referenced literature included?

1 2 3 4 5 6 7 8 9 10

Comments:

(2) Direct Practice (5 points)

- (1) Was at least one **generalist level direct practice theory** relevant to the practice situation discussed?
- (2) Was the theory applied to the practice situation?
- (3) Was evidence-based knowledge provided for one theory?
- (4) Was at least three **generalist level direct practice skills** relevant to the practice situation discussed?
- (5) Was a rationale for the skill selection provided? Was the decision-making process discussed?
- (6) Were the skills applied to the practice situation? Were the skills linked well with the practice situation?
- (7) Was evidence-based knowledge provided for one direct practice skill?
- (8) Were the strengths and limitations of current knowledge related to the one skill included?
- (9) Was carefully referenced literature included?

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) Were the NASW Code of Ethics and other sources relating to ethics such as journal articles referenced?

1 2 3 4 5 6 7 8 9 10

Comments:

VII. General discussion, Continuing Education, Presentation and Organization: (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 25-30 pages in length)?
- (6) Was the paper in APA style?
- (7) Was the paper free of grammatical errors and misspelled words?
- (8) Did act professionally and attend all classes and keep all appointment times made with the instructor?

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:** _____