



THE UNIVERSITY OF TEXAS AT ARLINGTON

School of Social Work

Semester/Year: Spring 2016

Course Title: Integrative Seminar

Course Prefix/Number/Section: SOCW 6305-012

Instructor Name: Katherine Sanchez, PhD, LCSW

Faculty Position: Assistant Professor

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Office Hours: N/A

Day and Time of Class (if applicable): Online

Location: Online

Equipment: A laptop computer with wireless capability or equivalent is required for all SSW classes.

Blackboard: <https://elearn.uta.edu/webapps/login/>

A. Catalog Course Description/Special Requirements (Prerequisites/Out of Class Meetings):

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.

B. Measurable Student Learning Outcomes:

SOCW 6305 addresses all three of the goals for MSW Education at UTA's School of Social Work:

Goal 1: Prepare MSW 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 MSW 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 MSW 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 specialization in practice with Children and Families, Mental Health and Substance Abuse 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.

Definitions of Key Concepts to Address

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

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).

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.

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, communitative 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.

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.

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 MSW program goals, SOCW 6305 also addresses the following MSW educational objectives in Children and Families, Mental Health and Substance Abuse, or Community and Administrative Practice, depending on which specialization the student has chosen.

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.

C. Required Text(s) 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 MSW Program. Thus, course materials include all textbooks, related books, peer-reviewed journal articles, government documents, data and statistics.

D. Additional Recommended Text(s) and Other Course Materials:

A list of additional resources that you might find helpful is included at the end of the syllabus.

E. Major Course Assignments & Examinations:

The purpose of this paper is to demonstrate a comprehensive understanding of practice and theory in your area of specialization. Select a client, client system or target population from your graduate level social work field practicum. The selected client or client system should reflect your chosen specialization. For example, if you are a CAP student you should select an agency, community or other social intervention. If your specialization is mental health, you should chose an individual, family or small group with mental health and/or substance abuse issues and concerns. If your area of specialization is family and children, you should choose an individual, family or small group with issues and concerns related to family and children. The client system you choose for your paper should be a real case from your field placement. If you have an issue or problem with selecting a case from your field placement, please see or talk with your instructor. All exceptions must be approved by the instructor. **In no circumstances are family members, friends, or characters from media to be used as the client system in the paper.**

Integrative Paper Outline

I Client Situation. (10 points)

2-3 pages

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. Include a discussion of how this client's situation fits into your area of specialization. For example, if your area of specialization is mental health, describe how the client's issues/concerns fit the definition of mental health, mental illness, and/or mental well-being.

II. Apply, synthesize and analyze knowledge, theory, and skills in relation to the client system

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

2-3 pages

Select and describe one or more of the most relevant HBSE theories that contribute to the client's issues and concerns.

Briefly explain the theory and how this theory is relevant to your client's area of concern/problem situation.

B. Social Policy (15 points)

3-4 pages

Select and describe one or more of the most relevant social policies relevant to the practice situation. This policy section refers to state and federal policies (laws, court decisions, or regulations), not agency policy. Be sure to cite the laws and policies correctly (as you should with all literature you reference).

Briefly explain the policy and how it is relevant to your client's area of concern/problem situation.

Use a policy analysis model to analyze the effectiveness of the policy for the general client group you have chosen and then your client specifically. Include carefully referenced literature 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.

Based on your analysis, what would you advocate in terms of policy review, application, formulation, or revision?

III. Engaging, Assessing, Intervening, and Evaluating Individuals, Families, Groups, Organizations, and Communities

In this section you will demonstrate your ability to apply interventions from your area of specialization to the client situation.

A. Engagement (10 points)

2-3 pages

Describe how you did engage the client in the assessment and intervention. What specific skills did you use to engage the client?

B. Assessment (15 points)

3-4 pages

Describe your efforts to collect, organize and interpret information about the client. What are the client's strengths and limitations?

Your assessment should include a discussion of relevant issues of age, class, color, disability, ethnicity, family structure, gender, marital status, national origin, race, religion, sex, stigma, and/or sexual orientation as applicable to your client. Be sure that your discussion of diversity links well with the client and or client situation.

Discuss how the issues of social and economic justice and human and civil rights may relate to this specific practice situation.

C. Intervention (15 points)

3-4 pages

Present a mutually developed and agreed upon intervention strategy with specific goals and objectives. Provide a rationale for your selection.

Describe your intervention from beginning to end, including termination. How did you help the client prevent or resolve problems? How did you negotiate mediate and advocate for your client. Select and discuss at least **3 practice skills (micro/macro)** used in your intervention with the client.

Write a critique of your work with the client. What did you do well in terms of the intervention? What could have been done to improve the outcomes with the client? How was the intervention empowering? How may it have been discriminatory or oppressive?

Provide a discussion of whether the intervention was developed from a theoretical practice model. If so, which practice theory? If not, what practice theory could have been used to facilitate better outcomes? Regardless, analyze and provide evidence-based knowledge about the theory-based intervention (used or proposed) and its effectiveness.

D. Evaluation (15 points)

3-4 pages

Select one of the methods used to evaluate change and improvement with clients/client systems (single subject, pretest/posttest or other). Provide a rationale for the evaluation method you selected. Describe the method and how you would facilitate using that method to collect data to assess change and improvement.

IV. Conclusion (10 points)

2-3 pages

Critically review your practice situation and intervention as an external observer and comment on the following:

Identify and describe one or more potential ethical and values issues related to this practice situation. Be sure to reference the NASW Code of Ethics in your discussion.

Discuss how this assignment raises issues of professional strengths and challenges.

Formulate a plan for lifelong professional learning and continuing education.

NOTE: The final document should be between 20-25 double-spaced pages (not including references or a cover page) and in 12-point font. Your paper must adhere to APA style (6th edition).

F. Grading Policy

Grading Structure

The paper is divided into sections, and each of these sections will be submitted individually over the course of the semester. The due dates for each of the sections are listed in the Course Schedule section (below). **Sections must be submitted electronically via Blackboard by 11:59 pm on the Sunday of the week they are due.** Sections submitted after this deadline will be penalized 1 point per day. You will receive a grade and feedback for each section that is submitted. At the end of the term, you will submit a final version of the complete paper that is reflective of the feedback you received on each section throughout the semester.

You can earn a total of 200 points in this course. The grading for the assignments in the course is as follows:

Assignment	Points Possible
Section 1. Client Situation	10
Section II.A. Human Behavior and the Social Environment	10
Section II.B. Social Policy	15
Section III.A. Engagement	10

Section III.B. Assessment	15
Section III.C. Intervention	15
Section III.D. Evaluation	15
Section IV. Conclusion	10
Final Paper with Integrated Feedback	100
Total	200

Grade

180-200	A
160-179	B
140-159	C
120-139	D
119 or below	F

Students are expected to keep track of their performance throughout the semester and seek guidance from available sources (including the instructor) if their performance drops below satisfactory levels; see "Student Support Services," below.

G. Make-Up Exam or Assignment Policy:

The full and FINAL paper must be submitted electronically via SafeAssign in Blackboard by 11:59 pm on Sunday, May 8. No FINAL papers will be accepted late.

H. Attendance Policy:

At The University of Texas at Arlington, taking attendance is not required. Rather, each faculty member is free to develop his or her own methods of evaluating students' academic performance, which includes establishing course-specific policies on attendance. As the instructor of this section,

Since this is an online course, the expectation is that you will submit work on time, monitor the announcements and email updates to remain active in the course.

I. Course Schedule:

Week	Dates	Tasks to be Completed
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1 & 2	January 19 & 25	· Review syllabus and introductory materials on Blackboard
	January 31	· Section I: Client Situation DUE
3 & 4	Feb. 1 and 8	· Section II. A: Human Behavior and the Social Environment
	Feb. 14	· HBSE section DUE
5 & 6	Feb. 15 & 22	· Section II. B: Social Policy
	Feb. 28	· Social Policy section DUE
7 & 8	Feb. 29 & March 7	· Section III. A&B: Engagement and Assessment
	March 13	· Engagement and Assessment Section DUE
	March 14 - 18	SPRING BREAK
9 & 10	March 21 & 28	· Section III. C: Intervention
	April 3	· Intervention Section DUE
11 & 12	April 4 & 11	· Section III. D: Evaluation
	April 17	· Evaluation Section DUE
13	April 18	· Section IV. Conclusion
	April 24	· Conclusion DUE
14 & 15	April 25 & May 2	· Work to incorporate all feedback into final paper
	May 8	· FINAL paper due

As the instructor for this course, I reserve the right to adjust this schedule in any way that serves the educational needs of the students enrolled in this course.

J. Expectations for Out-of-Class Study:

Beyond the time required to attend each class meeting, students enrolled in this course should expect to spend at least an additional three hours (for each hour of class or lecture per week) of their own time in course-related activities, including reading required materials, completing assignments, preparing for assignments and exams, and reviewing online content, etc.

K. Grade Grievance Policy:

See BSW Program Manual at: https://www.uta.edu/ssw/_documents/bsw/bsw-program-manual.pdf
 Or MSW Program Manual at: http://www.uta.edu/ssw/_documents/msw/msw-program-manual.pdf

L. 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 and writing support, students may visit the Office of Advising and Student Success located on the third floor of Building A of the School of Social Work Complex or contact the Administrative Assistant at 817-272-3647. Also, the Maverick Resource Hotline may be contacted at 817-272-6107, or send a message to resources@uta.edu, or view the information at www.uta.edu/resources.

The UT Arlington School of Social Work community is committed to and cares about all of our students. If you or someone you know feels overwhelmed, hopeless, depressed, and/or is thinking about dying by suicide or harming self or someone else, supportive services are available. For immediate, 24-hour help call 1-800-273-TALK or visit <http://www.suicidepreventionlifeline.org/> for a live chat. For campus resources, contact Counseling and Psychological Services (817-272-3671 or visit <http://www.uta.edu/caps/index.php>) or UT Arlington Psychiatric Services (817-272-2771 or visit <https://www.uta.edu/caps/services/psychiatric.php>) for more information or to schedule an appointment. You can be seen by a counselor on a walk-in basis every day, Monday through Friday, from 8:00 AM to 5:00 PM in Ransom Hall, Suite 303. Getting help is a smart and courageous thing to do - for yourself and for those who care about you.

M. Librarian to Contact:

The Social Sciences/Social Work Resource Librarian is John Dillard. His office is in the campus Central Library. He may also be contacted via E-mail: dillard@uta.edu or by Cell phone: **(817) 675-8962**. Below are some commonly used resources needed by students in online or technology supported courses: <http://www.uta.edu/library/services/distance.php>

The following is a list, with links, of commonly used library resources:

- 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>

N. Emergency Exit Procedures:

Should we experience an emergency event that requires us to vacate the building, students should exit the room and move toward the nearest exits, which are the stairwells located at either end of the adjacent hallway. When exiting the building during an emergency, one should never take an elevator but should use the stairwells. Faculty members and instructional staff will assist students in selecting the safest route for evacuation and will make arrangements to assist individuals with disabilities.

O. 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://wweb.uta.edu/aao/fao/>).

P. Disability Accommodations:

UT 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)*, *The Americans with Disabilities Amendments Act (ADAAA)*, and *Section 504 of the Rehabilitation Act*. 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 disability. Students are responsible for providing the instructor with official notification in the form of a letter certified by the **Office for Students with Disabilities (OSD)**. Students experiencing a range of conditions (Physical, Learning, Chronic Health, Mental Health, and Sensory) that may cause diminished academic performance or other barriers to learning may seek services and/or accommodations by contacting:

The Office for Students with Disabilities, (OSD) www.uta.edu/disability or calling 817-272-3364.

Counseling and Psychological Services, (CAPS) www.uta.edu/caps/ or calling 817-272-3671.

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.

Q. Title IX:

The University of Texas at Arlington does not discriminate on the basis of race, color, national origin, religion, age, gender, sexual orientation, disabilities, genetic information, and/or veteran status in its educational programs or activities it operates. For more information, visit uta.edu/eos. For information regarding Title IX, visit www.uta.edu/titleIX.

R. Academic Integrity

Students enrolled all UT Arlington courses 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.

UT Arlington faculty members 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.

S. 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>.

T. Student Feedback Survey:

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>.

U. Final Review Week:

This ONLY applies to courses administering a major or final examination scheduled in the week and locations designated for final examinations following last classes. 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.