

**MISSISSIPPI VALLEY STATE UNIVERSITY
DEPARTMENT OF SOCIAL WORK
FALL 2018-2019
SW 437 INTEGRATION SEMINAR**

This document does not constitute a contract with the University. It contains guidelines only.

Academic Term and Year:	Fall 2018-2019
Course Prefix and Number:	SW 437-HE1
Course Title:	INTEGRATION SEMINAR
Days, Time and Location of class:	Monday, 9:00a.m.-11:50a.m. William Sutton Building Room #232
Instructor:	Sowitz Johnson, LMSW
Office Location:	William Sutton Administration, 2 nd Floor
Office Hours:	Monday Tuesday Wednesday Thursday Friday
Office Phone Number:	(662)-254-3867
Main Office Number	662-254-3365

Email Address:

Prerequisite:

Students must have completed all required social work courses, with the exception of SW 409 and SW 420 and all required courses in the curriculum. Students may have one outstanding elective requirement.

Required Technology Skills:

Basic computer, internet skills, and Web 2.0 technologies

CATALOG COURSE DESCRIPTION

SW 437 Integration Seminar course is the integration of the social work curriculum content into entry level practice settings. Co-requisite: Concurrent enrollment in SW 436

COURSE DESCRIPTION

Integration Seminar provides a continuing forum for the integration of academic learning with agency-based field practicum. SW 437 is taken as a co-requisite with Field Practicum, this course provides student with educational and administrative support to synthesize knowledge from all previous social work courses and the experiential learning from field.

DEPARTMENT OF SOCIAL WORK/BSW PROGRAM MISSION

The mission of the Department of Social Work at Mississippi Valley State University is to prepare graduates to practice with individuals in need and populations at risk in rural areas. The Bachelor of Social Work (BSW) Program prepares students to apply the knowledge and skills of generalist social work practice with individuals, families, groups, organizations and communities. Through the curriculum, the program instills in students social work knowledge, values, and skills in a manner which enables students to work with diverse populations in a wide range of settings. Concurrently, special emphasis is placed on social work practice with impoverished minorities living in rural regions, such as the Mississippi Delta in which the University is located and committed to serve, as well as rural areas globally.

BSW PROGRAM GOALS

1. Educate students for entry level social work positions for generalist practice with individuals, families, groups, organizations and communities.
2. Provide students with the necessary knowledge and skills for working with diverse populations, including oppressed, minority and rural populations.
3. Instill in students a professional social work identity which incorporates the values and ethics of the profession.

COMPETENCIES

Competency 1: Demonstrate Ethical and Professional Behavior

Social workers understand the value base of the profession and its ethical standards, as well as relevant laws and regulations that may impact practice at the micro, mezzo, and macro levels. Social workers understand frameworks of ethical decision-making and how to apply principles of critical thinking to those frameworks in practice, research, and policy arenas. Social workers recognize personal values and the distinction between personal and professional values. They also understand how their personal experiences and affective reactions influence their professional judgment and behavior. Social workers understand the profession's history, its mission, and the roles and responsibilities of the profession. Social Workers also understand the role of other professions when engaged in inter-professional teams. Social workers recognize the importance of life-long learning and are committed to continually updating their skills to ensure they are relevant and effective. Social workers also understand emerging forms of technology and the ethical use of technology in social work practice.

- Make ethical decisions by applying the standards of the NASW Code of Ethics, relevant laws and regulations, models for ethical decision-making, ethical conduct of research, and additional codes of ethics as appropriate to context.
- Use reflection and self-regulation to manage personal values and maintain professionalism in practice situations.
- Demonstrate professional demeanor in behavior; appearance; and oral, written, and electronic communication.
- Use technology ethically and appropriately to facilitate practice outcomes.
- Use supervision and consultation to guide professional judgment and behavior.

Competency 2: Engage Diversity and Difference in Practice

Social workers understand how diversity and difference characterize and shape the human experience and are critical to the formation of identity. The dimensions of diversity are understood as the intersectionality of multiple factors including but not limited to age, class, color, culture, disability and ability, ethnicity, gender, gender identity and expression, immigration status, marital status, political ideology, race, religion/spirituality, sex, sexual orientation, and tribal sovereign status. Social workers understand that, as a consequence of difference, a person's life experiences may include oppression, poverty, marginalization, and alienation as well as privilege, power, and acclaim. Social workers also understand the forms and mechanisms of oppression and discrimination and recognize the extent to which a culture's structures and values, including social, economic, political, and cultural exclusions, may oppress, marginalize, alienate, or create privilege and power.

- Apply and communicate understanding of the importance of diversity and difference in shaping life experiences in practice at the micro, mezzo, and macro levels.
- Present themselves as learners and engage clients and constituencies as experts of their own experiences.
- Apply self-awareness and self-regulation to manage the influence of personal biases and values in working with diverse clients and constituencies.

Competency 3: Advance Human Rights and Social, Economic, and Environmental Justice

Social workers understand that every person regardless of position in society has fundamental human rights such as freedom, safety, privacy, an adequate standard of living, health care, and education. Social workers understand the global interconnections of oppression and human rights violations, and are knowledgeable about theories of human need and social justice and strategies to promote social and economic justice and human rights. Social workers understand strategies designed to eliminate oppressive structural barriers to ensure that social goods, rights, and responsibilities are distributed equitably and that civil, political, environmental, economic, social, and cultural human rights are protected.

- Apply their understanding of social, economic, and environmental justice to advocate for human rights at the individual and system levels.
- Engage in practices that advance social, economic, and environmental justice.

Competency 4: Engage In Practice-informed Research and Research-informed Practice

Social workers understand quantitative and qualitative research methods and their respective roles in advancing a science of social work and in evaluating their practice. Social workers know the principles of logic, scientific inquiry, and culturally informed and ethical approaches to building knowledge. Social workers understand that evidence that informs practice derives from multi-disciplinary sources and multiple ways of knowing. They also understand the processes for translating research findings into effective practice.

- Use practice experience and theory to inform scientific inquiry and research.
- Apply critical thinking to engage in analysis of quantitative and qualitative research methods and research findings.
- Use and translate research evidence to inform and improve practice, policy, and service delivery.

Competency 5: Engage in Policy Practice

Social workers understand that human rights and social justice, as well as social welfare and services, are mediated by policy and its implementation at the federal, state, and local levels. Social workers understand the history and current structures of social policies and services, the role of policy in service delivery, and the role of practice in policy development. Social workers understand their role in policy development and implementation within their practice settings at the micro, mezzo, and macro levels and they actively engage in policy practice to effect change within those settings. Social workers recognize and understand the historical, social, cultural, economic, organizational, environmental, and global influences that affect social policy. They are also knowledgeable about policy formulation, analysis, implementation, and evaluation.

- Identify social policy at the local, state, and federal level that impacts well-being, service delivery, and access to social services.
- Assess how social welfare and economic policies impact the delivery of and access to social services.
- Apply critical thinking to analyze, formulate, and advocate for policies that advance human rights and social, economic, and environmental justice.

Competency 6: Engage with Individuals, Families, Groups, Organizations, and Communities

Social workers understand that engagement is an ongoing component of the dynamic and interactive process of social work practice with, and on behalf of, diverse individuals, families, groups, organizations, and communities. Social workers value the importance of human relationships. Social workers understand theories of human behavior and the social environment, and critically evaluate and apply this knowledge to facilitate engagement with clients and constituencies, including individuals, families, groups, organizations, and communities. Social workers understand strategies to engage diverse clients and constituencies to advance practice effectiveness. Social workers understand how their personal experiences and affective reactions may impact their ability to effectively engage with diverse clients and constituencies. Social workers value principles of relationship-building and inter-professional collaboration to facilitate engagement with clients, constituencies, and other professionals as appropriate.

- Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks to engage with clients and constituencies.

- Use empathy, reflection, and interpersonal skills to effectively engage diverse clients and constituencies.

Competency 7: Assess Individuals, Families, Groups, Organizations, and Communities

Social workers understand that assessment is an ongoing component of the dynamic and interactive process of social work practice with, and on behalf of, diverse individuals, families, groups, organizations, and communities. Social workers understand theories of human behavior and the social environment, and critically evaluate and apply this knowledge in the assessment of diverse clients and constituencies, including individuals, families, groups, organizations, and communities. Social workers understand methods of assessment with diverse clients and constituencies to advance practice effectiveness. Social workers recognize the implications of the larger practice context in the assessment process and value the importance of inter-professional collaboration in this process. Social workers understand how their personal experiences and affective reactions may affect their assessment and decision-making.

- Collect and organize data, and apply critical thinking to interpret information from clients and constituencies.
- Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in the analysis of assessment data from clients and constituencies.
- Develop mutually agreed-on intervention goals and objectives based on the critical assessment of strengths, needs, and challenges within clients and constituencies.
- Select appropriate intervention strategies based on the assessment, research knowledge, and values and preferences of clients and constituencies.

Competency 8: Intervene with Individuals, Families, Groups, Organizations, and Communities

Social workers understand that intervention is an ongoing component of the dynamic and interactive process of social work practice with, and on behalf of, diverse individuals, families, groups, organizations, and communities. Social workers are knowledgeable about evidence-informed interventions to achieve the goals of clients and constituencies, including individuals, families, groups, organizations, and communities. Social workers understand theories of human behavior and the social environment, and critically evaluate and apply this knowledge to effectively intervene with clients and constituencies. Social workers understand methods of identifying, analyzing and implementing evidence-informed interventions to achieve client and constituency goals. Social workers value the importance of inter-professional teamwork and communication in interventions, recognizing that beneficial outcomes may require interdisciplinary, inter-professional, and inter-organizational collaboration.

- Critically choose and implement interventions to achieve practice goals and enhance capacities of clients and constituencies.
- Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in interventions with clients and constituencies.
- Use inter-professional collaboration as appropriate to achieve beneficial practice outcomes.
- Negotiate, mediate, and advocate with and on behalf of diverse clients and constituencies.
- Facilitate effective transitions and endings that advance mutually agreed-on goals.

Competency 9: Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities

Social workers understand that evaluation is an ongoing component of the dynamic and interactive process of social work practice with, and on behalf of, diverse individuals, families, groups, organizations and communities. Social workers recognize the importance of evaluating processes and outcomes to advance practice, policy, and service delivery effectiveness. Social workers understand theories of human behavior and the social environment, and critically evaluate and apply this knowledge in evaluating outcomes. Social workers understand qualitative and quantitative methods for evaluating outcomes and practice effectiveness.

- Select and use appropriate methods for evaluation of outcomes.
- Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in the evaluation of outcomes.
- Critically analyze, monitor, and evaluate intervention and program processes and outcomes.
- Apply evaluation findings to improve practice effectiveness at the micro, mezzo, and macro levels.

Rural Competency 10: Use interventions that recognize the needs and strengths present in rural communities

- Understand and use appropriate interventions needed to address the strengths of individuals, families, groups, and communities in rural.

Rural Competency 11: Coordinate interventions with social workers, related professionals, leaders and citizens in rural areas in order to develop resources and programs that enhance services for rural clients.

- Demonstrate knowledge of local resources in rural settings in order to effectively empower children and families to enhance their capacities.

COMPETENCIES

Course Competencies		Assessment
Competency 1 Demonstrate Ethical and Professional Behavior	<ul style="list-style-type: none">• Make ethical decisions by applying the standards of the NASW Code of Ethics, relevant laws and regulations, models for ethical decision-making, ethical conduct of research, and additional codes of ethics as appropriate to context;• Use reflection and self-regulation to manage	Discussion/Portfolio/Mock Exam

	<p>personal values and maintain professionalism in practice situations.</p> <ul style="list-style-type: none"> • Demonstrate professional demeanor in behavior; appearance; and oral, written, and electronic communication. • Use technology ethically and appropriately to facilitate practice outcomes. • Use supervision and consultation to guide professional judgment and behavior. 	
<p>Competency 2 Engage Diversity & Difference in Practice</p>	<ul style="list-style-type: none"> • Apply and communicate understanding of the importance of diversity and difference in shaping life experiences in practice at the micro, mezzo, and macro levels. • Present themselves as learners and engage clients and constituencies as experts of their own experiences. • Apply self-awareness and self-regulation to manage the influence of personal biases and values in working with diverse clients and constituencies. 	<p>Portfolio/Question of the Week/Mock Exam</p>
<p>Competency 3 Advance Human Rights & Social, Economic and Environmental Justice</p>	<ul style="list-style-type: none"> • Apply their understanding of social, economic, and environmental justice to advocate for human rights at the individual and system levels. • Engage in practices that advance social, economic, 	<p>Portfolio/Question of the Week/Mock Exam</p>

	and environmental justice	
Competency 4 Practice-informed Research & Research-informed Practice	<ul style="list-style-type: none"> • Use practice experience and theory to inform scientific inquiry and research. • Apply critical thinking to engage in analysis of quantitative and qualitative research methods and research findings. • Use and translate research evidence to inform and improve practice, policy, and service delivery. 	Portfolio/Presentation/Question of the Week/Mock Exam
Competency 5 Engage in Policy Practice	<ul style="list-style-type: none"> • Identify social policy at the local, state, and federal level that impacts well-being, service delivery, and access to social services. • Assess how social welfare and economic policies impact the delivery of and access to social services. • Apply critical thinking to analyze, formulate, and advocate for policies that advance human rights and social, economic, and environmental justice. 	Portfolio/Presentation/Question of the week/Mock Exam
Competency 6 Engage in Individuals, Families, Groups, Organizations, and Communities	<ul style="list-style-type: none"> • Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks to engage with clients and constituencies. • Use empathy, reflection, and interpersonal skills to 	Portfolio/Mock Exam

	effectively engage diverse clients and constituencies.	
<p>Competency 7 Assess Individuals, Families, Groups, Organizations, and Communities</p>	<ul style="list-style-type: none"> • Collect and organize data, and apply critical thinking to interpret information from clients and constituencies. • Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in the analysis of assessment data from clients and constituencies. • Develop mutually agreed-on intervention goals and objectives based on the critical assessment of strengths, needs, and challenges within clients and constituencies. • Select appropriate intervention strategies based on the assessment, research knowledge, and values and preferences of clients and constituencies. 	Portfolio/Mock Exam
<p>Competency 8 Intervene with Individuals, Families, Groups, Organizations, and Communities</p>	<ul style="list-style-type: none"> • Critically choose and implement interventions to achieve practice goals and enhance capacities of clients and constituencies. • Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in 	Portfolio/Mock Exam

	<p>interventions with clients and constituencies.</p> <ul style="list-style-type: none"> • Use inter-professional collaboration as appropriate to achieve beneficial practice outcomes. • Negotiate, mediate, and advocate with and on behalf of diverse clients and constituencies. • Facilitate effective transitions and endings that advance mutually agreed-on goals. 	
<p>Core Competency 9 Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities</p>	<ul style="list-style-type: none"> • Select and use appropriate methods for evaluation of outcomes. • Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in the evaluation of outcomes. • Critically analyze, monitor, and evaluate intervention and program processes and outcomes. • Apply evaluation findings to improve practice effectiveness at the micro, mezzo, and macro levels. 	<p>Portfolio/Mock Exam</p>
<p>Rural Competency 10 Use interventions that recognize the needs and strengths present in rural communities</p>	<ul style="list-style-type: none"> • Understand and use appropriate interventions needed to address the strengths of individuals, families, groups, and communities in rural 	<p>Portfolio/Presentation/Weekly Questions Mock Exam</p>

	areas.	
Rural Competency 11 Coordinate interventions with social workers, related professions, leaders, citizens in rural areas in order to develop resources and programs that enhance services for rural clients	<ul style="list-style-type: none"> • Demonstrate knowledge of local resources in rural settings in order to effectively empower children and families to enhance their capacities. 	Portfolio/Presentation/Weekly Questions/Mock Exam

COURSE REQUIREMENTS

Required Textbooks:

Apgar, D. (2018). *Social Work ASWB Bachelors Exam Guide: A Comprehensive Study Guide For Success*. (2nd edition). New York: Springer Publishing Company, LLC.

Mississippi Valley State University Social Work Field Manual available on Mississippi Valley State University web site www.mvsu.edu

Supplemental Texts:

Woodside, M. (2017). *The human services internship experience. Helping students find their way*. Thousands Oak, CA., Sage Publications, Inc.

Class Attendance Policy:

Class attendance is required. Students are expected to attend all class sessions. If a class is missed, the student is still responsible for any announcements, handouts, or material presented in class.

Policy and Procedure on Cheating and Plagiarism:

Philosophy

Honesty and integrity are essential values of Mississippi Valley State University's mission to pursue truth and knowledge. All persons – administrators, faculty, staff, and students – share the responsibility for achieving high standards of excellence. Academic dishonesty of any kind negates this mission and is antithetical to the development of morally and ethically sound human beings. Therefore, Mississippi Valley State University will not tolerate cheating or plagiarism in any form. Cheating and plagiarism compromise the process of fair and equitable evaluation conferred by the University. Students who engage in such activities deny themselves the opportunity to benefit from accurate assessment and feedback and prevent full academic and personal development.

Responsibility

Although the faculty of Mississippi Valley State University is responsible for establishing the standards for moral and academic excellence in teaching and learning, these standards can be reached only with the cooperation and support of students. Each student is expected, therefore, to accept responsibility for maintaining honesty and integrity in all endeavors inside and outside the classroom, studio, or laboratory. Faculty encourages ethical behaviors by: establishing an atmosphere of respect in the classroom; stating clearly on the syllabus their standards and expectations for academic performance, structuring learning situations that encourage honesty and deter cheating and plagiarism; and for presenting and enforcing the University's policy on academic dishonesty.

Definitions

Cheating is the actual or attempted practice of fraudulent or deceptive acts for the purpose of improving one's grade or obtaining course credit. Such behavior also includes assisting another student in such practice. Although cheating is often associated with examinations, it is the intent of this definition that the term "cheating" not be limited to examination situations only, but also that it includes any and all actions by a student that are intended to gain an unearned academic advantage by fraudulent or deceptive means.

Plagiarism is a specific type of cheating which consist of the misuse of the published and/or unpublished works of others by misrepresenting the intellectual property of others as one's own ideas or works.

Academic Sanctions for Cheating or Plagiarism

When a faculty member responsible for a course has reason to believe that an action of a student falls within one or both of the aforementioned definitions, the faculty member should initiate a conference with the student to present the student with the charge and the evidence. If the student admits to the wrong doing, the instructor shall impose an academic sanction. The instructor has the prerogative of lowering the grade, assigning a grade of "0" or "F" for the work submitted, assigning an "F" for the entire course, or recommending another penalty, including dismissal from the University. In the advent that the student does not admit wrong doing or that no mutually agreeable settlement is reached as a result of the faculty-student conference, the faculty member will consult the department chair.

Make-up Examination Policy:

It is the responsibility of the student to request to make up an examination within one week following the missed examination. The decision rests with the class instructor as to whether a student will be allowed to make up the test. The decision will be based on whether the instructor considers the reason for missing the examination to be justifiable.

Teaching/Learning Strategies:

Various teaching methods will be used to meet the course objectives and stimulate discussions in the class. Students are expected to participate in discussion and share their thoughts regarding issues being discussed. This class will be formatted in order to accommodate the use of videos, assigned readings and presentations as well as lecturing. guest speakers who are experienced in mental health assessment will present information to help students to understand the progression of mental illness and the cutting edge intervention to help those diagnosed with mental illness to live and maintain a healthier emotional being.

Distance Education Policy:

In compliance with IHL policy and SACSCOC guidelines, MVSU Department of Social Work requires a minimum of 2250 minutes per three semester hour course, regardless of course delivery method, and may include final examination time. The number of weeks must meet federal financial aid requirements.

Syllabi for courses taught on-line or hybrid (partially on-line) must include outlines, calendars, and/or schedules of activities that demonstrate compliance with the 2250 minute requirement.

Department of Social Work Hour Conversion Standards:

Activity	Undergraduate	Graduate
Reading	15 pages per hour	20 pages per hour
Research paper writing	3 hours per page	3 hours per page
Essay writing	1.5 hours per page	1.5 hours per page
Quiz/exam	1 minute per multiple choice 2 minutes per short answer	1 minute per multiple choice 2 minutes per short answer
Exam study time	4 hours	4 hours
Threaded discussion	120 minutes per thread	120 minutes per thread
Group work	Number of minutes of interaction among group members	Number of minutes of interaction among group members

These conversion standards are adopted and set by the Department of Social Work and approved by the Chair. Use of any other standards must be presented to the department and approved by the Chair.

Required Tasks/Activities:

1. Each student will prepare a portfolio including all of the below elements (beginning with #2 through #7). Students will be required to place all of the information throughout the semester on a jump drive/flash drive. The instructor will discuss the assignment(s) throughout the semester.
2. Students will complete a mezzo project using the guidelines as outlined in the course syllabus.
3. Students will prepare a practice situation (written) and an in-class oral presentation. Guidelines and due date for this assignment is outlined in the course syllabus.
4. Students will prepare a resource file that must include (10) resources. Guidelines for this assignment is outlined in the course syllabus.
5. Students will prepare an integrative paper using the guidelines as outlined in the course syllabus.
6. Students will prepare a professional resume. Students will be given additional information regarding this assignment prior to the due date.
7. Discussion Board assignments should be submitted under "Discussions" on Blackboard. Students will respond effectively to 5 discussion board posts as assigned by the instructor. Each discussion board post is to be at least 200 words. Students must also respond to at least 2 peers' discussion board posts (each response must be 50 words or more).
8. Students will participate in various community service projects hosted by the department.

9. Students will be given 3 practice licensure exams. Students will be given additional information in-class prior to practice exams.

Evaluation Procedures:

Discussion Board (5 @ 20 points each)	100 points
Resume	50 points
Resource File	50 points
Practice Situation	100 points
Mezzo Project	100 points
Integrative Paper	100 points
Portfolio (jump drive/flash drive)	100 points
Class participation	100 points
Total	700

Performance Standards:

Below are the numbers of points one can receive during this course which determines the final letter grade.

Total Points for Class

640 – 700 = A

579- 639 = B

518- 578 = C

457- 517 = D

456- Below = F

AMERICANS WITH DISABILITIES ACT: Services for Students with Disabilities (SSD)

Mississippi Valley State University is committed to providing reasonable accommodations for students with a documented disability. If you feel you are eligible to receive accommodations for a covered disability (medical, physical, psychiatric, learning, vision, hearing, etc.) and would like to request it for this course, you must be registered with the Services for Students with Disabilities (SSD) program administered by University College. It is recommended that you visit the Disabilities Office located inside the EMAP Computer Lab in the Technical Education (IT) Building to register for the program at the beginning of each semester. If you are determined to be eligible after your confidential consultation, you will be provided with a Memo of Accommodations that must be submitted to each of your instructors.

For more information or to schedule an appointment, please contact Mr. Billy Benson, Jr. via phone or email at 662-254-3005 or billy.benson@mvsu.edu.

COURSE ACTIVITIES

Week One 8/20/2018	Getting to know your field placement. In class (160 minutes)	Students will complete all necessary paperwork to start field practicum experience.
Week Two 8/27/2018	Review Learning Contract Learning about yourself In class (160 minutes)	Students will submit learning contract and discuss expectations and feelings relating to the field practicum experience.
Week Three 9/03/2018	Labor Day HOLIDAY	Labor Day HOLIDAY
Week Four 9/10/2018 Last Day to Add/Drop Courses	Blackboard First impressions (360 minutes)	Discussion Board #1: Students will submit a brief introduction of themselves, field placement agency, services provided, etc. Discussion Board #2: Students will explain their first impression of his/her field practicum experience and comment to a peer.
Week Five 9/17/2018	Handout/In class (160 minutes)	Review handout(s) as it relates to field practicum.
Week Six 9/24/2018	Blackboard Question of the week (360 minutes)	Discussion Board #3: Students will respond to the posted topic and comment to at least <u>two</u> peers.
Week Seven 10/01/2018	MID-TERM EXAM Mock Social Work Practice Exam In class (160 minutes)	Students will be given a mock exam to help with preparation for the bachelor of social work licensure exam.
Week Eight 10/08/2018	Blackboard Theories (160 minutes)	Discussion Board #4: Students will define behavioral and system theory in which they will compare and contrast the two theories.
Week Nine 10/15/2018	Cultural Competence/Ethical Dilemmas In class (160 minutes)	Students will point out and discuss any culture and ethical dilemmas in which they have faced while in field practicum.
Week Ten 10/22/2018	Blackboard (360 minutes)	Discussion Board #5: Students will discuss (2) competencies as related to their field practicum and comment to at least two peers.

Week Eleven 10/29/2018	Written Assignment/Oral Presentation (Practice Situation) In class (160 minutes)	Students will submit the written practice situation assignment via Blackboard. Students will present an oral presentation on a practice situation that had an impact on their learning experience.
Week Twelve 11/05/2018	Blackboard Mock Social Work Practice Exam (150 minutes)	Students will take a mock exam to help with preparing for the bachelor of social work licensure exam.
Week Thirteen 11/12/2018	Reflections & Evaluations In class (160 minutes)	Students will reflect back on their experiences while in field practicum and discuss (oral presentation).
Week Fourteen 11/19/2018	University Holiday	University Holiday
Week Fifteen 11/26/2018	Portfolio Assignment Due In class (160 minutes)	Portfolio Assignment Due including the following: Resume, resource file, mezzo project paper, integrative paper, (Jump drive/flash drive)
Week Sixteen 12/03/2018	Final Mock Practice Exam In class (160 minutes)	Final Exams

TOTAL=2,830 minutes

*****Rules of the class*****

No cell phones out during class.

Show respect to everyone.

The make-up policy is only for excused absences.

Sign-in every class meet/Sign only your name.

***Each initial discussion board post is to be 200 words and each response is 50 words or more along with references for each post.**

***Weekly time sheets and activity logs must be turned in at the beginning of each class.**

***Weekly time sheets and activity logs must be signed by the field instructor.**

Guidelines for Practice Situation Assignment

- a) **Statement of the problem**, the problem history, previous interventions and implications for client/client group/agency or other practice situation.
- b) **Referral source** and reason(s) precipitating referral at this time.
- c) **The Client System:**
 1. Client: e.g., age, gender, racial/ethnic origin, education, value system, religious affiliation, life style, employment, income etc. Physical and Mental Health. Alcohol, drug usage.

If the practice situation is identified as a group, then the group composition should be described with a brief summary either of each member or of common characteristics shared by group members.

If the practice situation is a program or an agency, then similarly describe the role, functions, goals, structure, funding, staffing, type of management, etc.
 2. **Family/Group/Program/Agency Structure and Dynamics.** Identify members, quality of relationships, communication patterns, roles, functioning,
 3. **Informal Networks.** Contacts with e.g. friends, neighbors, colleagues.
 4. Contacts with **Formal Networks/Social Systems** (e.g., schools, hospitals, church, employment, etc.) Are these stressful contacts or supportive, helpful contacts? Identify any problem areas and the strengths.
- d) **The Social Worker:** Training resources (how does the social worker in this agency stay abreast of current social work trends), etc.
The Agency: Mission, Structure, Policies, constraints and opportunities.

Written assignment must be submitted via Blackboard (October 29, 2018)

Oral Presentations (October 29, 2018)

*Assignment must also be submitted with Portfolio via jump drive/flash drive.

***Written Assignment: 50 points**

***Oral Presentation: 50 points**

Integrative Paper Assignment
(Submit with Portfolio via jump drive/flash drive)

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. *Suggested outline for the practice situation write up is on the aforementioned page.* **Competency 6, Competency 7, Competency 8, Competency 9**

III. Apply, synthesize and analyze knowledge, theory, and skills in relation to the client system from each of the five content areas: Competency 3, Competency 4, Competency 5

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

- (1) Select and describe **at least TWO human behavior theory** 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. **(A minimum of TWO sources).**
- (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) Competency 5

- (1) Select and discuss **at least ONE social policy** relevant to the practice situation. *This policy section refers to federal and state laws not agency policy.*
- (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. **(A minimum of ONE source).**
- (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) Competency 6, Competency 7, Competency 8, Competency 9

Micro Theories (10 points)

- (1) Discuss at **least ONE relevant practice theory** relevant to the practice situation.
- (2) Select and discuss **at least ONE direct practice skill** relevant to the practice situation.
- (3) Provide a rationale for your skill selection. Discuss your decision-making process.
- (4) Analyze and apply the skills you discussed to your practice situation. Be sure that your discussion of skills links well with the practice situation.
- (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 **(A minimum of TWO sources)**.
- (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.

Macro Theories (5 points) Competency 1, Competency 3, Competency 4, Competency 5, Competency 9

- (1) Select and **discuss at least ONE generalist level community, practice and/or administrative practice theory** relevant to the practice situation.
- (2) Select and discuss **ONE generalist level community 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) Analyze and apply the skills you discussed to your practice situation. Be sure that your discussion of skills links well with the practice situation.
- (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. **(A minimum of ONE source)**.

D. Research & Evaluation. (10 points) Competency 4, Competency 5

- (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) 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.
- (3) Provide a rationale for your evaluation selection. Discuss your decision-making process.
- (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.

(7) Include single subject research design.

IV. Issues of Social and Economic Justice (10 points) Competency 2, Competency 3

(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. **(A minimum of TWO sources)**

(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) Competency 2, Competency 3

(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. **(A minimum of TWO sources).**

(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) Competency 1, Competency 5

(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 APA format. *Be sure to include a title page with your name, instructor name, course number and title, date, and your*

contact information (address, e-mail, phone etc.). The paper should be APA format (6th edition), 5-7 double spaced pages (not including title and reference pages) and 12-point font. Make sure to review this assignment prior to submitting to avoid grammatical errors and spelling errors (points will be deducted per the grading rubric).

THE ENTIRE Portfolio is due November 26, 2018 via jump drive/flash drive.

Helpful Hints

***Note: Place your references at the end of each section.**

***Also, check out Chegg.com for many books you can rent or get in e-format. You may need extra resources as you pull together your portfolio. Also, here is a link to a book on global social justice (very good information).**

<http://www.uta.edu/ssw/delliott/6305/Global%20Social%20justice.pdf>

Guidelines for Resource List Assignment
(Submit with Portfolio via jump drive/flash drive)

Address

Phone Number _____

Services provided and eligibility (briefly stated)

Contact Person _____

Integrative Seminar

Note-some theories are used on both the micro and macro levels

Micro HBSE Theories

1. Attachment
2. Behaviorism
3. Levinson's Theory of Life Structure
4. Cognitive and Moral Development Theory
5. Theory of Identity-Marcia
6. Empowerment Theory
7. Exchange Theory
8. Feminist Theory
9. Psychosocial Development (life span) Theory
10. Social Constructionism
11. Humanistic
12. Psychodynamic Theory
13. Social Learning Theory
14. Systems Theory
15. Family Systems Theory
16. Transpersonal Theory
17. Symbolic Interactionism
18. Ecological Perspective
19. Role Theory

Macro HBSE Theories (for more details refer to handout)

1. systems/ecological/human ecology
2. structural/functionalist
3. conflict/power
4. rational/social exchange
5. social constructionist/social-psychological
6. change/stage
7. strength/resiliency/empowerment
8. diversity

Direct Practice Theory

1. Client-centered (Person-centered) Therapy
2. Cognitive or Cognitive Behavioral Therapy
3. Constructivism
4. Rational Emotive Behavioral Therapy
5. Social Learning Interventions
6. Strengths Perspective
7. Empowerment
8. Structural Family Therapy
9. Family Systems

10. Solution Focus

Other things

Here are definitions of key terms you will use in your final paper.

2. Key Definitions

- 2.1. Client System
- 2.2. Critical Thinking Perspective
- 2.3. Diversity and Cultural Competence
- 2.4. Empowerment
- 2.5. Ethics and Values
- 2.6. Evidence-Informed or Evidence-based Practice
- 2.7. Lifelong Learning and Professional Development
- 2.8. Practice Situation
- 2.9. Social Justice

Mezzo Practice Assignment

Submit this assignment with Portfolio via jump drive/flash drive

Objective:

Student is expected to have group practice experience in the field placement.

Activity:

Student will plan a group practice experience. Student will meet with field instructor regarding the planning of the group. If the agency does not offer the student a group practice experience as normal services to clients, the student will work with the field instructor and the field liaison to plan a group practice experience. The book, *Social Work Group Activities in Generalist Practice* by Diane Haslett will be used as a resource for types of group practice examples available. Appropriate generalist groups include in- service and task group experience as well as support, educational, growth, and socialization groups. The following is a list of types of groups that could be done in various types of agencies in which students complete their field placement.

- ◆ Head Start activity groups with children, educational groups with parents.

- ◆ Department of Human Services – parenting and single parenting groups, parenting and self-esteem with foster children.

- ◆ Hospital – Diabetes support group

- ◆ Area Agency on Aging/Hospital and Nursing Home – Alzheimer’s caregiver support group, reminiscing group.

- ◆ School – self-esteem groups for children.

- ◆ Mental Health – socialization groups.

- ◆ Hospice – grief groups with family members.

- ◆ Report

Graduation Project Portfolio Rubric

Portfolio Component

	Successful Completion		Has Not Completed		
	Exemplary Grade=A/4 Points	Satisfactory Grade=B/3 Points	Developing/ Emerging Grade=C/2 Points	Resubmission Necessary Grade=D/1 Point	Not Submitted Grade=F/0
Format/ Appearance	Adheres to all guidelines for portfolio appearance.	Adheres to most guidelines for portfolio appearance.	Adheres to some guidelines for portfolio appearance.	Does not adhere to guidelines for portfolio appearance.	Fails to submit portfolio.
Organization	Exhibits exceptional Organizational skills in compilation of portfolio. Title page, Table of Contents, graphics, etc.	Exhibits sufficient Organizational skills in compilation of portfolio.	Exhibits minimal Organizational skills in compilation of portfolio.	Exhibits no organizational skills in compilation of portfolio.	Fails to submit portfolio.

Completeness	Meets all requirements for portfolio contents. Includes all sections of the syllabus (indicated on this document as well), Roman numbers I to VII. The resource guide, resume, the mezzo group project, discussion board posts and presentation of practice situation.	Meets most requirements for portfolio contents. Successfully completes 6 of the sections out of Roman numbers I to VII (indicated on this document as well) . The resource guide, resume, the mezzo group project and discussion board post. Practice situation presented.	Meets some requirements for portfolio contents. Successfully completes 5 of the sections out of Roman numbers I to VII (indicated on this document as well) . The resource guide, your resume, the mezzo group project and discussion board posts. Practice situation.	Does not meet requirements for portfolio contents. Completing less than 5 sections results in FAILURE TO GRADUATE.	Fails to submit portfolio. No graduation
Student Growth	Demonstrates exceptional depth in academic and/or personal growth.	Demonstrates sufficient depth in academic and/or personal growth.	Demonstrates limited depth in academic and/or personal growth.	Does not demonstrate depth in academic and/or personal growth.	Fails to submit portfolio.

<p>Student Reflection</p>	<p>Reveals exceptional insight into how the student anticipated changes and dealt with contingencies (unforeseen events). This will be discussed in your conclusion.</p>	<p>Reveals sufficient insight into how the student anticipated changes and dealt with contingencies.</p>	<p>Reveals limited insight into how the student anticipated changes and dealt with contingencies.</p>	<p>Reveals no insight into how the student anticipated changes and dealt with contingencies.</p>	<p>Fails to submit portfolio.</p>
<p>Mechanics</p>	<p>Assignment is free of spelling, grammar, and punctuation errors. All sources were properly cited according to APA style.</p>	<p>Assignment contains one or two spelling, grammar, and punctuation errors. Most sources were properly cited according to APA style.</p>	<p>Assignment contains some spelling, grammar, or punctuation errors. Many sources were inappropriately cited.</p>	<p>Assignment contains several spelling, grammar, or punctuation errors. Most sources were inappropriately cited.</p>	<p>Assignment contains many spelling, grammar, or punctuation errors. Student failed to use sources.</p>

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