COURSE DESCRIPTION

This course is designed to assist students in integrating the knowledge, skills and values learned in all social work courses previously taken, by applying these in their field practicum settings. Prerequisites: All required social work courses and successful completion of SWK 422 and SWK 425. Concurrent enrollment in SWK 426 is required. Restricted to social work majors. 3 semester hours.

GOALS AND COMPETENCIES:

1. Prepare BSW graduates for entry-level professional social work practice that reflects generalist social work knowledge and skills. Graduates will be able to demonstrate the following competencies:

   1.1 Apply critical thinking and effective communication (2.1.3)
   1.2 Engage in research-informed practice and practice-informed research (2.1.6)
   1.3 Apply knowledge of HBSE to practice (2.1.7)
   1.4 Apply knowledge of policy to practice (2.1.8)
   1.5 Apply change strategies with all levels of systems (2.1.10)

2. Enable BSW graduates to practice ethically and apply social work values to promote equality and justice. Graduates will be able to demonstrate the following competencies:

   2.1 Apply social work ethics & principles (2.1.2)
   2.2 Engage diversity in practice (2.1.4)
   2.3 Promote human rights and social and economic justice (2.1.5)
3. Provide meaningful contexts through which BSW students engage in leadership, service, and professional excellence. Graduates will be able to demonstrate the following competencies:

3.1 Identify and respond as a professional social worker (2.1.1)
3.2 Respond to professional contexts that shape practice, demonstrating qualities of leadership for the profession. (2.1.9)

COURSE OBJECTIVES

STUDENT LEARNING OUTCOMES:

RELATIONSHIP TO OTHER COURSES:

TEXTS


GRADING

Grading and evaluation -- In general, a course grade of a "C" represents an acceptable level of work. A course grade of "B" represents a substantial effort and achievement. It is clearly a grade for the better than average product and effort. An "A" is awarded only in the cases of both outstanding efforts and quality in the required products. The grades will be awarded on the following basis:

\[
\begin{align*}
A &= 350 - 400 \text{ of possible points} \\
B &= 300 - 349 \text{ of possible points} \\
C &= 249 - 299 \text{ of possible points} \\
D &= \text{Below 248 of possible points}
\end{align*}
\]

Evaluation for course grades will be computed according to the following formula:

\[
\text{Total Points} = \frac{\text{Integrative Paper} + \text{Class Attendance \\ Participation}* + \text{Score on Comprehensive Exam}}{3} \times 400 \text{ points *}
\]

* See acceptable classroom behavior

OVERVIEW OF ASSIGNMENTS
1. **Integrative Paper** – This paper is an opportunity for each student to write a scholarly paper focusing on practice theories that support a specific social work intervention in his/her field practicum site. The specific assignment guidelines are at the end of the syllabus. Students will demonstrate their ability to use critical thinking skills and relay that information into a concise document that supports their stance. Students will use their previous textbooks and other research in accomplishing this assignment.

2. **Class Attendance & Participation** – As stated in the section on Attendance, students will be awarded up to 100 points for attendance and participation. Points will be deducted for absences (see guidelines in Attendance section) and for a lack of involvement or participation in the class. Assignments may be given for students to present information as a part of fulfilling this course requirement.

   **The Integrative Paper**

   Social workers are still searching for an integrated theory of practice for social work. Currently, generalist practitioners draw upon many *theoretical frameworks*:

   **Figure 1**

<table>
<thead>
<tr>
<th>Ecological theory</th>
</tr>
</thead>
<tbody>
<tr>
<td>Bio-Psycho-Social theory</td>
</tr>
<tr>
<td>Developmental theory</td>
</tr>
<tr>
<td>Person-In-Environment theory</td>
</tr>
<tr>
<td>Psychodynamic theory</td>
</tr>
<tr>
<td>Family and Group theory</td>
</tr>
<tr>
<td>Cognitive theory</td>
</tr>
<tr>
<td>Behavioral theory</td>
</tr>
<tr>
<td>Oppression theory</td>
</tr>
<tr>
<td>Community Organization theory</td>
</tr>
<tr>
<td>Social/Open Systems theory</td>
</tr>
<tr>
<td>Organizational Behavior theory</td>
</tr>
</tbody>
</table>

   Some specific models of practice intervention include:

   **Figure 2**

<table>
<thead>
<tr>
<th>Social Skills Training</th>
<th>Problem-Solving</th>
<th>Cognitive Behavioral Therapy</th>
<th>Cognitive Restructuring</th>
<th>Task-Centered Approach</th>
</tr>
</thead>
<tbody>
<tr>
<td>Gestalt Therapy</td>
<td>Crisis Intervention</td>
<td>Client-Centered Therapy</td>
<td>Structural Family Therapy</td>
<td>Case (or Care) Management</td>
</tr>
</tbody>
</table>
However, as entry-level professional social work is a broad, generalist perspective of helping, one integrated theory may not be possible. You are encouraged to consider how your practice model includes not only evidenced based theory-tested and proven intervention techniques but takes into account the issues of social welfare policy, human diversity, and social justice which form the historical foundation of social work as a profession.

The Integrative Paper is the culmination of what has been learned by the student at completion of the generalist BSW curriculum. It is an opportunity for each student to develop a personal practice theory from existing frameworks and apply that theory to his/her field of practice. As you work through the outline for the paper, you will want to refer to your previous social work texts.

You must submit a topic for approval (electronically) to Ms. Jeffery by October 15, 2012. The topic must have a subject and opening statement as to what the paper’s synthesis is. She will not develop the topic for you.

Write this paper in 3rd person. The majority of the paper will be in past tense. The paper must be at least twelve (12) pages in length, and be written and formatted according to the American Psychological Association’s Publication Manual of the American Psychological Association (2009, 6th ed.). Students are required to utilize the APA format for the entire paper — from the title page to the reference list. You may not use more than three (3) references from a totally web based source. You may use web based material for your research but you should locate the complete text of the article for documentation. Your paper will be transmitted through the software program “turn it in” to determine if the paper has been copied or paraphrased. Cheaters will receive no credit and a failing grade. No re-dos.

Particular attention will be focused on appropriate referencing within the text. Grammatical and structural correctness, concise writing, appropriate grammar, and completeness will be 25% of the grading criteria. At this point in your educational experience, content is based on your ability to make a valid argument and defend your position after having looked at both sides of an issue. Content will be rated at 75%.

Do not attempt to write this paper without the APA Manual (6th ed).

An electronic copy of the paper will be due on Friday, November 16th. Keep a copy of all your referenced materials -- these must be available to the instructor upon request, so keep copies of journal articles and book chapters at home. A copy of your paper will be placed in your student file as a quantitative measure both of your progress in the BSW program and how the program is meeting its program objectives.
Good luck to each one. The success in developing this paper is to get an early start—remember, use previously assimilated social work skills, knowledge and practice methodologies. This is a major paper and should be viewed as the bridge to writing more comprehensive papers for the Master of Social Work Program. You are graduating seniors and must present your knowledge base of social work practice through written presentation.

**Integrative paper**

**Title Page**

**Abstract** (Paragraph providing information on what the paper content will state)

**Introduction**

Statement of Purpose
Describe the Practicum Setting and Client Services
Brief overview of Selected Client System

**Literature Review**

General discussion on theoretical frameworks (from social work literature – see Figure 1 on page 3) relevant to selected Client System and the helping approach used (or that could be used) in the Practicum Setting

**Generalist Perspectives on the Practice Model with the Client/System**

Bio-Psycho-Social theories relevant to the Client System
Policy issues (organizational, legislative, or judicial) related to Client System
Social and Environmental Systems Impact on Client/System
Relevant Practice Theories applicable to Client System (See Figure 2 on pg. 10)
Key Elements of the Helping Process Applied to the Client System (application of the strengths-based systematic approach to problem-solving)

**Conclusion**

Student’s Perspective on issues related to diversity, oppression, and social justice that impact the Client System
Recommendations and Implications for Social Work Practice
EXAMINATIONS

1. **Comprehensive Exam** – Students will have one comprehensive exam that will assess their knowledge across all areas of the social work curriculum: human behavior & the social environment, social welfare policy, research, and practice with all levels of systems. This exam will come at the end of the course, and will be tailored to prepare the student for the actual state license exam.

CLASS ATTENDANCE AND PARTICIPATION

Students are expected to attend class, reflecting responsibility which is inherent in the development as a social work professional. Roll will be taken regularly. Students who are tardy to class will be counted as absent unless they notify the instructor otherwise.

Students are allowed 1 absence (excused or unexcused) without any penalty. On the 2nd absence (excused or unexcused), a letter grade will be deducted from the student’s final grade. Students with “university approved absences” will be allowed to make up any missed work, but will still have the aforementioned letter grades deducted due to the inability to participate in the class interaction. The 3rd absence (which is approximately 20% of class days) can result in the student receiving an “F” in the course. If a student is unable to attend class regularly, then he/she should drop or withdraw from the course until such a time that consistent attendance is possible.

Class participation has three components: (1) appropriate verbal and non-verbal interactions with classmates, (2) attentiveness, and (3) active involvement in class activities. Evaluation of class participation is based on instructor observation. Students will be given verbal or written feedback if problems are evident.

POLICY ON DUE DATES

Assignments are due at the beginning of class on the dates indicated in the course schedule. Late assignments will not be accepted. Students are encouraged to plan ahead and duplicate all work onto an alternative electronic device to avoid technological problems or loss of information. Electronic copies enable students to access their assignments on one of the campus computers should their personal computer become inoperable.
POLICY ON PLAGIARISM AND CHEATING:

Every student is expected to do his/her own work. Law, ethical standards, university policy, and departmental policy demand that students refrain from plagiarism and any form of cheating. Plagiarism is the "Act of appropriating the literacy composition of another, or parts of passages from of his [or her] writings, or the ideas or language of the same, and passing them off as the products of one's own mind." (Black's Law Dictionary, Abridged Fifth Edition, 1983). When using others' words, phrases, or ideas in writing, the original author should be given proper credit.

Cheating may take different forms. These include, but are not limited to, copying others' answers during an exam, using notes or other forms of help during an examination or quiz, except when explicitly permitted by the instructor, giving or receiving help on exams or assignments, or submitting work for one class which has already been submitted for another class for credit. Use of citations from the Internet without paraphrasing content AND proper referencing is regarded as plagiarism. Professors have the right to use electronic review programs (such as Turn It In”) to identify plagiarism.

The department does not tolerate plagiarism or cheating. A student found to be engaging in such illegal and unethical conduct may receive a failing grade in the course and may be subjected to further disciplinary proceedings. Any assignment or exam that lacks honesty will be given a grade of "0".

ACCEPTABLE CLASSROOM BEHAVIOR:

“Students at Texas A&M University-Commerce are expected to obey all federal, state, and local laws, in addition to the regulations of the University. The standards of Student Conduct including disciplinary rules and procedures are designed to provide and conform to the basic tenets of due process, as developed by institutions of higher education. As such, the University distinguishes these procedures and regulations as an educational and growth process which is not intended to conform to adversary proceedings as in a court of law. (Student's Guide Book, 2011, p. 35).

CODE OF CONDUCT FOR SOCIAL WORK STUDENTS

The Department of Social Work expects all social work students to conduct themselves in an ethical, professional manner. Professional ethics are at the core of social work. The profession articulates its basic values, ethical principles, and ethical standards as set forth in the NASW Code of Ethics to guide social workers’ conduct. The Code is relevant to all social workers and social work students, regardless of their professional functions, the settings in which they work, or the populations they serve. Accordingly, we expect social work students to demonstrate courtesy, respect and support for fellow students, instructors, clients, and all other persons.
All students enrolled in BSW or MSW classes are expected to observe the tenets of the NASW Code of Ethics and the Social Work Student Code of Conduct. Our Code of Conduct is reflective of professional and academic expectations – a student who cannot demonstrate appropriate behaviors will not be appropriate for practice in the social work profession. Students who violate these Codes may be asked to meet with appropriate Social Work faculty (instructors or Program Directors). In addition, the department’s Academic and Professional Issues (API) Committee is responsible for dealing with student issues when requested by faculty.

STUDENTS WITH DISABILITIES

It is the policy of Texas A&M University-Commerce and the Social Work Department to do everything we can to accommodate students with disabilities, pursuant to federal and state law, and the University’s commitment to providing equal opportunities. Any student with a disability who needs accommodation, for example, in accessibility, seating placement or in arrangements for examinations should not hesitate to inform the instructor. If required, large type, Braille or cassette recordings of syllabus or assignments can be provided.

Students with conditions that require special attention or accommodation should contact the Director of Disability Resources & Services at 903-468-5150 (located in the Library, Room 132).
COURSE OUTLINE

I. Introduction & Overview of Social Work Curriculum
   A. How To Use the SWES Review Program
   B. Guidelines For Preparing For the Basic License Examination
   C. Strategies For Exam Taking
   D. Social Work Administration
   E. Generalist Social Work Practice
   F. Community Organization
   G. Social Work With Groups
   H. Human Behavior
   I. Research
   J. Social Policy
   K. Culturally Competent Social Work Practice

II. Integration of Theoretical Model for Practice and Social Work Research

III. BSW Senior Integrative Paper

IV. Professional Licensing Examination: Review for the LBSW Exam

V. Career Preparation
   A. Job Readiness Skills
   B. Writing a Resume
   C. Interviewing for a Job

VI. Assessing Your Match w/ the Agency/Organization

VII. Application to Graduate School
   A. School Search/Successful Applications
   B. Assessing Your Match w/ the University/Social Work Program

VIII. Final Examination (pre-practice license Examination)
COURSE SCHEDULE

8/27  Introduction to Course and Overview of Assignments. LBSW Review/SWES Guidelines For Preparing For The Basic License Examination; and Strategies For Taking The Exam/NASW INTRODUCTION.

9-3   Labor Day Holiday

9-10  **A-1 Administration:** Guidelines for the Integrative Paper
Integration of Social Work Knowledge, Skills and Values
Generalist Practice Methods; Theoretical Frameworks; Discuss:
Integrative Paper Topics in Relations to Field Practicum, etc.

9-17  B-1 Generalist Social Work Practice

9-24  C-1 Community Organization

10-1  D-1 Social Work with Groups

10-8  E-1 Human Behavior

10-15 E-1 Human Behavior
Integrative Paper Topical Subject Due: The Subject, Topical Paragraph and Synthesis of paper.

10-22 Discussions and guideline feedback on paper

10-29 G-1 Social Policy F-1 Research

11-5  Social Policy (continued)
Culturally Competent Social
Social Work Practice

11-12 **Integrative Paper Due Friday, November 16, 2012.** Points will be deducted for late papers. **Ten points per day.**
11-19 Make-up and review of challenging models

11-26 Review for Comprehensive Exam (Practice I & II Exam)

12-3 Final Exam – Will start promptly at 9:00 a.m. No admittance after the Exam begins. Location TBA and design will be announced. The Exam will be timed not to exceed four hours. The exam materials will be structured in the same manner as the State Licensed Exam (computer generated). The Exam will consist of 150 multiple choice questions directly from Practice Exam 1 and Practice Exam II in the BSW Social Work License Examination Study Guide. Expected outcome measures for this exam is 70% of correct answers which is required for the LBSW License in the State of Texas.
BIBLIOGRAPHY


