



**THE UNIVERSITY OF TEXAS AT ARLINGTON**  
**School of Social Work**

**Semester/Year:** 2021

**Course Title:** Integrative Seminar

**Course Prefix/Number/Section:** SOCW 5395 (formerly SOCW 6305)-004

**Instructor Name:** Regina T. Praetorius, PhD, LMSW-AP

**Faculty Position:** Professor

**Faculty Profile:** <https://www.uta.edu/profiles/regina-praetorius>

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**Office Hours:** By Appointment

**Day and Time of Class (if applicable):** Online

**Location:** Online

Equipment: A laptop computer with webcam (including a microphone) and wireless capability or equivalent is required for all SSW classes.

Canvas: <https://uta.instructure.com/>

**I acknowledge the grave harm brought by colonialism to this land, especially the systematic attempts to erase indigenous and African identities through violence, slavery and racist segregation laws.**

**A. Description of Course Content**

Focuses on issues and aspects of practice of broad concern to the profession of social work. 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. Faculty members serve as consultants and resource persons to seminar members. Required of all non-thesis students in their final semester of coursework. Grade of C or better must be earned in this seminar to pass. If this requirement is not met, the student must repeat the course. Prerequisite: [SOCW 5482](#) or SOCW 5882.

**B. Student Learning Outcomes**

The Council on Social Work Education requires that accredited social work programs follow the CSWE Educational Policy and Standards that comprises nine competencies as follows:

1. Demonstrate Ethical and Professional Behavior
2. Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities
3. Engage Diversity and Difference in Practice
4. Advance Human Rights and Social, Economic, and Environmental Justice
5. Engage In Practice-informed Research and Research-informed Practice
6. Engage in Policy Practice
7. Engage with Individuals, Families, Groups, Organizations, and Communities

8. Assess Individuals, Families, Groups, Organizations, and Communities
9. Intervene with Individuals, Families, Groups, Organizations, and Communities

The Integrative Seminar, as the capstone course, addresses each of the advanced competencies listed by Concentration/Specialty according to the chart below.\

Competency 1: Demonstrate Ethical and Professional Behavior

<b>Aging</b>	<b>Children &amp; Families</b>	<b>Mental Health &amp; Substance Abuse</b>	<b>Health</b>	<b>Community &amp; Administrative Practice</b>
<p>Demonstrate awareness of aging-related personal and professional values through self-reflection and self-regulation.</p> <p>Select and incorporate ethical decision-making framework that integrate social work values.</p> <p>Practice in a culturally competent manner that demonstrates recognition of and ability to utilize the principles included in the NASW Code of Ethics, evidence-based knowledge, and relevant legal and policy-related information.</p> <p>Recognize structural social inequities, advocate within the health and social service communities and as members of interprofessional teams on behalf of older adults and their families.</p>	<p>Practice active self-reflection and continue to address personal bias and stereotypes to build knowledge and dispel myths regarding diverse family structures, families with compels family dynamics and families with multiple challenges and issues.</p> <p>Implement an effective decision-making strategy for deciphering ethical dilemmas specific to the multiple and diverse needs of families and children.</p>	<p>Practice active self-reflection and continue to address personal bias and affective responses to stereotypes to build knowledge, critical thinking skills and dispel myths regarding diverse mental health/substance abuse issues.</p> <p>Develop an action plan for continued growth including use of continuing education, supervision, and consultation.</p> <p>Implement an effective decision making strategy using cognitive and affective processes and judgment for deciphering ethical dilemmas in mental health/substance abuse treatment.</p>	<p>Strategically apply models for ethical decision-making, the NASW Code of Ethics, and relevant laws and regulations to critically recognize, analyze, and address ethical dilemmas in health care practices affecting individuals, organizations, and communities.</p> <p>Exercise personal reflection and self-regulation to manage personal values, maintain professional demeanor in behavior and appearance, and oral, written, and electronic communication in direct and indirect connection to the delivery of services.</p> <p>Recognize the role of other health professions when engaging in inter-professional teams from a systems perspective in health care service delivery.</p>	<p>Understand the ethical standards and applicable laws and regulations that impact their work with groups, organizations and communities.</p> <p>Critically evaluate and apply various ethical frameworks to community and administrative practice, research and policy.</p> <p>Understand the influence of their personal experiences and social identities in community and administrative practice and practice cultural humility to maintain professionalism.</p> <p>Are knowledgeable about the history of community and administrative practice in the profession.</p> <p>Value interdisciplinary collaborations.</p> <p>Understand the role of CAP practitioners both within the profession and as part of interdisciplinary teams.</p> <p>Seek out ongoing learning opportunities and practice ethical use of technology in all forms of communication</p>

Competency 2: Engage Diversity and Difference in Practice

Aging	Children & Families	Mental Health & Substance Abuse	Health	Community & Administrative Practice
<p>Appraise their own values related to diversity in aging.</p> <p>Analyze how diversity and oppression impact older adults and families.</p> <p>Address the cultural and spiritual histories, values, and beliefs of older adults and their families.</p> <p>Defend the impact of structural inequalities and the value of diversity among older adults as part of their roles on interprofessional teams and in organizations and communities.</p>	<p>Understand and can apply the relevant cultural, class, gender, race, age, disability, and other diversity issues to enhance the well-being of children and families from a strengths perspective.</p>	<p>Can analyze, using cognitive processes, the relevant cultural, class, gender, race, age, disability, and other diversity issues that influence the prognosis and treatment of populations treated by mental health/substance abuse social workers.</p>	<p>Practice self-awareness and self-regulation to manage the influences of personal bias and values, including, but not limited to, age, class, color, culture, disability and ability, gender identity, religion, and immigration status, in working with diverse populations in connection with the delivery of health care services.</p> <p>Recognize and respect different values related to health and health care beliefs.</p> <p>Promote diversity and equity in health and health care service delivery, particularly amongst diverse populations, persons who are vulnerable, oppressed, or living in poverty.</p>	<p>Understand how the intersections of different and multiple factors (i.e. 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) are culturally valued place different social groups in positions of power and privilege or oppression in different contexts and time.</p> <p>Are knowledgeable of all forms and mechanisms of discrimination and oppression and the effects on diverse populations.</p> <p>Understand and are aware of how diversity and difference are culturally valued influence</p> <p>Decision-making in public policy, human service management and community development.</p> <p>Demonstrate cultural competence, cultural humility and skill to engage social groups (populations) in decision making related to advocacy, policy development, human services, and community development to advance social change and the wellbeing of the people.</p> <p>Engage in continuous self-reflection on personal bias and values to respond with equity and inclusiveness.</p>

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

<b>Aging</b>	<b>Children &amp; Families</b>	<b>Mental Health &amp; Substance Abuse</b>	<b>Health</b>	<b>Community &amp; Administrative Practice</b>
<p>Engage older adults, their caregivers, and other constituencies to become aware of their rights to available resources and how they relate to social, economic, and environmental inequities.</p> <p>Participate in system changes at all levels to promote well-being for and among older adults.</p> <p>Empower individuals and groups within local communities, including older adults themselves, to advocate for social, economic, and environmental justice for all older adults and their caregivers.</p>	<p>Recognize the stigma and shame associated with “family dysfunction.”</p> <p>Recognize disparities in the distribution of resources across families.</p>	<p>Use cognitive and affective processes to understand the range of physical and mental health/substance abuse disease course and recovery issues associated with social stigma and marginalization of persons with mental health/substance abuse diagnoses and psychiatric disabilities, and incorporate them in their assessment and intervention.</p> <p>Describe the distribution and determinants of mental health/substance abuse and identify health disparities.</p>	<p>Advocate for health care as a fundamental human right, and utilize health-related practices that promote health equity and reduce health disparities.</p> <p>Understand how issues of social, economic, and environmental justice influence individuals’ rights to health and health care, and how their own perspectives and privilege may influence their delivery of services in health-related practice settings.</p>	<p>Engage with groups, organizations, and geographical and non-geographical communities in ways that respect and advance fundamental human rights and social, economic, and environmental justice.</p> <p>Engage with client systems taking into account global effects on local issues and the reverse.</p> <p>Draw from knowledge of CAP theories and strategies to promote equity in the distribution of goods and services and to protect civil, political, environmental, economic, social, and cultural rights of individuals and groups.</p> <p>Draw from knowledge of CAP theories and strategies to promote equity in the distribution of goods and services and to protect civil, political, environmental, economic, social, and cultural rights of individuals and groups.</p>

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

<b>Aging</b>	<b>Children &amp; Families</b>	<b>Mental Health &amp; Substance Abuse</b>	<b>Health</b>	<b>Community &amp; Administrative Practice</b>
<p>Understand and build knowledge central to maximizing the well-being of older adults and their caregivers.</p> <p>Adopt, modify, and translate evidence-informed practices that are most appropriate to particular aging-focused practice settings and populations</p>	<p>Use advanced strategies to search, appraise, and select for application the most up to date evidence and evolving practice guidelines in the assessment and interventions with children and families.</p> <p>Develop effective models, programs, policies, and interventions and assess their effectiveness using valid and reliable assessments for identifying family problems, risks and protective factors, vulnerability and resilience factors and consequences for different family groups and family members.</p>	<p>Use advanced cognitive and affective processes to search, appraise, select for application the most up to date evidence and evolving practice guidelines in the assessment and interventions with mental health/substance abuse clients.</p> <p>Develop effective models, programs, policies and interventions and assess their effectiveness.</p> <p>Use valid and reliable assessments for identifying client problems, risk and protective factors, vulnerability and resilience factors, and consequences for various individuals and groups.</p>	<p>Demonstrate an understanding of the role of evidence-based practice and practice-informed research, in promoting health equity and reducing health disparities.</p> <p>Engage in critical analysis, and apply it appropriately to assess and intervene with individuals and families in health care settings.</p> <p>Have an understanding that their own personal beliefs or biases may influence interpretation of, or translation of research.</p>	<p>Understand the value of, and need for, basing their practice in science, including both theory and methods.</p> <p>Assess the quality of research according to rigorous standards and judge its applicability to particular social, economic, and cultural contexts.</p> <p>Seek out research across many disciplines to broaden their knowledge base.</p> <p>Are conscientious users of research, they also add to the body of knowledge for others by evaluating their practice and participating in research efforts.</p>

Competency 5: Engage in Policy Practice

<b>Aging</b>	<b>Children &amp; Families</b>	<b>Mental Health &amp; Substance Abuse</b>	<b>Health</b>	<b>Community &amp; Administrative Practice</b>
<p>Educate key stakeholders on how policy for an aging society relates to human rights and social, economic, and environmental justice, from the local to the international level.</p> <p>Advocate for policies across all levels to enhance service delivery to promote well-being among all older adults and constituencies.</p>	<p>Communicate to stakeholders the implication of policies and policy change in the lives of children and families.</p> <p>Advocate for policies that advance the social and economic well-being of children and families.</p>	<p>Use cognitive and affective processes to communicate to stakeholders the implication of policies and policy change in the lives of people with mental health/substance abuse concerns.</p> <p>Use cognitive and affective processes to advocate for policies that advance the social and economic well-being of people with mental health/substance abuse concerns.</p>	<p>Understand that human rights and social justice, as well as social welfare and services, are mediated by policy implementation at the federal, state, and local levels.</p> <p>Understand the history and current structures of health policies and services, the role of policy in health service delivery, the social work role in policy development and implementation within health care practice settings, at the micro, mezzo, and macro levels, and actively engage in policy practice to affect change within those settings.</p> <p>Recognize and understand the historical, social, cultural, economic, organizational, environmental, and global influences that affect health policy, and are knowledgeable about policy formulation, analysis, implementation, and evaluation</p>	<p>Are versed in the myriad impacts of policy on well-being.</p> <p>Assess policy (at any level) for its impacts on human rights, social and economic justice, and access to services.</p> <p>Develop and advocate for policies in accord with social work values.</p> <p>Implement policies in accord with social work values, seeking to express social work values in organizational routines.</p>

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

<b>Aging</b>	<b>Children &amp; Families</b>	<b>Mental Health &amp; Substance Abuse</b>	<b>Health</b>	<b>Community &amp; Administrative Practice</b>
<p>Establish and maintain strong relationships with older adults and their constituencies for the purpose of working toward mutually agreed on goals.</p> <p>Plan engagement strategies and interventions based on understanding of older adults' diverse life courses, strengths, challenges, and contexts.</p>	<p>Use interpersonal skills to engage children and families in a collaborative therapeutic relationship.</p> <p>Understand and apply the relevant organizational world views and culture that influence how families function, and can relate social work perspectives, the evidence base and related theories to practice with multiple and complex issues that face families.</p>	<p>Use strategies informed by cognitive and affective processes to establish a sense of safety for a collaborative therapeutic relationship</p>	<p>Assess and engage with individuals, families, groups, organizations, and communities in health care settings, within the context of a culturally-informed, personal relationship and competent social work practice.</p> <p>Value principles of relationship building and inter-professional collaboration to facilitate empathic engagement with clients, constituencies, and other social workers and health care professionals.</p> <p>Incorporate legal and ethical guidelines when engaging with individuals, families, groups, organizations, and communities.</p>	<p>View engagement as an essential and dynamic component of social work practice with groups, organizations and communities. They value the importance of relationships with communities, human service organizations and the people with them.</p> <p>Critically assess and apply macro theories including systems theory and conflict theory to engage with groups, organizations and communities. They engage in evidence-informed and innovative approaches to engage diverse constituencies and practice cultural humility to understand how their personal experiences and social identities may influence their effectiveness in engaging with others.</p> <p>Apply participatory methods to facilitate equitable engagement with various groups, organizations and communities..</p>



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

<b>Aging</b>	<b>Children &amp; Families</b>	<b>Mental Health &amp; Substance Abuse</b>	<b>Health</b>	<b>Community &amp; Administrative Practice</b>
<p>Conduct assessments that incorporate a strengths-based perspective, person/family-centered focus, and resilience while recognizing aging-related risk.</p> <p>Develop, select, and adapt assessment methods and tools that optimize practice with older adults, their families, caregivers, and communities.</p> <p>Use and integrate multiple domains and sources of assessment information and communicate with other professionals to inform a comprehensive plan for intervention.</p>	<p>Use multidimensional bio-psycho-social-spiritual assessment tools.</p> <p>Assess the quality of interactions between family members within their social environment.</p> <p>Compare and assess the various etiology and interventions relevant to children and families.</p>	<p>Describe the structure of the DSM-5 and conduct an assessment informed by cognitive and affective processes using the DSM-5 criteria and structure.</p>	<p>Understand theories of human behavior in the social environment, and critically evaluate and apply this knowledge in the assessment of diverse clients and constituencies in health settings.</p> <p>Uphold legal and ethical guidelines in the assessment of diverse clients and constituencies, and value inter-professional collaboration.</p> <p>Use multidimensional bio-psycho-social-spiritual tools to conduct assessment of individuals, families, and groups in health practice settings, and utilize assessment data to inform appropriate intervention goals and strategies.</p>	<p>Utilize assessment tools and strategies to understand needs, strengths, relevant factors and promising approaches to work with groups, organizations and communities.</p> <p>Apply macro theories including systems theory and conflict theory to collect and analyze the data.</p> <p>Utilize this assessment within a participatory framework to determine goals and objectives of partnerships with groups, organizations and communities.</p> <p>Work together with their constituencies to select the best strategies to accomplish the goals and objectives based on their assessment, formal and informal knowledge of all partners, and priorities of the group, organization and community.</p>

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

Aging	Children & Families	Mental Health & Substance Abuse	Health	Community & Administrative Practice
<p>Promote older adults' social support systems and engagement in families, groups, and communities.</p> <p>Provide person-centered and family-directed interventions that take account of disparities and are targeted to diverse populations, groups, organizations and communities.</p> <p>Assess for quality and access a range of services, supports, and care options, including groups and technology, for older adults and families to assure optimal interdependence.</p> <p>Monitor and modify interventions as needed to respond to individual, family, and environmental challenges.</p>	<p>Describe empirically validated and theoretical causes, advanced assessment methods, and the most effective interventions for a variety of problems that affect children and families.</p> <p>Develop intervention plans to accomplish systemic change that is sustainable.</p>	<p>Describe empirically validated and theoretical causes, advanced assessment methods, and the most effective interventions treatments informed by cognitive and affective processes for a variety of disorders: mood, anxiety, cognitive, substance abuse, sexual, eating, psychotic.</p>	<p>Understand theories of human behavior and the social environment, critically evaluate and apply this knowledge to effectively intervene with clients and constituencies in health settings.</p> <p>Deliver appropriate culturally relevant health specialty services through interaction of cultural systems between the social worker and the client, their setting and immediate community, and practice competently with individuals, families and groups.</p>	<p>Identify and implement evidence-informed interventions with groups, organizations and communities.</p> <p>Evaluate and apply macro theories, including systems theories, conflict theories, and organizational behavior theories, to inform the effectiveness of interventions.</p> <p>Demonstrate advanced skills in collaborating with others on organizational teams and multi-sector coalitions.</p>

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

<b>Aging</b>	<b>Children &amp; Families</b>	<b>Mental Health &amp; Substance Abuse</b>	<b>Health</b>	<b>Community &amp; Administrative Practice</b>
<p>Plan and conduct evaluations to continuously improve programs, policies, and practice impacting older adults and their caregivers.</p> <p>Use and translate evaluation outcomes to enhance the effectiveness and sustainability of programs, policies, and practice for an aging society.</p>	<p>Contribute to the theoretical knowledge base in the area of children and families through practice-based research, and use evaluation of the process and/or outcomes to develop best practices with children and families.</p>	<p>Contribute to the theoretical knowledge base in the area of mental health/substance abuse through practice-based research, and use evaluation of the process and/or outcomes to develop best practices informed by cognitive and affective processes.</p>	<p>Integrate sources of knowledge, including, but not limited to, public health, health disparities, inter-professional, and social work theories and research, input from constituencies, and broader societal trends, within evaluation processes.</p> <p>Plan and conduct evaluations to continuously improve programs, policies, and practice impacting health care consumers, families, groups, programs, organizations, and communities.</p>	<p>Value the importance of evaluation in interventions with groups, organization and communities and understand the role of evaluation in advancing efficient, effective, and policy-relevant interventions.</p> <p>Distinguish between micro-level and macro-level evaluation, and apply macro-level theories to critically appraise both quantitative and qualitative evaluation methods.</p>

### C. Required Textbooks and Other Course Materials

In this class, you will use all required and recommended reading materials from all content areas in the courses you have completed or are currently taking in your MSW Program; if you are an advanced standing student (i.e., you hold a BSW), then this will also cover content from your BSW. Thus, course materials include all textbooks, related books, peer-reviewed journal articles, government documents, data and statistics.

### D. Additional Recommended Textbooks and Other Course Materials

Links to readings and other supplemental resources will be available online.

### E. Descriptions of Major Assignments and 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, advanced 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 choose an individual, family or small group with mental health and/or substance abuse issues and concerns. If your area of specialization is children and family, you should choose an individual, family or small group with issues and concerns related to children and family. 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 reach out to your instructor. **In no circumstances are family members, friends, or characters from media to be used as the client system in the paper.**

## Preparation Assignments for the Integrative Paper

### 1. APA

Identify key components of writing in APA style.

- a. Visit the [OWL Purdue APA website](#). Bookmark this page as it will assist you in formatting the document, in-text citations, quotations, and reference page for each paper.
- b. Create a Word document with your cover page, margins, etc. prepared for the different paper sections based on the specifications.

### 2. Plagiarism (5 pts)

Identify forms of plagiarism. (Anyone suspected of plagiarism in these assignments will be referred to the Office of Community Standards for investigation.)

- a. View the [UTA Plagiarism tutorial](#).
- b. Have the completion certificate sent to me ([rtpraetorius@uta.edu](mailto:rtpraetorius@uta.edu)) or upload to Canvas.

### 3. Outline (5 pts)

Develop a plan for writing the integrative seminar paper.

- a. View *Surviving Integrative Seminar Part 1: Write That Integrative Paper!* (Access instructions below.)
- b. Please click on [Advising & Student Success Canvas](#) to enroll yourself in the Advising & Student Success course.
  - Look for the link that says Writing Resources. Click that.
  - Look for the link that says Presentations. Click that.
  - You should see a list of presentations, with links to the videos. Scroll down to find the presentation you would like to view!

NOTE: These are recorded versions of live presentations, so they may occasionally mention features that are not available in the video version. For example, Canvas

automatically tracks your viewing, so there's no need to try to report your email or instructor.

- c. Create an outline for your paper and submit in Canvas. Identify the items you will include (e.g., which theory or policy) and list (in correct APA style) the references you will use in each section. The outline should follow the sections of the paper given on the next page.

## **Integrative Paper**

### **Part 1: Client and Agency Paper (10 pts)**

- a. Describe the client (e.g., individual, family, other small group, larger group, team, program, agency, organization or community);
- b. Describe the reasons the client seeks services from your agency (e.g., client situation);
- c. Describe the agency, their services, eligibility, etc. including a discussion of how the agency and the client situation fit for intervention;
- d. 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.

### **Part 2: Policy and Social Justice Paper (10 pts)**

- a. Identify, explain, and apply (show how it is relevant) a social policy (not agency policy) relevant to the practice situation (e.g., client's presenting issue, regulations guiding agency operation).
- b. Evaluate the selected policy using a policy analysis model; be sure to identify the model, utilize the steps, and cite the model.
- c. Provide recommendations for policy review, application, formulation, and/or revision citing relevant literature.
- d. Discuss social justice implications for the client situation based on the selected policy and provide an advocacy plan at the micro, mezzo, and macro level.

### **Part 3: Human Behavior in Social Environment (HBSE) & Assessment Paper (10 pts)**

- a. HBSE Section
  - Identify one HBSE theory relevant to the client's area of concern/problem situation.
  - Explain the theory.
  - Apply the theory to the client's situation, identifying how the theory explains the client's behavior.
- b. Assessment Section
  - Describe the skills and tools used to collect, organize, and interpret information about the client (e.g., What did you do to assess the client and gather information? Where and how was that documented?).
  - Describe three practice skills used to engage (i.e., build rapport with) the client.
  - Provide a detailed assessment of the client
    - i. Using the agency's assessment process.
    - ii. Discussing relevant issues of age, class, color, disability, ethnicity, family structure, gender, marital status, national origin, race, religion, sex, stigma, and/or sexual orientation.
    - iii. Including the client's strengths and areas for growth.
- c. Discuss how issues of social and economic justice and human and civil rights relate to this specific practice situation (e.g., what barriers or opportunities exist related to diversity?).

#### **Part 4. Intervention and Ethics Paper. (20 pts)**

- a. Describe the client's goals and objectives using the SMART format; include a discussion of how the goals were formulated or identified.
- b. Citing the literature, provide rationale for selection of an evidence-based intervention strategy.
- c. Describe the practice theory supporting the selected intervention strategy.
- d. Describe the intervention strategy selected (from building rapport/engagement to termination) including three practice techniques used with the client.
- e. Discuss how the NASW Code of Ethics applies to Social Work practice, identifying and describing one or more potential (or experienced) ethical and values dilemma related to this practice situation.
- f. Explain what your process would be (or was) in resolving the dilemma.

#### **Part 5: Evaluation and Conclusion Paper. (10 pts)**

- a. Select one of the methods used to evaluate change and improvement with clients/client systems (e.g., single subject, pretest/posttest, or other).
- b. Provide a rationale for the evaluation method you selected.
- c. Describe the method and how you would (or did) facilitate using that method to collect data to assess change and improvement.
- d. Evaluate the effectiveness of the intervention utilizing appropriate research methods for selected intervention.
- e. 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.
- f. Discuss the policy, practice and research implications of your evaluation and next steps for the client/agency.
- g. 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?

#### **Part 6: Resume and Professional Development Reflection Paper. (10 pts)**

- a. Develop resume in preparation for job search. Utilize the information in the [Social Work Career Corner](#) for guidance.
- b. Discuss how this assignment raises awareness of your professional strengths and areas for growth.
- c. Describe your dream job or dream practice situation.
- d. Formulate a plan for lifelong professional learning and continuing education to address areas for growth and your growth toward your dream job or dream practice situation.

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 Outline. 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. If you are not happy with the grade, you may use the feedback to revise the paper. The grade on the revised paper will replace the previous grade.

**SWEAP Assessment. (10 pts)** You will receive an email directing you to the SWEAP assessment. Once you complete it, the system will generate a report for me identifying if you completed it or not. This assessment is used to assess how well we are doing as a

program in teaching you the 9 competencies; thank you in advance for assisting us in continuing to improve as a program. Additionally, this assessment is a good practice for the Licensing exam.

<b>Assignment</b>	<b>Points</b>
APA and Plagiarism Overview	10
Paper Outline	10
Client and Agency Paper	10
Policy and Social Justice Paper	10
Engagement, HBSE, and Assessment Paper	10
Intervention Paper	20
Evaluation and Conclusion Paper	10
Resume and Professional Development Reflection Paper	10
SWEAP Assessment	10
<b>Total</b>	<b>100 points</b>

**F. Attendance**

At The University of Texas at Arlington, taking attendance is not required but attendance is a critical indicator in student success. 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. However, while UT Arlington does not require instructors to take attendance in their courses, the U.S. Department of Education requires that the University have a mechanism in place to mark when Federal Student Aid recipients "begin attendance in a course." UT Arlington instructors will report when students begin attendance in a course as part of the final grading process. Specifically, when assigning a student a grade of F, faculty report the last date a student attended their class based on evidence such as a test, participation in a class project or presentation, or engagement online via Canvas. This data is reported to the Department of Education for federal financial aid recipients. Information specific to modality and meeting times for this course are provided in the section below.

This is an online class, asynchronous; thus, attendance is judged by accessing canvas regularly and submitting assignments by the deadlines.

**G. Grading**

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.

**H. Make-Up Work**

If work is not submitted by the deadline, the situation will be handled on a case by case basis; contact the instructor.

**I. Course Schedule:** Please see Canvas for due dates.

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

## **J. Expectations for Out-of-Class Study**

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 reviewing online content, etc.

## **K. Librarian to Contact**

The Social Sciences/Social Work Resource Librarian is Brooke Troutman. Her office is in the campus Central Library. She may also be contacted via E-mail: [brooke.troutman@uta.edu](mailto:brooke.troutman@uta.edu) or by phone: (817)272-5352.

The following is a list of commonly used library resources:

- ⌘ [Library Home Page](#)
- ⌘ [Library Services](#)
- ⌘ [Subject Guides](#)
- ⌘ [Subject Librarians](#)
- ⌘ [Course Reserves](#)
- ⌘ [Library Tutorials](#)
- ⌘ [Connecting from Off- Campus](#)
- ⌘ [Ask a Librarian](#)

## **L. Grade Grievances**

For more information on the grade grievance process please see the [BSW Program Manual](#) or the [MSW Program Manual](#). Grade grievances can be submitted through the [BSW Grade Grievance form](#) or the [MSW Grade Grievance form](#) located on the [Forms and Resources](#) website.

## **M. Institutional Policies**

UTA students are encouraged to review these institutional policies and informational sections and reach out to the specific office with any questions. The following policies can be found on the [UTA Syllabus Institutional Policies](#) page:

- ⌘ Drop Policy
- ⌘ Observance of Religious Holy Days
- ⌘ Disability Accommodations
- ⌘ Non-Discrimination Policy
- ⌘ Title IX Policy
- ⌘ Academic Integrity
- ⌘ Electronic Communication
- ⌘ Campus Carry
- ⌘ Final Review Week
- ⌘ Student Feedback Survey
- ⌘ Active Shooter
- ⌘ Counseling and Psychological Services (CAPS)
- ⌘ Student Support Services

## **N. Mandatory Face Covering Policy**

All students and instructional staff are required to wear facial coverings while they are on campus, inside buildings, and in classrooms. Students that fail to comply with the facial covering requirement will be asked to leave the class session. If students need masks, they may obtain them at the Central Library, the E.H. Hereford University Center's front desk, or in their department. Students who refuse to wear a facial covering in class will be asked to leave the session by the instructor, and, if the student refuses to leave, they may be reported to UTA's Office of Student Conduct.