

The University of Tennessee
College of Social Work
B.S.S.W. Program
Spring 2006

Social Work 460 - Integrative Seminar (3-credits)

Instructor:	Matthew T. Theriot, Ph.D.	Time:	T/TH - 9:40-10:55
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Program Mission:

The BSSW program at the University of Tennessee exists to fulfill a need for disciplined, highly educated and trained generalist social workers to help people improve their social functioning in a technologically complex, culturally diverse, and rapidly changing society. There is a focus on the reciprocal relationships between persons and their environments. Social workers are doers; they are problem-solvers who are able to intervene in multiple-level systems and perform various professional roles. Their actions are guided and informed by a broad knowledge-base, code of ethics, and professional values. Social workers are educated and trained to do things right as well as to do the right thing.

The mission of the BSSW program is to develop generalist social workers who are strategic thinkers, life-long learners and opinion shapers. The knowledge-base, skills, and values necessary for generalist practice are taught in an environment that fosters professional development, critical thinking, and leadership and prepares students to take appropriate action guided by the best available scientific evidence. We are dedicated to preparing practitioners for the challenges of the twenty-first century. Since the amount of knowledge doubles approximately every five years, what is taught today may soon be obsolete. Our challenge, therefore, lies in the on-going development and implementation of a curriculum that prepares and energizes students for generalist practice today and in the future.

Program Goals:

- Provision of education and training that enable students to become generalist social work practitioners who:
- are committed to advancing social and economic justice and the principles, values, and ethics that guide the social work profession;
 - are committed to evidence-based practice
 - are grounded in systems theory and operate within a person-in-the-environment framework;
 - use the problem-solving process to intervene in multiple-level client systems;
 - have an understanding of human diversity and special populations that informs practice interventions;
 - use critical thinking, evaluative skills, and leadership skills to address the needs of a complex, changing society; and
 - are committed to continuous development of professional self.

Course Description:

Social work content for entry-level professional practice and current issues influencing the profession. Includes development of a portfolio reflecting BSW competencies. Prerequisite: Full progression. Corequisite: SW 481.

Rationale:

The seminar is designed to provide students the opportunity to further synthesize their academic experience, review previous course work, consider tasks for beginning employment and discuss challenges facing the beginning social work

practitioner as well as the social work profession. The portfolio of the student's work will be the primary assignment in the course.

Course Objectives:

The objectives of this course are to provide students the opportunities and learning environment to:

1. Further synthesize their academic experience through the portfolio and research fair experiences
2. Self-evaluate their development in relation to the 11 competencies of the BSSW program.
3. Prepare for beginning practice and employment.
4. Reinforce the necessity for ongoing professional development and self evaluation.
5. Explore the ethical and value issues facing professional social workers.
6. Demonstrate the standards and commitments of the social work profession, including those related to social justice.
7. Explore grant writing components and funding streams.
8. Identify the importance of research in practice and grant writing.
9. Identify practice issues and concerns experienced by workers.
10. Further develop and demonstrate critical thinking.
11. Provide feedback to the BSSW program, college, and university regarding their education experience.

Disability Services:

If you need course adaptations or accommodations because of a documented disability please contact the Office of Disability Services a 191 Hoskin Library at 974-6087. This will ensure that you are properly registered for services.

Honor Statement:

An essential feature of the University of Tennessee is a commitment to maintaining an atmosphere of intellectual integrity and academic honesty. By enrollment in this class, you pledge that you will neither knowingly give nor receive any inappropriate assistance in academic work in SW 460, thus affirming your own personal commitment to honor and integrity (*Hilltopics*).

Code of Conduct:

It is the student's responsibility to have read the College of Social Work Ethical Academic and Professional Conduct Code that is in the College of Social Work BSSW Handbook (www.csw.utk.edu).

Inclement Weather Policy:

The University of Tennessee will remain open except in the most severe weather conditions. The Chancellor may officially close or suspend selected activities of the University because of these conditions. Campus and local radio and TV stations will be notified so that appropriate announcements may be made. If a student is absent due to weather conditions they are responsible for missed class work. If missing class due to inclement weather students must notify the instructor according to the class attendance policy.

Attendance and Participation:

Students are expected to be in attendance at each class and to be prepared to discuss assigned topics and readings. Students are allowed to be absent or tardy once (1) without penalty. For each additional absence or tardy, five (5) points will be deducted from the student's final grade.

Course Schedule:

This course will meet each Tuesday as scheduled. Thursday mornings from 9:30-12:30 will serve as an optional lab where you can schedule time to meet with Dr. Theriot in his office for continued consultation on your research

projects and technical assistance in the design and preparation of your research poster. You may reserve meeting time with Dr. Theriot using the “sign-up” sheets posted outside of his office door. You may also email questions, poster drafts, and data to Dr. Theriot at mtheriot@utk.edu.

Required Texts:

Gosling, P.J. (1999). *Scientist's Guide to Poster Presentations* (ISBN: 0-306-46076-9).
New York: Plenum.

Blackboard:

This course uses Blackboard for announcements, online assignments, testing, and grade recording. Please check the site regularly.

Assignments:

Attendance and active participation in the seminar is required. The seminar grade will be based on the following:

1. Portfolio

Each student will prepare a comprehensive portfolio according to the guidelines that will be provided in class. The completed portfolio is due in Dr. Theriot's office by noon on March 14th. Late portfolios will be penalized 5 points per business day after the due date. No late portfolios will be accepted after noon on April 11th. Sample portfolios are on reserve in Gina Cox's office for your review.

2. Research Project and Exhibition

All students are required to enter their research project into the University of Tennessee's Exhibition of Undergraduate Research and Creative Achievement (EURCA). All projects should have been started in the fall semester. This semester, students will be required to develop an abstract, complete the Exhibition's intent to participate form, finish the research project and develop a poster, and attend the EURCA on Thursday, March 30th and Friday, March 31st. **ATTENDANCE AT BOTH EVENTS IS REQUIRED.** Professional attire and demeanor is an expectation. Additional information on the Exhibition of Undergraduate Research Fair will be distributed and discussed in class.

3. Resume

Each student will develop a professional resume to be included in his or her portfolio. A rough draft of your resume is due at the beginning of class on Feb. 14. Late drafts will be penalized 1-point per business day after the due date. No electronic submissions will be accepted.

4. Class Presentations

Each student is required to give a brief (10-15 minutes) oral presentation to the class related to their research project. The presentation will provide an overview of your study and sample, research methodology, results and implications for social work practice. These presentations are intended to prepare students for the EURCA.

5. Review Assignment

Students will be divided into small groups and assigned a curricular area to review for the comprehensive exam. Groups will work together to review particular courses in the major and to prepare a study guide highlighting important topics and concepts. Each curricular area must also incorporate related information on cultural diversity and oppressed populations. Each group's study guide must be put into one document and then emailed to Dr. Theriot by February 28th. Dr. Theriot will then post each study guide to BlackBoard for use by all students.

6. Comprehensive Exam

All students will complete a comprehensive exam of multiple choice questions which cover course materials from all of the BSSW courses. This exam will be given on April 11th and **all students** must be present for the exam. In addition to focusing on the study guides prepared for this course, students are also strongly encouraged to review all texts and reserved readings that have been required reading for them in the social work major to date in preparation for this exam.

The course grade will be computed as follows:

Portfolio (due March 14 th)...	40%
Research Project and EURCA...	30%
Intent to participate form (due February 21 st)	2%
Abstract (Draft due January 31 st ; Final due February 21 st)	3%
Poster display (displayed by 4:00pm on March 30 th)	5%
Poster presentation and evaluation (event on March 30 th)	20%
Resume (Draft due February 14 th)...	5%
Class Presentation...	5%
Review Assignment (due February 28 th)...	10%
Comprehensive Exam (tentatively scheduled for April 11 th)...	10%

The grading scale for SW 460 is:

A	90-100	C	70-75
B+	86-89	D	60-69
B	80-85	F	59 and below
C+	76-79		

Extra Credit:

It is the BSSW Program's expectation that all social work majors will participate in the BSSW Student Social Work Organization (SWO) or the University of Tennessee student Chapter of the National Association of Black Social Workers (NABSW-UT). All students who are enrolled in SW 460 are welcome. The SWO meets every Tuesday from 11:10 - 12:25 in Room 209, Henson Hall. This time slot is built into the class schedule as a lab. Given the time of the meetings, students are encouraged to bring their lunch. The NABSW-UT meetings are held on Fridays at 6:00 PM, dates to be announced.

The BSSW-SWO and NABSW-UT are student organizations that provide an excellent opportunity for leadership development, community and university service, the enhancement of group skills, research opportunities, and socialization. These organizations and its activities are viewed as an extension of the BSSW curriculum.

Students in this class will have the opportunity to earn five (5) final grade points for extra credit by attending and participating in the BSSW-SWO and/or NABSW-UT this semester. Your attendance and participation must be documented. Attendance will be taken at each meeting. You must attend seven (7) or more BSSW-SWO meetings during the term. Also, you must participate in one of the organization's standing committees. NABSW-UT participants must attend five (5) meetings, participate in one of the standing committees, and participate in

at least two community service activities. Both attendance and participation are required for extra credit. You will need to complete a form listing your activities in the organization throughout the term. The form will be signed by a committee chairperson and the faculty liaison to the BSSW-SWO and NABSW-UT. The completed, signed form must be handed in to the instructor one week prior to the end of class. Without the signed form verifying your attendance and participation, the extra credit will not be provided.

SW 460–Tentative Seminar Schedule and Readings Spring 2006

- January 17:** Introduction
Sign-up for research presentations
Group assignments given for review assignment
- January 24:** Review of syllabus and assignments
Guidelines for Preparing a Research Abstract
Read: Gosling chapters 1 & 2
- January 31:** Resume development
(UT Career Services)
Read: Gosling chapters 3 & 4
Rough draft of research project title and abstract due via email
- February 7:** Job Interviewing
(UT Career Services)
Read: Gosling chapters 5 & 6
- February 14:** BSSW '04 Alumni panel
Read Gosling chapters 7 & 8
Rough draft of resume due at beginning of class
- February 21:** Discussion of Guidelines and Strategies for Research Presentations
Read Gosling chapters 9 & 10
EURCA final title and abstract due via email
- February 28:** Research Presentations
Read Gosling chapters 11 & 12
Review study guides due via email
- March 7:** Research Presentations
Read Gosling chapters 13 & 15

- March 14:** Research Presentations
Portfolios due by noon today
- March 21:** Spring Break
- March 28:** CCTST test (location to be announced in class)
- March 30:** **EURCA Presentations and Judging** (exact time to be announced in class)
- March 31:** **EURCA Awards Ceremony** (exact time to be announced in class)
- April 4:** EURCA Discussion/De-Briefing
- April 11:** **Senior Comprehensive Exam (location to be announced in class)**
- April 18:** Grant Writing
Course Wrap-Up
- April 25:** Resource Development
Guests: Dean Sowers and Andy Dunsmore

Suggested Readings:

- Beebe, L. (1993). *Professional writing for the human services*. Washington, DC: NASW Press.
- Epstein, M. W., & Aldredge, P. (2000). *Good but not perfect: A study of managed care*. Needham Heights, MA: Allyn and Bacon.
- Gambrill, E., & Pruger, R. (1997). *Controversial Issues in Social Work Ethics, Values and Obligations*. Allyn and Bacon.
- Ginsberg, L. (2001). *Careers in Social Work*. Allyn and Bacon.
- Rapp, C. A. (1998). *The strengths model*. New York, NY: Oxford Press.
- Roberts, A., & Greene, G. (2002). *Social work desk reference*. Oxford: New York.

Roberts, A., & Yeager, K. (Eds.). (2004). *Evidence-based practice manual: research and outcome measures in health and human services*. Oxford: New York.

Schatz, M. S., & Simon, S. (1999). The portfolio approach to generalist social work practice: A successful tool for students in field education. *The Journal of Baccalaureate Social Work*, 5 (1), 99-107.

Specht, H., & Courtney, M. (1994). *Unfaithful angels*. New York, NY: The Free Press.

Spicuzza, F. J. (1996). An evaluation of portfolio assessment: A student perspective. *Assessment Update*, 8 (6), 4-13.

Tierney, E. P. (1996). *How to make effective presentations*. Thousand Oaks, CA: SAGE.

Yaffe, J., & Gotthoffer, D. (2000). *Quick guide to the internet for social work*. New York: NY: Allyn and Bacon.