

**The University of Tennessee
College of Social Work
BSSW Program
Spring 2009**

Social Work 460 - Integrative Seminar (3-credits)

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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 world without borders. 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 today's complex pluralistic world. 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, special populations, and domestic and international challenges, that informs practice interventions;
 - use critical thinking, evaluative skills, and leadership skills to address the needs of a complex, changing global world; 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 BSSW 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 Competencies:

By the completion of this course, the students are expected to be able to demonstrate (through course activities, assignments, and/or exams):

1. Further synthesize their academic experience through the portfolio and research fair experiences
2. Self-evaluate their development in relation to the competencies of the Council on Social Work Education and 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.

Blackboard:

This course utilizes many Blackboard features available through Online@UT. Please make sure the email address listed in the course is your current one. If additional help is needed accessing Blackboard contact helpdesk@utk.edu

Inclement Weather Policy:

Class will be cancelled only if the University is closed due to inclement weather. Campus and local radio and TV stations will be notified so that appropriate announcements may be made. If class is cancelled, any assignments due that day will be due the next time class meets.

Disability Services:

If you need course adaptations or accommodations because of a documented disability, or if you have emergency information to share, please contact the Office of Disability Services at 2227 Dunford Hall 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 SW460, thus affirming your own personal commitment to honor and integrity (*Hilltopics*).

Assignments:

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

1. Portfolio

Each student will prepare a comprehensive portfolio demonstrating achievement of the Council on Social Work education's educational competencies. Incorporating assignments and materials from undergraduate courses and field placements, students will provide no fewer than three (3) proofs in support of each competency. Students also will be expected to provide a narrative statement with each competency that demonstrates critical thinking about the competency and reflection about their growth and development as it relates to each competency. Additional guidelines that will be provided in class. This assignment is due on **March 24th** students need to take the completed portfolio to **323 Henson Hall**. Late portfolios will be

penalized **5-points**, and will not be accepted after **5pm** on **March 25th** (items must be submitted to BSSW Administrative office). Sample portfolios are on reserve in the BSSW Administrative office for your review. **Competencies: 1, 2, 4-6, 8-11**

2. **Resume/Job Search Interview**

Each student will develop a professional resume to be included in his or her portfolio. Additionally, each student will sign up to meet with Career Services representative to practice interviewing for a position. Your resume will be submitted to Career Services representative at that time. In addition, you need to bring a job posting (the actual text of the posting) to the interview with Career Services representative. This needs to be a job that you are truly interested in obtaining, so that the interview with the Career Services representative will be more valuable to you. **Competencies: 3**

3. **Research Project & Systematic Review Assignment(s)**

Building on work done in the fall semester, students will complete their senior research project or systematic review assignment. For research projects, students are expected to meet with Courtney Cronley, in Henson Hall, Room 3, 974-9134, email ccronle1@utk.edu for assistance with all remaining aspects of the projects, including data collection and analysis, interpretation of results, and development of a poster for presentation at the University of Tennessee's Exhibition of Undergraduate Research and Creative Achievement on April 1 and April 2. Gina Cox will assist students to format and print their final poster. The poster and accompanying presentation will resemble poster presentations made by professional social workers at local, national and international social work conferences. Attendance and participation in the research exhibition is mandatory. The grade will be based on a student's initiative to complete their project, preparation for and participation in meetings with Ms. Cronley, and the quality of the research and presentation as evaluated by the college's judges at the research exhibition. The final research project is due no later than March 12th (*no exceptions*) and should be submitted to Courtney Cronley. Grades for the senior research project will be given by Ms. Cronley in consultation with Dr. Hall.

Systematic Review

This assignment should be the culmination of your work throughout this semester and the previous semester on your research question determining the support for your specified intervention(s). The systematic should be at least 15 pages long, but no longer than 20. In the paper should be formatted according to APA 5th edition, 15-20 pages and you must include the following components:

- (a) An "Introduction" – introduce the problem your intervention deals with, tell the reader about the significance of the problem, and give a brief overview of what is encompassed in the intervention(s) that you examined
- (b) A "Search Strategy" section – this is where you tell the reader how you went about finding the articles that you are including in your systematic review. Include what databases you searched, the search terms used, the years you searched through and any additional ways you found empirical articles. Give a description of how you narrowed down the articles you found through your search to the ones you have included in your review.
- (c) The "Results" section – in this section you analyze the methodological quality of the studies you have chosen to include in the systematic review. You will also come up with your conclusion about the support for using your specified intervention(s) for the specific problem you addressed. The results section should include a table listing all of the articles that you have included in your paper for review. Along the column headings it should include the Author(s)/Year of the article, Participant description, Intervention used in the article, the outcome measured, how the authors measured the outcome, the results of the study and the study design. The row should be the articles included in your systematic review (see the example provided by Gellis and Kenaley, 2007; TABLE 2)
- (d) Discussion/Applications to Social Work section – to close your paper, after you have given your conclusions about the intervention(s) in relation to the specified problems, include a discussion section where you talk about how what you have found can be applied to the field of social work.

The paper must be submitted to the Digital Dropbox on Blackboard before **2pm, April 1st** (*no exceptions*). [Competencies: 1, 2, 4-6, 8-11](#)

4. **Curriculum 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 group's study guide must be put into one document and submitted to the Digital Dropbox on Blackboard by **February 24th**, late assignments will be penalized **3-points**, and will not be accepted after 5pm on **February 25th**. [Competencies: 1, 2, 4-6, 8-11](#)

5. **BSSW Comprehensive Exam**

All students will complete a comprehensive exam of multiple choice questions which cover course materials from all of the BSSW courses. 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 exam will be available online **April 7th**. No make-up exams will be allowed unless you obtain permission from the instructor prior to the start of class the day the exam is given. [Competencies: 1, 2, 4-11](#)

6. **California Critical Thinking Skills Test (CCTST)**

All students will complete the university's critical thinking skills assessment on April 7. The exam is administered in class and no make-up exams will be allowed regardless of reason or necessity. The grade for this assignment is based on successful completion of the test. [Competencies: 10](#)

Grading:

Students will be evaluated by total points earned in this course as outlined above. The grading scale by total points is as follows:

Portfolio	30
Research Project/Systematic Reviews	30
Resume/Job Search/Interview (Sign up with Career Services representative TBD)	10
Review Assignment	15
Comprehensive Exam (tentatively scheduled for April 7 th)	10
California Critical Thinking Skills Test	5

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

COURSE ASSIGNMENTS

January 13	Introduction Review of syllabus and assignments
January 20	Guidelines for Preparing a Research Abstract <i>Readings: Gosling (1999) Scientist's Guide to Poster Presentations, Chapter 4, pg 21-25.</i> <i>Publication Manual of the American Psychological Association, Fifth Edition (2001) pg. 12 – 15.</i>
January 27	UT Career Services (TBA)

February 3	UT Career Services (TBA)
February 10	BSSW Alumni Panel
February 17	Discussion of Guidelines and Strategies for Research Presentation Guest Speaker(s)
February 24	Guidelines for Preparing Research Poster Presentation Guest Speaker
March 3	Research Project Preparation Consultations
March 10	Research Project Consultations
March 16-20	Spring Break
March 24th	Research Project & Systematic Review Consultations
March 31	BSSW Comprehensive Exam
April 1	EURCA Presentations and Judging (UC Ballroom)
April 2	EURCA Awards Ceremony (Location TBA)
April 7	CCTST test
April 14	EURCA Discussion/De-Briefing Grant Writing-Course Wrap-Up
April 21	Resource Development Guest Speaker