

**MISSISSIPPI VALLEY STATE UNIVERSITY  
DEPARTMENT OF SOCIAL WORK  
SPRING 2015-2016  
SW 437 INTEGRATION SEMINAR**

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

**Academic Term and Year:**

**Course Prefix and Number:** SW 437-HE1

**Course Title:** INTEGRATION SEMINAR

**Days, Time and Location of class:**

**Professor:**

**Office Location:** William Sutton Administration

**Office Hours:**

**Office Phone Number:**

**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**

**EPAS Competency: 2.1.1** Identify as a professional social worker and conduct oneself accordingly.

**EPAS Competency: 2.1.2** Apply social work ethical principles to guide professional practice.

**EPAS Competency: 2.1.3** Apply critical thinking to inform and communicate professional judgments.

**EPAS Competency: 2.1.4** Engage diversity and difference in practice.

**EPAS Competency: 2.1.5** Advance human rights and social and economic justice.

**EPAS Competency: 2.1.6** Engage in research-informed practice and practice-informed research.

**EPAS Competency: 2.1.7** Apply knowledge of human behavior and the social environment.

**EPAS Competency: 2.1.8** Engage in policy practice to advance social and economic well-being and to deliver effective social work practice.

**EPAS Competency: 2.1.9** Respond to contexts that shape practice.

**EPAS Competency: 2.1.10(a)–(d)** Engage, assess, intervene, and evaluate with individuals, families, groups, organizations, and communities.

**Rural Competency: 2.1.11:** Use interventions that recognize the needs and strengths present in rural communities.

**Rural Competency: 2.1.12:** Coordinate interventions with social workers, related professions, leaders and citizens in rural areas in order to develop resources and programs that enhance services for rural clients.

**EXPECTED PRACTICE BEHAVIORS**

Course Competencies	Course Practice Behaviors	Assessment of Practice Behaviors
1. Students will <b>identify</b> as a professional social worker and conduct oneself accordingly	Social workers <ul style="list-style-type: none"> <li>• advocate for client access to the services of social work;</li> <li>• practice personal reflection and self-correction to assure continual professional development;</li> <li>• attend to professional roles and boundaries;</li> <li>• demonstrate professional demeanor in behavior, appearance, and communication;</li> <li>• engage in career-long learning; and</li> <li>• use supervision and consultation.</li> </ul>	Discussion/Portfolio
2. Students will <b>apply</b> social work ethical principles to guide professional practice.	Social workers <ul style="list-style-type: none"> <li>• recognize and manage personal values in a way that allows professional values to guide practice;</li> <li>• make ethical decisions by applying standards of the National Association of Social Workers Code of</li> </ul>	Portfolio

	<p>Ethics and, as applicable, of the International Federation of Social Workers/International Association of Schools of Social Work Ethics in Social Work, Statement of Principles;</p> <ul style="list-style-type: none"> <li>• tolerate ambiguity in resolving ethical conflicts; and</li> <li>• apply strategies of ethical reasoning to arrive at principled decisions.</li> </ul>	
<p>3. Students will <b>apply</b> critical thinking to inform and communicate professional judgements</p>	<p>Social workers</p> <ul style="list-style-type: none"> <li>• distinguish, appraise, and integrate multiple sources of knowledge, including research-based knowledge, and practice wisdom;</li> <li>• analyze models of assessment, prevention, intervention, and evaluation; and</li> <li>• demonstrate effective oral and written communication in working with individuals, families, groups, organizations, communities, and colleagues.</li> </ul>	<p>Portfolio/Question of the Week</p>
<p>4. Students will <b>demonstrate</b> an understanding of diversity and difference in practice</p>	<p>Social workers</p> <ul style="list-style-type: none"> <li>• recognize the extent to which a culture's structures and values may oppress, marginalize, alienate, or create or enhance privilege and power;</li> <li>• gain sufficient self-awareness to eliminate the influence of personal biases and values in working with diverse groups;</li> <li>• recognize and communicate their understanding of the</li> </ul>	<p>Portfolio/Question of the Week</p>

	<p>importance of difference in shaping life experiences; and</p> <ul style="list-style-type: none"> <li>• view themselves as learners and engage those with whom they work as informants.</li> </ul>	
5. Students will <b>put into practice</b> the advancement of human rights and social and economic justice	<p>Social workers</p> <ul style="list-style-type: none"> <li>• understand the forms and mechanisms of oppression and discrimination;</li> <li>• advocate for human rights and social and economic justice; and</li> <li>• engage in practices that advance social and economic justice.</li> </ul>	Discussion/Portfolio/ Presentation
6. Students will <b>perform</b> research-informed practice and practice-informed research	<p>Social workers</p> <ul style="list-style-type: none"> <li>• use practice experience to inform scientific inquiry and</li> <li>• use research evidence to inform practice.</li> </ul>	Portfolio
7. Students will <b>apply</b> knowledge of human behavior and the social environment	<p>Social Workers</p> <ul style="list-style-type: none"> <li>• utilize conceptual frameworks to guide the processes of assessment, intervention, and evaluation ; and</li> <li>• critique and apply knowledge to understand person and environment.</li> </ul>	Portfolio
8. Students will <b>engage</b> in policy practice to advance social and economic well-being and to deliver effective social work services	<p>Social workers</p> <ul style="list-style-type: none"> <li>• analyze, formulate, and advocate for policies that advance social well-being; and</li> <li>• collaborate with colleagues and clients for effective policy action.</li> </ul>	Portfolio
9. Students will <b>interpret</b> contexts that shape practice	<p>Social workers</p> <ul style="list-style-type: none"> <li>• continuously discover, appraise, and attend to changing locales, populations, scientific and</li> </ul>	Portfolio

	<p>technological developments, and emerging societal trends to provide relevant services; and</p> <ul style="list-style-type: none"> <li>• provide leadership in promoting sustainable changes in service delivery and practice to improve the quality of social services.</li> </ul>	
<p>10. Students will <b>engage, assess, intervene, and evaluate</b> individuals, families, groups, organizations, and communities</p>	<p><b><i>Engagement</i></b> Social workers</p> <ul style="list-style-type: none"> <li>• substantively and affectively prepare for action with individuals, families, groups, organizations, and communities;</li> <li>• use empathy and other interpersonal skills; and</li> <li>• develop a mutually agreed-on focus of work and desired outcomes.</li> </ul> <p><b><i>Assessment</i></b> Social workers</p> <ul style="list-style-type: none"> <li>• collect, organize, and interpret client data;</li> <li>• assess clients strengths and limitations;</li> <li>• develop mutually agreed-on intervention goals and objectives; and</li> <li>• select appropriate intervention strategies.</li> </ul> <p><b><i>Intervention</i></b> Social workers</p> <ul style="list-style-type: none"> <li>• initiate actions to achieve organizational goals;</li> <li>• implement prevention interventions that enhance client capacities;</li> <li>• help clients resolve problems;</li> <li>• negotiate, mediate, and advocate for clients; and</li> <li>• facilitate transitions and endings.</li> </ul> <p><b><i>Evaluation</i></b></p>	<p>Portfolio/Presentation</p>

	<ul style="list-style-type: none"> <li>• Social workers critically analyze, monitor, and evaluate interventions.</li> </ul>	
11. Students will <b>use</b> interventions that recognize the needs and strengths present in rural communities	<p>Social workers</p> <ul style="list-style-type: none"> <li>• understand and use appropriate interventions needed to address the strengths of individuals, families, groups, and communities in rural areas.</li> </ul>	Portfolio/Presentation
12. Students will <b>coordinate</b> interventions with social workers, related professions, leaders, and citizens in rural areas in order to develop resources and programs that enhance services for rural clients	<p>Social workers</p> <ul style="list-style-type: none"> <li>• demonstrate knowledge of local resources in rural settings in order to effectively empower children and families to enhance their capacities.</li> </ul>	Portfolio/Presentation

## **COURSE REQUIREMENTS**

### **Required Textbooks:**

Doel, M., Shardlow, S. M., & Johnson, P. G. (2011). Contemporary Field Social Work. Integrating Field and Classroom Experience. Sage Publications, Inc.

Mississippi Valley State University Social Work Field Manual available on Mississippi Valley State University web site [www.mvsu.edu](http://www.mvsu.edu)

**Supplemental Texts:** None

### **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.

**Required Tasks/Activities:**

1. Each student will prepare a portfolio including all of the below elements (beginning with #2 through #6). You will be required to purchase a 2 inch binder to place all of your information in throughout this semester. The binder should be in a professional color, preferably black. Your binder must have a clear cover on the front where you can insert a nice typed cover page. You will also need to purchase clear plastic covers to insert the various assignments. I strongly recommend that you purchase labels to tab off the various assignments as well. This will allow me to easily find the necessary and required information. Moreover, you will need to create a table of contents page for your portfolio. All assignments will be turned in to me and you will also keep a copy for your binder. This professional portfolio can be picked up by each student after it has been graded.
2. Student mezzo project must be evidenced using the guidelines in the syllabus.
3. Student will prepare a presentation of practice situation in which they will present in class and place in portfolio.
4. Student will prepare a resource file that must include (10) resources, that will be placed in the portfolio.
5. Student will respond effectively to the question of the week as assigned by the instructor.
6. Student will prepare a final integrative paper that is placed in the portfolio.
7. Student will prepare a professional resume that will also be included in the portfolio.
8. Students will participate in the Domestic Violence walk in the month of October.
9. Students will be responsible for participation in two community projects which include feed the hungry and adopt a family.

**Evaluation Procedures:**

Field Activity Logs	10 points each = 150 points
Presentation	= 100 points
Mezzo Project	= 100 points
Question of the day	= 100 points
Resume	= 100 points
Resources File	= 25 points

Integrative Paper/Portfolio	= 150 points
Total	= 975

**Performance Standards:**

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

Total Points for Class

877 – 975 = A

780- 876 = B

682 –779 = C

585 -681 = D

584- 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](mailto:billy.benson@mvsu.edu).

**COURSE ACTIVITIES**

<b>Week One</b>	Getting to know your placement.	Students will complete all necessary paperwork to start field practicum.
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<b>Week Two</b>	HOLIDAY	Holiday
<b>Week Three</b>	Review Learning Contract Learning about yourself	Students will turn in learning contract and discuss Chapter 1 & 2 of the text.
<b>Week Four</b>	Online	Question of the week. Respond and comment to other student online response.
<b>Week Five</b>	Chapter 3	Review Chapter 3 as it relates to field practicum.
<b>Week Six</b>	Chapter 4 & 5 Online	Question of the week. Respond and comment.
<b>Week Seven</b>	Cultural Competence/Ethical Dilemmas	Students will point out and discuss any culture and ethical dilemmas in which they have faced while in practicum.
<b>Week Eight</b>	Mid-Term Mock Social Work Practice Test	Students will take a mock test to help with preparing for the bachelor of social work licensure exam.
<b>Week Nine</b>	Break	Break
<b>Week Ten</b>	Presentation	Students will present a practice situation that had a greatest impact on their learning experience.
<b>Week Eleven</b>	Chapter 7 & 8	Students will discuss Chapter 7 and 8 in which they will relate it to their field practicum
<b>Week Twelve</b>	Holiday	Holiday
<b>Week Thirteen</b>	Mock Social Work Practice Test	Students will take a mock test to help with preparing for the bachelor of social work exam.
<b>Week Fourteen</b>	Online Reflections & Evaluations	Students will reflect back on their experiences while in field practicum and discuss.

<b>Week Fifteen</b>	Portfolio Due	Portfolio Due
<b>Week Sixteen</b>	Final Exams	Final Exams

## BIBLIOGRAPHY

- Bogo, M. (2015). Field Education for Clinical Social Work Practice: Best Practices and Contemporary Challenges. *Clinical Social Work Journal*.43(3), 317-324.
- Buck, P. W., Fletcher, P., Bradley, J. (2016). Decision-making in Social Work Field Education: A “Good Enough” Framework. *Social Work Education*. 35(4), 402-413.
- Flynn, C., Kamasua, J., Brydon, K., Lawihin, D., Kornhauser, T., & Grimes E. (2014). Preparedness for Field Education Placement: Social Work Students’ Experiences in Papua New Guinea. *Social Work Education*. 33(4), 435-450.
- Hemy, M., Boddy, J., Chee, P., & Sauvage, D. (2016). Social Work Students “Juggling” Field Placement. *Social Work Education*. 35(2), 215-228.
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- Nichols, Q. (2012). Connection core competencies: A workbook for social work students. Ally & Bacon.
- Poole, J., Rife, J. C., Pearson, F., Moore, L., Reaves, A. M., and Moore, W., (2013). Innovative Social Work Field Education in Congregational and Community-based Settings Serving Persons Fifty Five +: An Interdisciplinary Training Initiative for BSW and MSW Students. *Social Work & Christianity, Journal of the North American Association of Christians in Social Work*.40(4). 404-421.
- Testa, D., & Egan, R. (2016). How useful are discussion boards and written critical reflections in helping social work students critically reflect on their field education placements?. *Qualitative Social Work*. 15(2), 263-280.