



DEPARTMENT OF SOCIAL WORK
SW 4690-B03: Integrative Seminar in Social Work
[3.0 CREDIT HOURS]

Spring 2025

Instructor Information

Instructor:	Scott Coble LMSW, CPRS
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	Tuesdays and Thursdays: 11:30 AM – 1:30 PM; Fridays: 10:15 – 11: 15 AM; all other times by appointment only
Office Hours:	A student can expect to receive a response from the instructor within 48 hours of a student's email to the instructor unless notified of extenuating circumstances. Students may also meet with the instructor via Zoom .

Course Information

Catalog Description

An opportunity for the student, with instructor and peers, to explore the knowledge, values, and skills gained from academic and field experiences and to synthesize and integrate theory and practice.

Course Description

This course is a required course for social work majors in the final semester of their senior year, concurrent with SW 4681. Students continue the process of integrating their learning from the entire social work educational experience, including the liberal arts perspective and the professional social work foundation. The professional foundation includes content on social work values and ethics, diversity, social and economic justice, populations-at-risk, human behavior, and the social environment, social welfare policy and services, social work practice, research, and practicum. This course assists students in their preparation for the job market and continued lifelong learning.

Prerequisites

SW 2570, SW 2630, SW 3000, SW 3110, SW 3120, SW 3160, SW 3161, SW 3200, SW 4580, SW 4581, SW 4582, and senior standing. Must be admitted to the Social Work program.

Student Learning Outcomes

Upon successful completion of this course, the student will demonstrate an ability to

1. Demonstrate ethical and professional behavior within the context of generalist social work practice while identifying issues inherent in the role transition from student to social work professional, with particular attention to the impact this transition has for professional development.
2. Apply generalist practice knowledge, skills, values, and cognitive and affective processes engaging diversity and difference in practice while advancing human rights and social, racial, economic, and environmental justice.
3. Demonstrate understanding of Anti-Racism, Diversity, Equity, and Inclusion (ADEI) in Practice with individuals, families, groups, organizations, and communities. Engage, assess, intervene, and evaluate families, groups, organizations, and communities within the context of generalist practice.
4. Engage, assess, intervene, and evaluate families, groups, organizations, and communities within the context of generalist practice.

Council on Social Work Education (CSWE) 2022 Educational Policy and Accreditation Standards (EPAS)

Competency 1: Demonstrate Ethical and Professional Behavior.

Competency 2: Advance Human Rights and Social, Racial, Economic, and Environmental Justice.

Competency 3: Engage Anti-Racism, Diversity, Equity, and Inclusion (ADEI) in Practice.

Competency 4: Engage in Practice-Informed Research and Research-Informed Practice.

Competency 5: Engage in Policy Practice.

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

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

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

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

Successful completion of this course implies that the student has achieved competency in the following practice behaviors:

Competency	Practice Behavior	*Standardized Assignment	Dimensions
<i>Competency 1:</i> Demonstrate Ethical and Professional Behavior	1.d. Use supervision and consultation to guide professional judgment and behavior.	ePortfolio	KSC & AP
<i>Competency 2:</i> Advance Human Rights and Social, Racial, Economic, and Environmental Justice	2.a. Advocate for human rights at the individual, family, group, organizational, and community system levels.	ePortfolio	KSC & AP
<i>Competency 3:</i> Engage Anti-Racism, Diversity, Equity, and Inclusion (ADEI) in Practice	3.b. Demonstrate cultural humility by applying critical reflection, self-awareness, and self-regulation to manage the influence of bias, power, privilege, and values in working with clients and constituencies,	ePortfolio	KSC & AP

Competency 9: Evaluate with Individuals, Families, Groups, Organizations, and Communities	acknowledging them as experts of their own lived experiences.		
	9.a. Select and use culturally responsive methods for evaluation of outcomes	ePortfolio	KSC & AP
	9.b. Critically analyze outcomes and apply evaluation findings to improve practice effectiveness with individuals, families, groups, organizations, and communities.	ePortfolio	KSC & AP

MT ENGAGE DESIGNATED COURSE

Connect, Reflect, Engage! In this MT Engage course, you will be an active learner who participates in a beyond-the-classroom experience and makes connections across learning opportunities. You will complete reflections that help you make sense of your learning and its value to your educational and career goals. To support developing a sense of yourself as a learner, upload at least one assignment from this course involving reflection to your OneDrive and create a folder named MT Engage so you can easily locate all the work from your MT Engage classes. Then, look back on this collection of your work later to assess your growth and identify the knowledge, skills, and abilities you have developed during your time at MTSU. The ***ePortfolio Oral Presentation** and **Reflective Essay** are the designated components for the MT Engage assignment. Additional information can be found under Course Assignments in the syllabus, and the instructor will provide additional information in class. For more information, go to <https://w1.mtsu.edu/mtengage/index.php>.

ePortfolio Statement: As part of the MT Engage program, students will build an ePortfolio presentation showcasing their ability to make connections across and reflect on various learning experiences. Students should be aware that ePortfolios are not to contain confidential personal information and that a student's unauthorized storage or use of copyrighted works or proprietary information in an ePortfolio is prohibited. ePortfolio privacy: ePortfolios are private until the public link is shared (this access continues until the box is unchecked). ePortfolios are not internet-searchable until they are posted to a host webpage.

EXPERIENTIAL LEARNING COURSE (EXL)

This course is an **experiential learning course** that includes a hands-on learning project (applied learning, service learning, creative activity, teacher education, laboratory, co-op, or internship). MTSU's goal is to provide relevant real-world learning opportunities that will benefit students. This course will count toward the completion of the EXL Scholar Graduation Distinction. The EXL Scholar Distinction requires at least 16 credit hours of EXL coursework, including the 1-credit hour EXL 4000 course, which will be taken during the final semester. Additional requirements for the EXL Scholar Distinction include external experience and an internal MTSU-sponsored service activity. Students who qualify as EXL Scholars will receive cords for graduation and be recognized by President McPhee during the commencement ceremony, as well as a notation on the official transcript and a certificate for framing. For more information about the EXL Scholars Program, visit <https://w1.mtsu.edu/exl/index.php>. It is strongly recommended that you retain copies of all coursework, as it will be helpful if you wish to pursue the EXL Scholar Graduation Distinction.

Course Content Areas

- I. Introduction to practicum and academic experiences
- II. Ethical and professional behavior
- III. Human rights and social, racial, economic, and environmental justice
- IV. Anti-racism, diversity, equity, and inclusion (ADEI) in practice
- V. Professional practice
- VI. Professional evaluation
- VII. Professional future

Course Materials

Required Textbook

No textbook is required for the course. However, supplemental reading and learning materials are outlined in the Course Schedule and in D2L. Designated textbook chapters from SW: 4681 will be utilized. Required textbooks for social work majors are also available as reserved resources in the university library. Additionally, the NASW Code of Ethics booklet and the APA 7th edition manual can be purchased at www.mtsu.bncollege.com.

Tevera Practicum Management and Accreditation Software

Tevera is a web-based data management system that the Department of Social Work uses to collect data for assessment, evaluation, and accreditation. It is an integral part of all core courses, including practicum education. Practicum candidates are expected to have an activated Tevera account. Candidates for the BSW and MSW programs will complete assignments, assessments, and time logs, which require an activated account. **There are no exceptions to this policy for social work majors.**

Tevera is a one-time purchase that you will have lifetime access to. Once purchased, Tevera must be activated. You **DO NOT** need to purchase and activate Tevera a second time or for any subsequent courses. Tevera is covered through financial aid with the University Bookstore only.

<https://mtsu.bncollege.com/>

<https://knowledge.tevera.com/space/AS/622428297/Tevera+Purchase+Options>

Recommended

American Psychological Association. (2020). *Publication manual of the American Psychological Association* (7th ed.). Author.

Supplementary Reading

The social work profession is guided by six core values: service, social justice, dignity and worth of the individual, importance of human relationships, integrity, and competence. Values and principles establish standards for social workers' behavior. Social work professionals must continuously develop their knowledge, skills, and judgment to ensure ethical practice. Students are expected to review the professional ethics of social work as outlined by the following organizations and documents:

International Federation of Social Workers (IFSW)	https://www.ifsw.org/global-social-work-statement-of-ethical-principles/
National Association of Black Social Workers (NABSW)	https://www.nabsw.org/page/CodeofEthics
National Association of Social Workers (NASW)	https://www.socialworkers.org/about/ethics/code-of-ethics
Universal Declaration of Human Rights	https://www.un.org/en/about-us/universal-declaration-of-human-rights

Standardized Examinations Requirements

The following are **required standardized examinations** for **all graduating seniors at MTSU**.

1. **General Education Core** - All university graduates must complete a group of basic courses known as the General Education Core. Undergraduate students demonstrate their basic knowledge by taking a General Education exam the semester they graduate. MTSU's current General Education exam is the California Critical Thinking Skills Test (CCTST). The exam is given to all seniors who will graduate with a bachelor's degree. Test dates are scheduled during the summer, fall, and spring semesters. Testing sessions last approximately one hour online. The exam is online at the University Testing Center in the KUC. You will take this exam on your own time, not class time. For additional information, you may send an email to iepr@mtsu.edu.
2. **Area Concentration Achievement Test (ACAT)** - All graduating seniors at MTSU must take a Major Field Test. For social work, the Major Field Test is the Area Concentration Achievement Test (ACAT), which assesses content knowledge and retention by students at the completion of their major field of study. This is an online exam. **Students should schedule the above major field tests by visiting the website <https://w1.mtsu.edu/testing/online.php>.**

For both exams, students who are registered with the Disability Access Center (DAC) will need to check to see if they are eligible to waive the exams. To receive a waiver of exams, students must check with DAC at 615-898-2783 or dacemail@mtsu.edu. Additional information regarding these examinations can be found at https://w1.mtsu.edu/iepr/field_test.php.

Graduation Information

Additional graduation information may be found at <https://w1.mtsu.edu/one-stop/index.php>.

Academic Integrity/Misconduct

Please review the [Academic Misconduct](#) and information on [Academic Integrity and Misconduct](#). Academic integrity is a hallmark of Middle Tennessee State University. We expect students to present original work for all academic assignments turned in for credit and appropriately credit all sources used. Academic misconduct includes, but is not limited to:

1. **Plagiarism:** Plagiarism includes, but is not limited to, the adoption or reproduction of ideas, words, statements, images, or works from another source as one's own without proper attribution. This includes self-plagiarism, which occurs when an author submits material or research from a previous academic exercise to satisfy the requirements of another academic exercise and uses it without proper citation of its reuse. Plagiarism also

includes the unauthorized use of paraphrasing tools or “text spinners” and artificial intelligence software.

2. **Cheating:** Cheating includes, but is not limited to, using or attempting to use unauthorized materials, information, or aids in any academic exercise or test/examination. Cheating also includes unapproved collaboration, which occurs when a student works with others on an individual academic exercise without the express permission of the faculty member. Unapproved collaboration can also include but is not limited to, sharing of any physical or electronic papers, exams/quizzes, assignments, and/or posting of same to unauthorized websites.
3. **Fabrication:** Fabrication includes, but is not limited to, unauthorized falsification or invention of any information or citation in an academic exercise.

Academic misconduct includes using information online without proper citation, copying parts of other students’ work, creating information to establish credibility, or using someone else’s thoughts or ideas without appropriate acknowledgment. If you have a question about an assignment, please ask me to clarify. All cases of academic misconduct will be reported to the Director of Student Academic Ethics and may result in failure on the test/assignment or for the course.

Students guilty of academic misconduct are immediately responsible to the class instructor. In addition to other possible disciplinary sanctions (including suspension from the university), which may be imposed through the regular institutional procedures as a result of academic misconduct, the instructor has the authority to assign an “F” or zero for an activity or to assign an “F” for the course. Students accused of plagiarism will be immediately reported to the Director of Student Academic Ethics.

If applicable, the instructor will submit materials to [Turnitin](#), an online plagiarism detection service. Students are expected to review the Turnitin report generated for their assignments and self-check for plagiarism. Resources on proper citation techniques are available within the course modules or through the [University Writing Center](#).

Student Evaluation

Student evaluation may include but is not limited to in-class assignments, written assignments, and oral presentations.

Course Evaluation

Course evaluations will be conducted through the Middle Tennessee State University student evaluation system. Students are welcome to provide individual suggestions and comments. Faculty peer evaluations may also be utilized at the instructor’s discretion.

Make-Up Policy

A calendar of due dates for course assignments is provided in the syllabus and D2L. Late assignments will not be accepted and will only be considered for extenuating circumstances.

Attendance Reporting

Class attendance is expected and will be monitored to keep the students on track. MTSU requires that instructors complete an attendance report for each course at midterm and the end of each

semester. The student is also expected to participate in all interactive aspects of the course (in-class and online). For example, you must communicate with other students via emails and chat discussion board exchanges (if applicable). **Students are also expected to regularly check any posts in the D2L News Feed and their D2L email for announcements and instructions regarding class assignments.**

Course Requirements

Class Attendance, Participation, and Professionalism- Students are expected to attend class and exhibit mutual respect, active involvement, and professional behavior and language in the course. Mutual respect and active involvement are expected in class. Students must follow the Academic and Professional Standards of the Department of Social Work (see the MT Social Work Student Handbook). If the instructor notices a student's lack of participation trends, an in-person or virtual meeting may be called to address participation issues.

There are **two (2)** types of assignments in the course. Unless otherwise specified, all assignments utilize the APA 7th edition format, and course assignments will be submitted in D2L. Students should label assignments to the Dropbox as such:

Submit **all assignments to the corresponding Dropbox in D2L**. ALL written assignments **MUST** be submitted using MS Word (not PDF or Google docs). Title the assignment as follows: Last Name_First Name Initial-SW 4690-B01-Artifact 1 (e.g., Coble_S-SW 4690-B01-Artifact 1).

- 1. ePortfolio Project** –An ePortfolio is a digital collection of artifacts, such as documents, images, videos, and reflections, that showcase an individual's learning, skills, achievements, and experiences over time. It serves as a personal or professional portfolio, enabling users to organize and present their work in a way that demonstrates their growth and accomplishments to others, such as instructors, employers, or peers.

An ePortfolio can be constructed using any variety of mediums: PowerPoint, Canva, and the D2L ePortfolio module, among the most common. The ePortfolio Project for Integrative Seminar in Social Work aims to evaluate students' ability to integrate knowledge, values, and skills for professional social work practice. Students will select one of the Grand Challenges for Social Work (<https://grandchallengesforsocialwork.org/>) as the foundation for their project. The ePortfolio project consists of **four** components: (1) In-Class Assignments, (2) Artifacts, (3) ePortfolio Slide Deck/Oral Presentation, and (4) Reflective Essay.

- 1.1. In-Class Assignments (ICA):** Students will complete **eight (8)** ICAs designed to reinforce learning objectives related to course topics and build toward the ePortfolio. Students must be present in class to earn points unless otherwise specified. Attendance policies and makeup procedures apply as outlined in the course syllabus.
- 1.2. Artifacts:** Students will compile **eight (8)** artifacts to demonstrate their achievement of competencies in generalist professional social work practice. These artifacts collectively showcase the student's progress and readiness for professional practice, forming the foundation of the ePortfolio. **No screenshots of these artifacts are permitted.**
 - 1.2.1. Artifact 1-ePortfolio Training and Documentation:** The student should submit evidence of **attendance and completion** of ePortfolio Training.
 - 1.2.2. Artifact 2-ePortfolio Writing Center Consultation:** The student should submit evidence of **attendance and completion** of a Writing Center Consultation.

- 1.2.3. **Artifact 3-Plan Development:** The student should submit their plan development for completing the ePortfolio project highlighting insights gained from academic and practicum experiences and preparation for professional practice.
 - 1.2.4. **Artifact 4-Competency Matrix:** The student should submit a Competency Matrix showcasing how program courses, assignments, and experiences align with achieving specific social work competencies.
 - 1.2.5. **Artifact 5-ACAT Results:** The student should submit their ACAT results (refer to standardized assignment details in the syllabus and course calendar).
 - 1.2.6. **Artifact 6-Career Development Consultation and Documentation:** The student should submit evidence of **attendance and completion** of a Career Development Center Consultation focused on career transition advising. This artifact demonstrates the student's engagement in professional development and preparation for transitioning into the social work profession.
 - 1.2.7. **Artifact 7-Resume Consultation and Documentation:** The student should submit evidence of **attendance and completion** of a resume consultation at the Career Development Center.
 - 1.2.8. **Artifact 8-Resume:** The student should submit their completed resume.
- 1.3. ***ePortfolio Oral Presentation-**The ePortfolio Oral Presentation is the **Standardized Assignment and MTE Signature Assignment for Integrative Seminar in Social Work** and serves as a key component of the course. In addition to this accounting for 20% of the available points to be accumulated for the course (see Grading Distribution below), a non-numeric assessment will be utilized to calculate scores for achieving specific competencies. The instructor will provide students with a competency report in the Tevera Practicum Management and Accreditation system before the end of the semester.
- 1.3.1. **Submission:** Students are required to submit both a draft and the final version of their slide deck (e.g., PowerPoint, Canva) to D2L before delivering their oral presentation. Please refer to the course calendar for submission deadlines. The slide deck must contain a minimum of 10-20 slides, not including the title and reference slides, to sufficiently address the material for the ePortfolio.
 - 1.3.2. **Presentation:** Each student will present for 15-20 minutes to their peers, faculty, social work advisory board members, and other professionals.
 - 1.3.3. **Requirements:** Minimum of five (5) scholarly references and five (5) in-text citations. References must be from peer-reviewed articles or scholarly publications published in the last ten years.
 - 1.3.4. **Oral Presentation Overview:** Students will develop their ePortfolio Oral Presentation based on a Grand Challenge for Social Work, <https://grandchallengesforsocialwork.org/>. The presentation emphasizes reflection, integrative learning, and professional preparation using Borton's Framework of Reflection (refer to D2L). Borton's Reflective Framework helps describe what happened (What?), analyze what happened (So What?), what to do next, and what the learning experience means [for future practice] (Now What?).

Presentation Format: Students will utilize the format listed below to develop their slide decks and use them as "talking points" for their oral presentation.

- **Introduction**
 - Introduce the topic, purpose, and yourself.
 - Connection to Experiences (MTE Indicator 1); Competencies 1, 2, 9; Borton's Framework (What)
- **Experiences**
 - Discuss experiences related to the selected top, connecting learning to real-world practice.
 - Connection to Experiences (MTE Indicator 1); Competencies 1, 2, 3, 9; Borton's Framework (What)
- **Professional Practice**
 - Review the professional ethics of social work as guided by **IFSW**, **NABSW**, and **NASW**.
 - Reflect on managing personal biases, maintaining professional values, and ensuring ethical practice.
 - Discuss steps taken for professional presentation, preparation, and ethical decision-making.
 - Connection to Discipline (MTE Indicator 2); Competencies 1, 2, 3, 9; Borton's Framework (What)
- **Practice Evaluation**
 - Describe how you will evaluate your work with individuals, families, groups, organizations, or communities in diverse settings.
 - Include reflections on coursework, practicum experiences, theories, and interventions of interest.
 - Transfer knowledge to demonstrate competency in generalist social work practice.
 - Transfer and Integrated Communication (MTE Indicators 3 and 4); Competencies 1, 2, 3, 9; Borton's Framework (So What).
- **Reflection and Self-Assessment**
 - Synthesize learning from the program and articulate its impact on future professional and ethical practice. Reflect on steps for continued growth and readiness for professional challenges.
 - Reflection and Self-Assessment (MTE Indicator 5); Competencies 1, 2, 3, 9; Borton's Framework (Now What).

1.4. ****The Reflective Essay** is designed to provide students with the opportunity to synthesize learning from coursework, practicum experiences, and professional preparation and demonstrate readiness for ethical and effective social work practice. This essay mirrors the structure of the Oral Presentation, using the same headings to organize content (**the Introduction heading should not be in bold**). The essay also represents the written portion of the designated **MT Engage assignment**.

Requirements: The page requirement is four to five pages (excluding title and reference pages). Align with the Oral Presentation structure, incorporating Borton's Framework of Reflection ("What? So What. Now What?"). The essay will be evaluated using the MTE Signature Assignment rubric available in D2L.

2. **BSW Senior Exit Survey**-Students will complete a **Senior Exit Survey** to provide feedback on their educational experience. This feedback helps the department improve the program

and better support future students. Additional details about the survey will be provided during class.

Grade Distribution

1-ePortfolio Project

1.1.- In-Class Assignments (8 @ 10 points each)	80 Total Possible Points
1.2.-Artifacts	100 Total Possible Points
1. ePortfolio Training and Documentation	10 Total Possible Points
2. ePortfolio Writing Center Consultation and Documentation	10 Total Possible Points
3. Plan Development	20 Total Possible Points
4. Competency Matrix	20 Total Possible Points
5. ACAT Results	10 Total Possible Points
6. Career Development Center Consultation and Documentation	10 Total Possible Points
7. Resume Consultation and Documentation	10 Total Possible Points
8. Resume	10 Total Possible Points
1.3.-ePortfolio Slide Deck/Oral Presentation	240 Total Possible Points
• ePortfolio slide deck-draft	25 Total Possible Points
• ePortfolio slide deck-final	75 Total Possible Points
• Oral Presentation skills per Instructor Feedback	100 Total Possible Points
• Peer Feedback (oral presentation) – 15 points for attendance to the three class sessions dedicated for this purpose	40 Total Possible Points
1.4.-Reflective Essay	50 Total Possible Points

2-BSW Senior Exit Survey

30 Total Possible Points

Total Possible Points: 500

- The student's final grade for the course will consist of a sum of points earned in all assignments and any extra credit attempted (if applicable).
- There are **500** total points possible in this course. The grading scale contains the point value that accompanies the letter grade.
- Grades are related to and reflect the expected learning outcomes of the course. **Students must earn a grade of "C-" in this course to graduate with a degree in social work.**

Extra Credit (EC) Opportunities: The instructor may offer extra credit opportunities, but they are not guaranteed.

Grading Procedure

Assignments allow students to apply the course material, with grades reflecting both task completion and the quality of work. The grading scale for all assignments is outlined in Table 1:

Table 1. *Grading Scale for All Assignments*

Points	Percentage	Letter Grade
450-500	90-100	A
400-449	80-89	B
350-399	70-79	C
300-349	60-69	D
≤ 299	≤ 59.9	F

Students must actively participate in discussion boards and complete all assigned readings and tasks. Unless otherwise noted, written assignments must follow APA 7th edition formatting and be submitted by the designated due date. All work should be carefully proofread before submission.

Grades are determined by participation in discussions, the quality and timeliness of assignments, and adherence to course requirements. As outlined in Table 1, final grades will be calculated based on the percentage of total points earned.

Mid-Term Grades

The mid-term grade reflects the total points earned by mid-semester. For instance, if 200 out of 250 points are accumulated by this time, the mid-term grade would be a “B” ($200 / 250 = 0.80$ or 80%). Final grades will be calculated based on all points earned throughout the course.

Incomplete Grades

Incomplete grades are granted only in rare and extenuating circumstances. MTSU’s [Undergraduate Catalog](#) states, “The grade I indicates that the student has not completed all course requirements due to illness or other uncontrollable circumstances, particularly those occurring near the end of the term. Simply failing to make up work or submit required assignments on time does not qualify for the grade of I unless the stated extenuating circumstances are deemed acceptable by the instructor.” Please consult the Undergraduate Catalog under the [Grades \(Marking System\)](#) section.

Instructor Comments

Syllabus Changes

The instructor reserves the right to make changes as necessary to this syllabus. If changes are necessary during the term, the instructor will immediately notify students of such changes by posting both the notification and the nature of change(s) on the course bulletin board.

Student Resources

[Frequently Used Student Resources](#)

Communication Guidelines

Communications—virtual and face-to-face—are expected to be free of microaggressions and racist remarks, actions, and behaviors. Microaggressions are comments or actions that subtly and often unconsciously or unintentionally express a prejudiced attitude toward a member of a

marginalized group, such as a racial minority ([Merriam-Webster, 2024](#)). Even when unintentional, such behavior merits discussion and can be a learning opportunity for the entire class. I have provided [examples of microaggressions](#).

Feedback

- A student can expect to receive a response from the instructor within 48
- hours of a student's email to the instructor unless notified of extenuating circumstances.
- A student should expect to receive weeks of the assignment deadline unless notified of extenuating circumstances.
- Assignments must be submitted to Dropbox and will not be accepted via email.
- A list of assignment deadlines is located on the calendar in D2L.

Email

Per the [Family Educational Rights and Privacy Act \(FERPA\)](#), all course communication will be conducted using D2L email. Faculty will not respond to student emails via a non-institutional assigned email account (e.g., a Gmail or Yahoo account). It will be important that you:

- include a concise subject line, body, and closing in all of your emails (use standard fonts);
- avoid inflammatory (or antagonistic criticism) and avoid sending insulting, abusive, or threatening remarks;
- Remember that email is not necessarily private;
- Do not spam others;
- include a name on the signature line;
- Do not send large attachments without permission;
- Do not use special formatting (such as centering, audio messages, tables, HTML, etc.); and,
- Respect the privacy of other class members.

Technical Support

Students who experience technical problems including, but not limited to, logging into their course, timing out of their course, and using the course website tools are encouraged to contact the [MTSU Help Desk](#) online (24/7) or at 1-615-898-5345.

Students with Disabilities

Middle Tennessee State University is committed to campus access in accordance with Title II of the Americans with Disabilities Act and Section 504 of the Vocational Rehabilitation Act of 1973. Any student interested in reasonable accommodations can consult the Disability & Access Center (DAC) website, <https://w1.mtsu.edu/dac/index.php>, and/or contact the DAC for assistance at 615-898-2783 or dacemail@mtsu.edu. Accommodations are not provided unless they are approved in advance by the Disability Access Center.

Scholarship Information

The MTSU Scholarship Application opens each year on **October 1**, with a due date of **February 15**. Go to www.mtsu.edu/scholarships/opportunities and log in using your Pipeline MT username and password. Once logged in, complete the General Scholarship Application and the Supplemental Application, where social work-specific scholarship questions are located. To

learn more about the Department of Social Work awards and scholarships, visit <https://w1.mtsu.edu/socialwork/scholarships.php>.

Hope (Lottery) Scholarship Information

Do you have a lottery scholarship? To retain the Tennessee Education Lottery Scholarship eligibility, you must earn a cumulative TELS GPA of 2.75 after 24 and 48 attempted hours and a cumulative TELS GPA of 3.0 thereafter. A grade of C, D, F, FA, or I in this class may negatively impact TELS eligibility. If you drop this class, withdraw, or stop attending this class, you may lose eligibility for your lottery scholarship, and you may not be able to regain eligibility. For additional Lottery rules, please refer to your [Lottery Statement of Understanding form](#) or contact your [MT One Stop Enrollment Counselor](#).

Grade Appeals

[University Policy 313, Student Grade Appeals](#), provides an avenue for MTSU students to appeal a final course grade in cases in which the student alleges that unethical or unprofessional actions by the instructor and/or grading inequities improperly impacted the final grade.

Title IX

Students who believe they have been harassed discriminated against, or been the victim of sexual assault, dating violence, domestic violence or stalking should contact a Title IX/Deputy Coordinator at 615-898- 2185 or 615-898-2750 for assistance or review [MTSU's Title IX website](#) for resources. MTSU faculty are concerned about the well-being and development of our students and are legally obligated to share reports of sexual assault, dating violence, domestic violence, and stalking with the University's Title IX coordinator to help ensure students' safety and welfare. Please refer to [MTSU's Title IX website](#) for contact information and details.

Outreach and Support Programs

The MTSU community is committed to the academic achievement of each student, and we know that struggling to address basic needs can affect a student's ability to perform academically. If you are having trouble finding a safe and stable place to live or enough food to eat, please contact <https://mtsu.edu/one-stop/outreach.php> or 615-898-2808, or come by the MTSU Food Pantry at the MT One Stop, or speak with your instructor to get the assistance and resources you need.

D2L Assistance

Students needing assistance with the D2L system are encouraged to contact the support staff at 615-904-8189 or visit <https://elearn.mtsu.edu>

Writing Assistance

Students are expected to use good academic English; grades will be lowered for poor grammar, syntax, or spelling. The University Writing Center (UWC) offers *free writing assistance* for any writing assignment in any class. The UWC staff, comprised of English graduate assistants, works with students to develop the skills necessary to become confident, competent writers by providing one-to-one consultations and helpful handouts. The Writing Center offers many online services as well, including a Grammar hotline for quick questions, a learning environment

system (LES) email dropbox and chat room, and a website filled with helpful handouts, exercises, and resource links for individual work. Check the Center website for hours. Access to online services is available 24/7. Additionally, students may refer to the MTSU James E. Walker Library website (<https://library.mtsu.edu/home>).

Tutoring

Student tutoring resources include the [University Computer Labs](#) and the [University Writing Center](#). Other tutoring resources are available on the [Student Support website](#).

MT Engage Training and Resources

Additional information can be located at https://w1.mtsu.edu/mtengage/student_resources.php.

The True Blue Pledge

[I am True Blue](#)

As a member of this diverse community, I am a valuable contributor to its progress and success. I am engaged in the life of this community. I am a recipient and a giver. I am a listener and a speaker. I am honest in word and deed. I am committed to reason, not violence. I am a learner now and forever. I am a BLUE RAIDER. True Blue!

Revised January 16, 2020

FITC

SW 4690-B03 Course Schedule Spring 2025

Unless otherwise specified, assignments must be submitted through D2L (not via email to professors). Students are expected to come prepared to discuss assigned readings and materials. (*Note: ICA refers to In-Class Assignment*).

Module 1: Introduction to Practicum and Academic Experiences

Week 1 01/24	01/21-01/25	Topic: Introduction to Practicum Education	
	Readings	<ul style="list-style-type: none"> Larkins (2023) chapters 1, 2, and 5 Practicum Education Integration Notebook CSWE 2022 EPAS, https://www.cswe.org/accreditation/standards/2022/ 	
		Assignments/Activities	Due Date
		<ul style="list-style-type: none"> Attend Introduction to Practicum Education Week Review course syllabus, MT Engage rubric, and D2L Complete team assessment survey in class Review due dates of all Artifacts – students should register and complete Senior Exit Exams ASAP, https://www.mtsu.edu/iepr/field_test.php (General Education and Major Field Tests; must be completed before 03-21; refer to Artifact 5-ACAT results) Begin considering which Grand Challenge to select for the final project – must commit by 1-31 	01/21-01/23 01/21-01/24 01/24
Week 2 01/31	01/26-02/01	Topics: Class Overview, Introduction to Integrative Seminar in Social Work, and the Grand Challenges for Social Work	
	Readings	<ul style="list-style-type: none"> Hoefer (2019) pp. 36-54 Larkins (2023) chapter 3 What is a Social Problem? (3:07) https://www.youtube.com/watch?v=if6TqsQo3BM&t=48s Grand Challenges for Social Work (2023), https://grandchallengesforsocialwork.org/ 	
		Assignments/Activities	Due Date
		<ul style="list-style-type: none"> ICA 1-Course Required Elements Checklist Review examples of final slide decks used for presentations (Guest Speaker-Jillian Ormiston) Announce teams based on team assessment survey Selection of Grand Challenge and sign up for Oral Presentations Teams begin preparing overviews of case scenarios involving ethical dilemmas to present on 02-07 	01/31 01/31 01/31 01/31

Module 2: Ethical and Professional Behavior

Week 3 02/07	02/02-02/08	Topic: Ethical and Professional Behavior	
	Readings	<ul style="list-style-type: none"> Hoefer (2019) pp. 20-35 Larkins (2023) chapters 5 and 7 International Federation of Social Workers (IFSW) https://www.ifsw.org/global-social-work-statement-of-ethical-principles/ 	

		<ul style="list-style-type: none"> National Association of Black Social Workers (NABSW) https://www.nabsw.org/page/CodeofEthics National Association of Social Workers (NASW) https://www.socialworkers.org/about/ethics/code-of-ethics 	
		Assignments/Activities	Due Date
		<ul style="list-style-type: none"> Artifact 1-ePortfolio Training and Documentation ePortfolio slide deck/oral presentation/ “The Pitch” [official training] (Guest Speaker-Victoria Sexton, Career Center) ICA 2-Team overviews of case scenarios: ethical dilemmas Teams begin preparing overviews of justice to present on 02-14 	02/07 02/07 02/07
Module 3: Human Rights and Social, Racial, Economic, and Environmental Justice			
Week 4 02/14	02/09-02/15	Topic: Human Rights and Social, Racial, Economic, and Environmental Justice	
	Readings	<ul style="list-style-type: none"> Larkins (2023) chapter 8 NASW (2023), Advocacy, https://www.socialworkers.org/Advocacy NASW (2024), Theme and Rationale for Social Work Month 2024, https://www.socialworkers.org/News/Social-Work-Month/Theme-and-Rationale-2024 	
		Assignments/Activities	Due Date
		<ul style="list-style-type: none"> ICA 3-[each team presents brief overview of (1) social; (2) racial; (3) economic; (4) environmental justice] ePortfolio Progress Check #1 Begin acquiring Artifact 2 	02/14 02/14
Module 4: Engage Anti-Racism, Diversity, Equity, and Inclusion (ADEI) in Practice			
Week 5 02/21	02/16-02/22	Topic: Engage Anti-Racism, Diversity, Equity, and Inclusion (ADEI) in Practice	
	Readings	<ul style="list-style-type: none"> Larkins (2023) chapters 8 and 9 NASW, Diversity, Equity & Inclusion https://www.socialworkers.org/About/Diversity-Equity-and-Inclusion Overview of Diversity, Equity, and Inclusion (2:42), https://www.youtube.com/watch?v=kGd8seSSQH8 Practicing Anti-Racism in Social Work: A Guide, https://socialworklicensemap.com/social-work-resources/anti-racism-guide/ 	
		Assignments/Activities	Due Date
		<ul style="list-style-type: none"> Attend the Practicum Showcase-Tentative 10:00 AM-12:00 PM, ACB 110 and 112 Artifact 2-ePortfolio Writing Center Consultation and Documentation ADEI presentation (Guest Speaker-Dr. Candace Warner) ICA 4-Upload notes from ADEI Presentation ePortfolio Progress Check #2 Begin acquiring Artifact 3-Plan Development 	02-17 01/21- 02/21 02/21 02/21 02/21
Module 5: Professional Practice			
Week 6 02/28	02/23-03/01	Topic: Engage in Practice Informed-Research and Research-Informed Practice; Engage in Policy Practice	
	Readings	<ul style="list-style-type: none"> Larkins (2023) chapters 8, 9, and 11 	

		<ul style="list-style-type: none"> • Important Methods of Social Work (5:32), https://www.youtube.com/watch?v=D02XA_UdJIg • What/Why? How? A Simple Framework for Social Work Practice (9:25), https://www.youtube.com/watch?v=1YD8rdKq0Uk&t=312s • CSWE, Advocacy & Policy https://www.cswe.org/advocacy-policy/ • CSWE (2023), Policy Agenda, https://www.cswe.org/Advocacy-Policy/Policy-Agenda#SocialJustice • NASW, Advocacy https://www.socialworkers.org/Advocacy 	
		Assignments/Activities	Due Date
		<ul style="list-style-type: none"> • Artifact 3-Plan Development • ICA 5-[Teams review each member's Artifact 3 (Plan Development) and provide feedback from outlined specifications] • ePortfolio Progress Check #3 	01/21-02/28 02/28
Week 7 03/07	03/02-03/08	Topic: Engage with Individuals, Families, Groups, Organizations, and Communities	
	Readings	<ul style="list-style-type: none"> • Larkins (2023) chapter 10 • NASW, This is Who We Are (1:30), https://www.youtube.com/watch?v=x76h8X8RmhA&t=20s 	
		Assignment/Activity	Due Date
		<ul style="list-style-type: none"> • Career Development and Resume Presentation (Guest Speaker-Victoria Sexton, Career Center) • ICA 6-IQ, EQ, and SQ assessments/team role-play exercise • Begin acquiring Artifact 4-Competency Matrix • Be sure to finalize Artifact 5 and upload ACAT results to D2L • Be sure to finish securing Artifacts 6-8 (upload to D2L) • Begin assembling ePortfolio/slide deck draft - due after Spring Break 	03/07 03/07
Week 8	03/09-03/15	<p style="text-align: center;">Spring Break-No Classes (03-10/03-15) Do some significant self-care to prepare for the last leg of this journey!</p>	
Week 9 03/21	03/16-03/22	Topic: Assess Individuals, Families, Groups, Organizations, and Communities	
	Readings	<ul style="list-style-type: none"> • Larkins (2023) chapters 10 and 11 	
		Assignments/Activity	Due Date
		<ul style="list-style-type: none"> • ePortfolio/slide deck-draft (due) • Artifact 4-Competency Matrix • Artifact 5-ACAT results • Artifact 6 -Career Development Center Consultation and Documentation • Artifact 7-Resume Consultation and Documentation • Artifact 8-Resume • ICA 7-Teams work on case studies to assess and present findings in class • Work on **MT Engage Reflective Essay 	01/21-03/21 01/21-03/21 01/21-03/21 01/21-03/21 01/21-03/21 01/21-03/21 03/21

Week 10 03/28	03/23-03/29	Topic: Intervene with Individuals, Families, Groups, Organizations, and Communities	
	Readings	<ul style="list-style-type: none"> Hoefer (2019) pp. 193-211 Larkins (2023) chapter 10 	
		Assignment/Activity	Due Date
		<ul style="list-style-type: none"> **MT Engage Reflective Essay ICA 8-Team resource guide development-interventions and evaluations ePortfolio Progress #4 Finalize ePortfolio/slide deck; Prepare for oral presentations 	01/21- 03/28 03/28 03/28

Module 6: Professional Evaluation and Professional Future

Week 11 04/04		Topics: Evaluation Practice Individuals, Families, Groups, Organizations, and Communities; Professional Future	
	Readings	<ul style="list-style-type: none"> Hoefer (2019) pp. 160-177 Larkins (2023) chapters 10, 11, and 12 	
		Assignments/Activities	Due Date
	03/30-04/04	<ul style="list-style-type: none"> Final ePortfolio/slide deck (to be uploaded in D2L) Oral Presentations – Team 1 (peer feedback – 15 points) Oral Presentations – Team 2 (peer feedback – 15 points) Oral Presentations – Team 3 (peer feedback – 15 points) Oral Presentations – Team 4 (peer feedback – 15 points) 	01/21- 04/02 04/04 04/11 04/18 04/25
Week 12 04/11	04/06-04/12		
Week 13 04/18	04/13-04/19		
Week 14 04/25	04/20-04/26	<ul style="list-style-type: none"> BSW Senior Exit Survey Senior Celebration (TBD) 	
Week 15	04/27-04/30	No classes this week; meet with students individually if needed	

January 21	Classes Begin (Tuesday after MLK, Jr. Holiday)
March 10-15	Spring Break
April 30	Last Day of Classes
May 1	Study Day, No Classes/Exams/Mandatory Meetings
May 2-8	Final Exams as Determined by the University Approved Exam Schedule
May 10	Commencement (Days and Times TBD, may hold additional ceremonies on May 9), Official Spring Graduation Date
May 11	Deadline for Submission of Final Grades, 11:59 p.m.
For more information, visit Academic Calendar, https://w1.mtsu.edu/calendar_academic.php	

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SW 4690: Integrative Seminar in Social Work ePortfolio

Semester

Year

Instructor:

Section #

Student's Name

Please assess student competency in the following area(s) using the rubric below. Remember to consider competency holistically, considering the application of knowledge, values, skills, and cognitive and affective processes (critical thinking, affective reactions, and exercise of judgment).

Levels of Assessment

Not proficient: Not able to demonstrate basic competency.
Beginning: Unable to demonstrate more than basic competency.
Competent: Demonstrates basic competency.
Advanced: Demonstrates more than basic competency.
Proficient: Demonstrates ability to articulate and apply competency.

Behavior	Not proficient (0)	Beginning (1)	Competent (2)	Advanced (3)	Proficient (4)	Score
Competency 1: Demonstrate Ethical and Professional Behavior						
1.d Use supervision and consultation to guide professional judgment and behavior.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Competency 2: Advance Human Rights and Social, Racial, Economic, and Environmental Justice						
2.a. Advocate for human rights at the individual, family, group, organizational, and community system levels.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Competency 3: Engage Anti-Racism, Diversity, Equity, and Inclusion (ADEI) in Practice						
3.b. Demonstrate cultural humility by applying critical reflection, self-awareness, and self-regulation to manage the influence of bias, power, privilege, and values in working with clients and constituencies, acknowledging them as experts of their own lived experiences.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Competency 9: Evaluate Practice with Individuals, Families, Groups, Organizations and Communities						
9.a. Select and use appropriate methods for evaluation of outcomes.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
9.b. Critically analyze outcomes and apply evaluation findings to improve practice effectiveness with individuals, families, groups, organizations, and communities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
COMMENTS						