Instructor Contact

Name Mahasin Saleh, Ph.D., MSW
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Phone number 940.565.4181
Office hours Tuesdays 11-12 and by appointment
Email mahasin.saleh@unt.edu

Class Meeting Information

Class Location: UNT Language Bldg 318
Class Time: Section One 1-2:50pm
Section Two 3-4:50pm

Course Description

Advanced seminar course in which students integrate concepts from across the curriculum and demonstrate cumulative knowledge gained from all areas of the program in one focused assignment, within the context of the student’s chosen concentration. Required of all non-thesis students in their final semester of coursework.

Pre-requisite(s):

Course Objectives

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<tr>
<th>Core Competency</th>
<th>COURSE OBJECTIVES</th>
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</table>
| Demonstrate Ethical and Professional Behavior (Specialist Competency 1)* | 1. Demonstrate application of core values, ethical standards across multiple settings and client populations.  
2. Apply use of decision making frameworks to make critical ethical decisions to complex case situations. |
| **Engage Diversity and Difference in Practice (Specialist C2)** | 3. Demonstrate understanding of importance of self-reflection of personal biases and beliefs regarding diversity and difference.  
4. Analyze the impact of oppression, exclusion, power, and privilege in clients and explore promotion of social justice.  
5. Articulate the negative impact of social inequalities and provide leadership in promoting diversity and inclusion. |
| **Advance Human Rights and Social, Economic, and Environmental Justice (Specialist C3)** | 6. Understand and analyze the complexities of oppression, power and resource differentials along the time continuum (past, present and potential future) including an understanding of the interrelatedness of local, regional, national and global contextual factors.  
7. Develop, implement and evaluate techniques to address oppressive and discriminatory practices, policies, laws, and language. |
| **Engage in Practice-Informed Research and Research-Informed Practice (Specialist C4)** | 8. Critically analyze and select various types of evidence as it relates to diverse contexts in order to improve decision making, practice, policy and services.  
9. Select, understand, and implement evaluation methods in order to assess and improve practice and policies. |
| **Engage in Policy Practice (Specialist C5)** | 10. Develop and advocate for just policies and are capable of influencing local, state, and national policies through political advocacy.  
11. Work to enhance access to resources and opportunities, promote social, economic, and |
| **Engage Individuals, Families, Groups, Organizations, and Communities (Specialist C6)** | 12. Work with constituencies to develop coalitions capable of addressing policy issues.  
13. Effectively implement theoretical frameworks, considering the client in the context of the environment.  
14. Skillfully apply techniques such as, empathy, active listening, unconditional positive regard, genuineness, reflective listening, and cultural humility to effectively engage clients at the micro, meso and macro levels. |
| **Assess Individuals, Families, Groups, Organizations, and Communities (Specialist C7)** | 15. Synthesize and apply an array of theoretical perspectives, including the Person in Environment, to assess client complex problems.  
16. Analyze and incorporate theoretical models and practice principles to accurately collect, organize and interpret assessment information from multiple sources.  
17. Develop evidenced-based intervention plans that are linked directly to client needs, strengths, resources, resilience, and preferences. |
| **Intervene with Individuals, Families, Groups, Organizations, and Communities (Specialist C8)** | 18. Engage in the development of comprehensive and appropriate intervention plans.  
19. Thoroughly and critically assess referral and resource options in order to maximize client self-determination and independence.  
20. Provide ongoing evaluation of interventions and modify intervention plans as necessary to ensure maximum client impact. |
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<tr>
<th>Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities (Specialist C9)</th>
<th>21. Provide innovation in interventions in order to properly respond to evolving or emerging issues of social, economic, and environmental justice.</th>
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<tbody>
<tr>
<td>22. Approach, plan and conduct evaluation in order to improve and refine services, policies, and organizations in order to better serve client systems.</td>
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<td>23. Disseminate evaluation findings in order to positively impact both client systems and the larger professional service delivery network.</td>
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<td>24. Remain aware of and sensitive to the diverse nature of their client systems, and select or design evaluation methods that accurately capture the effect of interventions, programs, and policies with all clients.</td>
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*Council on Social Work Education Educational Policy and Accreditation Standards (EPAS) Social Work Core Competencies*

**Required Materials**


**NASW CODE OF ETHICS**

TWU-UNT JMSW Program Advanced Generalist Competencies. (Class handout)

Course reading list. Please see week by week sessions for reading information.
Additional materials including selected articles, textbook chapters, and videos will be utilized during the semester. These materials will be available through links within the course Canvas platform and/or placed on reserve through the library.

Assignments

1. Practice Theories Quiz: (C6, C7, C8)
2. Research/Evaluation Quiz (C4, C7)

3. Field Case Description: (C7) This short paper is a description of a case that the student has selected for their integrative paper. It is in preparation for the Focused Integrative Paper, Submit on Canvas by 5pm on day of class.

4. Focused Integrative Paper (C1, C2, C3, C4, C5, C6, C7, C8 & C9): Students are required to critically and reflectively analyze a case from their field practicum. Detailed instructions will be provided to help prepare for this assignment. Submit on Canvas by 5pm day of class.

5. Diversity Homework—(C2)
   a. Read the Association of American Colleges and University’s Step Up and Lead for Equity https://www.aacu.org/publications/step-up-and-lead

      Write a 1 page reaction to Step up and Lead reading and turn it in at a class. State in your paper if you actually read the whole document or not.

   b. Complete the Harvard Implicit Association Test prior to class
   c. Watch Microaggressions in the Classroom and complete reflection questions https://www.youtube.com/watch?v=ZahtlxW2CIQ&feature=youtu.be

6. Attendance and in-class participation will include regular small group work. It will also include bringing a hardcopy and electronic copy of your Resume to class. See the JMSW Attendance Policy in the student handbook that states more than 2 absences will result in a failing grade for the course. The instructor may request that students utilize a participation rubric during the semester.

NOTE: Use of cell phones and laptops are prohibited, unless you are referring to a course textbook when we are doing textbook exercises or referring to the textbook. If you are viewing electronic devices for other reasons during class,
you will receive a zero for class participation and attendance for that day. If you have a personal emergency and need to watch your cell phone, please notify the instructor prior to class.

7. Self-Care Brief Presentation and Handout (C1): Each Student will present a 10 minute presentation about self-care and burn out prevention. Students will provide a clear description (and if desired a demonstration) of an actual self-care practice or exercise, along with a handout for each class member. Students are to describe the benefits of this chosen self-practice and how it could prevent burn out. **Students will email the handout to the instructor prior to their presentations.** Mahasin.saleh@unt.edu

8. Self-Care Plan (C1). Submit (on Canvas) a completed Self-care planning form from page 148 in The A to Z handbook. You may choose the length of the timeframe of your plan. The timeline can be up to one year. However, you may choose less than 1 year. 1 to 2 pages maximum. Refer to the example in the book for ideas. At the end of the plan, state that you have read the entire A to Z Self Care Handbook. Remember the honesty policy applies here. If you did not read the text, state you did not read it. Points will be deducted if you did not read the short textbook. Due by 11:59pm on due date noted below.

| Grading Criteria |
|------------------|-----------------|
| **Task**         | **Percentage**  |
| 1. Practice theories & Evaluation quizzes | 20% |
| 2. Field Case Description          | 15% |
| 3. Integrative Paper             | 30% |
| 4. Diversity Homework—3 items    | 9% |
| 5. Self-Care Brief Presentations and Handouts | 10% |
| 6. Self-Care Plan               | 6% |
| 7. Attendance and in class activities/participation | 10% |

**Grading Scale:**

A = 90% - 100%
B = 80% – 89.9%
C = 70% – 79.9%
D = 60 – 69.9%
F = 59.9% or below

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<thead>
<tr>
<th>Date</th>
<th>Topic</th>
<th>Readings Completed for Today</th>
<th>Assignments Due Today and/or Presentations</th>
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<tr>
<td>Week 1</td>
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<tr>
<td>January 15, 2019</td>
<td>Course Overview Virginia Satir Activity</td>
<td>Recommended Reading AFTER CLASS</td>
<td>Purchase Text Books</td>
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<td>Advanced Generalist Practice Competencies</td>
<td>Texas State Board Of Social Worker Examiners</td>
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<td>Presentation Instructions</td>
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<td>Week 2</td>
<td>Test Taking Skills</td>
<td>Apgar pages 1-43 Introduction &amp; Self-Assessment Complete the Self-assessment</td>
<td>Sign up for Presentations</td>
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<tr>
<td>January 22, 2019</td>
<td>Comprehensive Exam Study Guides</td>
<td>Apgar Chapter 9 Professional Relationships, Values and Ethical Issues</td>
<td>Make sure you have completed the Self-Assessment prior to class and can verbally share your answers</td>
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<td></td>
<td>Competency 1 Demonstrate Ethical &amp; Professional Behavior</td>
<td>Chapter 10 Confidentiality</td>
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<td>Chapter 11 Professional Development and Use of Self</td>
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<td>Paper Assignment Guidelines</td>
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<td>Week 3</td>
<td>Competency 6 Engage, Individuals, Families, Organizations and</td>
<td>Apgar Chapter 1 Human Growth &amp; Development</td>
<td>Presentations</td>
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<td>January 29, 2019</td>
<td>Communities</td>
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<td>Practice Theories</td>
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<td>Week 4</td>
<td>Competency 7 Assess Individuals Families, Groups and Organizations</td>
<td>Apgar Chapter 4 Biopsychosocial History &amp; Collateral Data</td>
<td>Presentations DUE Written Description of selected case from field Submit to Canvas</td>
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<td>February 5, 2019</td>
<td>and Communities</td>
<td>Apgar Chapter 5 Assessment Methods and Techniques</td>
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<tr>
<td>Week 5</td>
<td>February 12, 2019</td>
<td>Competency 8 Intervene with Individuals, Families, Groups, Organizations and Communities.</td>
<td><strong>Apgar Chapter 6</strong> Intervention Planning</td>
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<td><strong>Chapter 7</strong> Intervention Processes and Techniques for Use Across Systems</td>
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<tr>
<th>Week 6</th>
<th>February 19, 2019</th>
<th>Guest Speaker Meena Naik UNT Career Connect E-Portfolios</th>
<th>Bring an electronic copy of your resume and a hard copy to class. This will count as part of your participation points.</th>
<th><strong>MEET IN WILLIS LIBRARY Computer Lab Room 136</strong></th>
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<td></td>
<td></td>
<td>Competency 1 Related to Ethical Behavior and Professionalism in Job Seeking, Career Development plans</td>
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<th>Week 7</th>
<th>February 26, 2019</th>
<th>Competency 4 Engage in Practice Informed Research and Research Informed Practice</th>
<th><strong>Chapter 4 Design</strong> by Drake and Jonson- Reid. In Social Work Research Methods From Conceptualization to Dissemination 2008 Pearson On E-Reserve UNT Especially concentrate on pages 70-84 Review Evidence Based Practice Definition—see class powerpoint in Canvas Required: Royse, Thyer &amp; Padgett (2016) Program Evaluation: An introduction to an Evidence-Based Approach. Text from Evaluation course Chapter 6 Single System Research Designs Recommended Reading:</th>
<th>Presentations</th>
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- **Required:** Bring a typed paper with your chosen type of research design for proposal you wrote in the evaluation course last semester.
- **Identify if your design was exploratory, descriptive, correlational, quasi experimental, etc.**
- **Also identify if your design was qualitative or quantitative or mixed methods.**
- **Name your sampling method** (ie snowball, purposive, etc).
- **In summary, students should have these three items listed on their papers.**
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<tr>
<th>Week 8</th>
<th>Competency 5 Engage in Policy Practice</th>
<th>Apgar Chapter 8 Intervention Processes and Techniques for use with Larger Systems</th>
<th>Presentations Research/Evaluation Quiz Practice theories quiz</th>
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<tr>
<td>Week 9</td>
<td>SPRING BREAK NO CLASS</td>
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<td>March 12, 2019</td>
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<td>Week 10</td>
<td>Read the Association of American Colleges and University’s Step Up and Lead for Equity</td>
<td>Step up &amp; Lead for Equity <a href="https://www.aacu.org/publications/step-up-and-lead">https://www.aacu.org/publications/step-up-and-lead</a></td>
<td>1 page reaction to step up and lead reading due today Submit via canvas.</td>
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<td>March 19, 2019</td>
<td>Competency 2 Engage Diversity And Difference In Practice</td>
<td>Apgar Chapter 3 Diversity, Social/Economic Justice, &amp; Oppression</td>
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<td>BOTH SECTIONS MEET TOGETHER Today FROM 1pm to 3:50pm</td>
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<td>Week 11</td>
<td>Bias Awareness and Socialization</td>
<td>Take assigned Harvard Implicit Association Test</td>
<td>Prior to class Take assigned Harvard Implicit Association Test (10-15 minutes)</td>
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<tr>
<td>March 26, 2019</td>
<td>Competency 2 Engage in Diversity and Difference in Practice</td>
<td>Apgar Chapter 3 Diversity, Social/Economic Justice, &amp; Oppression</td>
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<td>Week 12</td>
<td>April 2, 2019</td>
<td>BOTH SECTIONS MEET TOGETHER Today FROM 1pm to 3:50pm</td>
<td>Review any readings of your choice from the Diversity Class</td>
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<td>Abuse and Neglect Children, Adults and Elders</td>
<td>Apgar Chapter 2 Concepts of Child Abuse and Neglect</td>
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<td>Competency 1 Ethical Behavior and Professionalism in Job Seeking, Career Development plans Negotiation Skills</td>
<td>Prior to class Watch Microaggressions in the Classroom and complete reflection questions (see youtube link in assignment section)</td>
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<td>Week 13</td>
<td>April 9, 2019</td>
<td>Microaggressions and Inclusive Language</td>
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<td>Competency 2 Engage in Diversity and Difference in Practice</td>
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<td>Competency 3 Advance Human Rights and Social, Economic and Environmental Justice</td>
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<td>BOTH SECTIONS MEET TOGETHER Today FROM 1pm to 3:50pm</td>
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<td>Week 14</td>
<td>April 16, 2019</td>
<td>Review Session</td>
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<td>Week 15</td>
<td>April 23, 2019</td>
<td>Comprehensive Exam NOTE TEST TIME 9:30am to 12:30pm. Recommended that you arrive and wait right outside the testing location by 9:15am.</td>
<td>Your UNT EUID Login is required Bring your student ID card for identification that will be required</td>
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### Week 17
April 30, 2019

No Class—due to Diversity Sessions

**Have read this text by today.**


Submit to CANVAS a completed Self-care planning form from page 148 in The A to Z handbook. The plan time frame is for 3-6 months after your graduation. Your plan can be short. See example in book. State that you have read the entire A to Z Self Care Handbook. Remember the honesty policy applies here. If you did not read the text, state you did not read it.

### Week 18
May 7, 2019

**Comprehensive Exam—Retake if needed**

1-4pm

**Your UNT EUID Login is required**

Computer lab
UIT Classroom-Testing Ctr
SAGE HALL ROOM C330

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**JMSW Program COURSE RELATED POLICIES:**

**Attendance and Late Work Policy**

Attendance and professionalism are vital in social work education. You are expected to attend all classes, seminar meetings, faculty appointments and other obligations, and to come to class on time. Many courses use small group collaboration and roleplaying methods that require your presence and participation during class for optimal learning. Professors rely on your timely presence to effectively implement these experiential methods, and enhance the learning environment for everyone. Absences result in reductions in attendance and participation points from the total points possible for the course. The rubric is a guide for our expectations of your performance in the classroom and your interactions with professors and other students in and out of the classroom. We use this rubric to clarify our expectations of your habits, attitudes and behaviors as you prepare for field work and professional practice in social work.

If you must miss a class, Please notify the professor in advance that you will be absent. It is your responsibility to collect notes from a classmate and/or handouts/powerpoints from Canvas.

The professor reserves the right to deduct points from your final point total for multiple (more than one) absences, late arrival, and/or leaving early. It is the policy of the Joint Social Work Program that upon obtaining three misses from any course...
(excused or unexcused) you will earn a failing grade for the semester. You will not be able to advance in your field practicum or other parts of the JMSW Program until you retake the course due to minimum grade and GPA requirements.

In fairness to students who do complete assignments on time, those who turn papers in late will have significant points deducted unless a legitimate reason for the tardiness has been discussed with the instructor prior to the due date.

Late assignments/papers will be penalized one full grade and will only be accepted one day after the deadline. Please plan ahead.

Academic Integrity
Specific details and descriptions of TWU’s Policies on Academic Dishonesty Procedures and students’ right to appeal are available at https://servicecenter.twu.edu/TDClient/KB/ArticleDet?ID=24426

Specific details and description of UNT’s Policy on Student Standards of Academic Integrity (18.1.16) and students’ right to appeal are available at https://policy.unt.edu/policydesc/student-standards-academic-integrity-18-1-16.

Student Conduct
Any student behavior that interferes with an instructor’s ability to conduct class or other students’ opportunity to learn is unacceptable and will not be tolerated in any instructional setting at TWU or UNT. This includes traditional face-to-face classes, online or blended classes, labs, discussion groups or boards, field trips, and verbal and/or written (including email or Canvas) communication with the instructor and/or other students. Examples of unacceptable behavior include, but are not limited to, disrespectful treatment of other students (verbal or written), disrupting lecture, and use of inappropriate or profane language or gestures in class or other instructional settings.

Disability Accommodation
In accordance with university policies and state and federal regulations, TWU & UNT are committed to full academic access for all qualified students, including those with disabilities. To this end, all academic units are willing to make reasonable and appropriate adjustments to the classroom environment and the teaching, testing, or learning methodologies in order to facilitate equality of educational access for persons with disabilities. Students seeking accommodation must first register with the TWU Disability Services for Students (DSS) if their home base is TWU or the Office of Disability Accommodation (ODA) if their home base is UNT to verify their eligibility. If a disability is verified, DSS or ODA will provide the student with an accommodation letter to be hand delivered to the instructor to begin a private discussion regarding the student’s specific needs in the course.

Campus Carry & Concealed Handguns
In accordance with state law and TWU and UNT policies, students who are licensed may carry a concealed handgun on campus premises except in locations
and at any function, event, and program prohibited by law or by this policy. Students may learn more about TWU’s concealed handgun policy at https://servicecenter.twu.edu/TDClient/KB/ArticleDet?ID=34877 and UNT’s concealed handgun policy at https://campuscarry.unt.edu.

**Sexual Discrimination, Harassment, & Assault**
TWU & UNT are committed to providing an environment free of all forms of discrimination and sexual harassment, including sexual assault, sexual exploitation, domestic violence, dating violence, and stalking. If you (or someone you know) has experienced or experiences any of these acts of aggression, please know that you are not alone. The federal Title IX law makes it clear that violence and harassment based on sex and gender are Civil Rights offenses. Both TWU & UNT have staff members trained to support you in navigating campus life, accessing health and counseling services, providing academic and housing accommodations, helping with legal protective orders, and more.

**Social Media/Cell Phone Policy:** Cell phones should be turned off prior to class except students on “emergency on-call” with an employer or placement. This includes texting. Students may not leave class to make or receive calls. Use of laptops during class is at the discretion of the instructor.

**Selected References from**
SOWK 5323 Social Work Administration and Management


SOWK 5413 Social Work Program & Practice Evaluation


Web Resources:


SOWK 5253 Social Work Advanced Practice II Interventions


“Motivational Interviewing: An introduction” by Bill Matulich, PhD, member of the Motivational Interviewing Network of Trainers (MINT). [https://www.youtube.com/watch?v=s3MCJZ7OGRk](https://www.youtube.com/watch?v=s3MCJZ7OGRk)


**SOWK 5333 Social Work Advanced Policy Analysis**


