



## **SOCW 4142: Integrative Seminar II**

### **Spring 2026**

#### **Instructor Information**

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**Instructor:**

Ericka Freeman, LCSW-S  
Associate Professor of Practice  
Distinguished Teaching Professor

**Office:**

College of Arts and Sciences (CAS) 152-B

**Telephone Number:** 817-774-8420 (voice and text)

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**In-Person Office Hours:**

**Thursdays 11 a.m. – 3 p.m.; 5-6 p.m.**

**Mondays 10 a.m. – 1 p.m.**

*Other hours available by appointment only.*

**Virtual Office Hours via Zoom:** By appointment only. Please email me directly and we can schedule a time that works best for you (unless I am teaching a class or attending a faculty meeting)!

#### **Course Information**

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**Section Information:**

SOCW 4142-060

**Time and Place of Class Meetings:**

This course is a hybrid synchronistic/asynchronistic online course.

*Synchronistic (ALL TOGETHER ON ZOOM).*

(Mostly Optional) (Mostly optional). Meetings are 12-1 p.m. on Thursdays, beginning January 15, 2026. The two **REQUIRED** meetings are **January 15, 2026 and April 16, 2026**. This is the same Zoom for students also enrolled in Integrative Seminar I.

*Asynchronistic (ON OWN TIME):* Students are expected to engage in all course material and complete all assignments following the order of the course schedule and due dates. As students are pre-professionals, it is understood time management is at everyone's discretion.

**Zoom link:**

<https://uttyler.zoom.us/j/2064888791?pwd=eEQ4SWpUTVFoRVpGeW1lME9veTM3Zz09&omn=89405681077>

**Meeting ID: 206 488 8791**

**Passcode: 2361**

**Course Overview:** This course is a continuation/companion course to SOCW 4141, Integrative Seminar I. The purpose of this course is to provide students with opportunities to share and report progress on achievements or challenges of learning tasks in their Field Practicums, as well as to introduce students to the essential components of a case presentation. This course provides students with the structure and information necessary to practically apply their Field experience in the form of a case presentation.

**Description of Course Content:** This course will explore ethical issues, dilemmas, problem-solving, and skill acquisition in Field Practicum, providing both peer and instructor support and feedback. The course will support students during their practicum experience, help them understand how the practicum is related to other components of the foundation curriculum, and guide them through the process of building a case presentation as a culmination of their Field experience.

**Prerequisites:** SOCW 2361, SOCW 2362, SOCW 2371, SOCW 3303, SOCW 3304, SOCW 3308, SOCW 3309, SOCW 3409, SOCW 4140, SOCW 4143, SOCW 4331, SOCW 4310, SOCW 4333, SOCW 4334, SOCW 4335, SOCW 4332, SOCW 4141 (or co-requisite), SOCW 4601

Corequisites: SOCW 4601, SOCW 4141 (if in block placement only)

**Student Learning Outcomes for SOCW 4142:**

Upon successful completion of this course, students will be able to demonstrate the following outcomes as progression in the noted areas of the nine Core Competencies established by the Council on Social Work Education (EPAS, 2022):

The Council on Social Work Education requires that accredited social work programs follow the CSWE Educational Policy and Standards (EPAS, 2022) comprised of nine core competencies as follows:

1. Demonstrate Ethical and Professional Behavior
2. Advance Human Rights and Social, Racial, Economic, and Environmental Justice
3. Engage Anti-Racism, Diversity, Equity, and Inclusion (ADEI) in Practice
4. Engage in Practice-informed Research and Research-Informed Practice
5. Engage in Policy Practice
6. Engage with Individuals, Families, Groups, Organizations, and Communities
7. Assess Individuals, Families, Groups, Organizations, and Communities
8. Intervene with Individuals, Families, Groups, Organizations, and Communities
9. Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities

- Apply the knowledge, values, and skills of social work practice in a social service setting that reinforces identification with the purposes, values, and ethics of the social work profession. **Competencies 1-3, 7-8**
- Demonstrate the knowledge and skills to identify and analyze ethical dilemmas and the ways in which these affect practice, services and clients. **Competencies 1, 6-9**
- Demonstrate the knowledge of interlocking and complex nature of culture and personal identity; recognition of diversity within and between groups, of human behavior in rural environments including strategies of cooperation, natural helping networks. **Competencies 2-3**
- Describe the extent to which a culture's structure and values may oppress, marginalize, alienate, or create or enhance privilege and power. **Competencies 2- 3**
- Demonstrate the knowledge and skills to evaluate social programs with regard to the needs of groups served and cultural relevance. **Competencies 2, 4, 9**
- Discuss ways that social work students in practicum settings can advocate for policies that advance the social well-being of agency clients. **Competencies 5, 7**
- Apply critical thinking skills within the context of professional social work practice to inform and communicate professional judgments. **Competencies 1, 6**
- Demonstrate the professional knowledge and skills to define, design, and implement strategies to enhance the well-being of persons from diverse groups. **Competencies 2-3, 8**
- Identify the characteristics of constructive use of supervision to problem-solving issues that may occur in the practice setting regarding engaging, assessing, intervening, and evaluating with clients at the micro, mezzo, and macro levels. **Competencies 1, 6-9**

### **Required Course Material:**

Forehand, C. and Kenney, R. (2025). *The UT Tyler field practicum manual*.  
(The e-link to the field manual is posted in class Canvas.)

Additional readings and videos may be posted on Canvas.

### **Descriptions of Assignments:**

#### **Journal Entries (50% of Final Grade)**

Students will submit five (5) journal entries (10% each), utilizing the prompts provided by the instructor. Each journal entry will comprise 1-2 elements of a case presentation. Topics for the journals are demographic data and presenting problem, significant medical/psychiatric history, significant personal/social history, assessment, and recommendations. Supplemental resources such

as articles, videos, and examples will be posted in Canvas to assist students with this assignment. Additional details for this assignment may be found in the class Canvas under the “Assignments” section.

### **Synchronistic Meetings (20% of Final Grade)**

Each student will attend the **two, scheduled required synchronistic meetings (listed in course schedule)** to process events occurring in field and/or to provide support to their field practicum peers with their case presentations. Students are encouraged to attend more, if they are able and if they find it beneficial. Additional details for this assignment may be found in the class Canvas under the “Assignments” section.

### **Complete Case Presentation (30% of Final Grade)**

To practically apply the culmination of their social work education, students will build a complete case presentation on one client at their field practicum site. The case presentation should be de-identified to protect client confidentiality. At the end of the semester, students will compile their five journal entries into a case presentation, to be verbally presented at the last required meeting. Students are also required to submit a written version of the case presentation in Canvas. Additional details for this assignment may be found in the class Canvas under the “Assignments” section.

## **Grading Information**

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### **Grading:**

<b>Assignment</b>	<b>%</b>
Journal Entries	50
Synchronistic Meetings	20
Complete Case Presentation	30
<b>Total</b>	<b>100</b>

All written assignments must be grammatically correct using APA style. Assignments with many grammatical errors, misspellings, and/or evidence of plagiarism (e.g., high TurnItIn score) will not receive a satisfactory grade. All written assignments will be due on the date listed on the course schedule.

Ten points will be deducted for late assignments.

**No assignment will be accepted after five days late.**

90 + =A  
80 - 89.9 = B  
70 - 79.9 = C  
60 - 69.9 = D  
Below 60 =F

### **Make-Up Assignments:**

Late assignments are strongly discouraged. There will be 10 points deducted per day for each late assignment. **No assignment will be accepted after 5 days following the due date.**

It is the student's responsibility to ensure that work is completed on time and submitted correctly.

### **Expectations for Out-of-Class Study:**

Beyond the time required to attend each class meeting, students enrolled in this course should expect to spend at least an additional 3 hours per week of their own time in course-related activities, including reading required materials, completing assignments, preparing for field placement schedule, etc.

### **Attendance:**

Engaged and timely participation in all assignments constitutes "attendance" for purposes of this course.

### **Course Schedule**

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As the instructor for this course, I reserve the right to adjust this schedule in any way that serves the educational needs of the students enrolled in this course. Any changes will be communicated in a timely manner through UT Tyler email and announcement(s) in Canvas.

**IMPORTANT INFORMATION:** This course is a hybrid of synchronistic and asynchronistic online learning; therefore, it is imperative that students keep up with each module's announcements, course material and assignments without expectation of reminders from instructor.

This course is organized by two-week modules. Most modules will include a topic with corresponding journal entries and optional synchronous meetings. Each module begins on a Sunday, at 12 a.m., and ends on the following Saturday, at 11:59 p.m. Any assignment due in a module must be submitted by the corresponding Saturday.

<b>Module</b>	<b>Dates</b>	<b>Topics</b>	<b>Course Material</b>	<b>Assignments Due/Synchronous Meetings</b>
<b>1</b>	Jan 11 - 24	Field Seminar Best Practices: Overview of Assignments and Purpose of Class	Syllabus UT Tyler BSW Field Manual	<b>REQUIRED Synchronous Meeting 1/15</b>  <b>Optional Synchronous Meeting 1/22</b>
<b>2</b>	Jan 25 – Feb 7	Demographics Data and Presenting Problem	Materials in Canvas	<b>Journal Entry #1 Due 2/7</b>
				<b>Optional Synchronous Meetings: 1/29, 2/6</b>
<b>3</b>	Feb 8 - 21	History of the Presenting Problem	Materials in Canvas	<b>Journal Entry #2 Due 2/21</b>
				<b>Optional Synchronous Meetings: 2/13 and 2/20</b>

4	Feb 22 – March 7	Relevant Medical, Family, and Social History	Materials in Canvas	Journal Entry #3 Due 3/7
				Optional Synchronous Meetings: 2/27 and 3/5
5	March 8 – 21* *Mar 8-14 Spring Break – No Class or Assignments	Assessment of Needs, Strengths, and Challenges	Materials in Canvas	Journal Entry #4 Due 3/21
				Optional Synchronous Meeting: 3/19
6	March 22 – April 4	Recommendations: Goals, Intervention, and Treatment Plan	Materials in Canvas	Journal Entry #5 Due 4/4
				Optional Synchronous Meetings: 3/26 and 4/2
7	April 5 - 18	Complete Case Presentation		Optional Synchronous Meeting: 4/9
				REQUIRED Synchronous Meeting: 4/16
8	April 19 – May 2	Wrapping Up or Pausing Field		Final <i>Optional</i> *Synchronous Meeting 4/23 <i>*If a student has not presented a case the week prior, he/she must present on this date.</i>

## University Policies and Information

### Withdrawing from Class

Students may withdraw (drop) from this course using the Withdrawal Portal. Withdrawing (dropping) this course can impact your Financial Aid, Scholarships, Veteran Benefits, Exemptions, Waivers, International Student Status, housing, and degree progress. Please speak with your instructors, consider your options, speak with your advisor, and visit the One-Stop Service Center (STE 230) or email [enroll@uttyler.edu](mailto:enroll@uttyler.edu) to get a complete review of your student account and the possible impacts to withdrawing. We want you to make an informed decision. UT Tyler faculty and staff are here for you and often can provide additional support options or assistance. Make sure to carefully read the implications for withdrawing from a course and the instructions on using the Withdrawal portal.

Texas law prohibits students from dropping more than six courses during their entire undergraduate career\*. The six courses dropped includes those from other 2-year or 4-year Texas public colleges and universities. Consider the impact withdrawing from this class has on your academic progress and other areas, such as financial implications. We encourage you to consult your advisor(s) and Enrollment Services for additional guidance.

*CAUTION #1: Withdrawing before census day does not mean you get a full refund. Please see the Tuition and Fee Refund Schedule. CAUTION #2: All international students must check with the Office of International Programs before withdrawing. All international students are required to enroll full-time for fall and spring terms. CAUTION #3: All UT Tyler Athletes must check with the Athletic Academic Coordinator before withdrawing from a course. CAUTION #4: All veterans or military-affiliated students should consult with the Military and Veterans Success Center. \* Students who began college for the first time before 2007 are exempt from this law.*

### **Artificial Intelligence (AI) Statement**

UT Tyler is committed to exploring and using artificial intelligence (AI) tools as appropriate for the discipline and task undertaken. We encourage discussing AI tools' ethical, societal, philosophical, and disciplinary implications. All uses of AI should be acknowledged as this aligns with our commitment to honor and integrity, as noted in UT Tyler's Honor Code. Faculty and students must not use protected information, data, or copyrighted materials when using any AI tool. Additionally, users should be aware that AI tools rely on predictive models to generate content that may appear correct but is sometimes shown to be incomplete, inaccurate, taken without attribution from other sources, and/or biased. Consequently, an AI tool should not be considered a substitute for traditional approaches to research. You are ultimately responsible for the quality and content of the information you submit. Misusing AI tools that violate the guidelines specified for this course is considered a breach of academic integrity. The student will be subject to disciplinary actions as outlined in UT Tyler's Academic Integrity Policy

#### **AI For this course, SOCW 4142:**

**AI may not** be used for submitted and graded assignments in this course. AI **may** be used to explore concepts, brainstorm and seek clarification.

Professor Freeman expects all work students submit for this course to be their own. She has carefully designed all assignments and class activities to support your learning. Doing your own written assignments, without human or artificial intelligence assistance, is best for your efforts in mastering course learning objectives. Deviations from these guidelines will be considered a violation of UT Tyler's Honor Code and academic honesty values.

### **Final Exam Policy**

Final examinations are administered as scheduled. If unusual circumstances require that special arrangements be made for an individual student or class, the Dean of the appropriate college, after consultation with the faculty member involved, may authorize an exception to the schedule. Faculty members must maintain student final examination papers for a minimum of three months following the examination date.

### **Incomplete Grade Policy**



If a student, because of extenuating circumstances, is unable to complete all of the requirements for a course by the end of the semester, then the instructor may recommend an Incomplete (I) for the course. The "I" may be assigned in place of a grade only when all of the following conditions are met: (a) the student has been making satisfactory progress in the course; (b) the student is unable to complete all coursework or final exam due to unusual circumstances that are beyond personal control and are acceptable to the instructor, and (c) the student presents these reasons before the time that the final grade roster is due. The semester credit hours for an Incomplete will not be used to calculate the grade point average. The student and the instructor must submit an Incomplete Form detailing the work required and the time by which the work must be completed to their respective department chair or college dean for approval. The time limit established must not exceed one year. Should the student fail to meet all of the work for the course within the time limit, then the instructor may assign zeros to the unfinished work, compute the course average for the student, and assign the appropriate grade. If a grade has yet to be assigned within one year, then the Incomplete will be changed to an F, or NC. If the course was initially taken under the CR/NC grading basis, this may adversely affect the student's academic standing.

### **Grade Appeal Policy**

Disputes regarding grades must be initiated within sixty (60) days from the date of receiving the final course grade by filing a Grade Appeal Form with the instructor who assigned the grade. A grade appeal should be used when the student thinks the final course grade awarded does not reflect the grades earned on assessments or follow the grading scale as documented in the syllabus. The student should provide the rationale for the grade appeal and attach supporting document about the grades earned. The form should be sent via email to the faculty member who assigned the grade. The faculty member reviews the 08/2024 rationale and supporting documentation and completes the instruction section of the form. The instructor should return the form to the student, even if a grade change is made at this level. If the student is not satisfied with the decision, the student may appeal in writing to the Chairperson of the department from which the grade was issued. In situations where there is an allegation of capricious grading, discrimination, or unlawful actions, appeals may go beyond the Chairperson to the Dean or the Dean's designee of the college from which the grade was issued, with that decision being final. The Grade Appeal form is found in the [Registrar's Form Library](#).

NOTE: The Grade Appeal Form is different from the Application for Appeal form submitted to the Student Appeals Committee, which does not rule on grade disputes as described in this policy.

### **Disability/Accessibility Services**

In accordance with Section 504 of the Rehabilitation Act, Americans with Disabilities Act (ADA) and the ADA Amendments Act (ADAAA), the University of Texas at Tyler offers accommodations to students with learning, physical, and/or psychological disabilities. If you have a disability, including a non-visible diagnosis such as a learning disorder, chronic illness, TBI, PTSD, ADHD, or a history of modifications or accommodations in a previous educational environment, you are encouraged to visit <https://hood.accessiblelearning.com/UTTyler/> and fill out the New Student application. The Student Accessibility and Resources (SAR) office will contact you when your application has been submitted and an appointment with the Assistant Director Student Accessibility and Resources/ADA Coordinator. For more information, including filling out an application for services, please visit the SAR webpage at <https://www.uttyler.edu/disability-services>, the SAR office located in the Robert Muntz Library, LIB 460, email [saroffice@uttyler.edu](mailto:saroffice@uttyler.edu), or call 903.566.7079.

### **Military Affiliated Students**



UT Tyler honors the service and sacrifices of our military-affiliated students. If you are a student who is a veteran, on active duty, in the reserves or National Guard, or a military spouse or dependent, please stay in contact with your faculty member if any aspect of your present or prior service or family situation makes it difficult for you to fulfill the requirements of a course or creates disruption in your academic progress. It is important to make your faculty member aware of any complications as far in advance as possible. Your faculty member is willing to work with you and, if needed, put you in contact with university staff who are trained to assist you. The Military and Veterans Success Center (MVSC) has campus resources for military-affiliated students. The MVSC can be reached at [MVSC@uttyler.edu](mailto:MVSC@uttyler.edu) or via phone at 903.565.5972.

**Students on an F-1 Visa** To remain in compliance with Federal Regulations requirements you must do the following:

- Traditional face-to-face classes: Attend classes on the regular meeting days/times.
- Hybrid Classes: Attend all face-to-face classes convened by the instructor according to the schedule set for your specific course.
- Online course: Only one online course can count toward your full-time enrollment. Students are expected to be fully engaged and meet all requirements for the online course.

### **Academic Honesty and Academic Misconduct**

The UT Tyler community comes together to pledge that "Honor and integrity will not allow me to lie, cheat, or steal, nor to accept the actions of those who do." Therefore, we enforce the Student Conduct and Discipline policy in the Student Manual Of Operating Procedures (Section 8).

### **FERPA**

UT Tyler follows the Family Educational Rights and Privacy Act (FERPA) as noted in University Policy 5.2.3. The course instructor will follow all requirements to protect your confidential information.

### **Absence for Official University Events or Activities**

This course follows the practices related to Excused Absences for University Events or Activities as noted in the Catalog.

### **Absence for Religious Holidays**

This course follows the practices related to Excused Absences for Religious Holy Days as noted in the Catalog.

### **Absence for Pregnant Students**

This course follows the requirements of Texas Laws SB 412, SB 459, SB 597/HB 1361 to meet the needs of pregnant and parenting students. Part of the supports afforded pregnant students includes excused absences. Faculty who are informed by a student of needing this support should make a referral to the Parenting Student Liaison. NOTE: Students must work with the Parenting Student

Liaison in order to receive these supports. Students should reach out to the Parenting Student Liaison at [parents@uttyler.edu](mailto:parents@uttyler.edu) and also complete the [Pregnant and Parenting Self-Reporting Form](#)

### **Campus Carry**

We respect the right and privacy of students who are duly licensed to carry concealed weapons in this class. License holders are expected to behave responsibly and keep a handgun secure and concealed. More information is available at <http://www.uttyler.edu/about/campus-carry/index.php>.

### **Student Resources**

For a complete listing of all student resources available at UT Tyler, please visit this link in our course's Canvas:

<https://uttyler.instructure.com/courses/43111/pages/student-resources-2>