

University of Nevada, Reno
SCHOOL OF SOCIAL WORK
MSW PROGRAM

OPTION B: SW 698.003/.004 Integrative Project

The *Integrative Project Option* is designed for students who wish to demonstrate their mastery of advanced generalist practice principles and skills through the completion of a field-based project. Option B students will enroll in SW 698.003/.004, the Integrative Project Seminar, during the final fall and spring semesters of their concentration year of study.

Field-based issues, problems, or questions—originating from the student's field practicum site—provide the basis for the integrative project.

The integrative project must:

- A. Demonstrate to faculty, outside evaluators, and others, the student's ability to synthesize social work knowledge and apply it to advanced generalist practice;
- B. Illustrate this in-depth understanding by demonstrating the student's ability to effectively apply the five areas of advanced generalist practice—1) theory; 2) practice in micro, mezzo, and macro arenas; 3) policy; 4) research; & 5) diversity/activism/social justice—to a field-based issue, problem, or question; and,
- C. Result in a permanent product that “gives back” and is relevant to the professional practice arena.

Forming the Graduate Advisory-Examining Committee

During the first semester of their concentration (700) year studies, students electing the *Integrative Project Option* will be assigned a graduate *Advisory-Examining Committee (AEC) Chair* from the social work faculty. In turn, each student—in consultation with their committee chair—will select a second social work faculty member and a graduate school representative (i.e., a graduate faculty member from another academic unit) to serve on the AEC.

Details Surrounding the Integrative Project

- 1.) The student— in consultation with her/his committee chair, field instructor, and other appropriate field placement personnel—identifies the focus of the *Integrative Project (IP)*.
- 2.) The nature and scope of the integrative project must be approved by the full AEC.
- 3.) The student, in consultation with the field instructor and committee chair will decide the venue and format for showcasing the completed integrative project. Second and third (outside) members of the students AEC are invited, but not required to attend this “field-based” presentation.
- 4.) Throughout the concentration year of study, students will assemble an integrative portfolio consisting of:
 - a. Designated assignments from select concentration-level courses (i.e., SW 720, SW 721, SW 730, SW 740, SW 741, SW 780 & SW 781)—through which the student demonstrates competencies specific to that course that relate to the Issue, problem, or question addressed by the integrative project.

- b. A written report that synthesizes the advanced generalist elements (i.e., theory, practice, policy, research and diversity/social justice) as they relate to the integrative project.
 - c. Evaluation form from the student's field-based IP presentation where the product is "showcased."
 - d. Written feedback from field re: the impact of the student's IP.
- 5.) During their last semester of their concentration year of study students will complete an oral defense at the university. This defense will be attended by the full AEC with agency representatives invited, but not required to attend. The AEC will review all pieces as a whole (i.e., the portfolio and oral defense) in relationship to competency performance thresholds to determine whether a student passes or fails.

Examples of field-based projects

- Program development (e.g., piloting a new intervention approach, developing a new curriculum, introducing a new program component—program design)
- Grant proposal
- Case study
- In-service training with CEUs
- Critical analysis of "best practices" relevant to the field site
- Research or Manuscript for journal submission
- Video or photography essay

Occasionally a team project may be approved after consultation with the students' committee chair(s). Each student within the team is responsible for individually submitting the required portfolio and must describe contributions made to the overall project with sufficient clarity for the AEC to assess each student's individual competencies.