SOCIAL WORK 576: FOUNDATION INTEGRATIVE SEMINAR I

Syllabus

Term

Fall 1 2023

August 28, 2023 – December 15, 2023

Online

Seminar Instructor/Field Liaison

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Office Hours: Mondays from 12pm-1pm MT/11am-12pm PT and Thursdays from 9am-10am MT/8am-9am PT

Response Time: up to 48 hours from original message

Course Description

This is the first Foundation Integrative Seminar in which a student is concurrently placed in a practicum setting. This course provides students with the information necessary to begin to understand and successfully manage the personal, educational, and professional processes that are part of graduate education and professional practice. The first semester of Foundation Integrative Seminar provides an orientation to the profession and the overall practicum experience. The course prepares students for their practicum, helps them understand how the practicum is related to other components of the foundation curriculum, and guides them through an initial process of integration of theory and practice. Students will be introduced to social work core competencies and practice behaviors.

Relation to Other Courses

The Foundation Integrative Seminar builds on all concurrently taken foundation courses and offers the student the opportunity to articulate in a seminar format the interrelationships among courses in human behavior, social work practice, social welfare policy, and research, all while practicing in a specific social work setting. Students are expected to utilize material from concurrent foundation courses in their integrative seminar. Students registering for this seminar in the fall must register for the same section of seminar in the spring with the same Seminar Instructor/Field Liaison.

Course Objectives

By the end of this course, you should be able to:

- Demonstrate professional demeanor in behavior, appearance, oral and written communication, use of social media, and adherence to agency policies and procedures.

- Use technology ethically and appropriately to facilitate effect practice.
- Use supervision and peer consultation to guide professional judgment and behavior.
- Use NASW Codes of Ethics, and additional codes as applicable, to guide ethical decision making and reflect on ethical dilemmas encountered in practice.
- Identify and describe diverse social work roles relevant to context of practice in practicum site.
- Engage in ongoing critical self-reflection and reflection on practice.
- Describe the history and mission of practicum organization.
- Bring anti-racist principles to bear in reflecting on organizational policies and practice in the context of practicum placement.
- Identify organizational and broader social policies that directly affect practice in the context of practicum site.
- Identify core theoretical perspectives relevant to practice in the context of practicum site.
- Identify the primary approaches to assessment, intervention, and evaluation utilized within the practicum site.
- Critically reflect on practice in the practicum site using the Just Practice framework.

CSWE Competencies & Dimensions

According to the Council on Social Work Education (CSWE), "social work competence is the ability to integrate and apply social work knowledge, values, and skills to practice situations in a culturally responsive, purposeful, intentional, and professional manner to promote human and community well-being (CSWE 2022)". CSWE recognizes a holistic, multidimensional view of competence, which integrates knowledge, values, skills, and cognitive and affective processes that include critical thinking, affective reactions, and exercise of sound judgment. SW 576 specifically addresses the following competencies and all dimensions (i.e., knowledge, values, skills, and cognitive and affective processes).

Competencies	Dimensions	Assignment/Activity
Competency 1: Demonstrate Ethical and Professional Behavior	Knowledge, Values, Skills, Affective and Cognitive Processes	Active self-reflection, application of theory and skills into practice context, and ongoing engagement in seminar
Competency 3: Engage Anti-Racism, Diversity, Equity and Inclusion (ADEI) in Practice	Knowledge, Values, Skills, Affective and Cognitive Processes	Active self-reflection, application of theory and skills into practice context, and ongoing engagement in seminar

Required & Optional Materials

Required Materials

- Garthwait, C. (2020). The Social Work Practicum: Preparation for Practice. 8th Edition.
- Additional required materials can be found in Moodle.

Optional Materials

- University of Montana School of Social Work (2005). MSW practicum manual.
- Additional optional materials can be found in Moodle.

Course Format

This course will be conducted fully online. All materials, interactions, and communications between the Seminar Instructor/Field Liaison/Field Liaison and students will occur within this course site. You can access the Moodle course site at https://moodle.umt.edu.

The Field Education Team will frequently send additional information about practicum (e.g., Sonia form requirements, timeline reminders, site visit reminders etc.) via email. Thus, it is essential that students regularly check their UM email account and stay up to date with practicum requirements and deadlines.

This is an 8-module course spanning 16 weeks and each module is 2 weeks long. Thus, this course aligns with and accompanies the first half of your practicum placement. In general, each module will follow a similar format. Each 2-week module starts on a **Monday at 12:01 a.m. MT** and ends on a **Sunday at 11:59 p.m. MT**. If you have any questions about the course structure, contact your Seminar Instructor/Field Liaison.

Course Technology

Additional information about course technology and frequently used tools can be found in the "Technical Resources" section of your course.

ZOOM

Zoom is used for live communication with Seminar Instructor/Field Liaisons and participation in course discussions. Seminar Instructor/Field Liaisons may choose to host live lectures and classes online and will send a link to join.

PANOPTO

Panopto is UM's video capturing and editing platform. It works directly with Moodle so you can record, edit, and share videos without leaving your course! In this course, and others throughout this program, you will be expected to use Panopto for course assignments.

To become familiar with this tool, give Panopto a try! First, enroll in the Moodle 101 for Students course. From the opening page of this course, navigate to the Technical Support section, then open the chapter called "Recording and Sharing with Panopto."

Minimum Technical Requirements

For information about technological requirements and recommendations, visit the System Requirements for Moodle.

Technical Support Contact Information

Technical Support is available 24 hours a day, 7 days a week, 365 days a year.

- Call toll-free: (406) 206-6699 (press 2 at the menu)
- Chat with a technical support specialist: https://support.edu.help/
- Email: umt@support.edu.help

Participation

You are expected to be active participants in the online course. This course is unique as it acts more as an informal community of practice group with your peers and Field Liaison (= Seminar Instructor). Similar to practicum, you will get out of your seminar experience what you contribute to it. After two missed discussions, additional written assignments may be required. It is your responsibility to communicate with the Seminar Instructor/Field Liaison if discussions are missed and additional assignments need to be completed.

Communication

The online classroom provides us all with a great opportunity to develop and practice knowledge and skills of research, policy analysis, and advocacy, as well as build community and maintain strong relationships. In order to make the most of our time together, you are expected to actively participate in all course assignments, activities, and discussions. Our learning does not take place in isolation, but rather within the context of others' historical, cultural, and political perspectives and, for this particular course, practice experiences and contexts.

Interacting with the Seminar Instructor/Field Liaison and other students in the discussion boards is an integral part of this course and will require timely, meaningful, and though provoking posts and responses. We are all expected to conduct ourselves in a manner that goes beyond respectful and supportive. We must deliberately and intentionally create an inclusive and anti-racist space for collaborative learning.

Email Requirement

Please note that it is **required that you check your university email every weekday** (outside of holidays or school breaks). Email is our main tool of communication and lack of replying to email could ultimately affect your coursework and your grade. If the amount of email you are receiving from Moodle seems overwhelming, please adjust your email preferences in the settings section of Moodle.

Course Assignments

Module Discussions

You will participate in a discussion for each module that asks you to bring in and reflect on your practicum experiences and connect with your peers. For each discussion, you have the option to **record a 2- to 3-minute video using Panopto** or **write two-three paragraphs (200-300 words)** that address the discussion prompts. Although you get to choose which format you would like to utilize for your weekly posts (i.e., recording or writing), please remember that the intention behind seminar is to create a mutual teaching/learning space that functions as a place to safely share about your practicum experience and consult with your peers each module. Thus, seeing each other and hearing from each other per video will likely significantly contribute to a meaningful seminar experience.

Although you are **not required** to reply to your peers, these discussion forums are your way to share with and learn from your peers throughout your practicum placement. Make the most of these forums by doing the following:

- Reply to your peers as many times as you like as long as you find the dialog relevant and enriching.
- Bring in other resources, experience, and information to further enrich the conversation.
- Reply to your peers frequently throughout the week. Don't wait until Sunday!

Optional Activities

You will have the opportunity to complete optional activities from the textbook.

APA Style

Although seminar forums are more informal and personal in nature, you are still required to engage in professional writing, i.e., follow the APA writing style for forum discussions and responses. Visit the APA Style website and Purdue Online Writing Lab.

Written work should be carefully crafted, reflecting graduate-level quality. The following criteria apply to all written assignments: correct grammar, spelling, and punctuation; indications of thoughtfulness and critical reflection; good balance between thoroughness and concise expression of ideas; move beyond reporting surface content to interpretation and analysis; integration of readings and course discussion.

Grading

Foundation Integrative Seminar I is graded on a **Credit/No Credit** basis. You will be graded on your participation and contributions to the group process and professional community of practice with your peers, and your ability to integrate classroom learning and academic content into your actual practicum experiences.

Course Grade

Your final course grade will be determined based on the points in the Course Grade table.

ASSIGNMENT	POINTS
Weekly Discussions	8 x 100 points
Total	800 points

Grading Scale

Students must maintain a B average in courses taken for graduate credit at The University of Montana; no grade below C will be accepted toward any degree requirement.

LETTER GRADE	PERCENTAGES
A	94-100%
A-	90-93%
B+	87-89%
B	84-86%
B-	80-83%

C+	77-79%
C	74-76%

Late Work Policy*

Specific due dates for all discussions are provided in Moodle. Unless otherwise stated, discussion posts are due on those days. However, sometimes "life happens." In these instances, you may use your allotted two flex days. These days allow you to participate in a discussion up to two days late without penalty; **you can only miss or participate late in up to two discussions**. You can use these days for any discussion and for any reason. You do not need to provide me with the reason; simply email me and tell me how many of your flex days you would like to use.

Once you've exhausted your flex days, then point deductions will occur for any discussion submitted after the deadline. A discussion submitted 24 hours after the due date will only be eligible for 80% of the maximum number of points allotted. Discussions submitted more than 24 hours after the due date will not be accepted. If you experience extenuating circumstances (e.g., you are hospitalized) that prohibit you from submitting your assignments on time, please let me know. I will evaluate these instances on a case-by-case basis.

*This late work policy was adapted from Carnegie Mellon.

COURSE SCHEDULE*

MODULE	TOPIC	MATERIALS	ASSIGNMENTS
1	Welcome to Practicum & Seminar	**Read** • Garthwait, Chapter 1 **Review** • Learning Agreement Process & Overview	Module 1 Discussion – Practicum Introductions & Purpose of Seminar
2	Developing a Meaningful Learning Agreement	**Read** • Garthwait, Chapter 2 **Review** • Learning Agreement Process Overview & Samples	Module 2 Discussion – Learning Agreement Optional Module 2 Synchronous Meeting
3	Supervision & Peer Consultation	**Read** • Garthwait, Chapter 3 **Review** • UMSSW Supervision Overview, Topics, and Agenda	Module 3 Discussion – Supervision & Consultation
4	Safety	**Read** • Garthwait, Chapter 14 • Risk Activity	Module 4 Discussion – Workplace Safety
5	Professional Communication & Use of Technology in Practice	**Read** • Garthwait, Chapter 9 • Communication Activity	Module 5 Discussion – Communication Strategies

6	Organizational & Community Context of Practice	**Read** • Garthwait, Chapter 4-5	Module 6 Discussion – Approaching Social Problems in a Community Context Optional Module 6 Synchronous Meeting
7	Social Program & Social Policy Context in Practice	**Read** • Garthwait, Chapter 6-7	Module 7 Discussion – Policy and/or Advocacy Work
8	Reflection	• No assigned materials	Module 8 Discussion – Reflecting on Personal Growth

*Course Schedule subject to change. You will be notified via Announcement in the course site.

Institutional Policies & Student Resources

Student Conduct Code

The Student Conduct Code at the University of Montana embodies and promotes honesty, integrity, accountability, rights, and responsibilities associated with constructive citizenship in our academic community. This Code describes expected standards of behavior for all students, including academic conduct and general conduct, and it outlines students' rights, responsibilities, and the campus processes for adjudicating alleged violations.

Accessibility & Office for Disability Equity

The University of Montana assures equal access to instruction through collaboration between students with disabilities, Seminar Instructor/Field Liaisons, and Office for Disability Equity. (ODE) If you think you may have a disability adversely affecting your academic performance, and you have not already registered with ODE, please contact ODE at 406-243-2243. You can also visit the Accessibility website for a complete list of resources.

Student Affairs

At the University of Montana, we are and always have been advocates for a holistic approach to higher education. We believe that students like you are happier, healthier and much more academically productive when we consider the whole student in our approach to education and student service. Visit the Student Affairs Student Support Resources website for a list of resources and contacts, including:

- Counseling and Advocacy Support Services
- Academic Support
- Career and Financial Support
- Specialized Support

Student Advocacy Resource Center

The Student Advocacy Resource Center (SARC) provides free and confidential support and brief counseling services for students who have experienced gender-based discrimination. SARC can be reached at 243-4429. Students are also welcome to call their 24-hour support line (406) 243-6559. Speaking with a confidential resource does not disqualify students from making a formal report to the Title IX Coordinator if and when they are ready. In the confidential setting, students will be made aware of available resources and reporting options. An advocate is available for all students upon request through SARC.

Food and Housing Security

Any student needing access to food or housing, which may have an impact on their academic performance is encouraged to discuss this with your advisor or professor, so that they may provide referrals for support and resources.

Office of Equal Opportunity and Title IX

The Office of Equal Opportunity and Title IX supports UM's commitment to diverse and inclusive working and learning environments free from all forms of discrimination, harassment and sexual misconduct. We work to eliminate barriers inhibiting individuals from achieving their full potential in education, employment, and other programs at the University.

Land Acknowledgement

The University of Montana acknowledges that we are in the aboriginal territories of the Salish and Kalispel people. We honor the path they have always shown us in caring for this place for the generations to come. Visit the Office of Equal Opportunity and Title IX for more resources and information.

University of Montana School of Social Work Anti-Racism Principles

The School of Social Work is committed to living our professional values as detailed by the National Association of Social Worker's Code of Ethics. As social workers we therefore promote social justice through critical inquiry and targeted actions that disrupt systems of oppression. In keeping with these efforts, we have developed a set of anti-racism principles to guide the core functions of our School. We recognize this document to be organic and open to change based upon our evolving understanding of these issues as informed by the voices of Black, Indigenous and People of Color. Finally, we recognize the important and impactful ways that oppressions overlap and interact with each other. Therefore, our anti-racism practice will take an intersectional approach to systems change (i.e., we will consider how racism, sexism, heterosexism, cisgenderism, ableism, ageism, classism, colonization and systems of patriarchy interact and use that understanding to create practices, policies and procedures that eliminate those conditions).

Office for Student Success

The Office for Student Success supports students by collaborating with and supporting academic departments and university offices to provide programs and services that support students' academic growth and personal development.

Writing and Public Speaking Center

The Writing and Public Speaking Center is eager to work with you at any point during research, writing or presentation project, both in-person and online. Visit the online scheduler to reserve an appointment.

Plagiarism Warning

Plagiarism is the representing of another's work as one's own. It is a particularly intolerable offense in the academic community and is strictly forbidden. Students who plagiarize may fail the course and may be remanded to Academic Court for possible suspension or expulsion. (See Student Conduct Code that follows in this section of the catalog.)

Students must always be very careful to acknowledge any kind of borrowing that is included in their work. This means not only borrowed wording but also ideas. Acknowledgment of whatever is not one's own original work is the proper and honest use of sources. Failure to acknowledge whatever is not one's own original work is plagiarism.

See the student handbook for more information.

Maureen and Mike Mansfield Library

You can connect remotely with the Maureen and Mike Mansfield Library resources through their robust online services.

Information Technology

Information Technology provides computing, network, and telecommunications infrastructure, supports enterprise level software, and offers a range of technology support services. The services catalog allows you to find and request services online, and track completion of your service requests. Visit the Services catalog for a complete list.