UNIVERSITY OF
MONTANA

SOCIAL WORK 577: FOUNDATION INTEGRATIVE SEMINAR II

Syllabus

Term

Spring 2024

January 16, 2024 to May 3, 2024

Online

Seminar Instructor/Field Liaison

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Response Time: Up to 48 hours from original message

Land Acknowledgement

"The University of Montana acknowledges that we are in the aboriginal territories of the Salish and Kalispell people. We honor the path they have always shown us in caring for this place for generations to come."

– Séliš-Ql̓ispé Culture Committee

Course Description

This is the second Foundation Integrative Seminar in which a student is concurrently placed in a practicum setting. This course provides students with continuing information and support to effectively engage in graduate education that will lead to competence in practice from a generalist perspective. The course guides students in the integration of concurrent classroom content with practicum experiences.

Students in this course receive consultation and guidance from the instructor and from student peers and are expected to focus on their own professional development through the completion and articulation of learning objectives and the incorporation of supervisory feedback into improved skills and increased knowledge for practice.

CSWE Competencies, Dimensions, and Behaviors Addressed

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 577 specifically addresses the following competencies and all dimensions (i.e., knowledge, values, skills, and cognitive and affective processes).

SW 577 SPECIFICALLY ADDRESSES THE FOLLOWING COMPETENCIES AND DIMENSIONS:

Competency 1: Demonstrate Ethical and Professional Behavior: Social workers understand the value base of the profession and its ethical standards, as well as relevant policies, laws, and regulations that may affect practice with individuals, families, groups, organizations, and communities. Social workers understand that ethics are informed by principles of human rights and apply them toward realizing social, racial, economic, and environmental justice in their practice. Social workers understand frameworks of ethical decision making and apply principles of critical thinking to those frameworks in practice, research, and policy arenas. Social workers recognize and manage personal values and the distinction between personal and professional values. Social workers understand how their evolving worldview, personal experiences, and affective reactions influence their professional judgment and behavior. Social workers take measures to care for themselves professionally and personally, understanding that self-care is paramount for competent and ethical social work practice. Social workers use rights-based, antiracist, and anti-oppressive lenses to understand and critique the profession's history, mission, roles, and responsibilities and recognize historical and current contexts of oppression in shaping institutions and social work. Social workers understand the role of other professionals when engaged in interprofessional practice. Social workers recognize the importance of lifelong learning and are committed to continually updating their skills to ensure relevant and effective practice. Social workers understand digital technology and the ethical use of technology in social work practice.

Competency 3: Engage Anti-racism, Diversity, Equity, and Inclusion (ADEI) in Practice: Social workers understand how racism and oppression shape human experiences and how these two constructs influence practice at the individual, family, group, organizational, and community levels and in policy and research. Social workers understand the pervasive impact of White supremacy and privilege and use their knowledge, awareness, and skills to engage in anti-racist practice. Social workers understand how diversity and intersectionality shape human experiences and identity development and affect equity and inclusion. The dimensions of diversity are understood as the intersectionality of factors including but not limited to age, caste, class, color, culture, disability and ability, ethnicity, gender, gender identity and expression, generational status, immigration status, legal status, marital status, political ideology, race, nationality, religion and spirituality, sex, sexual orientation, and tribal sovereign status. Social workers understand that this intersectionality means that a person's life experiences may include oppression, poverty, marginalization, and alienation as well as privilege and power. Social workers understand the societal and historical roots of social and racial injustices and the forms and mechanisms of oppression and discrimination. Social workers understand cultural humility and recognize the extent to which a culture's structures and values, including social, economic, political, racial, technological, and cultural exclusions, may create privilege and power resulting in systemic oppression.

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

Relation to Other Courses

The Foundation Integrative Seminar II builds on concurrently taken foundation courses including HBSE II and Practice with Groups and Communities. It requires students to articulate knowledge, skills, and roles of the professional social worker in a particular practicum setting and link theory and practice by drawing on foundation course content. This course sets the foundation for an advanced specialization year practicum that will build on the foundational nature of the generalist practicum. SW 576 Foundation Integrative Seminar I is a prerequisite for SW 577.

Course Objectives

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

1. Demonstrate professional demeanor in behavior, appearance, oral and written communication, use of social media, and adherence to agency policies and procedures.
2. Identify ways in which technology is utilized to facilitate effective practice in practicum setting and provide recommendations for improvements as appropriate.
3. Use supervision and peer consultation to guide professional judgment and behavior.
4. Discuss an ethical dilemma encountered in practice and describe process of ethical decision making, considering Code of Ethics, anti-racist principles, and relevant laws and policies.
5. Understand and apply social work roles appropriate to practicum context.
6. Describe approaches to interprofessional practice, and the contributions of social work therein, in the context of practicum experience.
7. Present a case from practicum that illustrates developing knowledge of engagement, assessment, teaching-learning, action, and/or accompaniment in the context of practicum.
8. Describe theoretical approach to a specific case example from practicum.
9. Describe a trauma-informed approach to practice and consider whether or how a trauma-informed approach is integrated into the practicum setting.
10. Critically reflect on positionality as it relates to practice in the practicum setting.
11. Critically reflect on ways in which difference, diversity, privilege, and power are manifested and addressed in the practicum setting.

Required & Optional Materials

Required Materials

- Garthwait, C. (2021, 8th edition). *The social work practicum: A guide and workbook for students.* Pearson.
- Additional required materials can be found in Moodle.

Optional Materials

- University of Montana School of Social Work Handbook (2022-2023)
- 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 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 Liaison and participation in course discussions. Seminar Instructor/Field Liaison 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). Like practicum, you will get out of your seminar experience what you contribute to it. **After two missed or late discussions**

and at the discretion of the instructor, additional written assignments may be required and/or students risk receiving an NCR (no credit = F) in seminar leading to withdrawal from practicum. It is your responsibility to proactively and effectively 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 thought-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 **record a 2- to 3-minute video using Panopto and/or write two-three paragraphs (200-300 words)** that address the discussion prompts. Although you generally 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 always 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 if 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 II 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 your participation in and timely contribution to the weekly discussions. **Students receive either a PASS or FAIL grade for each module based on meeting the discussion assignment and the module deadline**. Overall, students receive a CR/ NCR grade for seminar.

ASSIGNMENT	POINTS
Weekly Discussions	8 x Pass or Fail
Total	Pass or Fail (CR/NCR for overall class)

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 the instructor with the reason, but you are expected to email proactively ahead of the submission deadline and inform the instructor how many of your flex days you would like to use.

Once you've exhausted your flex days, you will receive a FAIL for any discussion submitted after the deadline. If you experience extenuating circumstances (e.g., you are hospitalized) that prohibit you from submitting your assignments on time, please let the instructor know and these instances will be evaluated on a case-by-case basis.

*This late work policy was adapted from Carnegie Mellon.

Course Schedule

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MODULE	TOPIC	MATERIALS	ASSIGNMENTS
1	Welcome (Back) to Practicum & Seminar	• No assigned materials	Module 1 Discussion – Looking Back, Looking Forward
2	Social Policy Context of Practice	**Read** • Garthwait, Chapter 7 **Listen** • Policy Drives Practice: Why Macro Social Work Practice Matters (3 min 40 sec)	Module 2 Discussion – Policy at Play in Practicum Optional Module 2 Synchronous Meeting
3	Ethical Challenges & the NASW Code of Ethics	**Read** • Garthwait, Chapter 10	Module 3 Discussion – Ethical Dilemmas
4	Professional & Personal Identity - Now and Moving Forward	**Read** • Garthwait, Chapter 16	Module 4 Discussion – Professional & Personal Identity – Now and Moving Forward
5	Diversity & Difference in Practice	**Read** • Garthwait, Chapter 13 • UMSSW Anti-Racism Principles	Module 5 Discussion – Diversity, Equity, Inclusion (DEI) Resource Sharing
6	The Planned Change Process - Engagement & Assessment	**Read** • Garthwait, Chapter 12 **Listen** • The Social Work Podcast (2009) Prochaska and DiClemente's Stages of Change Model for Social Workers (35 min 29 sec)	Module 6 Discussion – Engagement & Assessment Optional Module 6 Synchronous Meeting

| 7 | The Planned Change Process - Intervention & Evaluation | **Read**
• Garthwait, Chapter 12

Listen
• The Social Work Podcast (2009) Prochaska and DiClemente's Stages of Change Model for Social Workers (35 min 29 sec) | Module 7 Discussion – Intervention & Evaluation |
| 8 | Leadership for Social Change | • No assigned materials | Module 8 Discussion – Being in the Arena |

*Course Schedule subject to change. You will be notified via Announcements 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 among students with disabilities, Seminar Instructors/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 (406) 243-4429. Students are also welcome to call their 24-hour support line at (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.

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.

In this program, plagiarism also includes the use of an Artificial Intelligence content generator (such as ChatGPT) to complete coursework without proper attribution or authorization. While we don't yet know all of the impact of generative AI, and while we acknowledge that there could be some ways it can support learning, we disagree with any use that allows students to sidestep the careful work of developing skills in critical personal reflection, clinical reasoning, and professional capacity. If you are unsure about whether something may be plagiarism or academic dishonesty, please contact your instructor to discuss the issue.

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.