

SOCIAL WORK 579: ADVANCED 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

Course Description

Advanced Integrative Seminar II provides a format for students to integrate theory and practice, continue to develop a professional identity, and gain mastery in advanced practice from an integrated practice framework. This seminar is designed to allow students to take the lead in generating discussions regarding issues and aspects of their practicum. Students will also be encouraged to think creatively and critically to apply the tenets of integrated practice to their field experience.

This is a 1-credit course.

Relation to Other Courses

Advanced Integrative Seminar II builds on all the foundation courses and the competencies gained in the Generalist Practicum. The overall purpose of this series of courses is to prepare students for advanced integrated practice in rural, semi-rural, and urban settings. Students registering for this seminar in the fall have to register for the same section of seminar in the spring with the same instructor.

Course Objectives

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

- Demonstrate an advanced understanding of group dynamics by seminar participation which contributes to an atmosphere of sharing, trust, and engagement in learning.
- Exhibit the ability to utilize theories, models, and approaches to advanced integrated practice that promote empowerment and respect difference.

- Utilize collaborative approaches to complex ethical decision-making in practicum context that ensure the participation or representation of those most directly affected.
- In relationship to practice, demonstrate ability to articulate strengths of and challenges facing rural and indigenous communities.
- Demonstrate ability to communicate knowledge of best practices and effectiveness of interventions to diverse audiences.
- Identify key social policies that have direct impact on practice in the practicum context and articulate pathways and practices for effective, justice-oriented policy advocacy.
- Demonstrate ability to negotiate, mediate, and advocate with and on behalf of diverse clients and constituencies.
- In relationship to practice situations, exhibit advanced ability to practice self-awareness, engage in self-reflection on positionality and power, and integrate anti-racist principles into practice.
- Demonstrate knowledge of trauma, including historical and racial trauma, and critically examine practicum site's capacities as a trauma-informed organization.
- Demonstrate a critical understanding of privilege, power, difference and diversity in relationship to both micro and macro aspects of leadership in the context of practicum.
- Demonstrate ability to integrate direct practice and community-building skills in the process of planned change.
- Critically reflect on personal strengths and skills of advanced integrated practice and develop a plan for ongoing professional development.

Professional Practice Behaviors

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 578 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 2: Advance Human Rights and Social, Racial, Economic, and Environmental Justice	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
Competency 10: Apply Forms of Leadership to Support Collaborative, Interdisciplinary, or Transdisciplinary Relationships and Active Community Participation in Addressing the Intersection of Local and Global Issues Impacting your Community and Greater Geographic Region	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

- All required materials can be found in Moodle.

Optional Materials

- University of Montana School of Social Work (2022). 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 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.educationhelp.org/>
- Email: umontana@support.educationhelp.org

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. 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 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. 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 via video will likely significantly contribute to a meaningful seminar experience.

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!

WHOLE CLASS FORMAT – MODULE 1 AND MODULE 8

For Module 1 and Module 8, we will engage in whole class discussions. For these discussions, you are **not required** to reply to your peers; these discussions are your way to share with and learn from your peers throughout your practicum placement.

SMALL GROUP FORMAT – MODULES 2-7

For Modules 2-7, we will engage in small group discussions with the intention of even more meaningful engagement with your peers. This small group model allows for closer relationships with your peers and aids the development of a consultation group rooted in trust, connection, and accountability. With less peers there are less posts, and this ensures that you can read all of your colleagues' comments and reply accordingly. You will be with the same group for the entire term.

For these discussions, you will reply **at least once to all peers in your small group** in a video or written format. Replies can be short and sweet and in bullet-point format, especially if you are sharing ideas/suggestions for learning activities. Remember that these discussion forums are your way to share with and learn from your peers throughout your practicum placement.

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

Advanced Integrative Seminar II is graded on a **Credit/No Credit (CR/NCR)** basis. You will be graded on your participation and timely contributions to the group discussion 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 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*

MODULE	TOPIC	MATERIALS	ASSIGNMENTS
1	Finishing Strong!	No required materials.	Module 1 Discussion – Setting Goals and Building Skills
2	Ethics and Values II - Technology in Social Work Practice	Read <ul style="list-style-type: none"> Technology Trends: Technology for Social Good Social Work Tech Talk: Tech and the Real World 	Module 2 Discussion – Technology Use in Social Work Practice Optional Module 2 Synchronous Meeting
3	From Trauma-Inducing to Trauma-Reducing	Watch <ul style="list-style-type: none"> Trauma Informed Care Presentation by Kat Werner Review <ul style="list-style-type: none"> Trauma-Informed Systems Principles Implementing Trauma-Informed Practices throughout the San Francisco Department of Public Health 	Module 3 Discussion – From Trauma-Inducing to Trauma-Reducing
4	Anti-Racism, Diversity, Equity, and Inclusion II	Watch <ul style="list-style-type: none"> Anti-Racism and Organizational Development by Ashley Trautman 	Module 4 Discussion – Assessing ADEI at Your Practicum II

5	Leadership in the Social Work Profession	<p>Read</p> <ul style="list-style-type: none"> Knowledge Briefing: Resources and Tools: Being a Social Work Leader <p>Watch</p> <ul style="list-style-type: none"> Mary Collins and Kim Gardner Interview (Parts I, II, and III) 	Module 5 Discussion – Leadership in the Social Work Profession
6	The Research and Practice Connection Post-MSW	<p>Review</p> <ul style="list-style-type: none"> What is Open Source Research? Simmons University Open Access Social Work Resources 	<p>Module 6 Discussion – Keeping the Research to Practice Connection Alive</p> <p>Optional Module 6 Synchronous Meeting</p>
7	Evaluation of Practice	<p>Read</p> <ul style="list-style-type: none"> The New Social Worker, “One of the Secrets of Success in Social Work Is to Self-Assess” <p>Listen</p> <ul style="list-style-type: none"> Helpful Social Work on Social Work Evaluation <p>Review</p> <ul style="list-style-type: none"> Specialization Year Learning Agreement with Agency Field Instructor 	Module 7 Discussion – How Do We Know We Are Making a Difference?
8	Celebration!	<p>Watch</p> <ul style="list-style-type: none"> Valarie Kaur, 3 Lessons of Revolutionary Love in a Time of Rage Valarie Kaur, Night Watch Service (December 31, 2016) 	Module 8 Discussion – Celebration, Wrap Up and Final Reflection

*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 among students with disabilities, Seminar Instructors/Field Liaisons, and the [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 (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 presentations, 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.