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### SW 578.02: Advanced Integrative Seminar I

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**SW 578 Advanced Integrative Seminar I  
Concentration Year Fall Semester**

**Instructor: Janet Finn**

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**Semester: Fall 2003**

**Credits: 1**

**Course Description**

Advanced Integrative Seminar I 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. In addition, attention and guidance will be offered to students working on their portfolio project.

**Relation To Other Courses**

Advanced Integrative Seminar I builds on all the foundation courses and the competencies gained in the Foundation Practicum. The overall purpose of this series of courses is to prepare students for advanced practice in rural settings.

**Course Objectives**

1. Demonstrate an appreciation for and understanding of the dynamics of the group process through attendance, contributions to professional discussions, and providing support to other students.
2. Design individualized, and measurable learning objectives for the practicum experience.
3. Describe the practicum agency in terms of structure, mission, history, function, services funding, client group, and theoretical frameworks that are utilized.
4. Demonstrate an ability to analyze and critique the practicum agency on its fulfillment to its mission and effectiveness with its clients and the community.
5. Identify, analyze and critique the major social policies affecting the practicum agency and its clients.
6. Demonstrate the ability to conduct assessments utilizing the integrated practice framework.
7. Understand the unique aspects of rural, semi-rural and urban communities.
8. Demonstrate a beginning understanding of the integrated practice model in relation to intervention.
9. Present relevant elements of professional portfolio.

10. Demonstrate ability to lead discussion of relevant topic in relation to the practicum setting.

The following Concentration Learning Objectives will also be met in Advanced Integrative Seminar I.

CO 1. Prepare students to apply the principles of integrated practice to work with individuals, families, organizations, and communities.

CO 2. Prepare students to apply practice frameworks that consider the importance of historical, political, and cultural contexts in shaping problems and solutions.

CO 4. Provide students with opportunities to apply policy analysis frameworks to agency settings and social problems and develop action and/or advocacy plans to effect change.

CO 6. Provide students with opportunities to critically evaluate values and assumptions that underlie particular theoretical frameworks and perspectives and use these assessments to inform and elaborate upon a model of integrated practice.

CO 8. Provide students' opportunities to implement intervention strategies in practice settings based on empirical, theoretical, and experiential knowledge and social work values that address individual and social problems and propose modifications and innovations.

CO 10. Provide students with opportunities to apply research knowledge and derive intervention strategies that are based on understandings of urban and rural communities that enlist the cooperation of organizations and citizen groups in arriving at collaborative decisions.

CO 11. Provide students with opportunities to develop intervention strategies that illustrate understandings of the forms and mechanisms of oppression and discrimination based on gender, ability, race, age, class, and sexual identity that respect difference and the dignity of human life.

CO 12. Provide students the opportunities to create a professional portfolio that demonstrates knowledge and skills in the application of the principles of integrated practice in response to an identified social problem or practice area.

### **Course Outline**

Class 1 9/5 Overview and Discussion of Advanced Practicum Learning Objectives.

Class 2 9/12 Thinking through your Portfolio – Making Links to Practicum

Class 3 9/19 Advanced Practice from an Integrated Practice Framework

Class 4 9/26 Assessment from an Integrated Practice Framework

Class 5 10/3 Assessment from an Integrated Practice Framework

Class 6 10/10 Intervention from an Integrated Practice Framework

Class 7 10/17 Intervention from an Integrated Practice Framework

Class 8 10/24 Evaluation of Practice

Class 9 10/31 Professional Paper/ Portfolio Development

Class 10 11/7 Agency Analysis

Class 11 11/14 Agency Analysis

Class 12 11/21 Analysis of Rural Communities

Class 13 12/5 Social Policy Analysis

Class 14 12/12 Social Policy Analysis

### **Assignments**

Students will share their learning agreement objectives for the first semester. Over the course of the semester students will come prepared to discuss practicum issues in relationship to weekly seminar theme and demonstrate an understanding of the integrated practice model in the context of their practicum setting. Students are expected to participate in discussions, provide consultation to student peers, and lead the discussion one full class period. Students are to present, discuss, and critically examine their practicum agency in relation to the community and social policy.

### **Grading**

Advanced Integrative Seminar I is graded on a pass/fail basis. Students will be graded on their attendance and participation, their contributions to the group process and the professional development of student peers, and their ability to articulate academic content with actual practicum experiences.

### **Suggested Reading List**

Students will bring relevant readings from other course work to bear on discussions of practice issues. In addition recommended readings related to weekly seminar themes will be placed on reserve at Mansfield Library.

### **Reading for professional paper or portfolio writing (on reserve):**

Strunk, W. & White, E. (1979) (3<sup>rd</sup> ed.) *The Elements of Style*. New York: MacMillan.

Turabian, K. (1996). (6<sup>th</sup> ed.). *A Manual for Writers of Term Papers, Theses, and Dissertations*. Chicago: University of Chicago Press. (available at Mansfield Library Reference Section, 3<sup>rd</sup> floor).

Ueland, B. (1987). (2<sup>nd</sup> ed.). *If You Want to Write*. St. Paul: Greywolf.