UNIVERSITY OF NEVADA - RENO
SCHOOL OF SOCIAL WORK
MSW PROGRAM

Course Title and Number:  SW 790: Integrative Project Seminar I

Instructors/Classroom:

Contact Information:

Office Hours:

Credits:  1

Co-Requisites:  SW 780 Advanced Practicum I

Course Description:

This is the first in a two-course sequence that will provide students the opportunity to conceptualize and design a field-based Integrative Project (IP).

The integrative project (IP) draws upon theories that emphasize reflective, engaged, problem-based learning. The project becomes the medium through which students demonstrate mastery of advanced generalist competencies and associated practice behaviors in addressing real, complex, “ill-structured,” ever changing practice-based situations.

Linkages with Other Courses:

Building on foundation level competencies and associated practice behaviors, this course challenges students to apply the advanced practice behaviors they are mastering throughout their concentration level courses to the resolution of a field-based issue, question, or problem.

Relevant Competencies and Associated Practice Behaviors:

Given the culminating nature of the IP, all 10 advanced practice competencies and associated concentration level practice behaviors are relevant to this course.

2.1.1 Identify as a social worker and conduct oneself accordingly
Advanced generalist practitioners identify with the human rights values of the social work profession, the centrality of relationships, and the interconnections between client issues and larger social problems. Advanced practitioners in general practice take leadership in ethically and competently working to improve the wellbeing of clients, families, and communities.

- C1 Initiate and facilitate socially responsive & just practices across systems.
- C2 Provide social work leadership within practice contexts and as a member of the profession.
2.1.2 Apply social work ethical principles to guide professional practice
Advanced generalist practitioners readily recognize the range of complex, multi-dimensional ethical dilemmas that often characterize practice settings. They are adept at utilizing the advanced conceptual frameworks required to explore, navigate and resolve these complex circumstances.
- **C4** Is able to critique ethical issues within complex environments to formulate innovative responses and approaches.
- **C5** Employ strategies of ethical reasoning in practice settings where policies or values conflict with the delivery of social work services, personal values, or professional ethics.

2.1.3 Apply critical thinking to inform and communicate professional judgments.
Advanced generalist practitioners synthesize multiple sources of information as they seek to understand “what is” and clarify “what’s possible” in addressing issues that arise across system levels. In turn, they effectively communicate this information to diverse client, multidisciplinary team, and stakeholder groups.
- **C6** Question, evaluate, synthesize and apply information from multiple sources in framing ill-defined, ever changing, multifaceted practice issues.
- **C7** Question, evaluate, select and implement appropriate assessment, intervention, and evaluation strategies in complex, fluid, multidimensional practice situations.
- **C8** Produce practice-ready presentations and documents (i.e., case presentations, intervention demonstrations, journal articles, grant applications, legislative briefs).

2.1.4 Engage diversity and difference in practice
Advanced generalist practitioners recognize that human diversity includes and goes beyond conventional categories of ethnicity or culture and recognizes the intersectionality of human differences. Cultural humility characterizes their professional interactions across system levels.
- **C9** Demonstrate leadership in collaboratively examining underlying assumptions and developing interculturally effective policies, programs, & interventions.
- **C10** Effectively navigate conflicts between diverse identities within and among individuals, families, groups and organizations.

2.1.5 Advance human rights & social and economic justice
Advanced generalist practitioners identify, analyze, and address mechanisms of oppression and injustice embedded within social institutions, theoretical assumptions, research endeavors, intervention practices and policies. In doing so, they are able to analyze complex political, economic, and social forces that influence the distribution of power and resources.
- **C11** Approach practice with an understanding of the complex and interrelated factors impacting power and oppression (i.e., interconnected—local, regional, national & global—factors, both historic and contemporary).
- **C12** Identify, develop, implement and evaluate strategies to address policies, practices, and language that are discriminatory and oppressive.

2.1.6 Engage in research-informed practice and practice-informed research
Advanced generalist practitioners critically appraise and integrate data from multiple sources to inform practice decisions. Advanced generalist practitioners also collect, analyze, interpret, and communicate data for program development, evaluation and ongoing improvement of services.
2.1.7 **Apply knowledge of human behavior and the social environment**
Advanced generalist practitioners integrate multiple theories about human behavior and the social environment to complete comprehensive assessments and develop and implement intervention plans across system levels. Advanced generalists give equal importance to understanding individual uniqueness and the broader social issues that support or deter well-being.

- **C16** Integrate understandings from a variety of theoretical perspectives in formulating comprehensive, multidimensional assessments and interventions.
- **C17** Identify and question underlying theoretical and ontological assumptions about human behavior guiding agency practices, programs and policies.

2.1.8 **Engage in policy practice to advance social and economic well-being and to deliver effective social work services.**
Advanced generalist practitioners utilize a range of analytical frameworks to assess the efficacy, costs and consequences of policy choices. In turn, advanced generalists use these data to develop and advocate for socially and economically just policies that promote the human rights and dignity of all.

- **C18** Apply analytical frameworks to critically assess the intended & unintended outcomes of existing and proposed policies, especially with respect to vulnerable populations.
- **C19** Formulate and advocate for policies that promote socially and economically just practices and services at all system levels.

2.1.9 **Respond to contexts that shape practice**
Grounded in the profession’s person-in-environment perspective, advanced practitioners recognize and attend to the cultural, organizational, and social elements that continually influence and shape social work practice.

- **C20** Based on evidence, facilitate and formulate innovative responses within ambiguous and changing practice contexts.
- **C21** Critically analyze and apply relevant data and emerging interventions and technologies to evolving practice contexts.
- **C22** Analyze & effectively navigate contextual structures (e.g., power, resources) encountered in emerging practice contexts.

2.1.10 **Engage, assess intervene, and evaluate with individuals, families, groups, organizations, and communities.**
Advanced generalist practitioners are ethical, competent leaders who are able to practice reflectively and autonomously in complex environments across system levels with diverse groups. Advanced practitioners integrate the systems, person-in-environment, and strengths perspectives with an array of theoretical models and intervention approaches to collaboratively frame and address complex issues, questions and problems. Thus, advanced practice involves the continuous, dynamic interplay of engagement, multidimensional assessment, intervention and evaluation processes—across system levels.
2.1.10a Engagement
- C23 Attend to the interpersonal dynamics, cultural & contextual factors that support or threaten client-worker relationships.
- C24 Establish a relationally based process that encourages clients to be equal participants in the establishment of intervention goals & expected outcomes.

2.1.10b Assessment
- C25 Adapt, modify & use multidimensional tools in conducting comprehensive, culturally effective, integrative case assessments.
- C26 Identify client system strengths and coping capacities.
- C27 Assess client system readiness for change.
- C28 Select and modify intervention strategies based on continuous evaluation & assessment.

2.1.10c Intervention
- C29 Critically evaluate, select and apply best practices and evidence-informed interventions.
- C30 Capable of autonomous practice, in competently applying appropriate intervention techniques for a range of presenting issues, problems, or questions.
- C31 Develop and implement collaborative multidisciplinary interventions.

2.1.10d Evaluation
- C32 Use process and outcome evaluation findings to inform and shape the ongoing development of social work interventions.
- C33 Work collaboratively with evaluators/researchers in identifying questions emanating from practice, as well as assessing intervention efficacy and effectiveness.

Course Objectives/Educational Outcomes:

Upon completion of this two course sequence, students will be able to …

1. Apply an advanced generalist practice (AGP) perspective by framing a field-based issue in a way that communicates its significance across system levels and a shared plan for change (C1).
2. Initiate and facilitate the development of a professional project that addresses a field based issue, question or problem (C2).
3. Demonstrate awareness of self and others by engaging in ways that motivate & empower (C3).
4. Recognize the range of complex, multi-dimensional ethical dilemmas associated with the project (C4).
5. Apply models of ethical reasoning to explore and resolve dilemmas encountered (C5).
6. Question, evaluate, synthesize and apply information from multiples sources in framing a field based issue, question, or problem (C6).
7. Use information from multiple sources to inform and communicate project decisions and judgments (C7).
8. Professionally navigate conflicts and honor differences in developing and carrying out a project (C10).
9. Develop a project that is interculturally effective (C9).
10. Integrate an understanding of power & oppression in developing and carrying out a project (C11 & C12).
12. Question and critically evaluate the strength & relevance of the evidence used to inform the project (C13).
13. Apply an evaluation framework(s) to the project developed (C14).
14. Identify the investigative question(s) raised by the project (C15).
15. Critically assess and integrate theories of human behavior and social contexts in formulating the issue, question or problem (i.e., assessment) (C16).
16. Critically assess and integrate theories of human behavior and social contexts in developing a response to the issue, question or problem (i.e., intervention) (C17).
17. Navigate varied and/or competing policies and protocols in developing the project (C19).
18. Identify relevant policy question(s) and apply an appropriate policy analysis framework (C18).
19. Autonomously navigate diverse, ambiguous and changing practice contexts in developing and delivering the project (C20 & C22).
20. Critically analyze how the complexities of the practice context (i.e., organization, community, power structures, emerging trends) impacted the project (C21 & C22).
21. Independently carry out the professional roles and responsibilities needed to complete the project (C23-C33).
22. Articulate the advanced practice protocols (i.e., engagement, assessment, intervention and evaluation) applied in carrying out the project (C23-C33).
23. Professionally present the project to both community and campus-based audiences (C8).
24. Effectively convey how each of the above noted practice behaviors were applied to the project through a comprehensive, critical, integrative paper (C8).

Instructional Methods

The SW 790 seminar provides a forum for discussion, feedback, and problem solving in a collegial environment where peer consultation is key. The role of the seminar leader is NOT to direct student projects, but to guide students as they apply the practice behaviors and associated knowledge, values and skills acquired throughout their program to a field based question, issue or problem. Course readings and handouts are available through UNR’s Course Reserves http://knowledgecenter.unr.edu/.

Grading

This course is evaluated on a satisfactory/unsatisfactory (i.e., S/U) basis. As a seminar, the course will utilize group discussion to address the integrative project issues raised by the group’s participants. Therefore, on-time attendance and engaged participation will constitute the basis upon which your course grade will be determined. Please note that three (3) or more absences place you at risk of failing this course. In addition, a satisfactory grade (S) in the co-requisite field course (i.e., SW 780), is required to receive a passing grade in SW 790.
Course Policies

- **Disabilities:** Students who have documented disabilities that may affect their learning or performance in this class should contact the UNR Disability Services Office (Thompson Student Services Building, Suite 100; (775) 784-6000; mzabel@unr.edu). The instructor will make those accommodations that are requested in writing by the aforementioned office.

- **Academic Success Services:** Your student fees cover usage of the Math Center (784-4433) or www.unr.edu/mathcenter/), Tutoring Center (784-6801 or www.unr.edu/tutoring/), and University Writing Center (784-6030 or www.unr.edu/writing_center). These centers support your classroom learning; it is your responsibility to take advantage of their services. Keep in mind that seeking help outside of class is the sign of a responsible and successful student.

- **Academic Dishonesty:** “Cheating, plagiarism or otherwise obtaining grades under false pretenses” constitute academic dishonesty according to the code of this university. Academic dishonesty will not be tolerated and penalties can include canceling a student’s enrollment without a grade, giving an F for the course, or giving an F for the assignment. For more details, see the UNR General Catalog.

- **Audio or Video Recordings:** Surreptitious or covert video-taping of class or unauthorized audio recording of class is prohibited by law and by Board of Regents’ policy. This class may be videotaped or audio recorded only with the written permission of the instructor. In order to accommodate students with disabilities, some students may have been given permission to record class lectures and discussions. Therefore, students should understand that their comments during class may be recorded.
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<tr>
<th>DATE</th>
<th>TOPIC</th>
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| Aug 29 | Introductions  
Topics:  
• Orientation to the IP seminar (syllabus overview)  
  o Building community (scholarship, problem-solving, support)  
  o Developing skills (leadership, writing, conflict management)  
• Clarifying hopes and expectations: What excites you about the IP, and what is of concern?  
• Environmental Scan assignment (Due: 9/12)  
Handouts Provided: Syllabus, IP Option B, Environmental Scan |
| Sep 5  | Read: Lavitt (2009) article  
Topics:  
• AGP defined – Concepts Mapped to Competencies/Practice Behaviors  
• MSW Advisory-Examining Committee (AEC): Form & Function  
• Initial Meeting with AEC chair (Target Date: 9/13)  
• Selecting your 2nd & 3rd Members  
Students to Bring Handouts:  
• UNR MSW Program Mission, Competencies & associated Practice Behaviors  
• AEC Committee  
• IP Timeline |
| Sep 12 | Round robin sharing of field-site programs, services provided, populations served (i.e., the context for the IP).  
Students to Bring Handouts:  
• Literature Grid—with at least 2 entries that are related to the population and problem addressed at your field site  
• Environmental Scan—partially or fully completed |
| Sep 19 | Students to Bring 1-2 page summary of their Environmental Scan (2 copies). |
| Sep 26 | Round robin project “staffings”  
Students to Bring Handouts:  
• Preparing an “Elevator Talk” |
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<tr>
<th>Date</th>
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<tr>
<td>Oct 3</td>
<td>Students to Bring written elevator talk for in-class practice</td>
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<td>Oct 10</td>
<td>Topics:</td>
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<td>• Preparing your AEC committee meeting agenda (logistics:</td>
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<td>reserving room, reminding committee members, developing</td>
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<td>Round robin elevator talks</td>
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<td>Oct 17</td>
<td>Round robin Report on AEC meetings</td>
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<td>Students to Bring literature review grid with at least 4 relevant entries</td>
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<td>Oct 24</td>
<td>Read:</td>
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<td>• Schon (1987) chapter 1; *Preparing Professionals for the Demands of</td>
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<td>Practice.*</td>
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<td>• Novack, Epstein, &amp; Paulsen (1999); *Toward Creating Physician-Healers:</td>
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<td>*Fostering Medical Students’ Self-Awareness, Personal Growth, &amp; Well-</td>
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<td>Topics:</td>
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<td>• Professional identity &amp; self-awareness</td>
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<td>• Introduction to--and instructions for taking--the Strengths</td>
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<td>Deployment Inventory (SDI)</td>
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<td>Oct 31</td>
<td>Process and Project Ideas—a panel of graduates answer your</td>
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<td>questions about the IP</td>
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<td>Nov 7</td>
<td>SDI #1– Distribution and explanation of SDI results</td>
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<td>Joint session to be held in AB 210</td>
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<td>Nov 14</td>
<td>SDI #2– Applying Motivational Value System insights</td>
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<td>Joint session to be held in AB 210</td>
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<td>Nov 22</td>
<td>Round robin project “staffings”</td>
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<td>Topics: Integrative thinking &amp; writing</td>
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<td>Students Bring a 1 page (maximum) of what they have learned from the</td>
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<td>literature about their IP problem or issue so far</td>
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<td>Nov 28</td>
<td>Thanksgiving – No Class</td>
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<td>Dec 5</td>
<td>SDI #3: Conflict Sequences Overview</td>
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<td>Read:</td>
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<td>• Goleman (2000) article</td>
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<tr>
<td>Dec 12</td>
<td>SDI #4: Applying conflict sequence insights</td>
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