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### SW 577.02: Foundation Integrative Seminar II

Charles A. Wellenstein

University of Montana - Missoula, [charlie.wellenstein@umontana.edu](mailto:charlie.wellenstein@umontana.edu)

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## **SW 577 FOUNDATION INTEGRATIVE SEMINAR II**

### **Foundation Year Spring Semester**

**Instructor:** Charlie Wellenstein  
**Office:** JRH 12  
**Telephone:** 243-6153  
**Classroom:** sb 335  
**E-mail:** chwell@selway.umt.edu  
**Semester:** Spring 2003  
**Credits:** 1

### **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.

### **RELATION TO OTHER COURSES**

The Foundation Integrative Seminar II continues to build on concurrently taken foundation courses, including HBSE II, History of Social Welfare Policy, 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 concentration practicum that will build on the generalist nature of the foundation practicum.

### **FOUNDATION OBJECTIVES THAT RELATE TO THE COURSE**

- |       |   |
|-------|---|
| FO 1  | To apply skills of critical thinking to social work practice.   |
| FO 2  | To support and uphold professional values, standards and ethics.  |
| FO 4  | To use theoretical frameworks to understand and assess the functioning of individuals, families, groups, organizations and communities.   |
| FO 5  | To use theoretical frameworks to identify or formulate appropriate and effective interventions and change strategies.   |
| FO 9  | To assess and expand self-awareness and pursue professional growth and development.   |
| FO 10 | To apply knowledge and skills of the generalist social work perspective to practice with systems of all sizes and to a variety of client populations.                             |
| FO 11 | To use research (information and skills) in problem formulation, data collection, data analysis and interpretation of results, using both quantitative and qualitative methods. . |

- FO 13                    To apply knowledge of the bio-psycho-social-cultural and spiritual variables that affect individual, group, and community development and behavior.
- FO 14                    To apply knowledge of the historical, political, economic, and cultural variables and contexts that affect individual, group, and community development and behavior.
- FO 19                    To utilize supervision and consultation to develop knowledge and skills.
- FO 20                    To demonstrate professionalism in practice.
- FO 22                    To justify interventions on the basis of empirical, theoretical, and experiential knowledge and social work values.
- FO 23                    To demonstrate an understanding and commitment to social and economic justice in aspects of professional practice.

## **COURSE OBJECTIVES**

Students will:

1. Continue to demonstrate competence in group dynamics through attendance, professional participation in a seminar format, and contributions to the professional growth of student peers.
2. Demonstrate beginning competence in incorporating supervisory feedback into professional practice in the practicum setting.
3. Demonstrate the ability to satisfactorily communicate orally and in writing as required by the practicum agency.
4. Demonstrate the ability to conduct assessments, design interventions, and evaluate practice with diverse individuals and populations at risk.
5. Demonstrate the ability to deal with ethical dilemmas in the practicum setting.
6. Critique conceptual and theoretical frameworks guiding practice in the practicum setting.
7. Present a teaching-learning demonstration that integrates theory and practice relevant to a key problem, intervention process, or issue addressed in the practicum setting.
8. Utilize a generalist perspective on social work practice at a variety of intervention levels.
9. Identify and major social policies and current legislative action impacting the practicum agency and its clients.
10. Articulate the linkage among their practicum learning objectives, professional goals, and MSW program objectives.

## **ASSIGNMENTS**

The second practicum seminar combines topical discussions and student presentation. For each of the topical discussions listed below, each seminar member is expected to identify a resource or reference relevant to the topic and share that resource with other members of the seminar. The resource may link practicum-related themes to the topic, draw on relevant materials from other courses, or provide information regarding relevant outside sources. These materials will be used to develop a group resource bank and to stimulate discussion in seminar. Each member of the seminar will also be assigned one seminar session in which s/he carries out a 50-minute teaching-learning presentation addressing an aspect of his or her practicum. The presentation may focus on particular intervention modalities, ethical issues, organizational analyses, etc. The presentation should relate directly to students learning goals and skill development.

The presentation should include the following:

- 1) Preparation: The week prior to the his/her presentation student provides class with one scholarly article relevant to theme of presentation;
- 2) Introduction: Student presents a brief introduction to the practicum that gives the audience a sense of “a day in the life” of a social worker in this context. (Include a copy of your learning objectives as a handout to the seminar members);
- 3) Presentation: topic should address both theoretical and practice issues.
- 4) Discussion: presenter facilitates linking presentation and reading.
- 5) Evaluation: Seminar members provide feedback to presenter.

## **GRADING**

The Foundation Integrative Seminar II is graded pass/no pass. Students will be evaluated on their attendance and participation, their contributions to the group process and the professional development of student peers, and their presentation.

## **COURSE READINGS**

Concurrent foundation course readings related to practicum

NASW Code of Ethics

Horejsi, C. and Garthwait, C. (2002). The Social Work Practicum: A Guide and Workbook for Students. Boston: Allyn and Bacon. (On reserve)

Readings assigned by seminar members in conjunction with their presentations.

2002 Encyclopedia of Social Work, portions relevant to the practicum setting (On Reserve)

## **COURSE OUTLINE**

Class 1	1/30	Overview: Looking back, looking forward
Class 2	2/6	Presentation 1
Class 3	2/13	Communication Skills for Practice Learning Contracts for semester due.

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Class 1	1/30	Overview: Looking back, looking forward
Class 2	2/6	Presentation 1
Class 3	2/13	Communication Skills for Practice Learning Contracts for semester due.
Class 4	2/20	Presentation 2
Class 5	2/27	Diversity / Multiculturalism / Populations at Risk

Class 6	3/6	Presentation 3
Class 7	3/13	Legislative Issues and Impacts on Practice
Class 8	3/20	Presentation 4
Spring Break		
Class 9	4/3	Ethics and Values
Class 10	4/10	Presentation 5
Class 11	4/17	Organizational Context of Practice (Organizational responses to legislative session)
Class 12	4/24	Presentation 6
Class 13	5/1	Community Context of Practice (Community responses to legislative session)
Class 14	5/8	Presentation