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### SW 576.03: Foundation Integrative Seminar I

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## **SW 576 Foundation Integrative Seminar 1**

Instructor: Charlie Wellenstein

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Office Hours: Thursday 12-1

Class Time: Thursday 1:10-2

Fall Semester 2002

Classroom: SS 340

1 Credit

### **Course Description**

This is the first Foundation Integrative Seminar in which a student is concurrently placed in a practicum setting. This course provides students with the information necessary to begin to understand and successfully manage the personal, educational, and professional processes that are part of graduate education and professional practice. The first semester of Foundation Integrative Seminar provides an orientation to the profession and the overall practicum experience. The course prepares students for their practicum, helps them understand how the practicum is related to the other components of the foundation curriculum, and guides them through an initial process of integration of theory and practice.

### **Relation To Other Courses**

The Foundation Integrative Seminar builds on all concurrently taken foundation courses and offers the student the opportunity to articulate in a seminar format the interrelationships among courses in human behavior, social work practice, social welfare policy, and research, all while practicing in a specific social work setting. Students are expected to utilize material from concurrent foundation courses in their integrative seminar.

### **Foundation Objectives That Relate To The Course**

1. To apply skills of critical thinking to social work practice.
2. To support and uphold professional values, standards and ethics.
3. To use theoretical frameworks to understand and assess the functioning of individuals, families, groups, organizations, and communities.
4. To assess and expand self-awareness and pursue professional growth and development.
5. 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.
6. To use research (information and skills) in problem formulation, data collection, data analysis and interpretation of results, using both quantitative and qualitative methods.

7. To apply knowledge of the bio-psycho-social-cultural and spiritual variables that effect individual, group, and community development and behavior.
8. To use communication and helping skills differentially with a variety of client populations, colleagues, and members of the community.
9. To demonstrate professionalism in practice.
10. To justify interventions on the basis of empirical theoretical and experimental knowledge and social work values.
11. To demonstrate an understanding and commitment to social and economic justice in aspects of professional practice.

## **Course Objectives**

Students will:

1. Demonstrate an appreciation an appreciation for an understanding of the dynamics of group process through attendance, contributions to professional discussions, and providing support to other students.
2. Complete a self-assessment of professional knowledge, skills, and values in preparation for the practicum experience.
3. Complete a self-assessment of one's own learning style in order to maximize the integrative learning opportunities available in the practicum experience.
4. Identify personal safety issues in the practicum setting.
5. Identify legal issues in the practicum setting.
6. Design individualized, measurable learning objectives for the practicum setting.
7. Describe the practicum agency in terms of structure, mission, history, function, services, funding and client group.
8. Identify conceptual and theoretical frameworks guiding practice in the setting.
9. Develop an effective supervisory relationship with both the Agency Supervisor and the Faculty Supervisor.
10. Identify ethical issues related to the practice setting and articulate the core values of the social work profession as they relate to the practicum setting.

## **Grading**

The Foundation Integrative Seminar is graded pass/fail. Students will successfully pass the course based on their attendance and participation, their contributions to the group process and the professional development of student peers, and their ability to integrate the academic content with the actual practicum experience.

## **Required Reading List**

University of Montana Department of Social Work, (2002). *MSW practicum manual*.

On Reserve:

Horesji, C. and Garthwait, C. (2002). *The Social work practicum: a guide and workbook for students*. Boston: Allyn and Bacon.

## **Course Outline**

- September 5 Overview of Practicum, Practicum Seminar and Portfolio
- September 12 Social Work Professionalism: Challenges, Differences, and Diversity
- September 19 Ethical Values and Dilemmas
- September 26 Learning Objectives
- October 3 Contexts of Practice
- October 10 Assessment of Self in the Social Work Profession
- October 17 Assessment of Organizational Context
- October 24 Connecting Theory and Practice
- October 31 Utilizing Supervision for Professional Development
- November 7 Professional Issues: Legal, Ethical and Safety
- November 14 Professional Issues (Continued)
- November 21 Linking Policy and Practice
- December 5 Portfolio
- December 12 Evaluation, Reflection, and Celebration