SOCW 541A FOUNDATION SEMINAR I

I. CATALOG COURSE DESCRIPTION
Seminar which is taken concurrently with Foundation Practicum I. The seminar emphasizes the relationship between the practicum experience, social work practice, policy, human behavior and the social environment (HBSE) and research curricula. Restricted to admission to the program.

II. COURSE OVERVIEW
SOCW 541a-2 provides the student with an opportunity to integrate experiential learning in social work practice with the wider curriculum. The first foundation seminar serves as an introduction to professional social work providing the student with an educationally directed experience in applying basic social work knowledge, skills, values and ethics to client systems found in selected human service agencies. The course prepares students for the second foundation practicum and advanced social work practice consistent with their selection of one of two areas of concentration in the second year program. Both foundation seminars integrate first year practicum courses with field focusing on a) the development of knowledge regarding agency structure and functioning within the context of the community and larger social services system; b) the socialization of the student into the profession of social work with emphasis on the development of appropriate work management skills, work relationships, and ethical conduct; c) the development of increased knowledge of the behavior of individuals and the relationship of individual behavior to the social systems within which it occurs; d) the use of one’s professional self in work with clients at all levels of practice.

III. PLACE OF COURSE IN THE PROGRAM
Field Instruction and concurrent seminars are an integral part of the total educational process of the first year MSW program. Field seminar provides an opportunity for students to integrate field experience with classroom learning, deepen their understanding of human behavior and develop and enhance skills in applying social work
methods to diverse populations and problems, particularly in rural settings. They use foundation policy knowledge to guide practical intervention, and are able to utilize foundation level research skills to assess, evaluate, and alter interventions on all levels of social work practice. This course serves as support for the first foundation practicum which prepares students for advanced social work practice consistent with their selection of one of the two areas of concentration in the second year of their program.

IV. **COURSE OBJECTIVES**

Upon completion of this course, the student will:

Demonstrate mastery in the following competencies:

- **Competency 1:** Demonstrate Ethical and Professional Behavior
- **Competency 2:** Engage Diversity and Difference in Practice
- **Competency 3:** Advance Human Rights and Social, Economic, and Environmental Justice
- **Competency 4:** Engage In Practice-informed Research and Research-informed Practice
- **Competency 5:** Engage in Policy Practice
- **Competency 6a and b:** Engage with Individuals, Families, Groups, Organizations, and Communities
- **Competency 7a and b:** Assess Individuals, Families, Groups, Organizations, and Communities
- **Competency 8a and b:** Intervene with Individuals, Families, Groups, Organizations, and Communities
- **Competency 9 a and b:** Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities

Specifically, they will have made progress toward meeting the following foundation year field objectives:

1. Show professional behavior in meeting work related expectations appropriate to the agency setting;
2. Use supervision appropriately;
3. Be able to apply foundation level knowledge of human behavior, social work research and social work practice theory and skills in the agency context,
4. Be able to apply critical thinking skills within the context of professional social work practice;

5. Apply social work values and ethics in agency related practice;

6. Relate positively to oppressed populations, especially to women and people of color;

7. Use a strengths perspective and the process of empowerment in the problem solving process;

8. Show a foundation level understanding of theory, including systems theory and its application to generalist practice interventions on all levels of practice;

9. Understand and address issues of social service delivery in rural settings;

10. Evaluate, at a beginning level of competence, the effectiveness of her or his own practice interventions; and

11. Be able to assume professional roles at a foundation level of competence.

V. REQUIRED TEXT

VI. COURSE REQUIREMENTS

VII. GRADING

(Include grade scale, rubric, points for assignments, bonus, supplemental assignments, and attendance policy and how attendance is factored into final grade).

SIUC policy regarding Incompletes: “An INC grade is assigned when, for reasons beyond their control, students engaged in passing work are unable to complete all class assignments. An INC must be changed to a completed grade will be set at one year from the close of the term in which the course was taken. Should the student fail to complete the course within one semester, the incomplete may be converted to a grade of F and such grade will be computed in the student’s grade point average.”
VIII. **COURSE EVALUATION**

At the end of the semester, students will use the SIUC Instructor Course Evaluation (ICE) to evaluate the course and the instructor. Student mastery of the competencies listed in the Course Objectives section will be evaluated as part of the ongoing program assessment for the School of Social Work.

IX. **COURSE OUTLINE**

*(Instructors provide a weekly list of topics, readings, assignments, and tests)*

X. **BIBLIOGRAPHY**

*(Update references to within 5 years for most materials)*