Foundation Field Seminar - 531
Course Syllabus, Winter 2005
ROOM #2816 SSWB

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COURSE DESCRIPTION
Foundation Field Seminar (531) is offered concurrently with Foundation Field (515) in the first term of field. It meets for 2-hour sessions seven times during the term.
The purpose of the seminar is to:
• Expose students to a range of practice situations that are wider than the student's individual field experience.
• Provide opportunities for discussion of field related issues
• Provide opportunities for trouble shooting of pragmatic and procedural aspects of field instruction (e.g. educational agreements, supervision, evaluation, etc.)
• Provide a forum for socialization into the social work profession

SEMINAR OBJECTIVES
1. Understand the responsibilities of all of the major players (i.e. student, field instructor, field educator, liaison, advisor) in the field instruction process.
2. Understand how to develop an educational plan.
3. Demonstrate the ability to negotiate supervision in a proactive manner by:
4. Scheduling a weekly supervision time.
5. Coming to supervision prepared to discuss practice issues and projects.
6. Actively raising problems or issues of concern.
7. Being prepared to introspectively share ones strengths and weaknesses.
8. Participate in the ongoing evaluation of ones performance in the field.
9. Become familiar with agency policies and forms
10. Become familiar with the Social Work Code of Ethics
11. Recognize and assess the impact of multiculturism and diversity in the field setting
12. Provide a mechanism for integrating course content with fieldwork.
13. Understand the value of joining professional associations.

RESOURCES
The following texts are available in the SSW library and suggested for supplementary reading.
SEMINAR REQUIREMENTS
1. Attend all class sessions. (If a class must be missed, prior notice is necessary so that the consequences of missing the class can be determined).
2. Participate in class discussions and exercises.
3. Complete the assignments.
   (A grade of Satisfactory or Unsatisfactory will be determined based on attendance, class participation and completion of assignments)

SEMINAR EXPECTATIONS
As Facilitator
- I will come to class on time and be prepared to present and facilitate discussion on the course objectives.
- I will participate as best I can in the challenges presented in class.
- I will strive to develop a safe and caring classroom environment.
- I will reflect on your feedback and, if I am in agreement, do what is necessary to apply it.
- I will offer feedback.

As Seminar Participant:
- I expect you to arrive on time for class and complete all assignments in a timely fashion.
- I expect you to help maintain the safe, caring and respectful environment of the classroom.
- I expect you to actively and appropriately give and receive feedback from and to class members.
- I expect you to actively and appropriately give and receive feedback from and to the seminar facilitator.

ASSIGNMENTS
Assignment #1 (Due January 25)
Provide the following information about your agency:
- Mission statement
- Organizational Chart
- History of the agency (e.g. when was it founded, etc.)
- Identify all programs and services of the agency and specifically describe your program.
- Funding source/s
- How does the agency get client referrals?
- Describe staff (e.g. how many, credentials, ethnic mix, etc.)
- How has the agency changed over the past decade? (e.g. more/less staff or services, change in client groups, new location, new name, etc.)
- Assess the informal structure/systems that are operating in the organization.
- Any other pertinent information.

Assignment #2 (Due February 1)
Turn in a copy of the first two pages of your Educational Agreement. Bring your entire Educational Agreement and Geriatric Social Work Handbook to class. Come prepared to discuss how to integrate “Classroom and Field Educational Goals” (Handbook, page 5-6) into your educational plan.

Assignment #3 (Due February 22)
Assess at least one form that your agency uses: intake, assessment, progress notes, release of information, treatment, discharge/termination or other. Discuss when and how the form is used. Evaluate the form for the following:
- Is it sensitive to socioeconomic, gender or cultural differences?
- Is the form effective? Are there changes that you would make to the form?
**Assignment #4 (Due March 15)**
Submit a brief description of a value dilemma that is real or potential for you at your agency. Describe the process that you will/would use to address this dilemma.

**Assignment #5 (Due April 12)**
What have you learned about yourself this semester? What kind of work environment works best for you? What kind of administrative structure works best for you? What kind of supervisor/ supervision works best for you?

**CLASS TOPICS**

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<thead>
<tr>
<th>Week I</th>
<th>Introductions</th>
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<tr>
<td>Week II</td>
<td>Review of OFI procedures and paperwork</td>
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<td>Week III</td>
<td>Developing an Educational Agreement</td>
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<td>Week IV</td>
<td>Supervision: How to get to most out of it</td>
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<td>Week V</td>
<td>Agency Policies and paperwork</td>
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<td></td>
<td>• Recording &amp; Documentation</td>
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<td>• Confidentiality Issues</td>
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<td>Week VI</td>
<td>Values &amp; Ethics</td>
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<td>Week VII</td>
<td>Evaluation, wrap up and celebration</td>
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**CLASS MEETING TIMES – TUESDAYS, 5:00 p.m. – 7:00 p.m.**

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<th>25 - Class 2</th>
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<tr>
<td></td>
<td>Assignment #1</td>
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<td>Assignment #1</td>
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<td>February</td>
<td>1 – Class 3</td>
<td>8  – Class 4</td>
<td>15</td>
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<td>Assignment #2</td>
<td>(Hand in E.A.’s)</td>
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<td>March</td>
<td>1 (spring break)</td>
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<td>15 – Class 6</td>
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<td>Assignment #4</td>
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<td>April</td>
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<td>12 – Class 7</td>
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<td>Assignment #5</td>
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**IMPORTANT DATES IN FIELD**

Field Instruction Begins: January 5  
Placement Verification Forms due to Faculty Liaison: January 27  
Educational Agreement due to Faculty Liaison: February 7  
Spring Break: February 26 – March 6  
Evaluations due to Faculty Liaison: April 15  
Field Instruction Ends: April 22