SEMINAR DESCRIPTION

Foundation Field Seminar (SOCWK531) is a 1 credit required course that is offered concurrently with Foundation Field (SOCWK 515) in the first term of a student’s field placement. It meets over the course of the term as outlined in the attached schedule. There are 7 REQUIRED sessions that cover the core field content.

The purpose of the seminar is to:

- Present a mechanism for the integration of foundation course content.
- Expose students to a wide range of practice situations.
- Facilitate discussion of field related issues.
- Provide opportunities for trouble shooting of pragmatic and procedural aspects of field instruction (e.g. field related paperwork including the Placement Verification Form, Educational Agreement/Evaluation, and Student Self-Assessment).
- Create a forum for the development of the “professional self” and skills necessary to participate in professional consultation.

SEMINAR OBJECTIVES

After completion of the course, students will be able to:

1. Understand their responsibilities and those of all of the major players (i.e. student, field instructor, field educator, field liaison, seminar instructor, and advisor) in the field instruction process.
2. Understand how to develop a professional Educational Agreement in consultation with the field instructor.
3. Demonstrate the ability to negotiate supervision in a proactive manner by:
   - Scheduling a weekly supervision time.
   - Preparing to discuss practice issues and projects.
   - Learning how to effectively use an agenda.
• Understanding and applying basic problem solving techniques to field placement situations.
• Actively raising problems/issues of concern or seeking clarification by focusing on and being invested in solutions.
• Introspectively identifying and subsequently sharing one’s strengths and weaknesses.

4. Engage and participate in the ongoing assessment and evaluation of their field placement performance.
5. Understand the agency’s mission, population served, policies, procedures, relationship to the community, and be able to complete required agency documentation.
6. Apply the National Association of Social Workers (NASW) Code of Ethics to their professional practice.
7. Recognize and assess the impact of multiculturalism and diversity in the field placement setting.
8. Begin to apply and integrate foundation course material with their fieldwork.
9. Consider joining NASW or another professional association.

FOUR CURRICULAR THEMES

• **Multiculturalism and Diversity** issues will be a part of the field instruction experience and the field seminar will offer a context for the discussion of these issues. In particular, discussion will focus on demographic barriers between students, field instructors, other agency personnel, and agency clients and how to work with these differences. Attention will be given to service access and “at risk” populations. The PODS (Privilege, Oppression, Diversity and Social Justice) lens will be applied to practice situations.

• **Social Justice and Social Change** issues will be addressed by helping students to critically assess agency policy manuals, procedures, and the impact of social forces on the setting and its clients. Relevant legislation and policies that seek to promote an egalitarian view will be reviewed and discussed. The role of the social worker as a “change agent” will also be reviewed and discussed. The field seminar will offer a forum for the discussion of these issues and related ethical dilemmas.

• **Promotion, Prevention, Treatment, and Rehabilitation** approaches will be addressed within the context of the field assignments and through supervision between the student and the field instructor. The field seminar will offer an opportunity to discuss, review, compare, and contrast alternative strategies.

• **Behavioral and Social Science Research** will provide the knowledge base and theory for the application of interventions and analytic methods being employed in the field. Relevant theories and outcomes regarding accountability, empirical validation of interventions and evaluation of practice will be discussed.

SOCIAL WORK ETHICS AND VALUES

Social work ethics and values will be addressed within the seminar as they pertain to the delivery of services and the formulation of agency policies and procedures. The NASW Code of Ethics will be used to inform students about professional conduct expectations and comportment as a social
worker. Each social worker’s ethical responsibility to clients, to colleagues, in practice settings, as professionals, to the social work profession, and to the broader society as a whole will be reviewed. In particular, the seminar will provide a vehicle for the discussion of value laden issues and ethical dilemmas. Students are required to abide by the NASW Code of Ethics as a student in the MSW program.

RESOURCES

The following texts are available in the SSW library and suggested for supplementary reading.


ACCOMMODATIONS

If you need or desire an accommodation for a disability, please let your Seminar Instructor know immediately. Many aspects for this seminar including the assignments, in-class activities, and the way that the seminar is taught can be modified to facilitate your participation and progress throughout the term. The earlier you make your instructor aware of your needs, the more effectively they will be able to use the resources available to us, such as the Offices of Services for Students with Disabilities, and the like. If you do decide to disclose your disability, we will (to the extent permitted by law) treat that information as private and confidential.

SEMINAR EXPECTATIONS

Seminar Instructor:
• Come to class on time and be prepared to present and facilitate discussion on the course objectives.
• Participate, as much as possible, in the challenges presented by the class.
• Strive to develop a safe and caring classroom environment.
• Reflect on student feedback and apply it as appropriate.
• Offer learning opportunities that will challenge the development of each student’s “professional self.”
• Offer constructive feedback.

Seminar Participant:
• Attend all required large and small seminar group sessions. Absences due to illness or personal emergency need to be communicated by telephone or email to your assigned Seminar Instructor PRIOR to the seminar period whenever possible. ALL absences will require a make-up assignment to be determined by your Seminar Instructor.
• Arrive on time for every seminar.
• Arrive prepared and willing to actively participate in all seminar activities.
• Complete all assignments by the deadline.
• Help maintain a safe, caring and respectful environment in the classroom.
• Actively and appropriately give constructive feedback to classmates and the Seminar Instructor.
• Actively and appropriately receive constructive feedback from classmates and the Seminar Instructor.
• Be open to professional and personal growth.

WE ALL AGREE TO WORK TOGETHER TO CREATE A LEARNING ENVIRONMENT WHERE CONFLICT CAN BE MANAGED, EMOTIONAL RISKS TAKEN, AND POSITIVE LEARNING OUTCOMES REALIZED.

SEMINAR DESIGN

This course is a seminar format that meets from 12 Noon – 2:00 p.m. according to the attached schedule. The group will discuss the lecture material and apply it to student’s specific field placement. A combination of focused conversation and open-ended discussions about field placements will be held. Class discussion requires all participants to review and openly discuss examples from their field placement experiences and to participate in providing and receiving constructive feedback from colleagues and the Seminar Instructor. Attendance will be taken.

Session I: Getting Started: Nuts & Bolts - 1/17/06
A. Expectations
   1. Structure of sessions/syllabi/schedule
   2. Large Group meetings
   3. Seminar Break Out Sessions
   4. Optional Specialty Sessions
   5. Attendance
   6. Deadlines

B. Paperwork
   1. Introduction to the Educational Agreement
   2. Evaluation/Field Instructor Narrative/Self-Assessment Introduction
   3. Placement Verification Form
4. Petition to Terminate Process/Form
5. NASW Code of Ethics
6. Using the WEB

C. Key Players/Roles
   1. Liaison Assignments/Rooms
   2. Paid Employment
   3. Relationship to Field Instructor/Ethical Issues
   4. Site Visits

**Session II: Learning Agreement Development – 1/31/06**
   A. Learning Objectives
   B. How to develop assignments
   C. How to develop goals: Personal & Professional
   D. Evaluation

**Session III: The Heart of the Field Placement – 2/14/06**
   A. Communication
   B. Problem Solving
   C. Learning Styles
   D. Developing Tolerance for Conflict
   E. Using Supervision

**Session IV: Professional Development – 3/7/06**
   A. Personal Comportment
   B. Mandatory Reporting/Duty to Warn
   C. Boundaries: Professional & Personal
   D. Use of Self
   E. Self Care

**Session V: NASW Code of Ethics Workshop – 3/21/06**
   A. Applying the Code of Ethics
   B. Identifying value conflicts
   C. Struggling with practice based ethical dilemmas

**Session VI: Mandatory Seminar Section Check-in – 4/11/06**
   A. Pending Deadlines/End of the term issues
   C. Evaluation: Field Instructor Narrative/Student Self-Assessment

**Session VII: Wrap-Up – 4/18/06**
   A. Last Check-in/Termination
   B. University Evaluation
SEMINAR REQUIREMENTS

1. The satisfactory completion of this seminar will be determined by attendance, participation, and completion of all required assignments. Attendance is mandatory. This seminar will be graded as follows:  S = Satisfactory, M = Marginal, and U = Unsatisfactory.

2. Due to the fact that there is a small number of required sessions, it is important that students attend all sessions in order to receive the content and be a part of the classroom discussions. If you are not able to attend the seminar for extenuating circumstances, you are required to contact your Seminar Instructor as soon as possible. Only extenuating circumstances will be approved and all absences will result in additional make-up assignment.

IMPORTANT DATES IN FIELD EDUCATION

Field Instruction Begins: January 5, 2006
Placement Verification Forms Due To Field Liaison: January 18, 2006
Educational Agreement Due To Field Liaison: February 6, 2006
Martin Luther King Birthday: January 16, 2006
Spring Recess: February 25 – March 5, 2006
Evaluations Due To Field Liaison: April 14, 2006
Classes End: April 18, 2006
Field Instruction Ends: April 21, 2006

ASSIGNMENTS

ASSIGNMENTS MUST BE TYPED AND DOUBLE SPACED

Assignment #1 (Due January 31, 2006)

Write a description about your agency which includes the following information:

- Mission statement and population served.
- Organizational Chart
- History of the agency (e.g. when was it founded, etc.).
- Identify all programs and services of the agency and specifically describe the program you are assigned to.
- Describe funding sources and legislative mandates.
- Review the history of the agency related to PODS (privilege, oppression, social justice, and diversity).
- Describe how the agency has evolved their services to become more inclusive of PODS.
- Describe how the agency has monitored and evaluated compliance with PODS issues.
- 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.)
- How does the agency get client referrals? Are there demographic barriers?
- Are services accessible for “at risk” populations?
• Discuss other community based agencies that this agency is involved with and share how this network/collaboration works.
• Assess the informal structure/systems that are operating in the organization.
• How is confidentiality protected?
• What are the mandatory reporting policies?
• Describe staff (e.g. how many, credentials, ethnic diversity, etc.).
• What beliefs/values seem to dominate? How do these fit with yours?
• Describe how you were oriented to the agency.
• Reflect on the type of cases or community problems that you will encounter during your field placement. Get on the internet and make a list of any appropriate resource material.
• Include any other pertinent information.

**Assignment #2 (Due March 7, 2006)**

**Mid-term Self-Reflection/Supervision Assignment**

• Review your Educational Agreement. Provide an updated status report on your assignments/activities. Note areas that are going well and areas that need more development.
• Discuss the support you have received from the agency including your Field Instructor and/or other agency staff. Note things that are going well and things that need more attention. Indicate the level of feedback you have received. Does this match with your mid-term self-reflection?
• If you have identified a concern regarding your assignments, communication, supervision etc., please discuss what steps you have identified to address these concerns and how they have been resolved.
• Briefly outline how your supervision time is developing. Note progress and concerns. Discuss your Field Instructor’s professional experience/career and inquire if there are things he or she would do differently and other recommendations. Does your Field Instructor fit your notion of what a mentor should be? Why or why not?
• Briefly discuss how your classroom activities are integrating with your field placement.
• Briefly discuss one issue you have faced that has made you critically reflect on the concepts of PODS.
• Briefly discuss one wish you have regarding your field experience at this point in the term.

**Assignment #3 (Due April 11, 2006)**

Submit a brief description of a value or ethical dilemma that you have experienced or one that you think could potentially develop in your field placement.

• Interview staff at your field placement and describe one of the ethical dilemmas that they have encountered over the years.
• Describe the process that you think should be used to address this dilemma.
• What section of the NASW Code of Ethics applies to this dilemma?
• What would you do or how would you address this dilemma?

**Assignment #4 (Due April 18, 2006)**

Case/Project Assignment. Choose a case or a project that you have been working on this term. Write out a brief case/project presentation where the following topics are covered:
• Provide some identifying information about the case or the project. Briefly describe why you chose the case/project.
• Identify the problem(s) or conditions which resulted in your involvement. Discuss the integration of PODS in your case/project.
• Identify and discuss the goals that were established which address the identified needs.
• Identify and discuss the objectives/tasks, which were developed. Outline in detail the series of steps which were taken to reach the identified goals and who was responsible.
• Identify and discuss your role and responsibilities and other parties as indicated.
• Discuss the resources you needed to access and include how you were supported.
• Discuss what actions/outcomes were accomplished and identify any barriers.
• Discuss the actions/outcomes that were not successful and reflect on why.
• What skills has this assignment helped you identify and develop?
• Share your final thoughts/wrap-up.
### SCHEDULE

**FOUNDATION FIELD SEMINAR SPECIAL STUDIES SECTION**  
**WINTER 2006**

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<tr>
<th>DATE</th>
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<tr>
<td>1/17/06</td>
<td>SESSION I: GETTING STARTED &amp; NUTS &amp; BOLTS</td>
<td>12 Noon – 2:00 p.m.</td>
<td>SSWB 1794</td>
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<td>3/7/06</td>
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<td>SESSION V: NASW CODE OF ETHICS WORKSHOP</td>
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<td>SESSION VI: MANDATORY SEMINAR SECTION CHECK-IN</td>
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<td>4/18/06</td>
<td>SESSION VII: SEMINAR WRAP-UP</td>
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<td>Huh, Ziehyun</td>
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Betsy Voshel, MSW, LMSW, ACSW  
Asst. Clinical Professor/Director of Field Instruction  
Foundation Field Seminar  
Winter 2006