Field Instruction Seminar

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SW 531-006

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Course Description:

Students will be expected to attend a field instruction seminar that runs concurrently with their first term of placement in the field. This seminar will meet for two hours on a biweekly basis and will provide students the opportunity to express field related concerns in a safe, non-threatening milieu. The seminar will expose students to a wider range of practice situations than their individual field experiences and will also provide a mechanism for the integration of foundation course content with the students' field experiences. Students will have an opportunity to discuss and troubleshoot pragmatic and procedural aspects of field instruction (e.g., educational contracts, evaluation mechanisms, etc.). This seminar, along with other foundation courses, will provide students with a forum to begin their socialization to the social work profession.

Course Objectives:

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

1. Understand their responsibilities and the responsibilities of the other major players (i.e., supervisor, liaison, advisor, and field placement office) in the field instruction process.

2. Complete a professionalization plan and a written educational contract with their supervisors.

3. Demonstrate the proactive nature of supervision (e.g., coming prepared to supervisory sessions; bringing questions to supervisors regarding practice issues; sharing strengths and weakness regarding their performance in the field placement; actively raising problems and issues of concern and/or clarification with supervisors).

4. Engage in ongoing evaluation of their performance and complete the requisite evaluations for the field.
5. Assess the relationship between their field setting and oppressed clients in the agency's catchment area and explore the reciprocal interaction between the agency and its community.

6. Complete agency forms and recording procedures as appropriate to their field assignments.

7. Recognize and assess the impact of multiculturalism and diversity in their field setting.

8. Join NASW or one other professional association.

9. Apply and integrate foundation course material with their field experience.

**Relationship of the Course to Four Curricular Themes:**

- **Multiculturalism and Diversity** will be addressed by teaching students sensitivity, respect, and competence when working with client systems where there are racial, cultural, ethnic, class, religious, gender, or nationality differences. In addition, students will be able to assess the unique strengths, resources, and needs of all client populations and how such strengths, resources, and needs impact on goals and methods.

- **Social Justice and Social Change** will be addressed by examining how social and economic injustice and social and economic resources affect children and youth and their families. In addition, students will learn intervention techniques, such as case and class advocacy, that can address these injustices.

- **Promotion, Prevention, Treatment, and Rehabilitation** will be addressed as students learn about intervention strategies used with child and youth clients and their families. These strategies will take advantage of school based programs, child care, and neighborhood based programs open to children and youth in general, as well as those at risk.

- **Behavioral and Social Science Research** will be an integral part of the field experience, especially applied knowledge that relates to Children and Youth in Families and Society, and knowledge specific to assessment, intervention, and evaluation of services related to children and youth.

**Relationship of the Course to Social Work Ethics and Values:**

Social work codes of ethics will guide students’ learning experiences. Emphasis will be placed on ethical issues related to client confidentiality, conflicting worker roles, advocacy for oppressed individuals, and social justice.
Source Materials:


   - National Association of Social Workers Membership Packet
   - Association of Black Social Workers Membership Packet
   - Bertha Capen Reynolds Society Membership Packet

Seminar Design:

Although the general design combines focused conversation and open ended discussions about field placement issues, student input is critical to how particular class sessions will be structured. For example, on one day, the first hour of the seminar might be reserved for a presentation and discussion of a general topic, and the second reserved for discussion of student cases and field related issues. On another day, an issue of concern to students in a variety of field sites may be explored from a number of theoretical and practical perspectives using both large and small group activities. Class exercises, which may involve writing, will directly support students work in the field – i.e., educational contract and evaluation forms. The seminar will be graded on a pass/fail basis.

Topical Units:

A. Beginnings: Session 1 (1-15-02)
   - Introductions, Expectations, Guidelines
   - Role Responsibilities of the Student Intern, Field Instructor, Faculty Liaison, Faculty Advisor, and the Office of Field Instruction
   - Negotiating the Educational Contract with your Supervisor

Resource:
   - Thomlinson, et al. (TEXT), Chs 1, 2, & 4, pp. 4-37, 38-59, 96-131.
   - Field Instruction Manual, pp. 8, 9, 26 - 29

B. Supervision: Session 2 (1-29-02)
   - Successful Mentoring Relationships
   - Supervisory Process
   - Strengths-Focused Learning

Resource:
   - Field Instruction Manual, pp. 26-27
   - Thomlinson et al.(TEXT), Ch 5, pp. 134-171.
C. **Recording & Documentation Procedures: Session 3** (2-12-02)

- Data collection forms, recording protocols
- Confidentiality and the Privacy
- Process recording, critical incident recording
- Uses and Misuses of records

Resource:
Thomlinson et. al. (TEXT), Ch. 6, pp. 172-199.

D. **Community Assessment: Session 4** (3-5-02)

- Characteristics of the community that surrounds the field placement agency
- The field placement's geographical catchment area
- The demographics of the agency's catchment area from census data
- The demographics of my placement agency's clientele

Resource:
Thomlinson, et. al. (TEXT), Ch 3, pp. 62-95.

E. **Diversity and Multiculturalism in the Agency: Session 5** (3-19-02)

- Organizational and cultural climate of the placement agency
- Power dimensions in the placement agency
- Demographics among student, supervisor, other agency personnel and agency clientele

Resource:

F. **Professionalization: Session 6** (4-2-02)

- Membership in NASW and other professional associations
- NASW code of ethics
- Malpractice Insurance
- Certification, licensing and ongoing training
  
  - NASW membership packet
  - ABSW membership packet
  - BCRS membership packet

Resource:
Field Instruction Manual, pp. 33
G. Evaluation & Wrap-up: Session 7 (4-16-02)

- Evaluation criteria and process
- Evaluation forms

Resource:
Thomlinson et al. (TEXT); Chapter 7, pp. 200-229.
Field Instruction Manual, pp. 24 & 25