Social Work 531-Foundation Field Seminar
Fall Term, 2002

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Seminar Description:

This one credit seminar will meet for two hours on a biweekly basis during the first semester of your field placement. It is designed to provide support and information relevant to beginning in the field. It will give students the opportunity to express concerns in a safe, nonthreatening atmosphere. Students will have the chance to share and discuss both pragmatic and procedural aspects of field instruction.

Seminar Objectives
Upon completion of the course, students will be able to:
Understand the responsibilities of everyone in the field instruction process.
Complete an educational agreement with their supervisor
Demonstrate a proactive approach to supervision and learning.
Engage in on-going assessment of one’s performance.
Understand the relationship between the agency and community
Complete all required forms and recording for the agency.
Recognize and assess the impact of multiculturalism and diversity in the field setting.
Begin to apply and integrate foundation course material to field experience.

Seminar Resources:
There is no required reading for this class. Texts will be available in the library for supplementary reading:
The Relaxation and Stress Reduction Workbook, M. Davis, E. Robbins Eshelman, M. McKay, 2000
The Internship, Practicum, and Field Placement Handbook by B. Baird. 3rd edition 2002
Topics from the Field Instruction Manual will also be used for discussion. Students’ and instructor’s experiences in the field will be the primary resources.
Assignments and Grades:
This seminar will be graded on a pass/fail basis (S,M,U). The grade will be based on
your attendance in class and your participation in discussions, both of which are
mandatory. Notice must be given to the instructor if there are extenuating circumstances
that prevent your attendance at one of the seminars and arrangements will be made for
make up.

There will be 6 reflection papers, due at the beginning of each class (2-7). More
information will be given at the first class meeting. Also, the educational agreement and
evaluation required for your field placement must be completed in a timely fashion. For
the last session, an assessment of your first semester field placement and personal growth
will be expected.

The papers will be returned at the beginning of each class. Last papers can be picked up
from my office.

Seminar Topics:
All of the topics listed below will be covered during the course of the seminar. The order
may change or be expanded depending on the issues that students raise in class.

September 9/10: Introduction to the course, to each other. Expectations. Understanding
roles. Making connections. Getting started in field. Relationships with colleagues,
clients.

September 23/24: Educational agreements. Goal setting, getting what you need from
placement. Understanding yourself in relationship to your profession, your placement,
and the school.

October 7/8: Supervision. Conflict resolution, problem solving, learning styles.

October 21/22: Assertiveness, time and stress management, ongoing issues of field

November 4/5: Understanding community. Connections, resources, policies, who is
served and who is left out. Diversity and multiculturalism in the field.

November 18/19: Values and ethical dilemmas, professional and personal compromises

December 2/3: Evaluation, wrap up, moving forward.

Other possible topic areas include record keeping, budgeting time, client interventions,
termination issues, and other issues that are raised by students.
Seminar Expectations:
Be open to personal and professional growth.
Student and instructor will be on time for class. Class will begin at 15 past the hour with no break.
Attend all classes. (attendance and participation, along with reflection papers, will form the basis of the passing grade.)
Participate by speaking up and allowing others to also speak.
Complete all assignments.
Work together to create a positive learning environment where conflict can be managed, emotional risks taken, and positive learning outcomes realized.
Take responsibility to turn criticism into constructive opportunities for change.