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** issues will be part of the field instruction experience, and the field seminar will offer a context for the further discussion of these issues. In particular, discussion will focus on demographic barriers between students, supervisors, other agency personnel, and agency clients and how to work with these differences.

- **Social Justice and Social Change** issues will be addressed by helping students to critically assess agency policy manuals and procedures and the impact of social forces on the setting and its clients. 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 in the field. The field seminar will offer opportunities to discuss and compare 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.

**Relationship of the Course to 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 the social worker’s conduct and comportment as a social worker and the social worker’s ethical responsibility to clients, colleagues, employers, employing organizations, and society. In particular, the seminar will focus on client issues such as the primacy of clients’ interests, rights and prerogatives of clients, confidentiality, and privacy. Students will also be given an opportunity to discuss ethical and value dilemmas they are experiencing in their field placements.
ACHIEVEMENTS

As a result of the student's participation in this seminar, she or he will:

- Complete an Educational Agreement that will serve as the basis and framework for the student's instructional pursuits in the field placement setting.
- Learn how to create a positive relationship with the Field Instructor and to maximize the educational benefits that can be derived from that relationship.
- Understand the techniques and strategies for achieving positive relationships with employees, consumers, funding bodies, collateral agencies and other stakeholders.
- Know how to conduct on-going self assessments and evaluations to maximize growth and the development of social work skills.
- Learn how to provide appropriate documentation of field placement tasks, assignments and activities.
- Develop methods for working successfully with co-workers and with employees of collateral agencies and organizations.
- Understand the contents of the Code of Ethics developed by the National Association of Social Workers, and be able to apply them to the field placement setting and experience.
- Have the ability to evaluate the effects of multiculturalism and diversity upon the agency, its employees, consumers and other stakeholders.
- Understand the functions of the various departments, programs and units that comprise the agency, and their inter-relationships to one another.
- Learn about continuous quality improvement, agency evaluation, total quality management, and the related roles and responsibilities of a governing board, an administration, management, practitioners, support staff, primary and secondary consumers, funding, licensing, and accrediting bodies, advocacy organizations, etc.

ASSIGNMENTS

Each student will complete and submit 6 progress reports utilizing a format that will be provided by the professor. These reports will be due at the beginning of sessions 2, 3, 4, 5, 6, and 7. The progress reports will offer information about the status of the Educational Agreement/Evaluation, the assignments that are being pursued to achieve educational goals and objectives, any challenges or difficulties being encountered and how those are being addressed, summaries of meetings with Field Instructors, areas of noticeable growth and improvement, and application of seminar information and materials to the field placement setting. The professor will provide written comments and feedback related to each of the progress reports. It is expected that this feedback will be incorporated into subsequent reports.
ATTENDANCE

Attendance will be kept. Students are expected to have attended at least 6 out of the 7 seminar sessions. If a student attends less than 6 sessions, it may be necessary to evaluate (with that student and her or his advisor) if the seminar will need to be repeated. Students are expected to notify the professor in advance, via e-mail, if they will be unable to attend a particular seminar.

GRADING

Each progress report will receive a mark of S (Satisfactory), M (Marginal), or U (Unsatisfactory). Opportunities will be provided to revise any progress reports that did not earn an S.

To obtain an S for the entire seminar, 5 out of the 6 progress reports need to receive a final mark of S. None of the 6 may have received a final mark of U. At least 6 of the seminar sessions need to have been attended. The student needs to have contributed to a supportive, caring and respectful classroom environment. As part of that environment, the student needs to have given constructive and useful suggestions and feedback to class members.