Social Work 531: Foundation Field Seminar
Winter 2004

Yvonne Willis-Dulin, MSW, ACSW
Day and Time: Tuesdays 5:00 - 7:00 P.M.
(Jan. 6 and 20; Feb. 3 and 17; March 2, 16 and 30; April 13)
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Office Hours: Before class and after class by appointment

Course Description:

This one credit seminar that occurs concurrently with the first field placement meets for two
hours bi-weekly. It is designed to provide support and information to students as they begin their
personal integration into the social work profession. This seminar will explore how to use this
experience as a beginning step in the building of a career as a social worker. It will expose
students to practice dilemmas and provide an opportunity to discuss concerns in a safe, non-
threatening environment. It will be a forum to review and problem solve some of the procedural
aspects of the field experience such as the educational agreements (contracts).

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 written educational agreement 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 assessment 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 all required 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. Begin to 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. Discussion will focus on demographic barriers between students, supervisors, other agency personnel, and agency clients and how to work with these differences. Special attention will be given to assessing the agencies represented in the class around their availability and access by all populations, including those populations considered “at risk”.

- **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. Social workers strive to promote optimal learning opportunities for all client populations that we serve. The role of worker as a change agent will 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 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 placements.
Seminar Course Resources:

There is no required reading for this class. Texts will be available in the library for supplementary reading:


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.

Seminar Expectations:

- Be open to personal and professional growth.
- Student and instructor will attend all classes and be on time for class.
- Participate by speaking up and allowing others to also speak.
- Complete all assignments by due dates.
- Work together to create a respectful, 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.

Assignments and Grades:

This seminar course will be graded on a pass/fail basis (S,M,U). The grade will be based on your attendance in class, participation in discussions (both of which are mandatory) and completion of assignments. Notice must be given to the instructor if there are extenuating circumstances that prevent your attendance at any of the seminar classes and arrangements will be made to discuss consequences for missing class.

Assignment 1: Educational Agreement, due January 20th

Assignment 2: Ethical Decision Making Paper (3 pages), due March 2nd

Assignment 3: Agency Structure/Systems paper, due February 17th

Assignment 4: Practice Principles paper (2 pages), due March 30th
CLASS CALENDAR/SEMINAR TOPICS  
WINTER 2004

January 6  
Introductions/ Orientation to the course/Expectations/ Understanding roles (Faculty Field Liaison/Field Instructor/ Field Educator/Advisor/Supervisor/Seminar Instructor) and Student Responsibilities/Supervision/Professional Identity/Practice Principles/ Educational Agreement and Learning Goals/Placement Verification Form/Overview of Field Instruction Manual/Beginnings

January 20  
Getting to know students in their field placements/Safety in Field/ Self Awareness/Giving and receiving help/Practice Principle: Individualization/Discussion of Agency Systems Paper. Educational Agreement Due.

February 3  
Values and Ethics/NASW Video/Practice Principles: Purposeful Expression of Feelings, Controlled Emotional Involvement.

February 17  
Time Management/Stress Management/Professional Burn-Out/ Self Care/Agency Presentations/Practice Principles: Acceptance, Non-judgmental Attitude. Agency Structure/Systems Paper Due

March 2  

March 16  
Understanding Community Resources and Policies/Who is served and who is left out/Agency Presentations/Small Group Exercise

March 30  
Termination/Agency Presentations  Practice Principles Paper Due

April 13  
Wrap-up/Agency Presentations/Self-Evaluation/Next Steps

Other topic areas include record keeping, client interventions and other issues raised by students.
Professional ethics are a codification of the special obligations that arise out of voluntarily becoming a professional social worker. Professional social work ethics are intended to help social work practitioners recognize the morally correct way to practice. Values pertain to what is good and desirable, whereas ethics involve what is right and correct (Loewenberg and Dolgoff 1988).

Freedom and power are the central issues in professional ethics and they provide the ingredients that make for many ethical dilemmas encountered in practice. Values shape social workers way of thinking and ethics shape social workers way of doing. After carefully reviewing the NASW Code of Ethics, please discuss the following:

- How you will go about developing your guidelines for ethical practice
- How you will resolve ethical dilemmas
- Briefly discuss an ethical dilemma you experienced or observed in your field placement. On reflection, would you handle it differently? If so, how?

The paper should be word processed, double spaced and no more than three pages in length.