

FOUNDATION YEAR INTEGRATIVE SEMINAR 587a

Course Description and Overview

This course is a foundation year master's level seminar which students take concurrently with Field Practicum 586(a). This seminar will begin prior to entry into field placement. The seminar is designed as a small group educational experience, facilitated by Field Faculty who also serve as Liaisons/Academic Advisors and meet with their students on a regular basis throughout the school year. (Some exceptions may be noted). Students will continue in the same assigned classes for the entire academic year.

This course is designed to provide the student with an opportunity for discussion and critical analysis of the students' field work experience. There will be emphasis put on the following areas:

- The understanding of the ethical and value base of the profession,
- The promotion of sensitivity to a cross cultural perspective,
- The understanding of generalist social work practice in an urban setting,
- The understanding of an ecological systems approach, and strengths based and evidence based models of practice,
- The integration of material learned in all academic class work and field education, emphasizing the nesting of individuals in families, in groups, in organizations and in communities, and
- The development of leadership skills through class discussion

In its design, the seminar is an educational link, and offers the opportunity for exploration of theories, concepts, issues, feelings, and experiences. With regularly scheduled seminars, students can appraise their liaison/seminar instructor of their field experience on an ongoing basis. This format lends itself to be a vehicle for socialization into the field and offers early intervention and support. Students have the opportunity to see group process at work. The seminars are a forum for learning through discussion, role-play, experiential exercises, and case discussions.

Course Objectives

Upon completion of this course students will:

1. Be prepared to enter their concentration field placement with basic social work practice skills and an understanding of the legal mandates of social work practice.

2. Understand the generalist social work practice framework, integrating micro and macro modalities and be able to apply this frame work to their work in the field practicum.
3. Understand ecosystems, and strengths and evidence based practice models
4. Understand the importance of culture, including ethnicity, religion, gender, age, socio-economic status, sexual orientation, and disability in providing effective social work services.
5. Demonstrate the ability to apply knowledge learned in the classroom to work with clients in their field practicum experience, to role play and classroom assignments in their field seminar.
6. Develop micro practice skills appropriate to each phase of social work practice, through case discussion, role-play, and experiential exercises.
7. Develop and apply macro practice skills, particularly in community and organization assessment and intervention.

Seminar Expectations

1. Students are expected to do the assigned readings, be prepared to discuss them in class, and complete all written and other assignments on time.
2. Students are encouraged to share readings gleaned from their field placement, as well as from other class assignments.
3. Students are expected to respect the confidentiality of clients: i.e. use pseudonyms when discussing specific cases, and respect and maintain confidentiality regarding class discussions that may reveal personal information about other students in the seminar.
4. Active participation is required of all students and will be considered in your final evaluation.
5. Problem solving, identification of issues of concern, and learning needs should evolve from the group.
6. Periodic evaluation of the seminar experience will be conducted. Students will be asked to complete a written evaluation at the end of the semester.
7. Attendance is mandatory. Religious holidays will be excused with prior notice to the seminar leader.

Seminar Guidelines

Much of the seminar content will center on critical issues that may be controversial. The following guidelines have been adopted. It is hoped that these guidelines will create an environment in which we can learn from one another and enrich our experience in the field seminar.

1. Every person participating in the program is of equal worth and value.
2. All opinions are valued and needed, even those with which you do not agree!
3. Please speak in "I" terms: "I think," "I believe," "It's been my experience that," etc.
4. Listen. We will be speaking from our experiences; it is important to understand and appreciate that we will be talking about what is true for us. We agree to

listen to one another with respect. We also understand that points may arise on which we do not agree

5. No ZAPS! *Zaps are personal and personalized digs.*
6. We want you to take home whatever you learn here. However, personal and client information shared in seminar is CONFIDENTIAL. Any work done in pairs is confidential; please share your experiences or feelings from work done in pairs, not what your partner said or did. Be aware of your level of participation in the group and act accordingly. If you tend to be quiet in group situations, work at increasing your contribution – we're here to learn from each other. On the other hand, avoid monopolizing discussion by talking too much, too long, or too loudly.
7. Please share responsibility for moving the group forward. **Do not** rely solely on the instructor to interrupt inappropriate behavior.
8. This is a setting where social work values need to be implemented including respect and tolerance of differences.
9. Have fun!! Let's enjoy each other's company.

Evaluation and Grading

1. The seminar instructor will return assignments with written comments. A grade of credit or no credit will be assigned. Students must receive 80 out of 100 possible points, and maintain expected attendance to receive a credit grade in this course
2. Grades will be based on the following:
 - a. Class participation in
 - i. Discussion 25 points
 - ii. Role plays, class exercises, and short assignments 25 points
 - b. Written assignment
 - i. Pre Placement Interview/observation 10 points
 - ii. Safety in the workplace 10 points
 - iii. Bio-psycho-social Assessment 15 points
 - iv. Family Policy 15 points
 - c. All students are expected to regularly attend class and be on time. A student with more than two unexcused absences during the course of this seminar may receive a no credit. A student who is tardy three or more times to seminar may receive a grade of no credit. If a student receives a no credit grade in this seminar, they will be required to repeat this seminar in their concentration year.

During each session there will be a brief check in regards to your field practicum experiences. You will have opportunities to raise questions/issues/dilemmas relating to this experience and ask for consultation from your classmates.

Session 1

Purpose: Introduction to Integrative Seminar and the field practicum experience

- A. Ice Breaker/Class introduction
- B. Integrative Seminar overview
- C. Field Placement overview
- D. Defining/discussing social work as a profession

Homework Assignments

- A. Read assigned articles on Mary Richmond and Jane Adams
- B. Pre-Placement Interview Assignment due Session 2

Session 2

Purpose:

- 1. Introduction to the micro/macro practice continuum**
- 2. Engagement with the community, agency, and field instructor**

- A. Discussion about the pre placement interview experience.
 - 1. Linking the community immersion experience with the pre placement interview
 - 2. How do you see yourself fitting into the agency and community
- B. The engagement phase with the agency:
 - 1. What is engagement and how do you do it?
 - 2. How do you begin to define and engage with the community you serve?
- C. How do you begin to engage with your field instructor?
 - 1. What is the purpose of the relationship?
 - 2. How do you define support?
 - 3. What is your learning style?
 - 4. How do you feel about authority?
 - 5. Balancing task and processing
 - 6. Supervision/training and teaching/education
- B. Historical examination of the development of the profession of social work.
 - 1. Mary Richmond, "Mind Upon Mind" growth of micro-based clinical social work/direct practice.
 - 2. Jane Adams and the settlement house, growth of macro based community practice.

Homework Assignment

Read the NASW Code of Ethics

Session 3

Purpose:

- 1. Exploration of ethics and values in the practice of professional social work**
- 2. Exploration of vulnerable and oppressed people**

- A. Professional values and ethics – NASW Code of Ethics
- B. Potential conflicts between professional and personal values and ethics
 1. Definition of values and how they influence our work with clients and communities (class exercise).
 2. Value Dilemmas
- C. Vulnerability and Oppression
 1. Definition / Discussion
 2. In-class exercise

Homework Assignment –

Review the process recording instrument located in the online Student Field Manual. Bring a blank copy to Session 4

Session 4

Purpose:

- 1. Learning Agreement**
- 2. Learn to use the process recording as an educational tool**
- 3. Explore the roles and context of the professional social work relationship**
- 4. Introduction of professional use of self**

- A. Discuss the purpose and requirements of the learning agreement document
 1. What is the agency's mission?
 2. Who does the agency serve?
 3. What are parameters of service delivery
 - a. Agency limitations on who can be served:
 - age
 - income
 - problem
 - geographic location
 - ethnicity
 - funding source
 4. In your agency, how is the client defined? Who defines the client? Voluntary vs. mandated clients, what is the difference?

B. Discuss the purpose and requirements of the process-recording instrument and how it is utilized.

In class process recording exercise.

C. The professional use of self

1. Purpose: the driving force of the work we do/ the grounding for practice

Social workers purpose vs. the client's purpose

2. How does the role of the social worker differ from the personal roles we engage in (e.g. parent, sibling, friend, etc..)

Class activity

3. The context of the Professional Relationship:

a. Purposeful

b. Time bound

c. Client focused

d. Carries Authority

e. Defined Boundaries

Session 5

Purpose: Risk management– keeping yourself and your clients safe

A. In office safety

1. Physical space

2. Evening hours

a. Working alone in the office

b. Walking to your car

B. Working with Clients

1. Transporting clients

2. Agitated clients

3. Personal space / appropriate touch

C. Working in the community / neighborhood safety

D. Dressing for safety

E. Safety Assessment

1. Tarisoff law

2. Mandated abuse reporting / child and elder

3. Suicide assessment

Homework Assignment –

Speak with your field instructor and agency administration regarding the management of risk in your agency/community. Answer the questions in the handout pertaining to safety in the workplace. This is due in typewritten format in Session 6.

Session 6

Purpose: Define helping relationships/engagement with clients

- A. What makes a helper helpful?
 - 1. Listening skills; why are they important? (class exercise)
 - 2. Communication skills
 - 3. The importance of body language
- B. Social work is not linear
Engaging, assessing, and intervening is a constant and on-going process
- C. Anticipatory empathy – in preparation to work with clients
 - 1. What is anticipatory empathy?
 - 2. How do you separate anticipatory empathy from pre-judgment and assumptions?

Session 7

Purpose: Further exploration of engagement /assessment

Engagement:

- A. Applying the principals of engagement
 - 1. Connecting with clients - building rapport
 - 2. Linking the skills being taught in Practice class with the work you are doing in the field

Assessment:

- B. Defining assessment - When does it occur?
 - 1. Assessment along the continuum- from micro to macro
 - 2. Models of Assessment
 - a. Systems
 - b. Bio psycho social
 - c. PIE
 - d. Strength based (micro/macro)
 - e. Organization
 - f. Community

Session 8

Purpose: Further exploration of the strengths-based assessment

- A. The benefits of implementing a strengths-based assessment
- B. Setting goals with your clients
 - 1. Whose goal is it anyway?
 - 2. Working with resistance?
 - 3. What to do if the client doesn't follow through?

C. In class exercise- Life domains and goal setting

D. Film and study of Micro/Macro Assessment

Homework Assignment:

1. Complete a brief bio-psycho-social assessment on one of the characters in the film, answer the following questions, and include a description of the community in which the character lives and/or works:

Identification of clients

Description of community, assessment of its strengths and weaknesses

What goals would you set for the client?

What goals do you think the client would set for themselves?

What policies exist or could be implemented to help the client and/or community?

(3-4 pages double-spaced typed paper to be submitted in Session 10)

2. Bring in an object to Session 9 that symbolizes your culture or class. Be prepared to talk about this item with the class.

Session 9

Purpose: The exploration of culture and diversity

A. Discussion of identification with culture

- 1) Definition of culture
- 2) Individual vs. collective culture

B. The in-class sharing of your personal object and its meaning to you

Session 10

Purpose: Further exploration of culture and diversity

A. Film: White Face

B. Class and power in our society

- 1) Impact that culture and class has on engagement, assessment, setting goals
- 2) Seeing things through our own lens
- 3) Assumptions/ biases /self-awareness (e.g. aging and sexuality, heterosexual and religious assumptions)
- 4) How do you see the client? How do they see you?

Homework Assignment

Read and review the developmental stages you have received and be prepared to discuss the model and how it may apply to your work in the field.

Session 11

Purpose:

Understanding developmental life cycle stages and tasks and how they relate to our work with clients

- A. Review various models of developmental stages
- B. In-class exercise: Small group discussion of assigned developmental models and exploration of how they apply to your work in the field
- C. Presentations regarding the assigned developmental theories

Session 12

Purpose: Explore the family as a system

- A. Definition of family
- B. The family system
 - 1) Roles
 - 2) Family Rules
 - 3) Boundaries
 - 4) Power structure
 - 5) Strengths
 - 6) Family myths and themes
 - 7) Family traditions and customs
 - 8) Communication patterns
- C. In-class activity: Activity: Coat of Arms

Homework Assignment:

Locate a policy that affects your family. Submit a two page, typewritten double-spaced paper identifying the policy and how it could affect your family. Due in Session 13

Session 13

Purpose: Explore the developmental life cycle of the family

- A. Review and discuss the homework assignment.
- B. The Family Life Cycle
 1. What are the tasks that families confront throughout the life cycle from first formation through old age?
 2. What life events interrupt the normal cycle?

3. What resources do families need to negotiate these challenges?

C. The Role of the social worker (mediator, facilitator, advocate, interpreter)

D. Family Role Play - vignette

Sessi on 14

Purpose: Exploration of termination in preparation for winter break and self-care.

A. The Winter Break:

1. Preview to separation/termination
2. Preparing your clients for the break
3. Holiday perceptions and reactions and assessing for the potential of holiday blues
4. Planning for the break with the agency and field instructor
5. Gifts – giving and getting - what to do?
6. Dealing with your own needs/feelings
7. Preparation for spring semester
 - a. Introduction to Concentrations
 - a. Concentration meeting in January

B. Understanding the importance of Evaluations as a tool of learning

1. Evaluation is an interactive process.
2. Completing the self-evaluation.
3. Link their own evaluation of their progress to client's evaluation of their progress.

C. Taking Care of Yourself

1. What does taking care of yourself mean
2. How do you do it?
3. Why is it so important?