

Field Education Seminar

UNC – School of Social Work
Field Education Office
Fall 2011



Objectives of this Workshop

- ▶ Provide an orientation to Field Seminar
- ▶ Review syllabus
- ▶ Understand how Evidence Based Practice fits into field education
- ▶ Understand what it means to be an active learner



Cultivate your Learning

“You will learn more if you use an active learning style, in which you question what you read, summarize points, look for alternative explanations, seek specific examples of general statements, and ask questions, such as *How could this be applied?* and *Is this useful?*”

Gambill, E. (2006). *Social work practice: A Critical thinker's guide* (2nd ed.). New York: Oxford University Press.



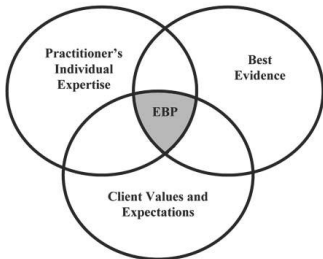
Seminar course description

- ▶ “Assists students in integrating and applying classroom learning with the foundation field practicum. Opportunities are provided for inquiry based learning, discussion and peer consultation. “

• (Fall 2011 Seminar Syllabus)

Evidence Based Practice

EBP Model



From: Shlonsky, A., & Cullen, J. (2011). Will the real evidence-based practice please stand up? Teaching the process of evidence-based practice to the helping professions. *Journal of Career Assessment*, 4, 137-153.

How do we approach a problem?

What do we know?

What do we not know?

What do we need to know more about?



Integrating evidence into social work practice

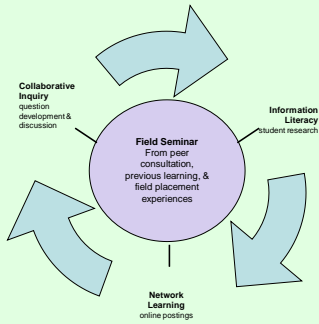
3 Components

3 Activities

- ▶ Collaborative learning → ▶ Question development
- ▶ Information literacy → ▶ Student research
- ▶ Network learning → ▶ Online discussion



Integrating evidence into social work practice



So...how do I do it?



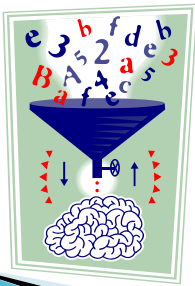
- ▶ Collaborative learning
 - Students will develop a question about a topic or topics they want to learn more about. This will be done as a group in field seminar.
- ▶ Information literacy
 - Students will research the question on their own.
- ▶ Network learning
 - Students will post their findings on the seminar SAKAI website.
 - Students will respond to at least one classmate's posting using the SAKAI discussion board.



Features of a Good Question

- ▶ Relevant to social work practice
- ▶ Likely to change upon further examination
- ▶ Has many possible solutions – is open ended
- ▶ Complexity adjustable relevant to learning objectives

Through research and discussion we will assess our understanding by...



- ▶ Clarifying uncertainties in the question
- ▶ Reviewing our basic understanding
- ▶ Identifying gaps in our knowledge
- ▶ Identifying broader principles within the question or problem

Seminar → Practice

- ▶ Collaborative Inquiry → Client presentation of problem or inquiry
- ▶ Information Literacy → Evidence-based practice
 1. What does the literature say?
 2. Practice wisdom
 3. Client values & expectations
- ▶ Network Learning → Share your findings with peers

Role of Faculty Seminar Leader

- ▶ Balancing student direction with assistance
- ▶ Contributing knowledge and experience
- ▶ Stimulate the learning environment
- ▶ Encourage critical evaluation of ideas
- ▶ Facilitate group norms
- ▶ Knowledge of profession
- ▶ Evaluate, grade, and over feedback



Student Responsibilities

- ▶ Be an active participant
- ▶ Identify issues (direct practice and macro)
- ▶ Assess understanding
- ▶ Learn from each other
- ▶ Set priorities
- ▶ Assess personal adherence to group norms
- ▶ Share information and knowledge
- ▶ Ask questions
- ▶ Consider nature of role in problem



Transferring Seminar Learning to the Field Practicum

- ▶ Evaluation of intervention
- ▶ Evaluation of client issues
- ▶ Case management
- ▶ Theory development
- ▶ Staff training
- ▶ Policy & procedures
- ▶ Interviewing techniques
- ▶ Paperwork process
- ▶ Team building
- ▶ Just about everything we do!



Case Example: Maria and the
"borderline" client