THE UNIVERSITY OF NORTH CAROLINA AT CHAPEL HILL  
SCHOOL OF SOCIAL WORK  

COURSE NUMBER:  SOWO 523  
COURSE TITLE, SEMESTER AND YEAR: FOUNDATION FIELD SEMINAR, SPRING 2010  
INSTRUCTOR:  Put Your name here  
School of Social Work  
Campus Box 3550  
325 Pittsboro Street, Chapel Hill, NC 27599-3550  
Phone number: Your phone #  
Fax: 919-962-3384  
Email: Your email  

OFFICE HOURS:  Put your office hours here  

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.  

COURSE OBJECTIVES: 
At the completion of this practicum, students will be able to:  

1. Identify and demonstrate the application of knowledge from theories and research to the client system, reinforcing the link between theory, research and practice;  

2. Identify in their agencies, the knowledge and skills common to interventions with individuals, families, groups, organizations and community systems including assessment, planning, intervention and evaluation;  

3. Describe their personal beliefs and values as a social worker and recognize the importance and impact of professional values through working with diverse client populations;  

4. Recognize and discuss ethical implications in relation to professional practice;  

5. Demonstrate understanding and respect for differences including, gender, gender expression, class, age, culture, religion/spirituality, lifestyle, disability and sexual orientation differences, and how these factors influence the client system;  

6. Identify and continually assess appropriate learning goals for the field placement that reflect an assessment of personal strengths, current level of skill and knowledge in the profession, and intended professional growth;  

7. Give and receive feedback constructively while developing insight into one’s own professional behavior;
8. Understand how supervision is used to meet agency and school performance and productivity requirements;

9. Maximize collaboration and group cohesiveness by sharing, responding and supporting others in seminar;

10. Demonstrate critical thinking skills and reflection by generating questions and alternative perspectives that probe issues, define tasks and lead to other questions.

**Expanded Description:**

This course is intended to help students apply foundation knowledge of social work skills, values and ethics to practice and to assist students in integrating classroom learning with the direct experience of the practicum. The Foundation Field Seminar will provide the student with learning opportunities that complement foundation academic courses, and provide a basis for generalist practice. In this context, students will be expected to develop and discuss knowledge, understanding and skills concerning relationships with clients, supervisors, coworkers and external organizations. In addition, students will be expected to develop a foundation understanding of the context of social work practice as it relates to diversity, multiculturalism, social change and social justice. In the Foundation Field Seminar, students will share learning experiences across a variety of field sites. Students will be active learners in group process and group leadership skills. Lastly, students will discuss and understand the professional use of self in the social work role.

**Required Texts/Readings:**


Other required readings will be posted on Sakai.

**Teaching Methods:**

Foundation Field Seminar meets six times during the Spring semester. One objective of the small group meetings is to provide students with the opportunity to participate in a group experience with their seminar leader, and to learn about group process and their personal group interactions. The success of the small group depends on the development of a supportive learning environment; reflecting the values of the social work profession is essential for the success of this class. A supportive learning environment is fostered by listening to the ideas and views of others, being able to understand and appreciate a point of view which is different from your own, articulating clearly your point of view, and linking experience to readings and assignments. Your contributions to making this a safe and respectful class for learning and growth will be appreciated.

An inquiry based learning (IBL) model is used to facilitate the seminar group learning experience. As the group discusses issues both from field and from the practice of social work in general, questions will be developed which can then be researched. This process begins by
identifying what you already know, then identifying what you need to know and forming this into a researchable question. Seminar time will be used to formulate these questions.

Next, each student will conduct research on their question and apply that research to their client problem. The student then posts their findings on the Sakai website so other students and the professor can read it and post comments. Through this process of online discussion a virtual community is created. These virtual groups provide students with an opportunity to become effective online group participants, learn how virtual groups develop, foster cohesiveness among the members and strengthen collaborative work ethics.

**UNC-CHAPEL HILL FIELD SEMINAR MODEL:**
**INTEGRATING EVIDENCE INTO SOCIAL WORK PRACTICE**

At each bi-weekly meeting, the seminar group will identify topics that the group is interested in researching (collaborative inquiry). These topics are pertinent to field education and/or the profession of social work. Selection of topics is driven by students with approval of the seminar instructor. Topic selection is informed by field seminar discussion including peer consultation, previous learning, and student experiences in field placement.

Students will research (information literacy) their topic based on the questions developed in seminar discussion. Students are expected to use peer-reviewed journals, standard references such as the Encyclopedia of Social Work, DSM IV, NASW code of ethics, course textbooks and
even interviews with key informants to develop their substantive answer/findings. Students will be sure to apply the evidence they have uncovered to the social work practice issue.

Students will post their findings (**network learning**) on the established SAKAI discussion group website.

**CLASS ASSIGNMENTS:**

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Point value</th>
<th>TOTAL</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Attendance and Seminar Participation – 6 seminar meetings</td>
<td>4 points each</td>
<td>24</td>
</tr>
<tr>
<td>2. Online Postings: Finding – 3 postings</td>
<td>5 points each</td>
<td>15</td>
</tr>
<tr>
<td>Response – 5 postings</td>
<td>5 points each</td>
<td>25</td>
</tr>
<tr>
<td>3. Professional Development – attend 2</td>
<td>6 points each</td>
<td>12</td>
</tr>
<tr>
<td>4. Leadership Assessment</td>
<td>5 points</td>
<td>5</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td><strong>81</strong></td>
<td></td>
</tr>
</tbody>
</table>

Note that points do not add up to 100, but Sakai can calculate your grade based on 81 points. Class assignments are subject to change.

**Attendance and Seminar Participation:**

Attendance is crucial to both your learning experience and the learning of your peers. Students are expected to attend all seminars, to be on time and to stay for the duration of the class. Students with more than one absence will not earn an H. Students with more than two absences will not earn a P. It is your responsibility to notify the instructor in advance if you will miss a class. Each class is worth four points.

<table>
<thead>
<tr>
<th>Level of engagement in class; listening skills, respectful behavior and class preparation</th>
<th>Point range</th>
</tr>
</thead>
<tbody>
<tr>
<td>Student contributes to discussion by frequently offering ideas and asking questions; student contributes and responds to ideas of other students; student is always respectful of the contributions of other students</td>
<td>4.0</td>
</tr>
<tr>
<td>Student occasionally contributes to discussion by offering ideas, asking questions and responding to other students; student consistently demonstrates engagement in discussion by respectfully listening to others and through other verbal and nonverbal behaviors</td>
<td>3.7</td>
</tr>
<tr>
<td>Student sometimes contributes to class discussion; student sometimes demonstrates engagement in discussions by contributing to the discussion and by listening respectfully</td>
<td>3.5</td>
</tr>
<tr>
<td>Student rarely contributes to class or asks questions and does not appear engaged in discussion</td>
<td>3.1</td>
</tr>
<tr>
<td>Did not attend class</td>
<td>0</td>
</tr>
</tbody>
</table>

Participation by each student is essential. The matrix above will be used to measure class participation. Class participation accounts for 29 % of the course grade. The responsibility for class discussion is shared by the instructor and the students. Class participation includes being prepared to discuss readings, findings and assignments, sharing ideas, information and insights from the field education experience and providing follow-up discussion on points raised by other members of the seminar.
Online Postings

a. Substantive Finding
b. Substantive Response

What is a substantive finding?

As noted previously, during seminar each student will develop one question to research. If the question identified is a broad question, such as What is cognitive behavioral therapy? Or What are the main causes of chronic homelessness in the United States? students should consult standard reference texts to find an answer. As your knowledge of social work practice expands, you will be able to narrow your questions, i.e. How is cognitive behavioral therapy modified to treat adolescents? OR What is the efficacy of cognitive behavioral therapy in treating depression? OR How do “wet shelters” help in addressing chronic homelessness? These more narrow questions can generally be researched by searching peer reviewed journals. Be mindful of the quality of your information sources. On page 9 of this syllabus is the handout Key Questions for Evaluating Print Sources of Evidence. Please use this as a guide to evaluate your information sources. Postings are to be at least 250 words in length. All sources of information must be clearly referenced and cited using proper APA style. One point will be deducted for late postings. No postings will be accepted after one week from the due date.

Research questions should consider both direct practice and macro issues. Areas of further consideration are (1) diversity, (2) ethics & ethical action, (3) theory, models & strategies, (4) assessment & planning, and (5) intervention & evaluation.

What is a substantive response?

Students will review the substantive findings of their seminar group and contribute one online response to a group member’s posting. Responses are to be at least 150 words in length (use the word count feature of your document software). Write a concise response as you would to a professional colleague. Online responses should include but are not limited to: (1) how is this information going to impact your work with clients; (2) your personal reaction; (3) what have you gained from this information; or (4) how does this apply in your agency/institution/organization.

Other suggestions for responses are: idea-building strategies, integrating reflection and thoughts, analyzing the information, comparing the information with another source, enriching the information with a different perspective, asking probing questions and their rational, relating familiar information with new information, and point out consistencies or inconsistencies with other material.

On-line responses are delivered thoughtfully and respectfully to your classmates’ posting. You are not limited to one online response. If there are several postings you want to respond to, please do so. You will be evaluated on your first posting. On the next page is the grading matrix for postings. One point will be deducted for late postings. No postings will be accepted after one week from the due date.
### Elements of posting

<table>
<thead>
<tr>
<th>Point value</th>
<th>Research (Knowledge)</th>
<th>Connections (Comprehension &amp; Application)</th>
<th>Ideas (Synthesis)</th>
<th>Writing</th>
</tr>
</thead>
<tbody>
<tr>
<td>5.0</td>
<td>Posting thoroughly answers the question or explains why question was not answered</td>
<td>Posting makes a strong connection to practice</td>
<td>Ideas are well developed and synthesized</td>
<td>Professional language is consistently used; no more than one grammatical or spelling error; used appropriate reference &amp; citations in APA style</td>
</tr>
<tr>
<td>4.7</td>
<td>A combination of outstanding (↑) and acceptable (↓) element criteria</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4.5</td>
<td>Posting partially answers the question</td>
<td>Posting makes a limited connection to practice</td>
<td>Ideas are beginning to develop and synthesize</td>
<td>Professional language is inconsistently used; two to three grammatical &amp; spelling errors; lacked appropriate references and citations in APA style</td>
</tr>
<tr>
<td>4.0</td>
<td>A combination of acceptable (↑) and below expectations (↓) element criteria</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3.5</td>
<td>Posting does not answer the question</td>
<td>Posting makes minimal connection to practice</td>
<td>Ideas are not sufficiently developed or synthesized</td>
<td>Professional language is not developed; four or more grammatical &amp; spelling errors; no references or citations</td>
</tr>
<tr>
<td>0</td>
<td>Did not post anything</td>
<td></td>
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</tbody>
</table>

**Professional Development Workshops:**

Foundation seminar students are required to attend two professional development workshops offered at the School of Social Work during the Spring semester. A partial list of professional development opportunities offered at the School of Social Work is included in this syllabus. Students must complete and turn in the form, *Professional Development Workshops* (last page of this syllabus), no later than the last day of seminar. (April 19 or 20)

Professional Development Workshops taken outside of the School of Social Work must be approved by your field advisor in advance. We utilize the honor system for documentation of this course requirement. In support of the honor system for the Professional Development Workshops, students will have arrived at the start of the workshop and remained for its entirety.
Leadership Assessment

As part of the School’s focus on leadership development, students should plan a supervision session with their field instructor or task supervisor to discuss their leadership self assessment. This is the same self assessment that students completed in the fall semester. You and the field instructor can complete the survey online by going to http://www.surveymonkey.com/s/ZC7S7JW. Take some time and sit with your field instructor to go through the questions, discussing and responding to each collaboratively. Your field instructor should provide you with their observations and give you another perspective on how you have grown in your leadership skills this year. They may also make suggestions for experiences and opportunities in your field placement to expand your leadership skills. The goals of this tool are to help you think about:
- how your strengths as a leader have changed since you began the MSW program;
- the experiences you have had that have helped you grow in your leadership skills and capacities since you began the program; and
- areas where you want to grow in your leadership while you complete the MSW program.

The survey instrument will be available online on February 15 and must be completed by March 26th. Completion of the leadership assessment on time counts for 5 points toward your Seminar grade.

Agency Gift

This semester students are required to have developed and presented an agency management and community practice gift. Examples of possible gifts are: developing a media campaign or PSA, writing a grant, planning a fund raising event or a community awareness event, developing a needs assessment survey or evaluation instrument, a resource directory, an agency safety plan, a training, writing a brochure, a new policy, an article for the paper or internal newsletter, researching and presenting best practices on service area or population.

The agency gift, which is a macro practice project, is to be included in the development of the Foundation Learning Agreement. The student will present the agency gift to the agency and the seminar group by the end of the Spring semester. The agency gift should be planned in consultation with the field instructor/task supervisor and field advisor. Time to develop the gift should be provided as a part of the field placement during spring semester.

Grading System

H = 94-100
P = 80-93
L = 70-79
F = 69 and below

Policy on Incompletes and Late Assignments

A grade of Incomplete is given on rare occasions when there is sufficient reason to warrant it. It is the student’s responsibility to initiate a conversation with the instructor to request an Incomplete—instructors have no responsibility to give an Incomplete without such a request.

One point will be deducted for late postings. No postings will be accepted after one week from the due date.
**POLICY ON ACADEMIC DISHONESTY**

Please refer to the *APA Style Guide*, *The SSW Manual*, and the SSW Writing Guide for information on attribution of quotes, plagiarism and appropriate use of assistance in preparing assignments. All written assignments should contain a signed pledge from you stating that, "I have not given or received unauthorized aid in preparing this written work". It is expected that all postings to SAKAI abide by the UNC Honor Code.

In keeping with the UNC Honor Code, if reason exists to believe that academic dishonesty has occurred, a referral will be made to the Office of the Student Attorney General for investigation and further action as required.

**POLICY ON ACCOMMODATIONS FOR STUDENTS WITH DISABILITIES**

Students with disabilities that affect their participation in the course and who wish to have special accommodations should contact the University’s Disabilities Services. Disabilities Services will notify the instructor that the student has a documented disability and may require accommodations. Students should discuss the specific accommodations they require (e.g. changes in instructional format, examination format) directly with the instructor.

**POLICIES ON THE USE OF ELECTRONIC DEVICES IN SEMINAR**

The use of electronic devices in the seminar is prohibited. Exceptions will be made only for students with written documentation of a disability. For these students the use of electronic devices for non-class related activities (e.g. checking email, playing games) is strictly prohibited.

**COURSE OUTLINE**

Note: Students have been assigned to a specific seminar group. You may not switch groups. If you miss class on a Monday, you cannot make it up by attending a class on Tuesday, and vice versa. Due dates are the same for all seminar groups.

<table>
<thead>
<tr>
<th>Seminar</th>
<th>Date</th>
<th>Topic</th>
<th>Due Dates</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>January 25 or 26</td>
<td>Review of Group Norms Peer consultation Selection of research questions</td>
<td>Finding Post - Group A Feb. 1 Response Post – Feb. 6</td>
</tr>
<tr>
<td>2</td>
<td>February 8 or 9</td>
<td>Peer consultation Selection of research questions</td>
<td>Finding Post- Group B Feb. 15 Response Post – Feb. 20</td>
</tr>
<tr>
<td>3</td>
<td>February 22 or 23</td>
<td>Peer consultation Selection of research questions</td>
<td>Finding Post- Group A March 1 Response Post - March 6</td>
</tr>
<tr>
<td>4</td>
<td>March 22 or 23</td>
<td>Peer consultation Selection of research questions</td>
<td>Finding Post- Group B-March 29 Response Post – April 3</td>
</tr>
<tr>
<td>5</td>
<td>April 5 or 6</td>
<td>Peer consultation Selection of research questions</td>
<td>Reflection Post- All students – April 12 Response Post- April 17</td>
</tr>
<tr>
<td>6</td>
<td>April 19 or 20</td>
<td>Peer consultation Discussion of agency gift</td>
<td>Enjoy summer vacation!</td>
</tr>
</tbody>
</table>
### Key Questions for Evaluating Print Sources of Evidence

| Authorship, Expert, or Authority | What is the author or expert/authority figure?  
<table>
<thead>
<tr>
<th></th>
<th></th>
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</thead>
<tbody>
<tr>
<td></td>
<td>What experience do they have?</td>
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<tr>
<td></td>
<td>What are their credentials?</td>
</tr>
<tr>
<td></td>
<td>What institution or organization are they affiliated with?</td>
</tr>
<tr>
<td></td>
<td>What else is known about the individual (e.g., other published works)?</td>
</tr>
<tr>
<td>Purpose</td>
<td>What is the purpose of the information? To inform? To sell? To persuade?</td>
</tr>
<tr>
<td></td>
<td>Is the purpose clear and objective, showing multiple sides of an issue? Although bias is not necessarily a reason to reject, be sure you can identify it.</td>
</tr>
<tr>
<td></td>
<td>Who is the intended audience? Researchers? Practitioners? Policy Makers?</td>
</tr>
<tr>
<td>Content</td>
<td>Is the topic covered comprehensively? Does it leave out important information?</td>
</tr>
<tr>
<td></td>
<td>How is the information organized? Is the approach basic or advanced? Does it provide more than one perspective?</td>
</tr>
<tr>
<td></td>
<td>Does the source include a bibliography or make reference to other sources? Is the bibliography detailed and accurate?</td>
</tr>
<tr>
<td>Relevancy</td>
<td>Does the source cover the information or topic you need?</td>
</tr>
<tr>
<td></td>
<td>Is the information sufficient or is it too superficial or lengthy for your purposes?</td>
</tr>
<tr>
<td>Accuracy</td>
<td>Is the source well written and edited or well spoken? Are there noticeable mistakes in spelling or grammar?</td>
</tr>
<tr>
<td></td>
<td>Is the style of the source one that you would expect for the topic and audience?</td>
</tr>
<tr>
<td></td>
<td>How accurate are other references of information mentioned or referred to in the source? Is it trustworthy?</td>
</tr>
<tr>
<td>Currency</td>
<td>Is the information current, dated, or outdated? Consider whether this makes a difference and what value is added for your needs?</td>
</tr>
</tbody>
</table>

Professional Development Workshop Opportunities at the School of Social Work

Clinical Lecture Series
The Clinical Lecture Series offers monthly lectures by innovative practitioners to enhance the clinical curriculum for students, graduates and practitioners. The Clinical Lecture Series events take place in the auditorium of the Tate-Turner-Kuralt Building. All lectures take place on Mondays from 12 noon to 2 pm. There is NO COST for students or field instructors to attend, however, pre-registration is required [http://ssw.unc.edu/jif/cls/](http://ssw.unc.edu/jif/cls/). This webpage also has detailed descriptions of the lecture topic.

January 25, 2010
Beyond the gender binary: Broadening our lens and strengthening our work
Kendra Smith, PhD

February 22, 2010
ADHD: Differential diagnosis and treatment strategies across the life course
Jack Naftel, MD

March 22, 2010
Cultural trauma: Developing an ear for the unspoken in the room
Michelle Johnson, MSW, LCSW

April 19, 2010
Ethics of Becoming Competent in Psychopharmacology
Gary Gala, MD

Leadership Lecture Series

Leadership, ethics, and immigration issues-
Tues., Feb. 23, 12:30-2 pm

Other leadership lectures will be offered throughout the Semester—dates and topics to be announced.

The Jordan Institute for Families hosts many workshops and offers a variety of training opportunities. Please check the Jordan Institute for Families website for a current listing of available professional development offerings.

NASW has several online continuing education options. If you take an online course, please print confirmation of attendance.
**Professional Development Workshops Attended**

Total of 12 points (6 points each)

1. Title of Workshop or Presentation______________________________
   Facilitator:_________________________________________________
   Date of Workshop:___________________________________________

2. Title of Workshop or Presentation______________________________
   Facilitator:_________________________________________________
   Date of Workshop:___________________________________________

**Honor Code**

It is the responsibility of every student to:
- Obey and support the enforcement of the Honor Code, which prohibits lying, cheating, or stealing when these actions involve academic processes or University, student or academic personnel acting in an official capacity;
- Conduct all academic work within the letter and spirit of the Honor Code, which prohibits the giving or receiving of unauthorized aid in all academic processes.

I,__________________________________________,
(Printed Name of Student)
attended the entire workshops listed above.

__________________________________________
(Signature of Student)

Field Advisor’s Name____________________________