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

COURSE NUMBER: SOWO 524
COURSE TITLE, SEMESTER AND YEAR: FOUNDATION FIELD SEMINAR, SPRING 2009
INSTRUCTOR: Dayna Guido, MSW, LCSW, ACSW
1 Beech Tree Lane
Asheville, NC 28804
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Email: dayna.guido@gmail.com

OFFICE HOURS: By appointment

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:

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

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;

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

Recognize and discuss ethical implications in relation to professional practice;

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;
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;

Give and receive feedback constructively while developing insight into one’s own professional behavior;

Understand how supervision is used to meet agency and school performance and productivity requirements;

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

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 seven times over the semester. An inquiry based learning (IBL) model is used to facilitate the seminar group learning experience. One objective of the group meetings is to provide students with the opportunity to participate in group experiences with their seminar leader, and to learn about group process and their personal group interactions. The success of the 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.

There is an online interactive component of Foundation Field Seminar. Seminar on-line discussion groups have been created to 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.

INQUIRY BASED LEARNING (IBL) – STUDENT DIRECTED MODEL:

At each 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 to develop their substantive answer/findings.

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

The process through collaborative inquiry → information literacy → network learning produces a student-directed model for inquiry based learning.
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 – 7 seminar meetings</td>
<td>4 points each</td>
<td>28</td>
</tr>
<tr>
<td>2. Online Postings: Finding – 3 postings</td>
<td>5 points each</td>
<td>15</td>
</tr>
<tr>
<td>Response and Reflection – 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>10 points each</td>
<td>10</td>
</tr>
<tr>
<td>5. Agency Gift</td>
<td>N/A</td>
<td>N/A</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td></td>
<td>90</td>
</tr>
</tbody>
</table>

Note that points do not add up to 100, but Sakai can calculate your grade based on 90 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 seminar. Each seminar is worth four points.

<table>
<thead>
<tr>
<th>Point assignment</th>
<th>Class expectations</th>
</tr>
</thead>
<tbody>
<tr>
<td>4</td>
<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>
</tr>
<tr>
<td></td>
<td>Description</td>
</tr>
<tr>
<td>---</td>
<td>-----------------------------------------------------------------------------</td>
</tr>
<tr>
<td>3</td>
<td>Student occasionally contributes to discussion by offering ideas, asking</td>
</tr>
<tr>
<td></td>
<td>questions and responding to other students; student consistently demonstrates</td>
</tr>
<tr>
<td></td>
<td>engagement in discussion by respectfully listening to others and through</td>
</tr>
<tr>
<td></td>
<td>other verbal or nonverbal behaviors</td>
</tr>
<tr>
<td>2</td>
<td>Student sometimes contributes to class discussion; student sometimes</td>
</tr>
<tr>
<td></td>
<td>demonstrates engagement in discussions by contributing to the discussion and</td>
</tr>
<tr>
<td></td>
<td>by listening respectfully</td>
</tr>
<tr>
<td>1</td>
<td>Student rarely contributes to class or asks questions and does not appear</td>
</tr>
<tr>
<td></td>
<td>engaged in discussion</td>
</tr>
<tr>
<td>0</td>
<td>Did not attend class</td>
</tr>
</tbody>
</table>

Participation by each student is essential. The matrix above will be used to measure class participation. Class participation accounts for 35% 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**

**Substantive Finding**

**Substantive Response**

*What is a substantive finding?*

Using the IBL Model, students will identify a topic or topics they are interested in learning more about. During seminar students will develop a question to research. Each student is required to post a Substantive Finding three times during the semester. An outstanding post would thoroughly answer the question posed and would have direct applicability to social work practice. In other words, do not just report on a research topic but relate the research to your field placement or to social work practice in general. Questions should be narrow in scope. Broad queries should be broken down into more specific questions; i.e. the question *What is rational emotive therapy (RET)?* is too broad, it should be broken down into many questions: *How is RET used in treatment of addictions? What is the history of RET? How does one get trained to use RET? Is RET a culturally relevant treatment? Is there data to support the use of RET?* 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. **All sources of information must be clearly referenced and cited using appropriate APA style.**

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 or your document program). Write a concise response as you would to a professional colleague. Online responses may include but are not limited to: (1) how is this 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 rationale, relating familiar information with new information, and pointing 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. Points will be deducted for late postings.

<table>
<thead>
<tr>
<th>Point value</th>
<th>Elements of posting</th>
</tr>
</thead>
<tbody>
<tr>
<td>5</td>
<td>Connections (Comprehension &amp; Application)</td>
</tr>
<tr>
<td>4</td>
<td>Posting thoroughly answers the question or explains why question was not answered</td>
</tr>
<tr>
<td>3</td>
<td>A combination of outstanding (↑) and acceptable (↓) element criteria</td>
</tr>
<tr>
<td>2</td>
<td>Posting partially answers the question</td>
</tr>
<tr>
<td></td>
<td>Points will be deducted for late postings</td>
</tr>
</tbody>
</table>
Professional Development Workshops:

Foundation seminar students are required to attend two professional development workshops. Students must complete and turn in the form, *Professional Development Workshops* (last page of this syllabus), no later than the last day of seminar.

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. The Field Instructor or task supervisor will complete and sign the leadership assessment of the student. Students are asked to bring this signed assessment to Seminar on March 13, 2009.

Grading System

\[
\begin{align*}
H &= 94-100 \\
P &= 80-93 \\
L &= 70-79 \\
F &= 69 \text{ and below}
\end{align*}
\]

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.

Points will be deducted for late postings.

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 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: Each student will be assigned 3 dates for a Finding Post and all students will complete each Response Post and the final Reflection Post

<table>
<thead>
<tr>
<th>Seminar</th>
<th>Date</th>
<th>Topic</th>
<th>Due Dates</th>
</tr>
</thead>
</table>
| 1       | Jan 16, 2009 | Peer consultation Selection of research questions | Finding Post (A) – 1/20  
Response Post – 1/27 |
| 2       | Jan 30, 2009 | Peer consultation Selection of research questions | Finding Post (B) – 2/03  
Response Post - 2/10 |
| 3       | Feb 13, 2009 | Peer consultation Selection of research questions | Finding Post (A) – 2/17  
Response Post - 2/24 |
<table>
<thead>
<tr>
<th></th>
<th>Date</th>
<th>Event Description</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>4</td>
<td>Feb 27, 2009</td>
<td>Peer consultation Selection of research questions</td>
<td>Finding Post (B)– 3/03 Response Post - 3/10 Leadership assessment due 3/13</td>
</tr>
<tr>
<td>5</td>
<td>Mar 13, 2009</td>
<td>Peer consultation Selection of research questions</td>
<td>Finding Post (A &amp; B)– 3/24</td>
</tr>
<tr>
<td>6</td>
<td>Apr 3, 2009</td>
<td>Peer consultation Selection of research questions</td>
<td>Reflection Post – 4/7</td>
</tr>
<tr>
<td>7</td>
<td>Apr 24, 2009</td>
<td>Peer consultation End of semester evaluations</td>
<td>No postings due</td>
</tr>
</tbody>
</table>

**Key Questions for Evaluating Print Sources of Evidence**

| Authorship, Expert, or Authority | Who is the author or expert/authority figure?  
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>What experience do they have?</td>
</tr>
<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>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Purpose</th>
<th>What is the purpose of the information? To inform? To sell? To persuade? 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. Who is the intended audience? Researchers? Practitioners? Policy Makers?</th>
</tr>
</thead>
</table>
| **Content**               | Is the topic covered comprehensively? Does it leave out important information?  
|                          | How is the information organized? Is the approach basic or advanced? Does it provide more than one perspective?  
|                          | Does the source include a bibliography or make reference to other sources? Is the bibliography detailed and accurate? |
| **Relevancy**            | Does the source cover the information or topic you need?  
|                          | Is the information sufficient or is it too superficial or lengthy for your purposes? |
| **Accuracy**             | Is the source well written and edited or well spoken? Are there noticeable mistakes in spelling or grammar?  
|                          | Is the style of the source one that you would expect for the topic and audience?  
|                          | How accurate are other references of information mentioned or referred to in the source? Is it trustworthy? |
| **Currency**             | Is the information current, dated, or outdated? Consider whether this makes a difference and what value is added for your needs? |

Professional Development Workshops Attended
Total of 12 points (6 points each)

Title of Workshop or Presentation ________________________________

Facilitator: ___________________________________________________

Date of Workshop: _____________________________________________

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, _________________________________, attended the entire workshops listed above.

(Printed Name of Student)

______________________________________________________________

(Signature of Student)

Field Advisor’s Name _________________________________