

**UNIVERSITY OF ARKANSAS AT LITTLE ROCK SCHOOL OF  
SOCIAL WORK  
BSW PROGRAM**

Course No: SOWK 4212/4213

Title: Field Seminar I & II

Prerequisites: Admission to the BSW program, SOWK 3303, 3304, 3313, 3314, 3302, and 3331, overall GPA of 2.5, and 2.5 GPA in all social work courses to date.

SOWK 4332 and 4333 must be taken concurrently with the Field Seminars or completed prior to the Field Seminars

Co-requisite: SOWK 4541 and 4542

**Description of Course:**

Field Seminar I and Field Seminar II provide the student with the opportunity to further integrate knowledge and insights developed in the classroom by exploring the field experience through the group process. The Generalist Intervention Model of engagement, assessment, planning, implementation, evaluation and termination provide the basis for student learning and self-evaluation. The seminar provides for spontaneous and vicarious learning through group discussion, case presentation, consultation with the seminar instructor, and feedback on structured assignments required for the field experience.

**Objectives of the Field Seminar:**

The purpose of the field seminar is to integrate the knowledge and values learned in the classroom into skills that reflect generalist social work practice of any size client system whether it be individuals, families, groups, organizations or communities. Upon completion of the course, the student will be able to demonstrate achievement of the following objectives:

At the end of the seminar courses, students will be able to:

1. Present cases to colleagues with client history and identified needs.
2. Demonstrate use of self through active participation with peers by listening and providing professional feedback about case presentations.
3. Demonstrate personal strengths and development of professional values.
4. Describe the theoretical basis for each field competency and associated skills.
5. Demonstrate empathy toward peers and clients during group discussions.
6. Communicate effectively, both orally and in writing.
7. Identify and describe agency resources.

8. Recognize, discuss, and manage personal values, thoughts, and feelings in professional interactions (“use of self”).
9. Conduct presentation that educates and informs about agency.
10. Demonstrate advocacy by identifying needed changes in policies of the field agency and/or its environment that can enhance conditions for client system.

### **Course Content:**

The students, guided by the seminar instructors will be responsible for course content. Students will bring topics to the seminar discussions that will explore, analyze, compare and examine best practices. At a minimum, the course will include reviews of the phases of the Generalist Intervention Model, development of the Learning Contract, group facilitation, organizational change, and other topics related specifically to the field such as safety, professionalism, and use of supervision. Experts in specific fields may be invited to present topics of interest.

### **Techniques of Instruction:**

The Field Seminars help students apply an integration of knowledge, values, skills, and personal goals that contribute to professional development as a social worker. The group members will be responsible for providing content and process by bringing issues to class for discussion, for preparing structured assignments, and by contributing feedback and consultation to each other. Case presentations will be a major learning tool and students will be evaluated on their ability to demonstrate skills in leadership, listening, problem solving, and integration of theory.

### **Required Text:**

BSW Field Manual

### **Recommended Text:**

Grobman, Linda May (Ed.). (2011). *The Field Placement Survival Guide 2<sup>nd</sup> Ed.* Harrisburg, Pennsylvania: White Hat Communications

### **Methods of Evaluation:**

Students are expected to participate in the field seminar with regular attendance and punctuality. Exploration of issues with in-depth discussion will be a major learning tool. Students will be evaluated on their ability to demonstrate skills in leadership, listening, problem solving, critical thinking, and integration of knowledge.

There are two written graded assignments each semester. The format and grading rubrics for those assignments are attached. Guidelines for grading of the bi-weekly logs and the process recordings are also attached.

### **Attendance and Participation**

**70 points**

Attendance and participation in seminar is a significant part of learning. *More than 2 absences* during the semester could result in a failing grade. Tardiness of greater than 15 minutes can be considered an absence.

Participation will be evaluated by a student's preparedness and contribution to class discussion, support of peers and demonstration of personal and professional growth.

**Supervision and Activity Log – 20 points**

**160 points**

The Supervision & Activity log will be turned in at the beginning of Seminar on a bi-weekly basis with the Field Instructor signature. The first log (covering weeks 1 & 2) will be due on the 3<sup>rd</sup> week of class. A holiday week such as Spring Break should be included in the numbered weeks. Points will be accumulated throughout the semester for timely and detailed reporting of student's activities.

**Process Recordings: (4 per semester at 30 points each)**

**120 points**

Select a client system with which you work and record, verbatim, a 20-30 minute conversation or interview. Try to demonstrate use of "self" in the context of the discussion, use of listening skills, and verbal responses to the client. Record your feelings and thoughts as you interacted with the client system. A format for recording is located in the Field Manual. Four process recordings are due each semester at times established by the seminar instructor. All process recordings must bear the signature of the field instructor.

**Fall Semester Written Assignments:**

**200 points**

Individual assessment – 100 points  
Agency presentation & paper – 100 points

**Spring Semester Written Assignments:**

**200 points**

Community Assessment – 100 points  
Integrative paper – 100 points

**Total points per semester = 550 points**

**Grading scale:**

92-100	A
91-82	B
81-72	C
71-60	D
59 or below	F

**ETHICS IN THE FIELD**

BSW students are expected to maintain confidentiality of any documents, client records, and assignments, by protecting the identity of clients. All identifying information of clients should be blacked out or removed prior to submitting unless otherwise instructed.

Students are expected to adhere to the rights, responsibilities, and behavior as articulated in both the UALR Student Handbook and the NASW (National Association of Social Workers) Code of Ethics. An essential feature of these codes is a commitment to maintaining intellectual integrity and academic honesty. This

commitment insures that a student of the School of Social Work will neither knowingly give nor receive any inappropriate assistance in academic work, thereby affirming personal honor and integrity.

### **Classroom Policy**

Learning in a professional program is based in large part on the interaction that occurs between the instructor and students in the classroom. Regular attendance at class is an expected professional responsibility of the student. Absences will affect a grade once more than the two absences have occurred.

UALR views classroom disruptions as academic and behavioral violations. Students should refer to the UALR Student Handbook for a description of classroom disruptions and the possible disciplinary sanctions for such behaviors.

### **Honor Code**

All students registered for courses in the School of Social Work are expected to adhere to the rights, responsibilities, and behavior as articulated in both the UALR Student Handbook and the NASW Code of Ethics. An essential feature of these codes is a commitment to maintaining intellectual integrity and academic honesty. This communication insures that a student of the School of Social Work will neither knowingly give nor receive any inappropriate assistance in academic work, thereby affirming personal honor and integrity.

### **Students with Disabilities:**

Your success in this class is important to me, and it is the policy and practice of the University of Arkansas at Little Rock to create inclusive learning environments consistent with federal and state law. If you have a documented disability (or need to have a disability documented), and need an accommodation, please contact me privately as soon as possible, so that we can discuss with the Disability Resource Center (DRC) how to meet your specific needs and the requirements of the course. The DRC offers resources and coordinates reasonable accommodations for students with disabilities. Reasonable accommodations are established through an interactive process among you, your instructor(s) and the DRC. Thus, if you have a disability, please contact me and/or the DRC, at 501-569-3143 (V/TTY) or 501-683-7629 (VP). For more information, please visit the DRC website at [ualr.edu/disability](http://ualr.edu/disability).

### Individual Client Assessment

- This assignment is to be completed with a client that **you** have interviewed to obtain the information.
- The assignment is to be done in narrative format, using the major headings to distinguish between the sections of the assessment. NOTE: Narrative format means using complete sentences and all aspects of good writing as delineated below.
- Follow this outline using all headings and sub-headings.
- You are to include all information that you consider relevant to the client's presenting problem(s) AND strengths/resources.
- Other private information not pertinent to the presenting problem(s) should not be included in your written narrative, nor should it be a part of the client's records.
- As a part of this assignment, you are to complete an eco-map with the client and refer to it during the narrative (both identifying problems AND strengths).
- The eco-map is to be submitted with the narrative. All identifying information should be disguised in both the eco-map and the narrative.

This assignment is required Field Seminar I. Students not in internship must get approval from the instructor about who will be the subject of their assessment. **If you are currently NOT in an internship, you will not be able to use this classroom assignment (from another semester) for your internship/portfolio requirement.** You are required to use 12-point font and to paginate. Assignments should be stapled without the use of any type of cover or binder. As in all graduate classes, you are expected to use good grammar, accurate spelling, paragraphs, and clarity of sentence construction. You will be given two grades: 1.content 2.writing, which will be added together to give your total grade for this assignment.

Length of Assessment: Long enough to do the job; short enough to be concise and focused on both the problem(s) and strengths/resources with a concluding summary under section Initial Assessment Summation. About 10 pages plus eco-map.

#### Identifying Information:

Name of agency  
Name of client: (disguise client's name)  
Address: (disguise client's address)  
Phone:  
Date of birth:  
Gender  
Marital /Relational Status:  
Insurance Coverage:  
Other (important identifying data):

### **Presenting Problem/Referral information:**

This section is written in narrative form and should be a succinct, but comprehensive, reporting of the client's perception of the problem. You should include the duration, severity and frequency of the problem(s), antecedent conditions and consequences of the problem(s), and client's prior attempts to cope with the problem(s). If this client was referred to you from another professional or program include the referral information in this section.

### **Description of Client's Ecological System:**

The subsections of this category are written in narrative form. It includes data gathered from the client, information from the eco-map, observations of the client, and the intern's interpretation of the significance of this information to the client's presenting problem. Quote where appropriate, be specific and factual. Make sure your interpretation of the situation is based on observation and facts rather than your personal speculation. Avoid jargon.

- **Person System:** Included here are observations of the client's physical and emotional (affect) presentation at the interview; general impressions of client's intellectual and mental functioning (reality testing, etc.); client's reported present physical health, use of alcohol and drug use/abuse; current physical, sexual, emotional abuse; and, present risk of suicide. Document information in all areas above justifying the presence or absence of the condition.
- **Family/Household Social System:** Describe the composition of the family or household, and the quality of the relationships between members. Based on the client's statements, provide your interpretation of the family/household membership functioning.
- **Ecological System:** The client's social environment should be described, as this is related to available resources and deficits of resources to maintain or enhance his/her well being. The narrative should focus on the client's home, neighborhood and community with emphasis on the support services/resources, and social supports that are available to the client in dealing with the problem. Include appropriate cultural, racial/ethnic, social class and other (as ageism, sexism/ alternative sexual identities, ableism, religion, etc.) factors that promote or become barriers to the client's solution to his/her problem.

### **Bio-psycho-social-spiritual History:**

Several subsections are a part of this category. You should respond to information required in each section. You are to use a narrative format that offers an explanation of the client's situation. Include the information that is relevant to the presenting problem. Explore the ways in which the client coped, both positively and negatively, with significant events in her/his life.

- **Developmental History:** Use a life span perspective to interpret quality of his/her passage through the life span.
- **Family of origin history, marital/partner history, children**
- **Deaths of significant others, serious losses**

- **History of violence, abuse and victimization**
- **Instances of oppression and discrimination**
- **History of alcohol and or use/abuse of other substance**
- **Medical/physical/psychiatric history:** Include major medical and psychiatric conditions, suicidal history, patterns of illness and hospitalizations; significance of illness and medical/physical conditions to client.
- **Legal history:** Felony and misdemeanor arrests and convictions; legal judgments (bankruptcy, child custody, etc.)
- **Education:** Include not only the highest educational level achieved, but describe the client's perception of his/her academic abilities.
- **Employment/unemployment:** include level of financial status
- **Recreational/past time activities**
- **Religious/spiritual background**
- **History of psychological and social services**

### **Strengths and Resources:**

- **History:** The person-environmental use of personal strengths and resources at the micro social level as well as those found at the mezzo (family and group) and macro (community, organizational, society level). What has this person done in the past that has been helpful in resolving problems? What resources have been helpful at the mezzo and macro social levels? How can client and social worker together build on historical strengths and resources?
- **Present:** What person-environmental use of personal strengths and resources can be utilized at the personal micro social level as well as those found at the mezzo (family and group) and macro (community, organizational and society level)? How capable is this person in resolving his/her problems (motivation, coping and problem solving ability)? What resources can be utilized at this time?

### **Initial Assessment Summarization:**

This section is the most critical part of the initial work with the client. It is formulated as a succinct narrative statement that combines the theoretical and conceptual knowledge base about human behavior with data about the client. Specifically the social work intern needs to integrate both the problem solving AND the strength's perspective (solution focused) paradigms into this narrative. In this section you interpret the data provided by the client and other collateral resources and arrive at a professional impression of the client's problem and the client's strengths to satisfactorily bring some resolution to their situation

#### **Included in this section are:**

1. A restatement of the presenting problem; additional problems, identified from the interview, that bear on the presenting problem
2. Relevant aspects of the client's bio-psycho-social-spiritual history that influence the existence or resolution of the problem.

3. Personal, social and community resources, and support systems available to the client and, resources (personal - environmental) that need to be developed to increase the client's capacity to resolve the problem at a level that is satisfactory to the client.

**Evidence-Informed or Best Practices:** (you must list sources).

Taking into consideration your client (particular problem), are there any approaches to helping this client that have proven more effective over others. If no empirical evidence is located, are there approaches considered "best practice", strategies and/or guidelines that might help to inform the intervention plan?

**Mutually Agreed Upon Goals & Interventions:**

Based on your assessment of this client what are the goals for treatment? State each goal in such a way that they are both specific and measureable. Next, describe what interventions are needed (both micro and macro) in order to work toward achievable goals (include in this section what, if anything, you found that supports your intervention plan).

**Evaluation:**

What means will you use to determine whether goals are being met, and to what extent?



## CONTRACT

Problems for Work

System in which problem is located

Goal Statement:

Interventions: (micro/macro)

Objectives: (Prioritize)

Objective #1:

Target for change:

Action Steps:

Responsibilities:

Timeline:

Objective #2:

Target for change:

Action Steps:

Responsibilities:

Timeline:

Objective #3:

Target for change:

Action Steps:

Responsibilities:

Timeline:

Plans for reviewing progress:

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Client Signature

Date

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Social Work Intern

Date

## **Guidelines for Contracts**

The contract is based upon the assessment of the client/client system. Although the outline has three objectives, you can develop more. Be sure that it is realistic to decide upon numerous objectives with timelines. It is preferable to have fewer objectives that can be achieved within the given time period.

1. Using the client/client system assessment, identify which problems/challenges the client/client system and you decide to work on and in which system(s) those problems/challenges reside.
2. Use both micro—problem-solving, solution-focused, along with macro interventions.
3. Develop a set of objectives—what client will or will not do differently, and, what student will do—to reach goals.
4. Specific tasks/action steps including who is responsible for completion and the timeline for completion should be developed for each objective.
5. Each contract should specify the process and times for review of the progress being made toward achieving goals and objectives.

## **AGENCY PAPER OUTLINE – 50 points**

### **I. Identification (15 points)**

Discuss what the mission of the agency is, its history, and the social problems and clients it serves. Name the services provided. How large is the agency? Is it public or private and from where does it get its funds? What does their organizational chart look like?

### **II. Organizational Culture (10 points)**

What type of management is used by the agency? Is it formal or informal? Is the culture of the agency one that is open to diversity and differences? Are agency leaders open to staff input? Are employees happy or proud to work there?

### **III. Power (10 points)**

Is the agency well-funded? Do employees feel empowered to make change and contribute to improvements? Who seems to hold the power for decision making? Does the agency employ a lobbying group and, if so, what types of issues are important in the legislative process for this agency?

### **IV. Strengths of the agency (10 points)**

Discuss the strengths of the agency, both qualitatively and quantitatively. Why would clients want to come there? A well qualified staff or a friendly one? Why do employees want to work there? The answers may be monetary or they may be time management issues, such as flexibility and vacation time.

### **V. Subjective: (5 points)**

What is your personal feeling about the agency? Do you feel welcome and appreciated?

# Agency Paper Oral Presentation Grading Rubric

Name: \_\_\_\_\_ Overall Score: \_\_\_\_\_/50

Nonverbal Skills	5 – Exceptional	3 – Acceptable	1 – Poor
1.) Eye Contact	Holds attention of entire audience with the use of direct eye contact, seldom looking at notes or slides.	Consistent use of direct eye contact with audience, but still returns to notes.	No eye contact with audience, as entire report is read from note.
2.) Body Language	Movements seem fluid and help the audience visualize.	Made movements or gestures that enhance articulation.	No movement or descriptive gestures.
3.) Poise	Displays relaxed, self-confident nature about self, with no-mistakes.	Makes minor mistakes, but quickly recovers from them; displays little or no tension.	Tension and nervousness is obvious; has trouble recovering from mistakes.

Verbal Skills	5 – Exceptional	3 – Acceptable	1 – Poor
4.) Enthusiasm	Demonstrates a strong, positive feeling about topic during entire presentation	Occasionally shows positive feelings about topic	Shows absolutely no interest in topic presented.
5.) Speaking Skills	Uses a clear voice and speaks at a good pace so audience members can hear presentation. Does not read off slides.	Presenter’s voice is clear. The pace is a little slow or fast at times. Most audience members can hear presentation.	Presenter mumbles, talks very fast, and speaks too quietly for a majority of students to hear & understand.

Timing	5 – Exceptional	3 – Acceptable	1 – Poor
6.) Length of Presentation	Within two minutes of allotted time +/-.	Within four minutes of allotted time +/-.	Too long or too short; ten or more minutes above or below allotted time.

<b>Content</b>	<b>5 – Exceptional</b>	<b>3 – Acceptable</b>	<b>1 – Poor</b>
7.) Subject Knowledge	An abundance of material clearly related to the research is presented. Points are clearly made and evidence is used to support claims	Sufficient information with many good points made, uneven balance and little consistency.	Goal of research unclear, information included that does not support research claims in any way.
8.) Organization	Information is presented in a logical and interesting sequence which audience can follow. Flows well.	Information is presented in logical sequence which audience can follow.	Audience cannot understand presentation because there is no sequence of information.
9.) Visuals	Excellent visuals that are tied into the overall story of the research.	Appropriate visuals are used and explained by the speaker.	Little or no visuals, too much text on slides.
10.) Mechanics	Presentation has no misspellings or grammatical errors.	Presentation has no more than two misspellings and/or grammatical errors.	Presentation has many spelling and/or grammatical errors.

**Comments:**

## **Community Assessment BSW Spring Semester**

You should do the community in which your internship site is located or the community in which most of the agency's clients reside. Although it is important to obtain census information about this community, you will also want to walk or drive through the community, stand on a corner, or visit several stores in the area. Then use the following outline to develop your assessment.

### **A. Community Geographic Information**

1. What are the main geographical boundaries and natural barriers? Be specific.
2. Is the community geographically isolated or does it border other communities?

### **B. Economic Characteristics**

1. What does the census report in terms of mean and median incomes in this community?
2. What does the census report about unemployment? Do you see evidence of unemployment among community residents? What does this "evidence" look like?
3. What types of commercial enterprises exist in the community? Manufacturing or service industry? Give specific examples.
4. What type of transportation is available? Is it public or private? How available is public transportation? Routes, times, and cost?
5. Do you see evidence of an "underground" economy (i.e., illegal economic activities)?

### **C. Social Characteristics**

1. What information does the census give you about the community in terms of age, gender, ethnicity, race, family composition, etc.?
2. How would you describe the community residents in terms of age, gender, ethnicity, race, etc.?
3. How do community residents react to you (e.g., hostile, friendly, indifferent, curious)?
4. Does the community contain places of worship, schools, pharmacies, retail stores, grocery stores, and medical facilities?
5. Do "public" meeting places exist in the community (e.g., meeting halls, clubs, coffee shops, bakeries, and associations)?
6. Does the community contain any parks and recreational areas/buildings? What type? What are the conditions of the recreational facilities?
7. How would you describe the housing? Is it mainly rental or family-owned? Multiple or single-family dwellings? How is the housing maintained? Is there housing for sale? Is the for-sale housing dispersed through the community or clustered? Foreclosures? May want to look at Realtor.com or other online resources? Property taxes?
8. Are there distinct social sub-communities within the larger community?

#### **D. Political Characteristics**

1. Are there any signs of political activity/activism (e.g., yard signs, bumper stickers, political offices, political meetings etc.)?
2. What are the conditions of the roads and sidewalks? Is garbage collected regularly?

#### **E. Assessment**

1. What appear to be the most pressing needs of the community?
2. What appear to be the resources that exist in the community to address the needs?
3. How responsible do public officials appear to be to meeting the needs of the community?
4. How do you think this community affects its residents, particularly the clients of your agency?

#### **F. Eco-map**

Create an eco-map of the community and include the following:

1. All entities external to the community with which the community (as a whole) interfaces (e.g., governmental entities, other communities, social service agencies, business, and community institutions and organizations)
2. A graphic description of the relationship between the community and outside entities using different types of connections (e.g., broken lines, solid lines, etc.)
3. A legend/key that explains the types of connections. Adapted from:

Berg-Weger, M. & Birkenmaier, J. (2000). *The practicum companion for social work: Integrating class and field work*. Boston: Allyn & Bacon.

## Integrative Paper - Field Seminar II Grade Sheet

Summarize your logs by discussing the following items:

Discuss what knowledge bases were you able to draw upon during your field experience? How did you use them?

\_\_\_\_\_ (20 pts)

What social work values were most evident at your agency this semester? Did the agency personnel and/or your field instructor demonstrate them? Did you experience any value conflicts that you were not able to resolve?

\_\_\_\_\_ (20 pts)

Except for listening skills, what skills were you called upon to demonstrate most frequently? What did you learn the best? What skills do you believe you need more work on?

\_\_\_\_\_ (20 pts)

How did your Learning Contract contribute to your learning? What kind of difficulties did you have in accomplishing all your goals?

\_\_\_\_\_ (20 pts)

Describe how the information shared in Seminar was valuable to your learning. What information was MOST valuable? What was the least valuable?

\_\_\_\_\_ (20 pts)

Total

\_\_\_\_\_ (100pts)

Note:

This is to be a BRIEF, 2-3 page paper summarizing what has transpired in your logs and in your learning (for the semester, if applicable, or for the YEAR, if applicable). Grades will not be based on what you have or have not done. Grades are based on your ability to think about what you have done or not done, experienced, thought, seen, or practiced as related to social work knowledge, values, and skills. Think “big picture,” not minutia.