**Topical Outline for Integrative Field Seminar**

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| **When** | **What to Focus on** | **Administrative/Other** |
| September | * Introductions/placements/areas of interest * Check in on pending questions from student field orientation * Started at Field Agency, review due dates (learning agreement, process recording, mid-semester evaluation, final evaluation) * Schedule fall seminar meetings dates/times—group consensus * Develop group plan/consensus for students who miss seminar group (make-up requirements) * Start discussion and practice development of the learning agreement (ask questions, hiccups) * Discuss purpose of field seminar and how you will use time (guest speakers, interests, processing, problem solving, etc.) | * Reach out to students’ field instructors to introduce self, role, and plan for site visits |
| October | * Check-in (rose/thorn, challenges, issues to address, hours) * Have students describe their role at the agency * Discuss boundaries of the group including confidentiality * Check in on learning agreement progress and or concerns * Discuss details and purpose of process recording. Look at examples. * Reminder of mid-semester evaluation & process recording due dates. * Inform students to use their learning agreement through semester—tips/tricks | * Email field instructors and students a reminder of learning agreement due date * Ensure all learning agreements are completed on time * Email field instructors and students regarding mid semester verbal evaluation * Agency visits * Submit mileage reimbursement form (must be submitted within 90 days of agency visit to be considered for approval) |
| November | * Check in (rose/thorn, what’s changed, thoughts/feelings about work, challenges, hours) * Peer review process recordings * Check in on mid-semester verbal evaluations & attend to any follow up needed * Remind students of final evaluation due date * Discuss quality evaluation and how students can weigh in * Inform students to use their learning agreement through semester—tips/tricks | * Agency visits * Submit mileage reimbursement form (must be submitted within 90 days of agency visit to be considered for approval) |
| December | * Check in (rose/thorn, looking back at accomplishments, looking ahead to next semester, what advice would you give another student at this agency, hours) * Importance of taking a break between semesters * Begin discussion, thinking about tasks activities for next semester * Schedule fall seminar meetings dates/times—group consensus * Check in with group on how seminar meetings are going—where’s room for improvement, what can we do differently to enhance your experience, etc. * Review next semester start date * Activity—resume review/feedback (peers) | * Ensure all final evaluations are completed and signed in Sonia by the due date (including signatures of student, field instructor, liaison) * Ensure all evaluations reflect 240 hours * \*250 hours for Fall start Advanced Standing students\* * Update notes section in Sonia for each student to reflect attendance dates of field seminar and agency site visit |
| January | * Check in (rose/thorn, returning to field, expectations, projects, learning agreements, hours) * Review due dates (learning agreement, mid semester verbal eval, process recording, final eval) & meeting dates * Activity (ethical issues—working with faith-based organizations) or guest speaker | * Email field instructors and student’s a reminder of learning agreement due date |
| February | * Check in (rose/thorn, field assignments, what’s working well, what’s not, supervision, hours) * Feedback on learning agreements * Peer Review process recording * Activity (mandated reporting: case scenarios) or guest speaker * Remind students to complete mid-semester verbal evaluation | * Remind field instructors and students about mid-semester verbal evaluation |
| March | * Check in (rose/thorn, issues/concerns/challenges, hours) * Preparing for termination with clients, agency * Activity (licensure prep, basic requirements, public service loan forgiveness) or guest speaker | * Submit mileage reimbursement form (must be submitted within 90 days of agency visit to be considered for approval) |
| April | * Check in (rose/thorn, termination process) * Networking * CELEBRATE!!! (look back at accomplishments) | * Ensure all final evaluations are completed and signed in Sonia by the due date (including signatures of student, field instructor, liaison) * Ensure all evaluations reflect 240 hours * 250 hours for Advanced Standing students * Update notes in Sonia for each student to reflect attendance dates of field seminar and agency site visit |

**LIST OF INTEGRATIVE FIELD SEMINAR TOPICS**

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| **TOPIC** | **FALL SEMESTER** | **SPRING SEMESTER** |
| Bring in speaker to host the meeting | X | X |
| Case conferences to use DSM-V to diagnose | X | X |
| Identifying ethical dilemmas and applying an ethical decision-making model. [Liaison Resource Page--Ethical Decision-Making Process](http://socialwork.msu.edu/Programs/Field-Education/Liaison-Resources) | X | X |
| Present on a topic of interest using props | X | X |
| Explore possible career choices-1st, 2nd, 3rd.  Review social work job descriptions | X | X |
| Exam Preparation |  | X |
| Licensing supervision post-graduation, CEUs |  | X |
| Case Presentations including assessment, intake tools used, evidence-based interventions | X | X |
| Agency visits 3rd-4th week of October. | X |  |
| Personal disclosure with clients-how much? | X |  |
| Process Recordings-1/semester. Due by last date of seminar (hard copy, email, or upload to Sonia) | X | X |
| Learning Agreements-1st meeting/semester | X | X |
| Evaluations – Overall grade includes participation in field seminar, process recordings, grade from field instructor, professional demeanor | X | X |
| Agency contact via phone/Zoom contact |  | X |
| Role play addressing a challenging situation.  Complete [My Style Under Stress](http://www.sc.edu/fye/events/presentation/annual/2015/handouts/CT-174%20Crucial%20Conversations%20-%20Empowering%20Peer%20Educators%20to%20Facilitate%20Dialogue%20-3.pdf) | X | X |
| **TOPIC** | **FALL SEMESTER** | **SPRING SEMESTER** |
| Jobs, resume writing, mock interviews |  | X |
| Student-led discussions | X | X |
| Self-care, stress management | X | X |
| Communication skills, problem-solving | X | x |
| [The Keirsey Temperament Sorter](https://www.keirsey.com/)  Students do not have to disclose their type | X | X |