COURSE DESCRIPTION
Foundation Field Seminar (SW531) is a one credit course that must be taken concurrently with Foundation Field Instruction (SW515) in the first term of a student’s field placement. The seminar will meet for a total of seven required sessions. Each enrolled section will be divided into two groups of approximately 12-15 students: the Maize group and the Blue group. These groups will meet on alternate weeks with two seminar facilitators. One facilitator is a field faculty who will provide knowledge and experience as a practitioner from the Office of Field Instruction (OFI) perspective, and the second facilitator is a student peer who is an advanced MSW candidate.

COURSE CONTENT
The course is designed to allow students a professional forum where they will have opportunities to share the integration of their coursework and fieldwork in a safe setting using reflection tools and case-based scenarios from their field placement. The purpose of the seminar is to:
- Introduce, share, and discuss the Council on Social Work Education (CSWE) social work competencies and practice behaviors.
- Introduce Bloom’s Taxonomy and the beginning, middle, and end stages of learning.
- Learn to use the Self-Reflection Tool (WHAT? SO WHAT? NOW WHAT?).
- Provide opportunities for trouble shooting pragmatic (the practical matters) and procedural aspects of field instruction (e.g. required field related paperwork). See the online module: Field Instruction 101.
- Facilitate discussion of field related issues including supervision, self-care, and ethical dilemmas.
- Expose students to other fieldwork sites, services, and School of Social Work practice method concentrations and practice areas.
- Create a safe, professional space for the discussion, development, and practice of:
  o Peer consultation
  o Problem solving and professional decision making skills
COURSE OBJECTIVES & RELATED PRACTICE BEHAVIORS

(Reference the Foundation Educational Agreement to correlate the numbers following each course objective to the required competency and related practice behavior).

After completion of the course, students will:

1. Demonstrate the ability to negotiate supervision in a proactive manner. (1.2, 1.3, 1.4, 1.6)
2. Identify appropriate self-care strategies for emerging social work professionals. (1.2, 1.5)
3. Utilize collegial and professional peer consultation as a mechanism for problem solving, apply to field practice, and establish a peer support network. (1.6)
4. Prepare for and develop a focus for their work, along with goals and outcomes. (10.a.1, 10.a.3, 10.b.3)
5. Demonstrate the use of empathy and interpersonal skills in class and field. (10.a.2)
6. Begin to apply and integrate course material with their fieldwork practice. (3.1)
7. Understand and apply creative and critical thinking. (3.1, 3.3)
8. Begin to analyze social work models and frameworks of assessment, intervention and evaluation. (3.2, 7.1)
9. Understand the fieldwork setting’s mission, population served, policies, procedures, and relationship to the community. (1.1, 9.1, 9.2)
10. Recognize and assess the impact of the diversity dimensions (i.e. client’s ability, age, culture, economic class, ethnicity, family structure, gender, gender identity and expression, race, religion, sex, and sexual orientation) as they relate to privilege, oppression, diversity, and social justice (PODS) in the fieldwork setting. (4.1, 4.2, 4.3, 4.4)
11. Understand oppression and discrimination, and advocate and engage in human rights and social and economic justice. (5.1, 5.2, 5.3, 10.c.4)
12. Begin to analyze social policy and learn to collaborate with colleagues and clients for social action. (8.1, 8.2)
13. Apply the National Association of Social Workers (NASW) Code of Ethics to their professional practice. (2.1, 2.2, 2.3, 2.4)
14. Learn to collect client data, assess client strengths and weaknesses, and develop an intervention strategy. (10.b.1, 10.b.2, 10.b.4, 10.c.2, 10.c.1)
15. Identify a problem solving model and use it. (10.c.3)
16. Demonstrate the ability to begin and end relationships with clients, organizations, and communities. (10.c.5)
17. Understand how to analyze, monitor, and evaluate interventions. (10.d.1)
18. Begin to develop resource and referral networks. (6.1, 6.2)
19. Develop an understanding of person in environment. (7.2)

COURSE DESIGN

A combination of structured activities, generative interviews, written assignments and open-ended discussions about field placements will be held, focusing on a theme related to the required social work competencies and practice behaviors. Class discussions require all participants to review and openly share examples from their field placement experiences and participate in providing and receiving constructive feedback with the goal of developing knowledge, skills, and abilities utilizing a peer consultation model.

RELATIONSHIP OF THE SEMINAR TO FOUR CURRICULAR THEMES

- **Multiculturalism and Diversity** issues will be a part of the field instruction experience, and field seminar will offer a context for the discussion of these issues. Attention will be given to service access and “at risk” populations. The PODS (Privilege, Oppression, Diversity, and Social Justice) lens will be applied to practice situations, and students will have an opportunity to share relevant field issues related to the diversity dimensions: ability, age, culture, economic class, ethnicity, family structure, gender, gender identity and expression, race, religion, sex, and sexual orientation.

- **Social Justice and Social Change** issues will be addressed by helping students to critically assess fieldwork setting policy manuals, procedures, and the impact of social forces on the fieldwork setting and its clients. Relevant legislation and policies that seek to promote an egalitarian view will be reviewed and shared. The role of the social worker as a “change agent” will also be reviewed and shared. The field seminar will offer a forum for the discussion of these issues.
• Promotion, Prevention, Treatment, and Rehabilitation approaches will be addressed within the context of the field assignments and through supervision between the student and the field instructor. The field seminar will offer an opportunity to share, review, compare, and contrast alternative approaches and frameworks.

• Behavioral and Social Science research will provide the knowledge base and theory for the application of interventions and analytic methods being employed in the field. Relevant theories and outcomes regarding accountability, empirical validation of interventions, and evaluation of best practices will be shared.

SOCIAL WORK ETHICS AND VALUES
Social work ethics and values will be addressed within the seminar as they pertain to the delivery of services and the application of fieldwork setting policies and procedures. The NASW Code of Ethics will be used to inform students about professional conduct expectations and comportment as a social worker. Each social worker’s ethical responsibility to clients, to colleagues, in practice settings, as professionals, to the social work profession, and to the broader society as a whole will be reviewed. The seminar will provide a vehicle for the discussion of field related value laden issues and ethical dilemmas. Students are required to abide by the NASW Code of Ethics while enrolled in the program.

RESOURCES
• Field Instruction 101 online module:
  o Chapter 1: Nuts & Bolts
  o Chapter 2: Logistics of Learning
  o Chapter 3: Tools of the Trade
• C-Tools site for assigned field faculty
• Field Instruction Manual, Revised July 2013
• Educational Agreements
• Placement Verification Form
• National Association of Social Workers Code of Ethics Revised 2008

ACCOMMODATIONS
If students think they may need an accommodation for a disability, they need to let the faculty seminar facilitator know as soon as possible. Some aspects of this course, the assignments, the in-class activities, and the way the course is usually taught may be modified to facilitate student’s participation and progress. The earlier students make their faculty facilitator aware of their needs, the more effectively they can work with the Services for Students with Disabilities Office (SSD) (734) 763-3000 to help determine appropriate academic accommodations. SSD typically recommends accommodations through a Verified Individualized Services and Accommodations (VISA) form. Any information students provide is private and confidential, and the seminar facilitators will (to the extent permitted by law) treat that information as private and confidential.

SEMINAR EXPECTATIONS
We acknowledge that we are all teachers and learners. We all agree to work together to create a learning environment where conflict can be managed, risks taken, and professional behaviors demonstrated and practiced so that positive learning outcomes are realized.

It is extremely important that everyone agree to honor the confidentiality of all participants. What is said in class stays in class! This is important, because multiple students interact with many fieldwork sites. Concerns or fieldwork site issues raised in class cannot be shared outside of class.
Seminar Peer Facilitator Expectations:
The student Peer Facilitator has completed the Foundation field seminar during a previous term and has successfully completed a field placement or is currently enrolled in advanced field instruction. Peer Facilitators are available to meet with students by appointment, will participate in the coaching sessions, and will monitor their respective seminar CTools site. All Facilitators will be available for consultation throughout the term. Peer Facilitators will:

- Come to class on time and be prepared to present and facilitate discussions on the course objectives and weekly themes.
- Strive to create a safe and caring classroom environment.
- Utilize constructive feedback for professional growth and development.
- Offer learning opportunities that challenge the development of each student’s “professional self.”

Seminar Participant Expectations:

- Attend all required seminar sessions. As a professional courtesy, absences due to illness or personal emergency should be communicated by telephone or email to your assigned seminar faculty facilitators PRIOR to the seminar class whenever possible.
- Complete and submit all written materials by the deadline.
- Review and complete the CTools Lesson Builder assignments.
- Arrive prepared and willing to actively participate in all seminar class activities.
- Actively and appropriately give and receive constructive feedback while in class.
- Help maintain a safe, caring, and respectful environment in the classroom.
- Demonstrate openness to professional and personal growth.

SEMINAR REQUIREMENTS

Attendance:
There are seven total sessions for this course. Attendance is required and will be taken at each class. Coming late (after the designated start of class) and leaving early (before the designated end of class) will constitute an absence. There are a total of 100 possible points in this course. A maximum of 70 points can be earned by attending every class and a maximum of 30 points for completing all written assignments.

Grading:
Satisfactory = 80 points – 100 points
Marginal = 70 points – 79 points
Unsatisfactory = 69 points or less (This requires repeating the course)

Assignments:
The required written assignments posted on CTools each session (two points each) must be submitted to the CTools drop box by the due date.
COURSE OUTLINE

Course Format
Class will include small and large group discussions on the designated competency and practice behaviors in the course outline. Students must complete the CTools Lesson Builder prior to each class. Lesson Builder includes reading and watching relevant articles and videos. Competency worksheets are due by midnight on the Sunday before each seminar. Classes may include the use of the What, So What, Now What? Reflection Tool, video clips, guest speakers, and other activities.

Session One – January 14, 2014: 1.0 Professional Identity
Seminar Agenda:
- Introduction to seminar course, CTools, and Lesson Builder
- Syllabus review
- Maize and Blue small group assignments
- Group expectations
- Educational Agreement

Assignment Due Dates:
- Professional Identity Competency Worksheet: January 19, 2014 before midnight
- Online Field Placement Verification Form: January 22, 2014

Session Two – January 21, 2014: 3.0 Critical Thinking, 9.0 Organizational Context, and 10.a Engagement
Seminar Agenda:
- Identify relevant practice behaviors associated with competencies 3.0, 9.0, and 10.a, and be prepared to share field-based examples

Assignment Due Dates:
- Critical Thinking, Organizational Context, and Engagement Competency Worksheets: February 2, 2014 before midnight
- Review online module “Key Learning Experiences Worksheet and Summary Assignment” – CTools Lesson Builder Session #3 prior to seminar on February 4, 2014
- Review online module Field Instruction 101: Chapter 3: “Tools of the Trade” prior to seminar on February 4, 2014
- Bring completed “Taking Inventory of Your Learning Experiences” Worksheet from the Pre-Field Orientation Workshop to seminar on February 4, 2014

Session Three – February 4, 2014: 4.0 Diversity, 5.0 Social and Economic Justice, and 8.0 Social Policy
Seminar Agenda:
- Identify relevant practice behaviors associated with competencies 4.0, 5.0, and 8.0, and be prepared to share field-based examples
- Introduction to Key Learning Experience
- Midterm Evaluation (completed in class)

Assignment Due Dates:
- Educational Agreement (turned into the Field Office): February 12, 2014
- Bring completed Key Learning Experience Worksheet to seminar on February 18, 2014

Session Four – February 18, 2014: 2.0 Values & Ethics
Seminar Agenda:
- Identify relevant practice behaviors associated with competency 2.0, and be prepared to share field-based examples
- Field-based cases/projects as they apply to the NASW Code of Ethics
- Share Key Learning Experience Worksheet and receive peer feedback
- Review midterm evaluation aggregate results

Assignment Due Dates:
- Values & Ethics Competency Worksheet: March 9, 2014 before midnight
Session Five – March 11, 2014: 10.b Assessment, 10.c Intervention, and 10.d Evaluation

Seminar Agenda:
- Identify relevant practice behaviors associated with competencies 10.b, 10.c, and 10.d, and be prepared to share field-based examples

Assignment Due Dates:
- Assessment, Intervention, and Evaluation Competency Worksheets: March 23, 2014 before midnight

Session Six – March 25, 2014: 6.0 Research, 7.0 Human Behavior and the Social Environment

Seminar Agenda:
- Identify relevant practice behaviors associated with competencies 6.0 and 7.0, and be prepared to share field-based examples
- Educational Agreement evaluation process

Assignment Due Dates:
- Research and Human Behavior and the Social Environment Competency Worksheets: April 6, 2014 before midnight
- Final Educational Agreement (turned into the Field Office): April 28, 2014

Session Seven – April 8, 2014: Review and Wrap-Up, 1.0 Professional Identity

Seminar Agenda:
- Seminar review and wrap-up
- Professional Identity reflection

Reminders:
- Complete the online course evaluation
- Final Educational Agreement (turned into the Field Office): April 28, 2014
FOUNDATION FIELD SEMINAR (SW515) is a one credit course that must be taken concurrently with Foundation Field Instruction (SW515) in the first term of a student’s field placement. The seminar will meet for a total of seven required sessions. Each enrolled section will be divided into two groups of approximately 12-15 students: the Maize group and the Blue group. These groups will meet on alternate weeks with two seminar facilitators. One facilitator is a field faculty who will provide knowledge and experience as a practitioner from the Office of Field Instruction (OFI) perspective, and the second facilitator is a student peer who is an advanced MSW candidate.

COURSE CONTENT
The course is designed to allow students a professional forum where they will have opportunities to share the integration of their coursework and fieldwork in a safe setting using reflection tools and case-based scenarios from their field placement. The purpose of the seminar is to:

• Introduce, share, and discuss the Council on Social Work Education (CSWE) social work competencies and practice behaviors.
• Introduce Bloom’s Taxonomy and the beginning, middle, and end stages of learning.
• Learn to use the Self-Reflection Tool (WHAT? SO WHAT? NOW WHAT?).
• Provide opportunities for trouble shooting pragmatic (the practical matters) and procedural aspects of field instruction (e.g. required field related paperwork). See the online module: Field Instruction 101.
• Facilitate discussion of field related issues including supervision, self-care, and ethical dilemmas.
• Expose students to other fieldwork sites, services, and School of Social Work practice method concentrations and practice areas.
• Create a safe, professional space for the discussion, development, and practice of:
  o Peer consultation
  o Problem solving and professional decision making skills
After completion of the course, students will:

1. Demonstrate the ability to negotiate supervision in a proactive manner. (1.2, 1.3, 1.4, 1.6)
2. Identify appropriate self-care strategies for emerging social work professionals. (1.2, 1.5)
3. Utilize collegial and professional peer consultation as a mechanism for problem solving, apply to field practice, and establish a peer support network. (1.6)
4. Prepare for and develop a focus for their work, along with goals and outcomes. (10.a.1, 10.a.3, 10.b.3)
5. Demonstrate the use of empathy and interpersonal skills in class and field. (10.a.2)
6. Begin to apply and integrate course material with their fieldwork practice. (3.1)
7. Understand and apply critical and creative thinking. (3.1, 3.3)
8. Begin to analyze social work models and frameworks of assessment, intervention and evaluation. (3.2, 7.1)
9. Understand the fieldwork setting’s mission, population served, policies, procedures, and relationship to the community. (1.1, 9.1, 9.2)
10. Recognize and assess the impact of the diversity dimensions (i.e. client’s ability, age, culture, economic class, ethnicity, family structure, gender, gender identity and expression, race, religion, sex, and sexual orientation) as they relate to privilege, oppression, diversity, and social justice (PODS) in the fieldwork setting. (4.1, 4.2, 4.3, 4.4)
11. Understand oppression and discrimination, and advocate and engage in human rights and social and economic justice. (5.1, 5.2, 5.3, 10.c.4)
12. Begin to analyze social policy and learn to collaborate with colleagues and clients for social action. (8.1, 8.2)
13. Apply the National Association of Social Workers (NASW) Code of Ethics to their professional practice. (2.1, 2.2, 2.3, 2.4)
14. Learn to collect client data, assess client strengths and weaknesses, and develop an intervention strategy. (10.b.1, 10.b.2, 10.b.4, 10.c.2, 10.c.1)
15. Identify a problem solving model and use it. (10.c.3)
16. Demonstrate the ability to begin and end relationships with clients, organizations, and communities. (10.c.5)
17. Understand how to analyze, monitor, and evaluate interventions. (10.d.1)
18. Begin to develop resource and referral networks. (6.1, 6.2)
19. Develop an understanding of person in environment. (7.2)

COURSE DESIGN

A combination of structured activities, generative interviews, written assignments and open-ended discussions about field placements will be held, focusing on a theme related to the required social work competencies and practice behaviors. Class discussions require all participants to review and openly share examples from their field placement experiences and participate in providing and receiving constructive feedback with the goal of developing knowledge, skills, and abilities utilizing a peer consultation model.

RELATIONSHIP OF THE SEMINAR TO FOUR CURRICULAR THEMES

- **Multiculturalism and Diversity** issues will be a part of the field instruction experience, and field seminar will offer a context for the discussion of these issues. Attention will be given to service access and “at risk” populations. The PODS (Privilege, Oppression, Diversity, and Social Justice) lens will be applied to practice situations, and students will have an opportunity to share relevant field issues related to the diversity dimensions: ability, age, culture, economic class, ethnicity, family structure, gender, gender identity and expression, race, religion, sex, and sexual orientation.

- **Social Justice and Social Change** issues will be addressed by helping students to critically assess fieldwork setting policy manuals, procedures, and the impact of social forces on the fieldwork setting and its clients. Relevant legislation and policies that seek to promote an egalitarian view will be reviewed and shared. The role of the social worker as a “change agent” will also be reviewed and shared. The field seminar will offer a forum for the discussion of these issues.
• **Promotion, Prevention, Treatment, and Rehabilitation** approaches will be addressed within the context of the field assignments and through supervision between the student and the field instructor. The field seminar will offer an opportunity to share, review, compare, and contrast alternative approaches and frameworks.

• **Behavioral and Social Science** research will provide the knowledge base and theory for the application of interventions and analytic methods being employed in the field. Relevant theories and outcomes regarding accountability, empirical validation of interventions, and evaluation of best practices will be shared.

**SOCIAL WORK ETHICS AND VALUES**

Social work ethics and values will be addressed within the seminar as they pertain to the delivery of services and the application of fieldwork setting policies and procedures. The NASW Code of Ethics will be used to inform students about professional conduct expectations and comportment as a social worker. Each social worker’s ethical responsibility to clients, to colleagues, in practice settings, as professionals, to the social work profession, and to the broader society as a whole will be reviewed. The seminar will provide a vehicle for the discussion of field related value laden issues and ethical dilemmas. Students are required to abide by the NASW Code of Ethics while enrolled in the program.

**RESOURCES**

- Field Instruction 101 online module:
  - Chapter 1: Nuts & Bolts
  - Chapter 2: Logistics of Learning
  - Chapter 3: Tools of the Trade
- **C-Tools site for assigned field faculty**
- **Field Instruction Manual**, Revised July 2013
- **Educational Agreements**
- **Placement Verification Form**
- **National Association of Social Workers Code of Ethics**, Revised 2008

**ACCOMMODATIONS**

If students think they may need an accommodation for a disability, they need to let the faculty seminar facilitator know as soon as possible. Some aspects of this course, the assignments, the in-class activities, and the way the course is usually taught may be modified to facilitate student’s participation and progress. The earlier students make their faculty facilitator aware of their needs, the more effectively they can work with the Services for Students with Disabilities Office (SSD) (734) 763-3000 to help determine appropriate academic accommodations. SSD typically recommends accommodations through a Verified Individualized Services and Accommodations (VISA) form. Any information students provide is private and confidential, and the seminar facilitators will (to the extent permitted by law) treat that information as private and confidential.

**SEMINAR EXPECTATIONS**

We acknowledge that we are all teachers and learners. We all agree to work together to create a learning environment where conflict can be managed, risks taken, and professional behaviors demonstrated and practiced so that positive learning outcomes are realized.

It is extremely important that everyone agree to honor the confidentiality of all participants. What is said in class stays in class! This is important, because multiple students interact with many fieldwork sites. Concerns or fieldwork site issues raised in class cannot be shared outside of class.
Seminar Peer Facilitator Expectations:
The student Peer Facilitator has completed the Foundation field seminar during a previous term and has successfully completed a field placement or is currently enrolled in advanced field instruction. Peer Facilitators are available to meet with students by appointment, will participate in the coaching sessions, and will monitor their respective seminar CT tools site. All Facilitators will be available for consultation throughout the term. Peer Facilitators will:

- Come to class on time and be prepared to present and facilitate discussions on the course objectives and weekly themes.
- Strive to create a safe and caring classroom environment.
- Utilize constructive feedback for professional growth and development.
- Offer learning opportunities that challenge the development of each student’s “professional self.”

Seminar Participant Expectations:

- Attend all required seminar sessions. As a professional courtesy, absences due to illness or personal emergency should be communicated by telephone or email to your assigned seminar faculty facilitators prior to the seminar class whenever possible.
- Complete and submit all written materials by the deadline.
- Review and complete the CT tools Lesson Builder assignments.
- Arrive prepared and willing to actively participate in all seminar class activities.
- Actively and appropriately give and receive constructive feedback while in class.
- Help maintain a safe, caring, and respectful environment in the classroom.
- Demonstrate openness to professional and personal growth.

SEMINAR REQUIREMENTS

Attendance:
There are seven total sessions for this course. Attendance is required and will be taken at each class. Coming late (after the designated start of class) and leaving early (before the designated end of class) will constitute an absence. There are a total of 100 possible points in this course. A maximum of 70 points can be earned by attending every class and a maximum of 30 points for completing all written assignments.

Grading:
Satisfactory = 80 points – 100 points
Marginal = 70 points – 79 points
Unsatisfactory = 69 points or less (This requires repeating the course)

Assignments:
The required written assignments posted on CT tools each session (two points each) must be submitted to the CT tools drop box by the due date.
COURSE OUTLINE

**Course Format**
Class will include small and large group discussions on the designated competency and practice behaviors in the course outline. **Students must complete the CTools Lesson Builder prior to each class. Lesson Builder includes reading and watching relevant articles and videos. Competency worksheets are due by midnight on the Sunday before each seminar. Classes may include the use of the *What, So What, Now What? Reflection Tool*, video clips, guest speakers, and other activities.**

**Session One – January 14, 2014: 1.0 Professional Identity**

**Seminar Agenda:**
- Introduction to seminar course, CTools, and Lesson Builder
- Syllabus review
- Maize and Blue small group assignments
- Group expectations
- Educational Agreement

**Assignment Due Dates:**
- Online Field Placement Verification Form: **January 22, 2014**
- Professional Identity Competency Worksheet: **January 26, 2014** before midnight

**Session Two – January 28, 2014: 3.0 Critical Thinking, 9.0 Organizational Context, and 10.a Engagement**

**Seminar Agenda:**
- Identify relevant practice behaviors associated with competencies 3.0, 9.0, and 10a., and be prepared to share field-based examples

**Assignment Due Dates:**
- Critical Thinking, Organizational Context, and Engagement Competency Worksheets: **February 9, 2014** before midnight
- Bring completed “Taking Inventory of Your Learning Experiences” Worksheet from the Pre-Field Orientation Workshop to seminar on **February 11, 2014**
- Review online module “Key Learning Experiences Worksheet and Summary Assignment” – CTools Lesson Builder **Session #3** prior to seminar on **February 11, 2014**
- Review online module **Field Instruction 101: Chapter 3: “Tools of the Trade”** prior to seminar on February 11, 2014.

**Session Three – February 11, 2014: 4.0 Diversity, 5.0 Social and Economic Justice, and 8.0 Social Policy**

**Seminar Agenda:**
- Identify relevant practice behaviors associated with competencies 4.0, 5.0, and 8.0, and be prepared to share field-based examples
- Introduction to Key Learning Experience
- Midterm Evaluation (completed in class)

**Assignment Due Dates:**
- Educational Agreement (turned into the Field Office): **February 12, 2014**
- Diversity, Social and Economic Justice, and Social Policy Competency Worksheets: **February 23, 2014** before midnight
- Bring completed Key Learning Experience Worksheet to seminar on **February 25, 2014**
Session Four – February 25, 2014: 2.0 Values & Ethics

Seminar Agenda:
- Identify relevant practice behaviors associated with competency 2.0, and be prepared to share field-based examples
- Field-based cases/projects as they apply to the NASW Code of Ethics
- Share Key Learning Experience Worksheet and receive peer feedback
- Midterm evaluation aggregate results

Assignment Due Dates:
- Values & Ethics Competency Worksheet: March 16, 2014 before midnight

Session Five – March 18, 2014: 10.b Assessment, 10.c Intervention, and 10.d Evaluation

Seminar Agenda:
- Identify relevant practice behaviors associated with competencies 10.b, 10.c, and 10.d, and be prepared to share field-based examples

Assignment Due Dates:
- Assessment, Intervention, and Evaluation Competency Worksheets: March 30, 2014 before midnight

Session Six – April 1, 2014: 6.0 Research, 7.0 Human Behavior and the Social Environment

Seminar Agenda:
- Identify relevant practice behaviors associated with competencies 6.0 and 7.0, and be prepared to share field-based examples
- Educational Agreement evaluation process

Assignment Due Dates:
- Research and Human Behavior and the Social Environment Competency Worksheets: April 13, 2014 before midnight
- Final Educational Agreement (turned into the Field Office): April 28, 2014

Session Seven – April 15, 2014: Review and Wrap-Up, 1.0 Professional Identity

Seminar Agenda:
- Seminar review and wrap-up
- Professional Identity reflection

Reminders:
- Complete the online course evaluation
- Final Educational Agreement (turned into the Field Office): April 28, 2014