



FIELD SEMINAR FACILITATION GUIDE – V.II

Promoting Cultural Humility through Field Education

University of Maryland School of Social Work
Office of Field Education
Lloessner@ssw.umaryland.edu

Acknowledgements

This guide reflects the underlying premise of our seminar. It is a collaborative and inclusive effort where many stakeholders in the preparation of students to become social workers - particularly through field education - provided their thoughts and input into the framework, process and questions contained in this document. These stakeholders include:

- our seminar instructors from the inaugural year,
- the OFE team,
- members of the joint DAO-MPC subcommittee who designed the anti-oppression initiative,
- field liaisons who lead pilot seminars,
- students who participated in seminars and diversity workshops for the initiative,
- field instructors of students in the initiative,
- students in the Student Government Association,
- other SSW contributors to the development of anti-oppression curriculum,
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- other staff and faculty throughout the UMSSW,
- regional leaders in field education, and
- members of the community served by our students.

A special thank you to Victoria Stubbs, LCSW-C, who is sharing her model “6 Pillars of Brave Space” with us this year. The 6 Pillars model offers our seminar instructors applied concepts for use in facilitating conversations about difference, and the essential elements of the space in which these conversations may happen. We also thank Everett Smith, LMSW, who is providing our seminar instructors with specific guidance on facilitating critical thinking and self-reflection among our students. And finally, to Angela Jachelski, LMSW, for her contributions to the organization and structure of the initial Guide.

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We acknowledge and express our deepest appreciation for the contributions of all, and recognize this document as a dynamic instrument intended to evolve as we continually work to improve our efforts towards a community embracing difference, and free from oppression.

In Unity,

Laura Loessner, MSW, LICSW, LCSW-C
Assistant Director, Field Education
and
The UMSSW Office of Field Education

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Introduction

The *Field Seminar Facilitation Guide* serves as an outline for your facilitation of seminar group. The guide is best used as a preparatory tool to enhance leading each seminar by providing a suggested outline of potential topics, notes, and related reflection questions that follow the general flow of the field practicum. As your understanding of the group's dynamics, strengths and needs continues to grow throughout the year, we encourage you to highlight topics and ask reflection questions best suited for encouraging the professional growth of your students.

Due to seminar being a dialogical learning experience, you will not cover all topics suggested by the guide. While content is important to learning, the field seminar is intended to be a compassionate space where students and seminar instructors reflect upon practice experiences and the context of student field experiences. For this reason, the guide does not provide specific content to be delivered by the seminar instructor. Rather than deliver content, your role is to guide conversations with field students that promote cultural humility, anti-oppressive practice, and critical reflection using students' experiences in the field setting.

Resources, activities and supplemental information will be available on the Field Education Blackboard site. We encourage you to access these resources as often as possible, whenever you may need them, to use in seminar or for your own development. Please also add to them when you find materials on your own.

Foundation Field Seminar Objectives

During the course of the foundation field placement, foundation students will participate in monthly, online, facilitated, small group seminars. In these seminars, students will:

1. Become oriented to the principles and practice of social work.
2. Practice critical self-reflection to improve self-awareness, and awareness of the impact of self on developing professional identity.
3. Discuss issues of oppression, privilege and cultural humility, and integrate the practice of critical self-reflection within an anti-oppression, culturally humble framework.
4. Bridge material learned in class with the practical application of that material and other practices in field.
5. Discuss experiences and troubleshoot issues in field.

Orientation

**Introduction of Field Seminar:
Beginning Critical Self Reflection, Group Norms
and Expectations of Field**

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Orientation - Introduction of Field Seminar	
Month	Content
August: Student orientation introductory session. <ul style="list-style-type: none"> • Introduce role of Liaison Seminar Instructor • Clarify goals of seminar • Begin to build group cohesion • Establish seminar logistics • Explore expectations in the frame of diversity • Explore student expectations of field experience 	<p><u>Warm up exercise</u></p> <ul style="list-style-type: none"> • Have students introduce themselves – name, preferred pronouns, one word to self-describe • Uniqueness and commonalities activity (See next page) <p><u>Diversity spotlight</u></p> <ul style="list-style-type: none"> • Examining how the student's identity and role will impact engagement in field seminar and expectations for field placement. • Acknowledging that engagement in field placement will evolve and develop over the academic year as students are exposed to and engage in diversity and difference in practice. <p><u>Seminar structure</u></p> <ol style="list-style-type: none"> 1. Uniqueness and Commonality activity (optional) (20 minutes) 2. Review objectives of seminar, brief Q/A time if needed. (15 minutes) 3. Discussion – What is compassionate space? How to handle discomfort in difficult conversations. (15 minutes) 4. Develop seminar norms or expectations to be followed for your group that will contribute to a compassionate space (15 minutes) 5. Expectations of field, the clients and agency (15 minutes) 6. Establish seminar logistics (5 minutes) <p><u>Wrap up</u></p> <ul style="list-style-type: none"> • Recap as needed, answer one on one questions/ concerns
<p><u>Seminar structure supports</u></p> <p>1. SEMINAR OBJECTIVES:</p> <ul style="list-style-type: none"> • Refer students to one pager in orientation packet on website, or provide by sharing them on your screen. <p>2. EXAMPLES OF BRAVE SPACE NORMS:</p> <ul style="list-style-type: none"> • Review The 6 Pillars of Brave Space • Ask yourself if sharing your thoughts will contribute to the conversation in a positive way • Assume everyone in the space has good intentions • All viewpoints should be shared • Add additional norms as developed by students in answer to the question: What do you need to develop and hold a compassionate space in this seminar? • https://involved.unl.edu/bravespaces.pdf Resource could also be used for ideas 	

3. KEY POINTS TO EASE ANXIETY ABOUT FIELD

- Implications of COVID on experience
- Pacing of tasks, clients are not assigned on day 1
- Shadowing of FI
- Effective use of supervision
- Variation in agency orientations/onboarding
- Preparing for day 1: clarify start time, parking, credentials (if needed), traffic, lunch, coffee

4. LOGISTICS

- Review days and times of seminar.
- Students should be clear on space and equipment requirements for seminar and have a plan to identify how and where they will participate in seminar.

Reflection Questions:

1. Discussion of compassionate space, courageous conversation and sitting with discomfort

- How would you define a compassionate space or courageous conversation?
- What does it mean to sit with discomfort?
- What is the benefit of discomfort in a compassionate space or courageous conversation? Why is discomfort necessary?
- Why do you think these spaces are scary to some people?
- If conversations are hard, intense or painful, why would you expect anyone to want to participate?
- What is the role of exposure and experience in building cultural humility?

2. Seminar norms or expectations

- What do you need to stay in a compassionate space?
- How do you respond to other's discomfort?
- What is the role or responsibility of those who may have caused the discomfort?
- When was the last time you let yourself stay in a “compassionate space” of conversation with others? What was the conversation about – and how did it go? What would have improved the situation?
- How will you handle discomfort in conversations?

3. Expectations of field, the clients and agency

- How can having conversations with colleagues in seminar support your work in the field with clients?
- What is the role of willingness and preparation in building cultural humility?
- What are key components/values/traits in building cultural humility?
- What role does commitment to Social Work values play in building cultural humility?
- What makes you excited about field? Anxious about field?
- What do you need to feel more comfortable starting field?
- On a scale of 1-10 where 1 is dreading the first day and 10 is can't wait for the first day, where are you when thinking about the first day of field?

Uniqueness and Commonalities Activity

*You will need to set up breakout rooms in Webex or Zoom to do this activity.
Contact IDEAteam@ssw.umaryland.edu for assistance.*

Directions for the activity:

1. Inform participants you have randomly divided them to work in 2 groups of 5 in virtual breakout rooms.
2. Have each group appoint a recorder. The recorder will need to share screen to show the rest of the group what is being written down.
3. Explain groups will have **10 minutes** to get to know each other, the goal is to find 3 things that all group members have culturally in common, and one thing that is a unique identity to each group member.
4. The recorder should write the 3 cultural commonalities in a box at the center of the screen, and the unique identities around the edges of the screen under the corresponding group member's name.
5. Instruct participants that the commonalities shouldn't be obvious (we all have brown hair, we are all women, etc.), and the unique qualities should be something about themselves that they would like people to know.

Debrief/Report out on the activity:

Remind participants that most likely everyone in the room chose to enroll in an MSW program because in part they wanted to support, empower and make a difference in the lives of others. Although each individual has ways of achieving the goals of helping and making a difference, everyone in the room shares a common bond of being new to UMB SSW.

Fall Semester

Self-Awareness/Knowledge and Beginning Concepts of Practice

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Fall – Self-Awareness/Knowledge and Beginning Concepts of Practice	
Month	Content
September: <ul style="list-style-type: none"> • Introduction of first seminar • Identity Awareness • Engagement – Part 1 • Focus on a “how-to” approach to providing feedback to students 	<p><u>Warm up exercise</u></p> <ul style="list-style-type: none"> • Group cohesion building – see Blackboard for resources <ul style="list-style-type: none"> ○ Conduct warm up activity ○ What does group want to do for an “opener” for future seminars? <p><u>Diversity spotlight</u></p> <ul style="list-style-type: none"> • Review identity/social justice reflection questions on Process Recordings/Monthly Reports • Purpose and intent of seminar <ul style="list-style-type: none"> ○ Field experience and culturally humble practice – review conversations during orientation to ensure enough understanding ○ Reiterate oppression’s many forms – the “-isms.” Where do people hold bias? Race, sexuality, religion, economics, etc. Why is it important to be aware of them? • Courageous Conversations and Effective Communication <ul style="list-style-type: none"> ○ Communication styles – has anyone done the Communication Styles Inventory (CSI)? Possibly issue to the group for exercise out of seminar ○ Group norms – review with the group from orientation exercise, edit if needed. ○ Growth in discomfort – what does this mean? Explore how discomfort helps all of us learn new perspectives to consider and possibly integrate into our own. ○ Essential vulnerability (Brene Brown clip) – see Blackboard – what does it mean to be vulnerable in practice with clients? <p><u>Other Field Topics for Discussion</u></p> <ul style="list-style-type: none"> • Ties to learning agreement and pace of field – how seminar will follow student progress through field <ul style="list-style-type: none"> ○ Access to experiences in placement ○ Development of skills – CSWE Competencies ○ Evolution of self and professional identity ○ Understanding of clients, agency, community • Effective Communication <ul style="list-style-type: none"> ○ In supervision – students may want to do the CSI with their field instructors ○ Review sample supervision agenda

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	<ul style="list-style-type: none">• Engagement: clients, colleagues, administrators, community – part 1<ul style="list-style-type: none">○ Assumptions – what are student assumptions going into their field experience? Clients, agency, community, etc.○ History of agency/community – what do you know about your agency and the community it serves? Why is this important?○ Chain of command – who is in charge? Who makes decisions about and for the agency?○ Transparency – in all things – is agency transparent with its stakeholders? What is the importance of authenticity?○ Community treasure hunt exercise – students can discuss with field instructors as means for learning more about the agency's community (see Blackboard for exercise)
	<p><u>Wrap up</u></p> <ul style="list-style-type: none">• Rose and Thorn Exercise for group to email to all -- see Blackboard for resources

Reflection Questions:

- How might rigid professional boundaries inhibit a culturally responsive relationship with participants?
- How might being unfamiliar with a community's history hinder engagement?
- How does sharing power with a client affirm personhood and self-determination?
- What are some ways client-worker differences could impede building rapport?
- What are some ways client-worker similarities could hamper engagement?
- How do we convey accurate empathy across difference?
- Why might people from marginalized groups present as guarded toward social workers?

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Month	Content
October: <ul style="list-style-type: none"> • <i>INTRODUCE – Student Led Seminars</i> • Engagement – Part 2 • Assessment • Ethics • Community and Caseloads • Impact of identity and intersectionality 	<p><u>Warm up exercise</u></p> <ul style="list-style-type: none"> • What did group decide from last session about how they want to get started in seminar? It may not be necessary to do a warm up every seminar once students get to know each other and you. • Remind students of group norms • Review Student Led Seminar Design to begin next seminar (See next page for outline of design).
	<p><u>Diversity spotlight</u></p> <ul style="list-style-type: none"> • Have students share social justice reflection on Process Recordings/Monthly Reports – ask students to volunteer to share their reflections for discussion. What did they identify as an impact of structural oppression? How did it affect their clients? • Identity exercise review – if group did an identity exercise seminar, have them review and reflect • Personal identity impact and intersectionality <ul style="list-style-type: none"> ○ Impact of identity in context – As students learn more about their own identities, how does it play out in field? • Articulate possible identities to be explored for impact on practice – what are students learning about themselves? Discuss issues of stigma, bias, internalized oppression. Also consider impact of similarities – sense of belonging/commonality as helpful and/or in need of good boundaries
	<p><u>Other Field Topics for Discussion</u></p> <ul style="list-style-type: none"> • Process community treasure hunt findings, if applicable. • Engagement: clients, colleagues, administrators, community – part 2 <ul style="list-style-type: none"> ○ Analysis of power -- who has power? Why? How is it used? ○ Boundaries – use the student perspective: why are boundaries important? What should they be with clients? Co-workers? ○ Problem identification – why are clients seeking services? ○ Strategies of engagement – how can students get to know their clients? • Formal and Informal assessment strategies <ul style="list-style-type: none"> ○ Pros/cons – does the agency have a formal assessment process? Do they use a form? How

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	<p>are students using it? How do different staff at agency do assessment?</p> <ul style="list-style-type: none">○ Assessment as an engagement strategy – use of the narrative approach – clients tell their story as a conversational way to do assessment○ Client perspectives of assessment – how do students think client feels during assessment?● Ethics<ul style="list-style-type: none">○ Review of the Code, beginning practical application – have students read the Code? What jumps out at them? Why? Why do we need a Code of Ethics?● Caseload differences amongst agencies<ul style="list-style-type: none">○ Students discuss their placements: Community factors; Agency factors; Client factors; Individual (self) factors (readiness, nerves)
	<p><u>Wrap up</u></p> <ul style="list-style-type: none">● Review Rose and Thorn exercise – ask students to volunteer to process their responses and discuss. Do they want to keep doing it? Is it helpful?● Seek student feedback between sessions – is there a need to revisit group norms? How is seminar going so far?

Reflection Questions:

- How are participants engaged in determining engagement and what to assess?
- Who is guiding the goal setting and evaluation of outcomes?
- How might being unfamiliar with a community's history hinder assessment?
- How might being unfamiliar with the culture of clients from other countries impact determination of assessment and goal setting?
- What are some ways to use shared knowledge and shared power with a client in the assessment process?
- How might an assessment dehumanize the individual (group or community) by reducing them to categories?
- How can diagnosis be helpful or harmful to a person? Is there potential bias?

Student Led Seminar Design*

During your October seminar, introduce this activity to your students. Beginning in November, all seminar instructors will have students co-lead portions of seminars for the next five (5) sessions. Have your students volunteer in pairs for each seminar, and assign them to seminar sessions from November through March.

The idea is to get students to take leadership in seminar discussion topics they identify as priorities. Seek feedback from your students on seminar so far, and allow them to provide suggestions for topics they will also help present to the group. Discuss what those topics might be with your whole group during October seminar, using the facilitators guide to propose discussion topics for the group to consider as well. Your role will be the following:

- Ensure student-driven topics are aligned with what they should be learning
- Ensure topics include an explicit culturally humble perspective
- Assist students in forming their facilitator pairs
- Provide support to each student facilitator pair as they prepare
- Review the Touchstones and the 6 Pillars with the group during October seminar to ground everyone in our approach, and to guide student facilitators in their approach to navigating group dynamics
- Have students co-facilitate for 45 minutes
- Guide process for providing feedback to the student facilitators from the group at the end of their facilitation

You may also develop case or situational vignettes based on one of the topics for discussion that month, if the student pair opts for this approach. (i.e. February discusses ethics, so perhaps a vignette that includes ethical dilemmas or examples of the code of ethics in practice.)

Students will participate as co-facilitators for all but the first and last seminars. Consistent with the Adult Learning Model, including students in their learning as facilitators will not only give them more opportunity to engage, but also enable them to use and model group facilitation skills they must learn in their Practice with Groups classes (SOWK 632) in the spring semester.

Goals of the Activity:

- Students will engage, assess, intervene and evaluate as facilitators (Competencies 6, 7, 8, and 9).
- Students will facilitate group according to a group method, similar to the manner in which they will conduct groups in their field experiences.
- Students will learn about group planning:
 - Research topic
 - Create objectives
 - Plan approach/method
- Students will learn about group dynamics at each stage of clinical work with a client system.
- Students will gain insight into learning from teaching, and receiving feedback from the group.
- Students will have opportunity to practice stages of group facilitation.

*Credit to Caron Cox-Branch, LCSW-C and April Latson, LCSW-C for their contributions to the activity design.

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Month	Content
November: <ul style="list-style-type: none"> • <i>BEGIN – Student Led Seminars:</i> PAIR 1 (45 minutes) • Beginning intervention/treatment planning • Supervision • Documentation • Identity in context – consider internalized oppression 	<p><u>Warm up exercise</u></p> <ul style="list-style-type: none"> • Brief check-in about any changes to group norms. • Reflect on last session agreement about opening activity: if group agreed to continue opening activity, conduct activity briefly (select from resources on Blackboard) • Introduce student pair for facilitation of seminar <p><u>Diversity spotlight</u></p> <ul style="list-style-type: none"> • Have students share social justice reflection on Process Recordings/Monthly Reports – ask students to volunteer to share their reflections for discussion. Consider asking if students identified power dynamics/differentials, or areas where privilege was a factor • Observations of intersectional identities of clients, cultural humility in agency and interplay with personal identity – consider differences and similarities – what do students see? How does that play out in the agency culture? Within the community? • Articulate possible identities to be explored for impact on practice – looking beyond the self -- is it a student responsibility to research/learn more about client identities? Why? <p><u>Other Field Topics for Discussion</u></p> <ul style="list-style-type: none"> • Models and Evidence Based Practice (EBP) <ul style="list-style-type: none"> ○ Pros and cons to EBP – use of research to support intervention strategies; bias in research ○ Standardized treatment protocol and implications for culturally humble practice – on what is the standard based? What are the treatment protocols at students' agencies? Is protocol client centered? Does it operate from a particular model of practice? ○ Client's role in treatment planning (tx planning from client perspective) – Introduce concepts from the Voluntary Service Model (VSM), where the client is the expert on themselves. ○ Documentation – does the agency use a specific format? Review the importance of documentation and popular formats (ie. SOAP notes)

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	<ul style="list-style-type: none">● Supervision styles<ul style="list-style-type: none">○ Student experiences – examine developing relationships with field instructors. What are similarities and differences? What impact do they have?○ Strategies for effective supervision – refer to supervision agenda handout (see Blackboard). Discuss other possible topics at this point in the semester, and how to get the most from supervision.○ Personal inventory/ learning styles with field instructor – did anyone do the CSI with their field instructor? What did you find? Was it helpful?● Importance of documentation<ul style="list-style-type: none">○ facts v. assumptions/opinions – what is effective documentation? Why is it important?○ precision and intent of language – is it your word or the client's? What is the difference?○ value-driven words, implicit bias, and the power of language – discuss the importance of using a culturally humble lens. How can privilege and oppression appear in documentation?
	<p><u>Wrap up</u></p> <ul style="list-style-type: none">● Proceed according to agreement last seminar.

Reflection Questions:

- How might cultural messages influence social work practice?
- In what ways might social work trainings and practice behaviors be based on stereotypes and prejudice?
- What actions can social workers take to eliminate the influence of cognitive bias in practice behaviors?
- How can we gain sufficient self-awareness to identify and eliminate the influence of cognitive bias in social work practice?
- What strengths do evidence-based interventions bring to the client-worker relationship?
- How might EBP fit participants into services rather than developing a person-centered approach?
- How might EBP inhibit a culturally responsive approach to diverse people?

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Month	Content
December: <ul style="list-style-type: none"> • <i>Student Led Seminars:</i> PAIR 2 (45 minutes) • Spiritual diversity • Preparation for winter break • Holiday-oriented issues • Coverage for student absences 	<p><u>Warm up exercise</u></p> <ul style="list-style-type: none"> • Proceed according to agreement last seminar. • Introduce student pair for facilitation of seminar <p><u>Diversity spotlight</u></p> <ul style="list-style-type: none"> • Have students share social justice reflection on Process Recordings/Monthly Reports – ask students to volunteer to share their reflections for discussion. Did student intersectionality appear during the interview? How? What was the impact? <ul style="list-style-type: none"> ○ Observations of spiritual diversity clients/ agency/community -- interplay with personal identity – what role does religion or spiritual belief play with you? Clients? Agency? • Articulate possible identities to be explored for impact on practice -- How do your experiences with “the holidays” impact your perspective and work with your clients? <p><u>Other Field Topics for Discussion</u></p> <ul style="list-style-type: none"> • Balancing taking leave/self-care w/ client needs – what are student plans for being away from clients and agency? Did they plan with field instructor? Who is backup? How did they determine this? How will students ensure they decompress over the Winter Break? • End of semester issues/loose ends – Discuss final assessments and feelings about them. Final assessments, outstanding process recordings, status of time in field. Incomplete work impact on grade. • Prepping for advanced year field (applications, concentration, specialization – review concentrations and specializations as a group – who is choosing what? Why? What impact has the fall semester experience in field had on these decisions? Have students completed field applications? <p><u>Wrap up</u></p> <ul style="list-style-type: none"> • Reflect on semester – what do students see in themselves compared to September? What has changed and how would students describe those changes?

Reflection Questions:

- How do I define social justice? How does my view of social justice guide my social work practice?
- How might social workers be used to maintain oppressive systems and social control?
- How do I respond with cultural humility to the diverse spiritual beliefs of clients?
- What actions do we need to take to include people's spiritual identity in social work practice?
- Why is the client's spirituality important to incorporate into assessment and interventions?
- How comfortable would you feel discussing a client's spirituality with them?

* You will notice that the spring semester Guide is not as detailed as the fall semester Guide. We anticipate development of this Guide will be ongoing, and that we will learn a great deal from our experience in the fall. To that end, we present to you the framework of our seminar for spring, knowing we will improve it as informed by our fall experiences.

Spring Semester

Integration of Self with Professional Identity and Reinforcement of Introductory Practice Concepts

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Spring – Integration of Self with Professional Identity, Reinforce Intro Practice Concepts	
Month	Content
January: <ul style="list-style-type: none"> • <i>Student Led Seminars:</i> PAIR 3 (45 minutes) • Re-engagement/Re-centering • Assessment of progress • Evolution of perspectives • Internalized oppression 	<u>Warm up exercise</u> <ul style="list-style-type: none"> • Reintroduce warm-up activity from fall semester • Review Touchstones, 6 Pillars, group norms • Introduce student pair for facilitation of seminar
	<u>Diversity spotlight</u> <ul style="list-style-type: none"> • Have students share social justice reflection on Process Recordings/Monthly Reports • Reflect on identity: integration of self as person, student, emerging professional social worker • Perspectives now vs. beginning of fall semester • Revisit flower petal exercise/community treasure hunt • Articulate possible identities to be explored for impact on practice • Implications of internalized oppression on self-awareness and formation of professional identity
	<u>Other Field Topics for Discussion</u> <ul style="list-style-type: none"> • Re-introduction to community, agency, clients • Coping with crisis or unanticipated changes • How to define and assess progress <ul style="list-style-type: none"> ◦ what is working well ◦ what are concerns ◦ what needs to happen next • Client/Community roles in assessing progress • Celebrating success
	<u>Wrap up</u>
<p><u>Reflection Questions:</u></p> <ul style="list-style-type: none"> • How do your personal identities impact your professional identity? • What are the implications of internalized oppression? • How could self-disclosure of your personal identities to a client benefit or harm your professional work together? • Who determines success in the worker-client relationship? • How might you handle different perspectives between the worker and client on the progress toward treatment goals? 	

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Month	Content
February: <ul style="list-style-type: none"> • <i>Student Led Seminars: PAIR 4 (45 minutes)</i> • Introducing termination • Revisit ethics • Identity integration 	<p><u>Warm up exercise</u></p> <ul style="list-style-type: none"> • Explore need for a warm-up activity with the group • Introduce student pair for facilitation of seminar <p><u>Diversity spotlight</u></p> <ul style="list-style-type: none"> • Have students share social justice reflection on Process Recordings/Monthly Reports • Navigating reconciliation of differences in personal and professional identities • Observations of agency through structural oppression lens: <ul style="list-style-type: none"> ○ Who is in charge? ○ How do things get done? ○ Is there equity in power and influence? ○ Role of agency in community? • Articulate possible identities to be explored for impact on practice – change in level of impact? <p><u>Other Field Topics for Discussion</u></p> <ul style="list-style-type: none"> • Termination— Definition and implementation <ul style="list-style-type: none"> ○ Impact on clients -- thoughts, feelings, behaviors ○ handling reactions, expected and unexpected ○ Impact on community/agency ○ Impact on self • Ethics <ul style="list-style-type: none"> ○ Boundaries ○ Transparency <p><u>Wrap up</u></p>
Reflection Questions:	<ul style="list-style-type: none"> • How do we set aside personal identities and values to fulfill social work values and roles? • What do you see with regard to power dynamics in your agency and the impact on clients and services? Staff? • Consider transference and counter-transference through identities, and as they may present issues for worker-client relationships – what is the impact and how do you manage it?

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Month	Content
March: <ul style="list-style-type: none"> • <i>Student Led Seminars: PAIR 5 (45 minutes)</i> • Continuing termination • Transition planning • Reconciliation of differences 	<u>Warm up exercise</u> <ul style="list-style-type: none"> • Possible warm-up activity • Introduce student pair for facilitation of seminar
	<u>Diversity spotlight</u> <ul style="list-style-type: none"> • Have students share social justice reflection on Process Recordings/Monthly Reports • Integration of self-identity (personal, emerging professional) and environment • Reconciliation of differences – clients, agency, community; goodness of fit • Articulate possible identities to be explored for impact on practice – change in level of impact?
	<u>Other Field Topics for Discussion</u> <ul style="list-style-type: none"> • Review of documentation <ul style="list-style-type: none"> ○ Complete and current? ○ precision and intent of language ○ value-driven words, implicit bias • Warm hand off <ul style="list-style-type: none"> ○ client needs, new worker needs ○ Spring Break to test transition plan ○ Navigating difference in role w/ clients/agency from primary to consultative • Sustainability of projects (macro)
	<u>Wrap up</u>
<u>Reflection Questions:</u> <ul style="list-style-type: none"> • After over 6 months at your field agency, how do you perceive your “fit” within the agency and community? Are you integrated? • How has your emerging professional identity reconciled with what you have learned about the clients and community you serve? • Reflect on identification and implications of structural oppression for your clients. How did it present? What did you do (if anything) to address disparities? Through service to your client? Within agency? Within community? 	

FIELD SEMINAR FACILITATION GUIDE – V.II

Month	Content
April: <ul style="list-style-type: none"> • Termination • Impact evaluation • Furthering cultural humility 	<p><u>Warm up exercise</u></p> <ul style="list-style-type: none"> • Conduct opening activity for last seminar • Offer overview of student led groups experience <p><u>Diversity spotlight</u></p> <ul style="list-style-type: none"> • Have students share social justice reflection on Process Recordings/Monthly Reports • Furthering personal and professional cultural humility – self, clients, agency, community, profession • Articulate possible identities to be explored and evolution of identity awareness • Articulate perspectives on professional self <p><u>Other Field Topics for Discussion</u></p> <ul style="list-style-type: none"> • Revisit Termination <ul style="list-style-type: none"> ○ Community impact ○ Agency impact ○ Client impact • Closing and reflection on client/project transfer activities • Termination: colleagues/ supervisors <ul style="list-style-type: none"> ○ Value of networks • Impact evaluation--how did I leave my mark? <ul style="list-style-type: none"> ○ differences within the agency/community ○ differences within the individual <p>Review the year – How do students feel about their final assessments? Field instructors? Learning experiences? Overall field experience?</p> <p><u>End of Seminar</u></p> <ul style="list-style-type: none"> • Conduct wrap-up activity inclusive of gratitude
Reflection Questions: <ul style="list-style-type: none"> • How have you used cultural humility to work with someone across difference? • How are clients included in the evaluation of outcomes? • How did your overall work with a client promote liberation? • How can you perpetuate cultural humility in your overall approach to practice? • What can you do to address inequities in social structures? 	

NOTES

Changes for field assignments:

1. Process Recording to include a new section asking students to reflect on cultural humility and privilege implications for client interview:
 - a. *What are the implications of structural oppression for your client that may contribute to them seeking services? What impact does this have for this interaction with your client?*
2. Monthly Report to include a new question seeking student reflection on implications of diversity, inclusion, oppression and privilege on work in past month.
 - a. *Reflect on experiences in your internship that relate to diversity, inclusion, oppression and/or privilege.*
3. Mid-term and Final Assessments to include student participation in seminar (attendance and participation) as part of liaison seminar instructor comments/grading portion of assessment. Grading is now divided as follows:
 - a. *1/3 skills development*
 - b. *1/3 seminar participation*
 - c. *1/3 professionalism*

Model – inquiry-based learning model (IBL) with elements of adult learning theory, Kolb learning theory and problem-based learning.

- Student centered, “how-to” approach
- Critical self-reflection

Group Size – 10-12 students

Frequency – 1 seminar per month for 90 minutes

Attendance – required part of field. Seminar meets on the _____ day of the month at _____ am/pm

- Included in mid-term and final assessments each semester
- Poor seminar attendance will impact final grade in field

Platform – Webex or Zoom – Establish meeting ID and password to be used for every meeting

- Unlimited time per session
- Allows for gallery view to see all participants at once
- Consider use of word bubbles/polling to generate discussion/enable a multi-modal process for student learning and participation.

Resources

**Informative Materials
and
Concepts of the Models**

Key Concepts for Field Seminar
Integration of Theory and Practice Loop
compiled by
Everett Smith, Jr.

The 6 Pillars of Brave Space

Developed by

Victoria Stubbs, MSW, LCSW-C

Touchstones:
Ideas, concepts and practices used in a
Circle of Trust
by
Estrus Tucker

Promoting Critical Thinking and Reflection
presentation by
Everett Smith, Jr., MSW, LMSW

The Integration of Personal and Professional Selves

by

**J. Marlowe, C. Appleton, S. Chinnery & S. Van
Stratum (2015)**

**Testimony before the Helsinki
Commission:
Toward a Unified Future**

July 18, 2019

Dr. Gail C. Christopher

Truth, Racial Healing, and Transformation

Creating Public Sentiment

by

Dr. Gail C. Christopher

**Racial Healing Circles:
Empathy and Liberal Education**
by
Dr. Gail C. Christopher