

COURSE TITLE:	Foundation Field Seminar SW531 Syllabus		
TERM:	Winter 2013		
COURSE TIME:	Tuesdays: 12:00 pm – 2:00 pm		
SEMINAR DATES:			
FOR MAIZE GROUP:	#1	1/15/2013	All Sections Meet Together
	#2	1/22/2013	
	#3	2/5/2013	
	#4	2/19/2013	
	#5	3/12/2013	
	#6	3/26/2013	
	#7	4/9/2013	
LOCATION:	Room SSWB 3816		
SEMINAR FACILITATORS:			
	Stacy Peterson, LMSW, Field Educator	stacyk@umich.edu	
	Allison Harte, MSW Candidate	ajharte@umich.edu	
OFFICE HOURS:	By Appointment		

COURSE DESCRIPTION

Foundation Field Seminar (SW531) is a 1 credit required course that is offered concurrently with the Foundation Field (SW515) in the first term of a student’s field placement. The seminar which will meet for a total of 7 required sessions. Each enrolled section will be split into two groups of approximately 15 students: the Maize group and the Blue group. These groups will meet on alternate weeks with two seminar facilitators. One facilitator will be a Field Faculty to provide knowledge and experience from a practitioner and OFI perspective. The other facilitator is a student peer who is an advanced field MSW candidate. This pair has received facilitation training and meets with each other to discuss and plan for individual seminar sessions. The entire team of student peers and OFI team members also meets as a large group with the student peer facilitators four times per term.

COURSE CONTENT

The course is designed to allow students a forum whereby they have opportunities to integrate their coursework and fieldwork in a safe setting using reflection tools and case-based situations from their field placement. The purpose of the seminar is as follows:

- Introduce the SW competencies and practice behaviors
- Introduce Bloom’s Taxonomy and the beginning, middle and end stages of learning
- Facilitate discussion of field related issues including supervision, self-care, and ethical dilemmas
- Provide opportunities for trouble shooting of pragmatic and procedural aspects of field instruction (e.g. field related paperwork including the Placement Verification form, Educational Agreement form, and Student Narrative)
- Create a safe space for the discussion, development and practice of:
 - Peer consultation
 - Problem solving skills and professional decision making skills

- Expose students to other fieldwork sites, services, and School of Social Work practice methods and areas
- Learn to use the Self-Reflection Tool (WHAT? SO WHAT? NOW WHAT?)
- Share and discuss individual professional skill focused assignments related to Council on Social Work Education (CSWE) identified social work competencies and practice behaviors that they have developed in their Foundation Educational Agreement

COURSE OBJECTIVES & ASSIGNED PRACTICE BEHAVIORS

(Reference the Foundation Educational Agreement for the Competencies)

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 and 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 in the 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, 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 religions, 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, 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 will 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, and how to assess client strengths and weakness and how to 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 focused activities, generative interviews, and open-ended discussions about field placements will be held during these times focusing on a theme related to the required social work competencies and practice behaviors (from the Council on Social Work Education Standards-CSWE) found in the Foundation Educational Agreement form. Class discussion requires all participants to review and openly discuss examples from their field placement experiences and to participate in providing and receiving constructive feedback from their student colleagues with the goal of developing peer consultation skills. Attendance is required and will be taken at each session.

RELATIONSHIP OF THE SEMINAR TO FOUR CURRICULAR THEMES

- *Multiculturalism and Diversity* issues will be a part of the field instruction experience and the 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 discuss 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 discussed. The role of the social worker as a “change agent” will also be reviewed and discussed. 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 discuss, 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 practice will be discussed

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 as a student in the program.

RESOURCES

- Visit the course C-Tools site for additional resources.
- Field Instruction Manual, Revised August 2012
<http://ssw.umich.edu/programs/msw/ofi/fieldInstructionManual.pdf>
- Educational Agreements: <http://ssw.umich.edu/programs/msw/ofi/agreementsForms.html>
- Placement Verification Form:
<https://www.ssw.umich.edu/ofi/forms/fieldPlacementVerification/index.html>
- Student and Field Instructor Narrative Guidelines:
<http://ssw.umich.edu/programs/msw/ofi/agreementsForms.html>
[National Association of Social Workers Code of Ethics revised 2008:
http://www.naswdc.org/pubs/code/code.asp](http://www.naswdc.org/pubs/code/code.asp)

The following texts are suggested for supplementary reading:

- Baird, Brian N. 5th ed.(2008) The internship, practicum, and field placement handbook: A guide for the helping professions
- Cournoyer, B. 6th ed. (2011). The social work skills workbook
- Horejsi, C., Garthwait, C. 5th ed.(2011) The social work practicum

- Royse, D., Dhooper, S.S., & Rompf, E.L.. Field instruction: A guide for social work students, , 6th ed. (2012)
- Sweitzer, Frederick H., & King, Mary A. 3rd ed. (2009). The successful internship
- Guest speakers may be invited to various sessions.

ACCOMMODATIONS

If students need or desire an accommodation for a disability, they need to let their seminar facilitators know by January 29, 2013, the final day to withdraw from classes. Many aspects of seminar, including in-class activities and the way seminar is taught can be modified to facilitate student participation when in seminar. The earlier students make their seminar facilitators aware of their needs, the more effectively they will be able to use the resources available. Should a student required an accommodation, they must meet with the Services for Students with Disabilities office – (<http://ssd.umich.edu/>) who will issue a passport/visa document for approved accommodations to be made in class. If students do decide to disclose a disability, OFI will (to the extent permitted by law) treat that information as private and confidential.

SEMINAR EXPECTATIONS

1. 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, emotional risks taken, and positive learning outcomes realized.
2. 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 so concerns that are raised in class cannot be discussed in fieldwork settings.
3. Seminar Co-Facilitators:
 - Come to class on time and be prepared to present and facilitate discussion on the course objectives and weekly themes
 - Participate, as much as possible, in the challenges presented by the class
 - Strive to develop a safe and caring classroom environment
 - Reflect on student feedback and apply it where applicable
 - Offer learning opportunities that challenge the development of each student's "professional self"
4. Role of the Student Peer Facilitator:
The student peer facilitators have completed the Foundation Field Seminar during a previous term and have successfully completed a field placement or are currently enrolled in advanced field instruction. Peer Facilitators are available to meet with students by appointment and will participate in the coaching sessions and monitoring their respective seminar CTools site. All Facilitators will be available for consultation throughout the term.
5. Seminar Participants:
 - Attend all required seminar sessions. As a courtesy, absences due to illness or personal emergency should be communicated by telephone or e-mail to *your* assigned Seminar facilitators **PRIOR** to the seminar period whenever possible. *ALL absences will be counted and will require a make-up assignment*
 - Arrive prepared and willing to actively participate in all seminar activities
 - Help maintain a safe, caring, and respectful environment in the classroom
 - Actively and appropriately give constructive feedback to classmates and the Seminar facilitators
 - Actively and appropriately receive constructive feedback from classmates and the Seminar facilitators
 - Be open to professional and personal growth

SEMINAR REQUIREMENTS

There are 7 total sessions for this course. Attendance and active participation are required. Coming late and leaving early will constitute an absence. All absences require a make-up assignment to be determined by the Facilitators and turned in to the session following the absence.

This seminar will be graded as follows:

S = Satisfactory

M = Marginal

U = Unsatisfactory (requires repeating the course)

COURSE OUTLINE

SESSION 1: COMPETENCY THEMES: 1.0 PROFESSIONAL IDENTITY & 10.a ENGAGEMENT MAIZE AND BLUE GROUPS MEET TOGETHER

COMPETENCY	PRACTICE BEHAVIOR
<u>1.0 Professional Identity</u> Identifies as a professional social worker and conducts oneself accordingly.	1.1 Advocate for client access to the services of social work 1.2 Practice personal reflection and self-correction to assure continual professional development 1.3 Attend to professional roles and boundaries 1.4 Demonstrates professional demeanor in behavior, appearance, and communication 1.5 Engage in career-long learning 1.6 Use of supervision and consultation
<u>10.a Engagement</u> Engage with individuals, families, groups, organizations, and communities.	10a.1. Substantively and affectively prepare for action with individuals, families, groups, organizations, and communities 10.a.2. Use empathy and other interpersonal skills 10.a.3. Develop mutually agreed-on focus of work and desired outcomes

- A. Introductions to the course, review of syllabus
1. Review of the Placement Verification Form: Safety & Insurance Policy questions on the form, and the on-line searchable Field Manual
 2. Educational Agreement Form discussion – including a reminder of Bloom’s Taxonomy and Learning Styles from pre-field orientation
 3. Introduce the Field Placement Hours Log/Activity Tracking Excel Sheet (in Orientation Folder on OFI web page)
 4. Development of an on-line community to be monitored by the student peer facilitator. Topics will be related to the seminar theme. Expectations:
 - Question(s) will be posted prior to next class
 - Students will be required to respond to the weekly posting
 5. Remember to continue to work on your “Inventory of Experience” from the Pre-field Orientation Workshop as you will need this for class Session 3.
 6. Assignment to Maize or Blue Group and a reminder to look at the schedule on the syllabus
 - “Hopes and Challenges” note card exercise. (Collect note cards at the end of class)
7. Discussion Theme: Professional Identity and Engagement:
 Introduction to the Counsel on Social Work Education (CSWE) social work competencies, practice behaviors and professional skill focused assignments. Practice behaviors are defined as a blend of activities, knowledge, and skills which articulate a task/assignment the student will complete that meet the designated field competency
8. Review of the Self-Reflection Tool that was introduced in the Pre-field Orientation Workshop:
WHAT? (What did I learn?); **SO WHAT?** (Why was what I learned important?); **NOW WHAT?** (What am I going to do with what I learned?) – handout and in class free write assignment.

SESSION 2: COMPETENCY THEMES: 3.0 CRITICAL THINKING & 9.0 ORGANIZATIONAL CONTEXT

COMPETENCY	PRACTICE BEHAVIOR
<p><u>3.0 Critical Thinking</u> Apply critical thinking to inform and communicate professional judgments.</p>	<p>3.1 Distinguish, appraise, and integrate multiple sources of knowledge, including research-based knowledge, and practice wisdom</p> <p>3.2 Analyze models of assessment, prevention, intervention, and evaluation</p> <p>3.3 Demonstrate effective oral and written communication in working with individuals, families, groups, organizations, communities, and colleagues</p>
<p><u>9.0 Organizational Context –</u> Responds to the contexts that shape practice.</p>	<p>9.1 Continuously discover, appraise, and attend to changing locales, populations, scientific and technological developments, and emerging societal trends to provide relevant services</p> <p>9.2 Provide leadership in promoting sustainable changes in service delivery and practice to improve the quality of social services</p>

- A. Discussion Themes: Critical Thinking and Organizational Context
- B. Introduction & Ice Breaker
- C. Ground rules discussion
- D. The importance of supervision and the use of the Supervision Agenda
- E. Process of Field: Education Agreement, Site Visit, and Evaluation
- F. Problem Solving Model and Professional Decision Making Tool–handouts
- G. Break into triad consultation groups
- H. *What? So What? Now What Reflection Exercise – handout/free write*

I. ASSIGNMENT:

1. Watch e-Portfolio Module #3 which is on the course CTools site. Complete the Module 3 Exercise 1 “Developing Key Learning Experiences” Worksheet to help you prepare for class Session 3.
2. Bring your “Inventory of Experiences” that you started to work on in the Pre-field Orientation Workshop to class Session 3.

SESSION 3: COMPETENCY THEMES: 4.0 DIVERSITY, 5.0 SOCIAL AND ECONOMIC JUSTICE & 8.0 SOCIAL POLICY AND INTRODUCTION OF E-PORTFOLIO KEY LEARNING EXPERIENCE SUMMARY

COMPETENCY	PRACTICE BEHAVIOR
<p><u>4.0 Diversity -</u> Engage diversity and difference in practice.</p>	<p>4.1 Recognize the extent to which a culture’s structures and values may oppress, marginalize, alienate, or create or enhance privilege and power</p> <p>4.2 Gain sufficient self-awareness to eliminate the influence of personal biases and values in working with diverse groups</p> <p>4.3 Recognize and communicate their understanding of the importance of difference in shaping life experiences</p> <p>4.4 View themselves as learners and engage those with whom they work as informants</p>
<p><u>5.0 Social and Economic Justice -</u> Advance human rights and social and economic justice.</p>	<p>5.1 Understand the forms and mechanisms of oppression and discrimination</p> <p>5.2 Advocate for human rights and social and economic justice</p> <p>5.3 Engage in practices that advance social and economic justice</p>
<p><u>8.0 Social Policy-</u> Engage in policy practice to advance social and economic well-being and to deliver effective social work services</p>	<p>8.1 Analyze, formulate, and advocate for policies that advance social well-being</p> <p>8.2 Collaborate with colleagues and clients for effective policy action</p>

- A. Discussion Themes: Diversity, Social and Economic Justice, Social Policy
- B. Introduction to e-Portfolio: “Developing Your Key Learning Experiences.”
 - a. Students will process the module they watched regarding the development of “Key Learning Experiences”.
 - b. Students will meet in pairs and use their “Inventory of Experiences” from Pre-Field Orientation Workshop and the Module 3 Exercise 1 Worksheet “Developing Key Learning Experiences” to begin to identify and discuss a Key Learning Experience.
- C. **ASSIGNMENT:** Bring a draft write up of your first Key Learning Experience to class Session 4.

SESSION 4: COMPETENCY THEMES: 2.0 VALUES & ETHICS ~MIDTERM EVALUATION~~

COMPETENCY	PRACTICE BEHAVIOR
<u>2.0 Values and Ethics</u> – Apply social work ethical principles to guide practice. As applicable, apply standards found in the International Federation of Social Workers/ International Association of Social Work Ethics in Social Work Statements of Principles.	2.1 Recognize and manage personal values in a way that allows professional values to guide practice 2.2 Make ethical decisions by applying standards of the National Association of Social Workers Code of Ethics and, as applicable, of the International Federation of Social Workers/International Association of Schools of Social Work Ethics in Social Work Statement of Principles 2.3 Tolerate ambiguity in resolving ethical conflicts 2.4 Apply strategies of ethical reasoning to arrive at principled decisions

- A. Mid-term Evaluation: Complete evaluation and identify a student to return the envelope to the OFI office
- B. Discussion Theme: Values and Ethics
- C. Triad consultation groups
 - 1. In dyads, students will share their written Key Learning Experience and receive feedback. Students will be sharing a new Key Learning Experience during their Field Site visit every term until they graduate. Students are encouraged to continue to receive peer feedback on their work.
 - 2. Introduction of self-care strategies
 - 3. Mandated Reporting and Michigan Mental Health Code
- D. *What? So What? Now What Reflection Exercise – handout/free write*

SESSION 5: COMPETENCY THEMES: 10.b ASSESSMENT, 10.c INTERVENTION & 10.d EVALUATION

COMPETENCY	PRACTICE BEHAVIOR
<u>10.b Assessment</u> – Assess individuals, families, groups, organizations, and communities.	10.b.1. Collect, organize, and interpret client data 10.b.2. Assess client strengths and limitations 10.b.3. Develop mutually agreed-on intervention goals and objectives 10.b.4. Select appropriate intervention strategies
<u>10.c Intervention</u> – Intervene with individuals, families, groups, organizations, and communities.	10.c.1. Initiate actions to achieve organizational goals 10.c.2. Implement prevention interventions that enhance client capacities 10.c.3. Help clients resolve problems 10.c.4. Negotiate, mediate, and advocate for clients 10.c.5. Facilitate transitions and endings
<u>10.d Evaluation</u> – Evaluate individuals, families, groups, organizations and communities	10.d.1. Critically analyze, monitor, and evaluate interventions

- A. Discussion themes: Assessment, Intervention, Evaluation
- B. Triad consultation groups
- E. *What? So What? Now What Reflection Exercise – handout/free write*

SESSION 6: COMPETENCY THEMES: 6.0 RESEARCH & 7.0 HUMAN BEHAVIOR AND THE SOCIAL ENVIRONMENT

COMPETENCY	PRACTICE BEHAVIOR
<u>6.0 Research</u> – Engage in research informed practice and practice informed research.	6.1 Use practice experience to inform scientific inquiry 6.2 Use research evidence to inform practice
<u>7.0 Human Behavior in the Social Environment</u> – Apply knowledge of human behavior and the social environment.	7.1 Utilize conceptual frameworks to guide the processes of assessment, intervention, and evaluation 7.2 Critique and apply knowledge to understand person and environment

- A. Discussion themes: Research and Human Behavior in the Social Environment
- B. Triad consultation groups
- C. *Self-Reflection Tool Exercise – handout/free write*

SESSION 7: FINAL SEMINAR CLASS ~ CLOSURE, & EVALUATION

- A. Review Education Agreement Evaluation procedures
- B. Final review of the “Hopes and Challenges” note card exercise from Session 1
- C. Begin thinking about skills using in a beginning, middle and end stage (Bloom’s) thinking. What next steps will you take to make the most out of your second term as you think about developing your Advanced Educational Agreement?
- D. Final closure and triad check-in
- E. Final reflection: In this last class, the instructor will return your What? So What? and Now What? reflection sheets that were completed over the course of the term. Students will analyze them and complete a final reflection based on a summary of their learning over the past term using the What? So What? Now What? Tool.
- F. Please remember to complete the online-U-M SSW Course evaluation
- G. Please remember to complete the on-line Practice Behavior Inventory which is posted on the SW531 CTools site by clicking on the link provided.

Your seminar cohort is now your 1st professional consultation group. Work hard to stay connected with each other now and after you graduate.

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- Cournoyer, B. 6th ed. (2011). The social work skills workbook
- Horejsi, C., Garthwait, C. 5th ed.(2011) The social work practicum

- Royse, D., Dhooper, S.S., & Rompf, E.L.. Field instruction: A guide for social work students, , 6th ed. (2012)
- Sweitzer, Frederick H., & King, Mary A. 3rd ed. (2009). The successful internship
- Guest speakers may be invited to various sessions.

ACCOMMODATIONS

If students need or desire an accommodation for a disability, they need to let their seminar facilitators know by January 29, 2013, the final day to withdraw from classes. Many aspects of seminar, including in-class activities and the way seminar is taught can be modified to facilitate student participation when in seminar. The earlier students make their seminar facilitators aware of their needs, the more effectively they will be able to use the resources available. Should a student required an accommodation, they must meet with the Services for Students with Disabilities office – (<http://ssd.umich.edu/>) who will issue a passport/visa document for approved accommodations to be made in class. If students do decide to disclose a disability, OFI will (to the extent permitted by law) treat that information as private and confidential.

SEMINAR EXPECTATIONS

1. 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, emotional risks taken, and positive learning outcomes realized.
2. 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 so concerns that are raised in class cannot be discussed in fieldwork settings.
3. Seminar Co-Facilitators:
 - Come to class on time and be prepared to present and facilitate discussion on the course objectives and weekly themes
 - Participate, as much as possible, in the challenges presented by the class
 - Strive to develop a safe and caring classroom environment
 - Reflect on student feedback and apply it where applicable
 - Offer learning opportunities that challenge the development of each student’s “professional self”
4. Role of the Student Peer Facilitator:
The student peer facilitators have completed the Foundation Field Seminar during a previous term and have successfully completed a field placement or are currently enrolled in advanced field instruction. Peer Facilitators are available to meet with students by appointment and will participate in the coaching sessions and monitoring their respective seminar CTools site. All Facilitators will be available for consultation throughout the term.
5. Seminar Participants:
 - Attend all required seminar sessions. As a courtesy, absences due to illness or personal emergency should be communicated by telephone or e-mail to *your* assigned Seminar facilitators **PRIOR** to the seminar period whenever possible. *ALL absences will be counted and will require a make-up assignment*
 - Arrive prepared and willing to actively participate in all seminar activities
 - Help maintain a safe, caring, and respectful environment in the classroom
 - Actively and appropriately give constructive feedback to classmates and the Seminar facilitators
 - Actively and appropriately receive constructive feedback from classmates and the Seminar facilitators
 - Be open to professional and personal growth

SEMINAR REQUIREMENTS

There are 7 total sessions for this course. Attendance and active participation are required. Coming late and leaving early will constitute an absence. All absences require a make-up assignment to be determined by the Facilitators and turned in to the session following the absence.

This seminar will be graded as follows:

S = Satisfactory

M = Marginal

U = Unsatisfactory (requires repeating the course)

COURSE OUTLINE

SESSION 1: COMPETENCY THEMES: 1.0 PROFESSIONAL IDENTITY & 10.a ENGAGEMENT MAIZE AND BLUE GROUPS MEET TOGETHER

COMPETENCY	PRACTICE BEHAVIOR
<u>1.0 Professional Identity</u> Identifies as a professional social worker and conducts oneself accordingly.	1.1 Advocate for client access to the services of social work 1.2 Practice personal reflection and self-correction to assure continual professional development 1.3 Attend to professional roles and boundaries 1.4 Demonstrates professional demeanor in behavior, appearance, and communication 1.5 Engage in career-long learning 1.6 Use of supervision and consultation
<u>10.a Engagement</u> Engage with individuals, families, groups, organizations, and communities.	10a.1. Substantively and affectively prepare for action with individuals, families, groups, organizations, and communities 10.a.2. Use empathy and other interpersonal skills 10.a.3. Develop mutually agreed-on focus of work and desired outcomes

- A. Introductions to the course, review of syllabus
 1. Review of the Placement Verification Form: Safety & Insurance Policy questions on the form, and the on-line searchable Field Manual
 2. Educational Agreement Form discussion – including a reminder of Bloom’s Taxonomy and Learning Styles from pre-field orientation
 3. Introduce the Field Placement Hours Log/Activity Tracking Excel Sheet (in Orientation Folder on OFI web page)
 4. Development of an on-line community to be monitored by the student peer facilitator. Topics will be related to the seminar theme. Expectations:
 - Question(s) will be posted prior to next class
 - Students will be required to respond to the weekly posting
 5. Remember to continue to work on your “Inventory of Experience” from the Pre-field Orientation Workshop as you will need this for class Session 3.
 6. Assignment to Maize or Blue Group and a reminder to look at the schedule on the syllabus
 - “Hopes and Challenges” note card exercise. (Collect note cards at the end of class)
7. Discussion Theme: Professional Identity and Engagement: Introduction to the Counsel on Social Work Education (CSWE) social work competencies, practice behaviors and professional skill focused assignments. Practice behaviors are defined as a blend of activities, knowledge, and skills which articulate a task/assignment the student will complete that meet the designated field competency
8. Review of the Self-Reflection Tool that was introduced in the Pre-field Orientation Workshop: **WHAT?** (What did I learn?); **SO WHAT?** (Why was what I learned important?); **NOW WHAT?** (What am I going to do with what I learned?) – handout and in class free write assignment.

SESSION 2: COMPETENCY THEMES: 3.0 CRITICAL THINKING & 9.0 ORGANIZATIONAL CONTEXT

COMPETENCY	PRACTICE BEHAVIOR
<p><u>3.0 Critical Thinking</u> Apply critical thinking to inform and communicate professional judgments.</p>	<p>3.1 Distinguish, appraise, and integrate multiple sources of knowledge, including research-based knowledge, and practice wisdom</p> <p>3.2 Analyze models of assessment, prevention, intervention, and evaluation</p> <p>3.3 Demonstrate effective oral and written communication in working with individuals, families, groups, organizations, communities, and colleagues</p>
<p><u>9.0 Organizational Context –</u> Responds to the contexts that shape practice.</p>	<p>9.1 Continuously discover, appraise, and attend to changing locales, populations, scientific and technological developments, and emerging societal trends to provide relevant services</p> <p>9.2 Provide leadership in promoting sustainable changes in service delivery and practice to improve the quality of social services</p>

- A. Discussion Themes: Critical Thinking and Organizational Context
- B. Introduction & Ice Breaker
- C. Ground rules discussion
- D. The importance of supervision and the use of the Supervision Agenda
- E. Process of Field: Education Agreement, Site Visit, and Evaluation
- F. Problem Solving Model and Professional Decision Making Tool—handouts
- G. Break into triad consultation groups
- H. *What? So What? Now What Reflection Exercise – handout/free write*
- I. **ASSIGNMENT:**
 1. Watch e-Portfolio Module #3 which is on the course CTools site. Complete the Module 3 Exercise 1 “Developing Key Learning Experiences” Worksheet to help you prepare for class Session 3.
 2. Bring your “Inventory of Experiences” that you started to work on in the Pre-field Orientation Workshop to class Session 3.

SESSION 3: COMPETENCY THEMES: 4.0 DIVERSITY, 5.0 SOCIAL AND ECONOMIC JUSTICE & 8.0 SOCIAL POLICY AND INTRODUCTION OF E-PORTFOLIO KEY LEARNING EXPERIENCE SUMMARY

COMPETENCY	PRACTICE BEHAVIOR
<p><u>4.0 Diversity -</u> Engage diversity and difference in practice.</p>	<p>4.1 Recognize the extent to which a culture’s structures and values may oppress, marginalize, alienate, or create or enhance privilege and power</p> <p>4.2 Gain sufficient self-awareness to eliminate the influence of personal biases and values in working with diverse groups</p> <p>4.3 Recognize and communicate their understanding of the importance of difference in shaping life experiences</p> <p>4.4 View themselves as learners and engage those with whom they work as informants</p>
<p><u>5.0 Social and Economic Justice -</u> Advance human rights and social and economic justice.</p>	<p>5.1 Understand the forms and mechanisms of oppression and discrimination</p> <p>5.2 Advocate for human rights and social and economic justice</p> <p>5.3 Engage in practices that advance social and economic justice</p>
<p><u>8.0 Social Policy-</u> Engage in policy practice to advance social and economic well-being and to deliver effective social work services</p>	<p>8.1 Analyze, formulate, and advocate for policies that advance social well-being</p> <p>8.2 Collaborate with colleagues and clients for effective policy action</p>

- A. Discussion Themes: Diversity, Social and Economic Justice, Social Policy
- B. Introduction to e-Portfolio: “Developing Your Key Learning Experiences.”
 - a. Students will process the module they watched regarding the development of “Key Learning Experiences”.
 - b. Students will meet in pairs and use their “Inventory of Experiences” from Pre-Field Orientation Workshop and the Module 3 Exercise 1 Worksheet “Developing Key Learning Experiences” to begin to identify and discuss a Key Learning Experience.
- C. **ASSIGNMENT:** Bring a draft write up of your first Key Learning Experience to class Session 4.

SESSION 4: COMPETENCY THEMES: 2.0 VALUES & ETHICS ~~MIDTERM EVALUATION~~

COMPETENCY	PRACTICE BEHAVIOR
<p><u>2.0 Values and Ethics</u> – Apply social work ethical principles to guide practice. As applicable, apply standards found in the International Federation of Social Workers/ International Association of Social Work Ethics in Social Work Statements of Principles.</p>	<p>2.1 Recognize and manage personal values in a way that allows professional values to guide practice</p> <p>2.2 Make ethical decisions by applying standards of the National Association of Social Workers Code of Ethics and, as applicable, of the International Federation of Social Workers/International Association of Schools of Social Work Ethics in Social Work Statement of Principles</p> <p>2.3 Tolerate ambiguity in resolving ethical conflicts</p> <p>2.4 Apply strategies of ethical reasoning to arrive at principled decisions</p>

- A. Mid-term Evaluation: Complete evaluation and identify a student to return the envelope to the OFI office
- B. Discussion Theme: Values and Ethics
- C. Triad consultation groups
 - 1. In dyads, students will share their written Key Learning Experience and receive feedback. Students will be sharing a new Key Learning Experience during their Field Site visit every term until they graduate. Students are encouraged to continue to receive peer feedback on their work.
 - 2. Introduction of self-care strategies
 - 3. Mandated Reporting and Michigan Mental Health Code
- D. *What? So What? Now What Reflection Exercise – handout/free write*

SESSION 5: COMPETENCY THEMES: 10.b ASSESSMENT, 10.c INTERVENTION & 10.d EVALUATION

COMPETENCY	PRACTICE BEHAVIOR
<p><u>10.b Assessment</u> – Assess individuals, families, groups, organizations, and communities.</p>	<p>10.b.1. Collect, organize, and interpret client data</p> <p>10.b.2. Assess client strengths and limitations</p> <p>10.b.3. Develop mutually agreed-on intervention goals and objectives</p> <p>10.b.4. Select appropriate intervention strategies</p>
<p><u>10.c Intervention</u> – Intervene with individuals, families, groups, organizations, and communities.</p>	<p>10.c.1. Initiate actions to achieve organizational goals</p> <p>10.c.2. Implement prevention interventions that enhance client capacities</p> <p>10.c.3. Help clients resolve problems</p> <p>10.c.4. Negotiate, mediate, and advocate for clients</p> <p>10.c.5. Facilitate transitions and endings</p>
<p><u>10.d Evaluation</u> – Evaluate individuals, families, groups, organizations and communities</p>	<p>10.d.1. Critically analyze, monitor, and evaluate interventions</p>

- A. Discussion themes: Assessment, Intervention, Evaluation
- B. Triad consultation groups

E. *What? So What? Now What Reflection Exercise – handout/free write*

SESSION 6: COMPETENCY THEMES: 6.0 RESEARCH & 7.0 HUMAN BEHAVIOR AND THE SOCIAL ENVIRONMENT

COMPETENCY	PRACTICE BEHAVIOR
<u>6.0 Research</u> – Engage in research informed practice and practice informed research.	6.1 Use practice experience to inform scientific inquiry 6.2 Use research evidence to inform practice
<u>7.0 Human Behavior in the Social Environment</u> – Apply knowledge of human behavior and the social environment.	7.1 Utilize conceptual frameworks to guide the processes of assessment, intervention, and evaluation 7.2 Critique and apply knowledge to understand person and environment

- A. Discussion themes: Research and Human Behavior in the Social Environment
- B. Triad consultation groups
- C. *Self-Reflection Tool Exercise – handout/free write*

SESSION 7: FINAL SEMINAR CLASS ~ CLOSURE, & EVALUATION

- A. Review Education Agreement Evaluation procedures
- B. Final review of the “Hopes and Challenges” note card exercise from Session 1
- C. Begin thinking about skills using in a beginning, middle and end stage (Bloom’s) thinking. What next steps will you take to make the most out of your second term as you think about developing your Advanced Educational Agreement?
- D. Final closure and triad check-in
- E. Final reflection: In this last class, the instructor will return your What? So What? and Now What? reflection sheets that were completed over the course of the term. Students will analyze them and complete a final reflection based on a summary of their learning over the past term using the What? So What? Now What? Tool.
- F. Please remember to complete the online-U-M SSW Course evaluation
- G. Please remember to complete the on-line Practice Behavior Inventory which is posted on the SW531 CTools site by clicking on the link provided.

Your seminar cohort is now your 1st professional consultation group. Work hard to stay connected with each other now and after you graduate.