

COURSE TITLE:	CBI Foundation Field Seminar: SW 531			
TERM:	Winter 2013			
COURSE TIME:	Mondays, 10am to 12pm			
SEMINAR DATES:	#1	Monday, January 14, 2013		
	#2	Monday, January 28, 2013		
	#3	Monday, February 11, 2013		
	#4	Monday, February 25, 2013		
	#5	Monday, March 11, 2013		
	#6	Monday, March 25, 2013		
	#7	Monday, April 8, 2013		
LOCATION:	University of Michigan School of Social Work Settlement House			
SEMINAR FACILITATOR:	<table border="1"> <tr> <td>William (Bill) Vanderwill, LMSW, ACSW, LMFT, BCD, Field Faculty and Lecturer IV</td> <td>wmvand@umich.edu</td> </tr> </table>		William (Bill) Vanderwill, LMSW, ACSW, LMFT, BCD, Field Faculty and Lecturer IV	wmvand@umich.edu
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OFFICE HOURS:	By appointment			

SEMINAR DESCRIPTION & DESIGN

Foundation Field Seminar (SW 531) is a 1 credit required course that is offered concurrently with Foundation Field (SW 515) in the first term of a student's field placement. The seminar will meet for a total of 7 required sessions starting on Monday, January 14, 2013 from 10a.m. to 12 p.m. on the dates listed above. The facilitator will be a Field Educator/Liaison who will provide knowledge and experience from a practitioner and OFI perspective.

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 field competencies (from the Council on Social Work Education Standards) found in the Foundation Educational Agreement/Evaluation 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 colleagues with the goal of developing peer consultation skills.

Attendance is required and will be taken at each session.

SEMINAR PURPOSE

The purpose of the seminar is to:

- Provide a forum for the integration of classroom learning and the field experience
- 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 and support networks
 - Problem solving skills
 - A social work identity
- Critical reflection skills to examine the professional use of self in social work
- Expose students to other fieldwork sites, services, and School of Social Work practice methods and areas
- Identify and develop professional skill focused assignments as benchmarks for social work competency development
- Provide guest lecturers who will discuss the scope of practice of community social work in Detroit

SEMINAR OBJECTIVES

After completion of the course, students will:

1. Have an established peer support network.
2. Utilize collegial and professional peer consultation as a mechanism for problem solving.
3. Understand and apply critical and creative thinking along with basic problem solving techniques.
4. Understand the fieldwork setting's mission, population served, policies, procedures, relationship to the community.
5. 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 in the fieldwork setting.
6. Develop a self-care plan.
7. Demonstrate the ability to negotiate supervision in a proactive manner.
8. Apply the National Association of Social Workers (NASW) Code of Ethics to their professional practice.
9. Begin to apply and integrate course material with their fieldwork practice.
10. Identify professional skill focused assignments that can be used for individual portfolios.
11. Learn about additional resources—including best practices, other agencies for referrals, and colleagues—to enhance effectiveness in their field placement.
12. Engage and participate in the ongoing assessment and evaluation of individual field placement performance.
13. Share and discuss individual professional skill focused assignments related to Council on Social Work Education (CSWE) identified social work competencies that they have developed in their Foundation Educational Agreement.

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. In particular, 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 MSW program.

RESOURCES

- Visit the course C-Tools site for many resources not listed below.
- Field Instruction Manual, Revised September 2011:
<http://sww.umich.edu/programs/msw/ofi/fieldInstructionManual.pdf>
- Educational Agreements: <http://sww.umich.edu/programs/msw/ofi/agreementsForms.html>
- Placement Verification Form:
<https://www.sww.umich.edu/ofi/forms/fieldPlacementVerification/index.html>
- Student and Field Instructor Narrative Guidelines:
<http://sww.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>

The following texts are suggested for supplementary reading:

- Field Instruction: A Guide for Social Work Students, D. Royse, S.S. Dhooper & E.L. Rompf, 6th, 2010
- The Internship, Practicum, and Field Placement Handbook: A Guide for the Helping Professions, Brian N. Baird, 5th ed., 2008
- The Social Work Skills Workbook, B. Cournoyer, 6th ed., 2011
- The Social Work Practicum, C. Horejsi, C. Garthwait, 5th ed., 2011
- The Successful Internship, H. Frederick Sweitzer & Mary A. King, 3rd ed., 2009.

Guest lecturers will be invited to various sessions.

ACCOMMODATIONS

If you need or desire an accommodation for a disability, please let your seminar facilitators know immediately. Many aspects for this seminar including in-class activities and the way that the seminar is taught can be modified to facilitate your participation and progress throughout the term. The earlier you make your Seminar facilitators aware of your needs, the more effectively they will be able to use the resources available, such as the Offices of Services for Students with Disabilities, and the like. If you do decide to disclose your disability, we 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, EMOTIONAL RISKS TAKEN, AND POSITIVE LEARNING OUTCOMES 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 so concerns that are raised in class cannot be discussed in fieldwork settings.

The instructor will be available for office hours by appointment throughout the term.

Seminar Participants:

- Attend all required seminar sessions. Absences due to illness or personal emergency must be communicated by telephone or e-mail to *your* facilitator ***PRIOR*** to the seminar period whenever possible. *ALL absences will be counted and will require a make-up assignment*
- Arrive on time for every seminar session
- 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

Realizing that there are 7 total sessions for this course, attendance and active participation are required and expected. Coming late and leaving early will constitute an absence. All absences will require a make-up assignment to be determined by the Facilitators to be turned into the Facilitators the session following the absence. Make-up assignments are required for any absence.

This seminar will be graded as follows:

S = Satisfactory, M = Marginal, and U = Unsatisfactory (requires repeating the course).

S = 0-1 Absences M = 2 Absences U = 3 or more Absences

COURSE OUTLINE

SESSION 1: COMPETENCY THEMES: #1 PROFESSIONAL IDENTITY & #10 ENGAGEMENT:

- A. Introductions to the course/ Review of syllabus
1. Structure
 2. Purpose
 3. Objectives
 4. The role of the student peer facilitator/brief presentation
 5. Quick review of field procedures (Placement Verification form: Safety & Insurance Policy questions, and reference the Field Manual.
 6. Educational Agreement discussion:
 - Review of deadlines, grading and supervision
 - Review of your Field Instruction Skill Inventory
 - Discussion on how to use this inventory to complete the Educational Agreement form
 - The Field Placement Hours Log/Activity Tracking Excel Sheet (in Orientation Folder on OFI web page)
 7. Development of an on-line community to be monitored by the student peer facilitator. Topics will be related to the seminar theme. Expectations:
 - A statement/issue will be posted prior to next class
 - Students will be required to respond to the weekly posting
- B. Ground Rules and Expectations: the following is a suggested list
1. Listen actively -- respect others when they are talking.
 2. Speak from your own experience instead of generalizing ("I" instead of "they," "we," and "you")
 3. Practice timely attendance.
 4. Do not be afraid to respectfully challenge one another by asking questions, but refrain from personal attacks -- focus on ideas.
 5. Participate to the fullest of your ability -- community growth depends on the inclusion of every individual voice.
 6. Instead of invalidating somebody else's story with your own spin on their experience, share your own story and experience.
 7. The goal is not to agree -- it is about hearing and exploring divergent perspectives.
 8. Be conscious of body language and nonverbal responses -- they can be as disrespectful as words. Everyone should have an opportunity to share if they desire to do so.

9. Confidentiality: whatever is said between group members during seminar should stay within the group.
10. Be present and engaged.
11. Others to be created by the group.

C. Assignment

1. Ice Breakers:

- a. Concentric Circles Exercise: “Why Social Work?” (What social work means to you, Why you picked your practice method, what are your career goals, what do you bring to the seminar community?)
- b. “Hopes and Challenges” note card exercise.
- c. The “Seminar Bank Account: Deposits (What are you willing to give?) & Withdrawals” (what do you need?).

- D. Discussion Theme: Introduction to the Counsel on Social Work Education (CSWE) Foundation field competencies and professional skill focused assignments. Focus on professional identity and engagement. Professional skill focused assignments are defined as a blend of activities, knowledge, skills which articulate a task/assignment the student will complete that meets the designated field competency.

- E. ACTIVITY: Explore our professional identity. Brainstorm the components of what constitutes a professional identity and then free write and discuss.

SESSION 2: COMPETENCY THEMES: #3 CRITICAL THINKING & #9 ORGANIZATIONAL CONTEXT

- A. Discussion Themes: Critical Thinking and Organizational Context.
- B. Re-introduction & Ice Breakers.
- C. Educational Agreement form questions/coaching session opportunity available/ 1:1 sessions with student peer facilitator are available.
- D. The importance of supervision and the use of the Supervision Agenda.
- E. Site Visit: Expectations and how to prepare. See the Professional Behavior competency on the Educational Agreement form for more detail.
- F. Problem Solving Model –
 1. Identify the problem(s).
 2. Investigate the variables involved.
 3. Get feedback from others.
 4. Brainstorm possible courses of action.
 5. Thoroughly examine and weigh pros and cons of each alternative action.
 6. Implement and document the decision-making process.
 7. Monitor and evaluate the outcome of the decision.
- G. Check-in, support, & problem solving: peer to peer/dyad or triad check-in.
- H. ACTIVITIES:
 - a) Everyone to share a critical thinking skill focused assignment they have been working on for their Educational Agreement form.
 - b) Organization context and service delivery system: share a brief background summary on your fieldwork setting (who, what where), share 2 things that are going well, share 2 things that are challenging.
 - Fieldwork setting questions:
 - How does the fieldwork setting get client referrals? Are there demographic barriers?

- Discuss other community-based agencies that this fieldwork setting is involved with and share how this network/collaboration works
 - How is confidentiality protected?
 - How are services accessible or not accessible for “at risk” populations?
 - Discuss the support you have received from the fieldwork setting including your field instructor and/or other fieldwork setting staff
 - Describe the mandatory reporting policies at your fieldwork setting
- c) Developing a Solution-Focused Attitude
Participate in triad role-plays using some of the case examples below or your own “real life” field situations. Apply the Problem Solving Model with the assistance of your peers. Large group report out.

SESSION 3: COMPETENCY THEMES: #4 DIVERSITY, #5 SOCIAL AND ECONOMIC JUSTICE & #8 SOCIAL POLICY

A. Discussion Themes:

1. 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) and Social and Economic Justice.
2. Communication around culturally appropriate, respectful relationships with clients and communities.

B. Check-in, support, & problem solve: peer to peer/dyad or triad check-in focusing on Privilege, Oppression, Diversity, and Social Justice (PODS).

C. ACTIVITIES: The Four Corners Exercise

1. Diversity Dimensions

- Discuss what you are learning about the privilege **YOU** bring into your field placement
- Discuss what situations you have experienced where your cultural values differed from your clients or situations where you anticipated that this might occur
- Share your impression thus far about what cultural groups make up the client population in your fieldwork setting
- What are you learning about your role as an agent for social change?
- Share a few observations or situations where you think your field placement has supported oppression

Relationships with Client’s and Communities

- Share a few examples of how you are engaging respectfully with clients regarding issues associated with the diversity dimensions (client’s ability, age, culture, economic class, ethnicity, family structure, gender, gender identity and expression, race, religion, sex, and sexual orientation)
 - How is your own cultural identity impacting your practice?
 - Discuss how your privilege impacts the populations served
 - Share a situation where you felt uncomfortable about a social justice issue and how you handled it
 - Describe an encounter with unfamiliar cultural practices and what you did to better understand the individual, group, and/or community needs
2. Free Write: Define diversity and discussion. Record key concepts and post around the room.

3. "Take a Stand" Exercise: focus on macro issues and explore how your values, beliefs, judgments and prejudices influence you, your opinions, attitudes, etc.

SESSION 4: COMPETENCY THEMES: #2 VALUES & ETHICS & #14 PROFESSIONAL BEHAVIOR
~~MIDTERM EVALUATION~~

- A. Discussion Theme: Values and Ethics, Professional Behavior and Supervision. "Connect The Dots" between the Supervision Agenda, the end of term student and field instructor narrative, check-in, support, & problem solve peer to peer/dyad or triad check-in using the activity below.
- B. End of term Student and Field Instructor Narratives. Reference guidelines on OFI web page.
- C. Brief discussion on self-care:
 - How are you taking care of yourself?
 - What does your self-care plan look like?
- D. Mandated Reporting laws and Michigan Mental Health Code.
- E. Mid-term Evaluation: Complete today and identify a student to turn in the envelope to the OFI office
- F. **ACTIVITIES:**
 1. Do a "weather report".
 2. Fieldwork setting questions/critical reflection.

Professional Development

- Describe ways you feel like a social work practitioner
- Describe areas of growth for your professional development
- What have you learned about time management?
- How are you defining your personal and professional boundaries?
- Describe your conflict resolution style
- Does your Field Instructor fit your notion of what a mentor should be? Why or why not?
- Describe your professional strengths and areas for improvement at this point in your placement
- Revisiting your Skill Inventory – Break up into dyads and discuss your progress in the field

Supervision

- What supervisory style works best for you?
- What have you learned about your supervision needs?
- How have you gone about scheduling a weekly supervision time?
- How is your supervision time developing?
- Share a copy of your Supervision Agenda
- How do you negotiate your own learning?
- Share a few professional skill focused assignments that you have on your Educational Agreement form
- How are you practicing the effective use of the Supervision Agenda?
- Describe a situation where you actively raised problems/issues of concern or sought clarification while focusing on and being invested in solutions
- Share a few of your Supervision Agendas with your peers for feedback

Ethics

- Describe an ethical dilemma that has come up at your field placement
- Describe the process that you think should be used to address this dilemma

- What section of the NASW Code of Ethics applies to this dilemma?
- What would you do or how would you address this dilemma?
- How have you been able to apply the NASW Code of Ethics at your placement?
- How would you describe your personal code of ethics?
- How do you define ethical behavior?

SESSION 5: COMPETENCY THEMES: #11 ASSESSMENT, #12 INTERVENTION, & #13 EVALUATION

- A. Discussion Themes: Assessment, Intervention and Evaluation (quality care and confidentiality). Handout - HIPAA guidelines. Interviewing skills, formulation of impressions, assessment, intervention (and plan of action).
- B. Check-in, support, & problem solve peer to peer/dyad or triad check-in.
- C. ACTIVITIES: One Macro and One Micro / Critical Reflection

SESSION 6: COMPETENCY THEMES: #6 RESEARCH & #7 HUMAN BEHAVIOR AND THE SOCIAL ENVIRONMENT

- A. Discussion Theme: Best Practices and Empirically Based Practice: integrating course work and practice.
- B. Check-in, support, & problem solve peer to peer/dyad or triad check-in.
- C. Decide if class wants to share food/potluck/restaurant for the last session next time.
- D. ACTIVITIES: Fieldwork Setting Questions/Critical Reflection on class and field synthesis.
- How have you been able to integrate classroom assignments with your field placement?

SESSION 7: FINAL SEMINAR CLASS ~ CLOSURE & WRAP-UP

- A. Discussion Themes:
1. Review of the Educational Agreement evaluation procedures. Remind about the importance of the marking the ratings, entering the hours completed, signatures/dates, and completion of the field Instructor and student narrative. Guidelines for both of these are on the OFI web page.
 2. Next Steps:
 - Revisit the Field Instruction Skill Inventory. What professional and personal skills have you developed at your field placement? Briefly discuss one wish you have regarding your field experience going forward into the next term
 - Begin thinking about skills in a beginning, middle and end stage. What next steps will you take to make the most out of your second term as you think about developing your Advanced Educational Agreement? Handout: The Advanced Educational Agreement Planning Worksheet and discuss
 - It's not too early to be thinking about how to write your Goal Statement for your 2nd year placement and updating your resume especially as you improve your skill base. Application materials will be due in February
 - Start your list that defines your long term learning and career goals
 3. Wrap-up and time for on-line Evaluation completion (computer lab availability).
- B. CLOSURE ACTIVITIES:
1. Discussion about self-care plan and the importance of maintaining this.
 - a. Create a self-care plan using headings such as self-care for school, job, internship, family, physical care, mental care, spiritual care, emotional care, etc.
 - b. Create a group self-care 'map' with 3 other students on a poster page with different color markers. Discuss differences and similarities. Post the "maps on the wall for discussion.

2. Final Review of “Hopes & Challenges” note cards completed in first session. Do a final debriefing with these in dyads/triads. Discuss goal for field and how successful students have been in addressing their challenges.
3. Developing “A Plan For Success”- A wrap-up exercise.
Students break into triads and discuss their over- all experience of field for the first term. As they talk they record their “Plan for Success” on a large flip chart pad. Students talk in detail about what they did that worked well for them. This includes things like use of supervision, how they established themselves in the fieldwork site, the types of relationships they developed with staff, how they developed a positive approach to self-advocacy, and how they took a creative approach to getting the assignments they wanted. After the small group discussion they reported out the plan to the larger group.
4. Final Go-Around/Reflection on seminar experience overall. Large group report out.

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