COURSE TITLE: Foundation Field Seminar SW531 Syllabus  
TERM: Fall 2013  
COURSE TIME: Tuesdays: 11:30 a.m. – 1:30 p.m.

<table>
<thead>
<tr>
<th>SEMINAR DATES</th>
<th>FOR MAIZE GROUP:</th>
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| #1             | 9/10/2013        | All Sections Meet Together  
| #2             | 9/17/2013        |  
| #3             | 10/01/2013       |  
| #4             | 10/22/2013       |  
| #5             | 11/05/2013       |  
| #6             | 11/19/2013       |  
| #7             | 12/03/2013       |  

LOCATION: Room # SSWB 2816

SEMINAR FACILITATORS:

<table>
<thead>
<tr>
<th>William Vanderwill, LMSW, Lecturer</th>
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</thead>
<tbody>
<tr>
<td>Jazelle Wilson, MSW Candidate</td>
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</tbody>
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OFFICE HOURS: By Appointment

COURSE DESCRIPTION

Foundation Field Seminar (SW531) is a 1 credit course that must be taken concurrently with Foundation Field Instruction (SW515) in the first term of a student’s field placement. The seminar will meet for a total of 7 required sessions. Each enrolled section will be divided into two groups of approximately 12-15 students: the Maize group and the Blue group. These groups will meet on alternate weeks with two seminar facilitators. One facilitator is a field faculty who will provide knowledge and experience as a practitioner from the Office of Field Instruction (OFI) perspective and the second facilitator is a student peer who is an advanced MSW candidate.

COURSE CONTENT

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

- Introduce, share and discuss the Council on Social Work Education (CSWE) social work competencies and practice behaviors.
- Introduce Bloom’s Taxonomy and the beginning, middle and end stages of learning.
- Learn to use the Self-Reflection Tool (WHAT? SO WHAT? NOW WHAT?).
- Provide opportunities for trouble shooting pragmatic (the practical matters) and procedural aspects of field instruction (e.g. required field related paperwork). See the on-line module: Field Instruction 101: Chapter 1 – Nuts and Bolts.
- Facilitate discussion of field related issues including supervision, self-care, and ethical dilemmas.
- Expose students to other fieldwork sites, services, and School of Social Work practice method concentrations and practice areas.
- Create a safe, professional space for the discussion, development and practice of:
  - Peer consultation
  - Problem solving and professional decision making skills
COURSE OBJECTIVES & RELATED PRACTICE BEHAVIORS

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

After completion of the course, students will:

1. Demonstrate the ability to negotiate supervision in a proactive manner. (1.2, 1.3, 1.4, 1.6)
2. Identify appropriate self-care strategies for emerging social work professionals. (1.2, 1.5)
3. Utilize collegial and professional peer consultation as a mechanism for problem solving 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 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 structured activities, generative interviews, written assignments and open-ended discussions about field placements will be held, focusing on a theme related to the required social work competencies and practice behaviors. Class discussions require all participants to review and openly share examples from their field placement experiences and participate in providing and receiving constructive feedback with the goal of developing knowledge, skills and abilities utilizing a peer consultation model.

RELATIONSHIP OF THE SEMINAR TO FOUR CURRICULAR THEMES

- Multiculturalism and Diversity issues will be a part of the field instruction experience and 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 share relevant field issues related to the diversity dimensions (ability, age, culture, economic class, ethnicity, family structure, gender, gender identity and expression, race, religion, sex, and sexual orientation).
Social Justice and Social Change issues will be addressed by helping students to critically assess fieldwork setting policy manuals, procedures, and the impact of social forces on the fieldwork setting and its clients. Relevant legislation and policies that seek to promote an egalitarian view will be reviewed and shared. The role of the social worker as a “change agent” will also be reviewed and shared. The field seminar will offer a forum for the discussion of these issues.

Promotion, Prevention, Treatment, and Rehabilitation approaches will be addressed within the context of the field assignments and through supervision between the student and the field instructor. The field seminar will offer an opportunity to share, review, compare, and contrast alternative approaches and frameworks.

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

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

RESOURCES
- Course CTools site
- Field Instruction Manual, revised August 2013
- Educational Agreement Forms
- Placement Verification Form
- National Association of Social Workers Code of Ethics, revised 2008

ACCOMMODATIONS
If students need or desire an accommodation for a disability, they must notify their seminar faculty facilitator by September 23, 2013. 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 require an accommodation; they must meet with the Services for Students with Disabilities office who will issue a passport/visa document for approved accommodations to be made in class. If students decide to disclose a disability, OFI will (to the extent permitted by law) treat that information as private and confidential.

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

It is extremely important that everyone agree to honor the confidentiality of all participants. What is said in class stays in class! This is important because multiple students interact with many fieldwork sites. Concerns or fieldwork site issues raised in class cannot be shared outside of class.
Seminar Peer Facilitator Expectations:  
The student peer facilitator has completed the Foundation field seminar during a previous term and has successfully completed a field placement or is currently enrolled in advanced field instruction. Peer Facilitators are available to meet with students by appointment, will participate in the coaching sessions, and will monitor their respective seminar CTools site. All Facilitators will be available for consultation throughout the term. Peer Facilitators will:
  • Come to class on time and prepared to present and facilitate discussions on the course objectives and weekly themes.
  • Strive to create a safe and caring classroom environment.
  • Utilize constructive feedback for professional growth and development.
  • Offer learning opportunities that challenge the development of each student’s “professional self”.

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

SEMINAR REQUIREMENTS

Attendance:
There are 7 total sessions for this course. Attendance is required and will be taken at each class. Coming late (after the designated start of class) and leaving early (before the designated end of class) will constitute an absence. There are a total of 100 possible points in this course. A maximum of 70 points can be earned by attending every class and a maximum of 30 points for completing all written assignments.

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

Assignments:
The required written assignments posted on CTools each Session (2 points each) must be submitted to CTools drop box by the due date.

Course Format: Instructional Methods and Classroom Expectations:
Class will include small and large group discussions on the designated competency and practice behaviors in the course outline. Students must complete CTools Lesson Builder assignments prior to class, except for the competency worksheets, which are due following class. Classes may include the use of the What, So What, Now What? Reflection Tool, video clips, guest speakers, and other activities.
COURSE OUTLINE

Session One – September 10, 2013 CTools Lesson Builder Theme: 1.0 Professional identity
1. Introduction to the seminar course, CTools site and how to use Lesson Builder
2. Maize & Blue small group assignments & Syllabus Review
3. Group expectations – Establish start and end times; ground rules
4. Educational Agreement
   a. Students should bring a copy of the Foundation Educational Agreement to class
   b. Identify the relevant practice behaviors associated with competency 1.0 and be prepared to share field-based examples.

Reminders:
- Complete CTools Lesson Builder Session #2 due: September 15, 2013
- On-line Placement Verification Form due: September 17, 2013
- Review on-line module Field Instruction 101: Chapter 2: “Logistics of Learning”
- Continue to work on “Taking Inventory of Your Learning Experiences” Worksheet from the Pre-field Orientation workshop. Bring the worksheet to Session #3 due: October 1, 2013

Session Two – September 17, 2013: CTools Lesson Builder Themes: 3.0 Critical Thinking, 9.0 Organizational Context, 10a. Engagement
1. Educational Agreement:
   a. Identify relevant practice behaviors associated with competencies 3.0, 9.0 and 10.a. and be prepared to share field-based examples.

Reminders:
- Work on your Competency Worksheet after class and submit to the CTools drop box by September 29, 2013
- Complete CTools Lesson Builder Session #3 prior to October 1, 2013
- Review on-line module Field Instruction 101: Chapter 3: “Tools of the Trade” prior to next class – October 1, 2013
- “Taking Inventory of Your Learning Experiences” Worksheet from the Pre-field Orientation Workshop. Bring the worksheet to class October 1, 2013.
- Educational Agreement Coaching sessions - TBA

Session Three – October 1, 2013: CTools Lesson Builder Theme: 4. Diversity, 5.0, Social and Economic Justice, 8.0 Social Policy
1. Review Educational Agreement: Identify relevant practice behaviors associated with the competencies 4.0, 5.0, and 8.0. and be prepared to share field-based examples
2. Introduction to Key Learning Experiences: Students will share and begin to develop their Key Learning Experience worksheets (bring the worksheet to class) by reviewing the online module: “Key Learning Experiences Worksheet and Summary Assignment” – CTools Lesson Builder Session #3
3. Mid-Term Evaluation (completed in class today)

Reminders:
- Work on your Competency Worksheets after class and submit to the CTools drop box by October 20, 2013
- Complete CTools Lesson Builder Session #4 before October 22, 2013
- Fall Study Break: October 15, 2013 – Note change in class schedule!
- Educational Agreement for initial review by assigned field faculty due: October 9, 2013
Session Four – October 22, 2013: CTools Lesson Builder Theme: 2.0 Values & Ethics
1. Bring Educational Agreement (this should be a copy of your Educational Agreement)
   a. Identify relevant practice behaviors associated with Competency 2.0 and be prepared to share field-based examples.
2. Using a copy of the NASW Code of Ethics, be prepared to share and apply examples of your field-based cases/projects in class.
3. Be prepared to share your Key Learning Experience worksheet and receive peer feedback.
4. Mid-Term evaluation aggregate results

Reminders:
- Work on your Competency Worksheet after class and submit to the CTools drop box by November 3, 2013.
- Complete CTools Lesson Builder Session #5 before November 5, 2013.
- Pick up your Educational Agreement from the OFI after you receive an email from your assigned field faculty.

Session Five – November 5, 2013: CTools Lesson Builder Themes: 10.b Assessment, 10.c Intervention, 10.d Evaluation
1. Review Educational Agreement
   a. Identify relevant practice behaviors associated with the competencies 10.b, 10.c & 10.d and be prepared to share field-based examples

Reminders:
- Work on your Competency Worksheets after class and submit to the CTools drop box by November 17, 2013.
- Complete CTools Lesson Builder Session #6 before November 19, 2013.

Session Six – November 19, 2013: Competency Theme: 6.0 Research, 7.0 Human Behavior and the Social Environment
1. Review Educational Agreement
   a. Identify relevant practice behaviors associated with the competencies 6.0 and 7.0 and be prepared to share field-based examples
   b. Review Educational Agreement evaluation process

Reminders:
- Work on your Competency Worksheets after class and submit to the CTools drop box by December 1, 2013.
- Complete CTools Lesson Builder Session #7 before December 3, 2013.

Session Seven – December 3, 2013: Final Seminar Class – Review and Wrap-up; CTools Theme: 1.0 Professional Identity
1. Professional Identity reflection
2. Seminar review and wrap-up

Reminders:
- Complete the online course evaluation