



COURSE TITLE: <i>Foundation</i> Field Instruction: SW515		
TERM: Fall 2014		
Field Faculty: Leigh A. Robertson, MSW, LMSW, ACSW (734) 763-6254 leigrobe@umich.edu		
Office: Room 1704D, University of Michigan School of Social Work		
Office Hours: By appointment: contact the Field Office: ssw-fieldoffice@umich.edu , (734) 764-5331 or stop in Room 1704		
Primary Field Instructor	Phone	E-mail
Secondary Field Instructor If Applicable	Phone	E-mail

The Council on Social Work (CSWE) has adopted field education as the signature pedagogy for social work education. The Office of Field Instruction (OFI) supports this stance through our continued strategic support of students and agencies that participate in our field education partnerships.

OFFICE OF FIELD INSTRUCTION (OFI) MISSION STATEMENT

To serve as both a representative of the University of Michigan School of Social Work and its students as well as function as an advocate for the interests of the community-based fieldwork sites where students are placed. Our intent is to establish and maintain continuous and viable representative links between the School and its surrounding communities where quality student learning, training, and service to said communities can occur. Equally important, our goal is to highlight the integral role of the student in utilizing University resources to complement the educational, financial, and social development of the community.

COURSE DESCRIPTION

Foundation field instruction assists students applying and integrating *Foundation* knowledge of social work skills, values, and ethics with practice and in developing a professional social work identity. This course encompasses your field placement and is taken concurrently with the required SW531 *Foundation* Field Seminar. The fieldwork experience provides students with a series of supervised field-based assignments and tasks selected to complement *Foundation* academic courses. Students will be exposed to a variety of social work roles such as case manager, counselor, advocate, organizer, administrator, facilitator, mediator, educator, and planner. In this context, students are expected to develop knowledge, understanding, and skills concerning relationships with clients, supervisors, co-workers and external constituencies.

In addition, students will be expected to develop a *Foundation* understanding of the context of social work practice as it relates to multiculturalism and diversity; social justice and social change; prevention, promotion, treatment and rehabilitation and research-based practice.

The field curriculum utilizes Bloom's taxonomy of cognitive development as a reference tool in the development of competent social work professionals. Students will become familiar with these stages of development as they relate to the identification and creation of field-based assignments that allow them to participate in a beginning, middle and end stage approach to their learning.

These field-based assignments are designed to help students become proficient in the established social work competencies and practice behaviors (a blend of activities, knowledge and skills), at the *Foundation* level of practice.

COURSE CONTENT

This course will provide *Foundation* field-based experiences. Students will be exposed to a range of essential skills that can be applied to different problems across a variety of settings and client groups and can be used at different levels of intervention, including individuals, families, groups, and communities. Students will focus on learning *Foundation* level skills through experiential learning opportunities, professional, credentialed supervision, supplemental readings, case-based discussions/conferences, meetings, and other learning opportunities available in the assigned fieldwork setting. The array of skills will include those related to: a) communication, such as influence and group facilitation as well as written and oral presentation skills; b) intervention, such as advocacy, brokerage, and resource identification and development; c) prevention and promotion, such as needs assessment, social support and education; d) analytical skills, such as the ability to assess, implement and evaluate agency policies and procedures; e) conscious use of self in defining and developing interventions, such as sensitivity to gender, race, ethnicity, age, class and sexual orientation; f) multiculturalism, such as the formulation of intervention strategies in diverse contexts of practice; g) effective use of supervision and professional collegial discourse; and h) values and ethics of social work, such as clarifying value conflicts and decision-making regarding ethical dilemmas. Students will develop, in conjunction with their field instructor, behaviorally specific and measurable field-based assignments.

COURSE OBJECTIVES, COMPETENCIES, AND PRACTICE BEHAVIORS

The social work competencies for social work education are indicated below:

1. Professional Identity
2. Values & Ethics
3. Critical Thinking
4. Diversity
5. Social & Economic Justice
6. Research
7. Human Behavior & the Social Environment
8. Social Policy
9. Organizational Context Engagement
- 10a. Engagement
- 10b. Assessment
- 10c. Intervention
- 10d. Evaluation

These competencies and the corresponding practice behaviors are also found on the online Foundational Educational Agreement form and in the course statement. Practice behaviors are defined as a blend of activities, knowledge and skills. Students will be expected to demonstrate beginning proficiency in the competencies and corresponding practice behaviors upon successful completion of fieldwork site assignments. The student's proficiency on the practice behaviors will be evaluated each term by their assigned field instructor as these relate to the specific competency and field-based assignment.

COURSE DESIGN

The course will use structured, experiential learning which is outlined in the student's online individualized Educational Agreement (OEA). Field placement learning experiences are developed in concert with the field instructor and are linked to the competencies and practice behaviors as outlined on the online *Foundation* Educational Agreement form.

Students strive to develop field-based assignments which will exhibit that they have developed a beginning proficiency in the social work competencies and corresponding practice behaviors. The field placement hours are logged at a fieldwork site and all student related activities are supervised by an approved, credentialed field instructor. The field placement is facilitated and monitored by the OFI Field Faculty who are employed by the School of Social Work and work directly in the OFI.

The Field Faculty provides continuity with students and the fieldwork site for the duration of the field placement and is in contact with the student and field instructor as needed. The Field Faculty reviews and approves the student's online Educational Agreement each term, assigns the field grade, and provides support and problem solving to the student and field instructor.

One credit hour of field placement at the *Foundation* level equals 114 clock hours. Students are required to log a total of 228 hours in *Foundation* field instruction (2 credits X 114 hours per credit = 228 total hours for the term).

Relationship of the Course to Four Curricular Themes

- *Multiculturalism and Diversity*: Students will be able to assess similarities and differences between themselves and the people they work with utilizing *Foundation* skills as well as set specific goals and objectives which incorporate these factors into their practice. Differences to be taken into account will include gender, race, ethnicity, social class, age and other forms of social stratification and disenfranchisement.
- *Social Justice and Social Change*: Students will demonstrate competence in: a) assessing the causes and consequences of social and economic oppression on people represented in the in the group of people they are assigned to work with; b) analyzing, developing, implementing, and evaluating opportunities for growth and change to alter the situation(s); and c) building on the resources and strengths of socially and economically oppressed groups and working with them to strengthen their circumstances through utilization of *Foundation* skill sets.
- *Promotion, Prevention, Treatment, and Rehabilitation*: Students will be exposed to experiences that evaluate and incorporate promotion, prevention, treatment and rehabilitation principles at the *Foundation* level.
- *Social Science Theory and Research*: Students will be expected to incorporate social science and research findings in the field placement, whenever possible.
- *Social Work Ethics and Values*: Ethical standards of social work practice (as presented in the NASW Code of Ethics) will be used to address ethical issues commonly confronted by those practicing *Foundation* level social work. The ethical standards of client confidentiality and appropriate roles, conduct and behavior of social workers and their colleagues, inter-professional/disciplinary collaboration, advocacy for oppressed individuals, and social justice will be particularly relevant to this course. The ethical themes of autonomy, beneficence, non-maleficence [do no harm], fidelity, and justice will also be addressed.

COURSE RESOURCES

- Field Instruction 101-on-line module:
 - Chapter 1: [Nuts & Bolts](#)
 - Chapter 2: [Logistics of Learning](#)
 - Chapter 2: [Tools of the Trade](#)
- [C-Tools site for assigned Field Faculty](#)
- [Field Instruction Manual](#), Revised August 2014
- [Educational Agreements](#)
- [Placement Verification Form](#)
- [National Association of Social Workers Code of Ethics](#) Revised 2008
- [Student Code of Academic and Professional Conduct](#)
- [HIPAA](#)

ELECTIVE FIELD CREDITS

Students may only receive credit for hours logged IF they have registered for these credits. Sometimes students are required to enroll in several credits of SW691 simultaneously with enrollment in SW515 to meet the fieldwork site required training schedule. When this occurs, students must register for additional credits of SW691 and which must be approved by the assigned Field Faculty in concert with the field instructor and completed before the end of the current term. Once the term has ended and the grade has been submitted, additional credits may not be added.

Please also note that logging additional hours at one placement does not decrease the amount of time required at the next placement. For additional assistance around these issues, students should discuss this with the assigned Field Faculty.

ACCOMMODATIONS FOR STUDENTS WITH DISABILITIES

If students think they need an accommodation for a disability, they need to let their Field Faculty know right away. Some aspects of this course, the assignments, and the way training is handled in the field may be modified to facilitate the student's participation and progress. As soon as students' make the Field Faculty aware of their needs, they can work with the Office of Services for Students with Disabilities (SSD) to help determine appropriate accommodations. [SSD](#) typically recommends accommodations through a Verified Individualized Services and Accommodations (VISA) form. Field Faculty will treat any information you provide as private and confidential.

FIELD INSTRUCTION EXPECTATIONS

Students are required to:

- Attend field placement, abide by all fieldwork site policies and procedures including but not limited to HIPPA, log their hours as agreed upon with the assigned field Instructor, and complete the required field instruction course assignments.
- Use their online Educational Agreement form as their guide for completing agreed upon field-based assignments and for evaluation of those assignments. **NOTE: THE PLACEMENT VERIFICATION FORM MUST BE COMPLETED BEFORE THE ONLINE EDUCATIONAL AGREEMENT IS RELEASED AND AVAILABLE.**
- Professionally communicate with their field instructor (primary and/or secondary), all variation and adjustments in regards to their field placement schedule. A primary field instructor is the person who is monitoring the daily fieldwork site activities. If the primary field instructor is NOT a LMSW social worker, then a secondary LMSW social worker is assigned to the student and provides weekly supervision, approves the assignments and evaluates the student at the end of the term by validating the learning experience.
- Communicate early and often with their assigned Field Faculty in regards to any potential issues and challenges that might impact their field-based learning.

Students should consider utilizing the [Field Placement Hours](#) Log which is an easy to use Excel spreadsheet that can be downloaded and used to assist them in tracking their hours. While this log is not a required assignment, it is an excellent way for students to track their hours and placement activities which will assist in the development of the field-based assignments on the online Educational Agreement form. This log can also assist students in developing their Supervision Agenda. If there is any issue or question about the number of hours completed, the log, with signatures could assist in sorting things out. It should be noted that the field instructor has final responsibility with regard to validating hours logged on the online Educational Agreement form, Tab 4: End of Term.

COURSE ASSIGNMENTS

1. At the beginning of the term, students set up an initial meeting with their assigned field instructor to review the field instruction course requirements/assignments indicated in this syllabus and share materials received in the Pre-Field Orientation Workshop that include:
 - Generative Interview Question Sheet
 - Inventory of Experiences
 - *What? So What? Now What?* Reflection Tool
2. [Online Placement Verification Form:](#)
Provides details on the student's field work schedule and gives accurate contact information for the student's field instructor. There are several checkboxes of important information that should be discussed by the field instructor (HIPPA as enacted by the fieldwork site, liability, safety, client transportation & stipend) and the student. An e-mail will be sent to the designated field instructor requesting that they review and approve this online form. Students should remind their field instructor to verify/validate their form upon receiving an email request from the OFI office. Students should also check to ensure their course registration for the term is accurate.

Should students fail to meet the established deadline for submission of this course requirement, their assigned Field Faculty may suspend their field hours until this requirement has been met. Students will not be able to access their online Educational Agreement until their Placement Verification form has been validated. If students or field instructors encounter technical difficulties submitting and/or verifying this online form, they should contact the [OFI Project Coordinator](#) (734-763-6321).

3. [Supervision Agenda:](#)

Students and field instructors are required to engage in supervisory sessions for a minimum of an hour on a weekly basis. If a student has a secondary field instructor (see Field Instructor Expectations above, they are also required to meet with them for a minimum of an hour on a weekly basis. Students are responsible to provide their field instructor with a Supervision Agenda every week prior to the supervision meeting that includes:

- An update on the hours logged for the week.
- An update on administrative issues.
- Progress related to fieldwork site assignments.
- Reflections on privilege, oppression, diversity and social justice issues.
- Reflection on personal and professional growth and skill development.
- Identification and development of Key Learning Experience/Project Summaries.

The assigned Field Faculty will review sample Supervision Agenda(s) during the required site visit (see below). Students and field instructors should be utilizing the [WHAT? SO WHAT? NOW WHAT? Reflection Tool](#) which can be found in the Pre- field Orientation Workshop materials.

4. [Online Educational Agreement Form:](#)

A collaborative effort between students and field instructors to outline the work plan for the current term using the 10 competencies and corresponding practice behaviors. This document is to be submitted twice (see below) per term.

a. *Development and Initial Submission of the Online Educational Agreement:*

- The online Educational Agreement must be completed each term and becomes a contract for field placement. At the beginning of each term, students in conjunction with their field instructor, develop a specific fieldwork site assignment that addresses each competency and reflects developing proficiency with the corresponding Practice Behaviors. Assignments must be behaviorally specific and measurable.
- Refer to the Instructions Tab on the online Educational Agreement for information related to the procedures for completing, submitting, and approving the Educational Agreement. Should students fail to meet the established deadline for submission of this required assignment, their assigned Field Faculty may suspend their field hours until this requirement has been met.
- Some students are required to be enrolled in SW691 simultaneously with enrollment in SW515 and are required to create 3 additional assignments using Competencies 10a, 10b, and 10c and focus on developing proficiency within the student's practice method concentration and the advanced practice behaviors. **In order to receive credit for SW691 while simultaneously enrolled in SW515, students must receive a score of 2 or higher on each assignment.** Points received for SW691 assignments are not included in the grade computation for SW515.
- Upon review of the assignments, the Field Faculty may make comments and/or add suggestions, and approve the form. Students may be expected to revise and re-submit their Educational Agreement form based on Field Faculty feedback and recommendations.
- The online Educational Agreement becomes a part of the student's permanent record upon graduation and can be utilized, with the student's permission, by licensing boards and employers after graduation.
- Students will have access to their online Educational Agreement post-graduation when using their UM Unique Name and kerborized password.

b. *Final Evaluation and Submission of the Educational Agreement for Grading:*

The online Educational Agreement form also functions as the end of term evaluation form. End of term evaluations are due by the established deadline.

Students need to ensure that the Tab 4: End of Term is completed. If for any reason the evaluation will be late, students must contact their Field Faculty. Failure to submit/complete this assignment by the due date will result in an Incomplete (“I”) grade. The final evaluation has 3 required components:

- **Practice Behavior Rating Scale:** The field instructor will be required to rate the student on their level of proficiency as demonstrated in the completed assignment related to the identified practice behaviors on the online Educational Agreement form. If there is a secondary LMSW field instructor, they also must complete the practice behavior ratings. There are 41 core practice behaviors with ratings from 0-5. Refer to the General Instructions Tab for and for the scoring scale and how to use it.
- **End of Term:** Students and field instructors must complete the Tab 4: End of Term on the online Educational Agreement form. Completion provides an official record of the hours logged and the practice behavior ratings. If there is a secondary LMSW field instructor, they must also complete Tab 4: End of Term.
- **Key Learning Experience/Project Summary:** Students are encouraged to utilize the [Key Learning Experience/Project Worksheet](#) throughout the term to assist them in developing the required Summary at the end of the term (see template below). This document is also posted on the Field Faculty’s CTools course site. The end of the term Summary must follow the required headings/format and uploaded with the Educational Agreement final evaluation on tab 4 end of Term. Students are strongly encouraged to add this summary as a project in their electronic Seelio e-Portfolio. To help you learn more about creating an e-Portfolio, see the on-line module [Putting Your Portfolio Together](#) and contact ssw.portfolios@umich.edu to get started.
- **Key Learning Experience/Project Summary Template**

20-MONTH & 16-MONTH	END-OF-TERM STUDENT RESPONSIBILITIES	END OF TERM EDUCATIONAL AGREEMENT EVALUATION FIELD INSTRUCTOR RESPONSIBILITIES
1 st term in field placement	Create a Key Learning Experience/Project Summary that focuses on something <i>specific</i> that was accomplished, completed, developed in the field placement this term	Rate student proficiency in practice behaviors on the online Educational Agreement form

Title: A short, concise topical sentence that captures the essence of the key learning experience.

Paragraph 1: Introduction/Description

Begin with a brief summary, no more than 4-5 sentences that describes a Key Learning Experience (what was the experience, where did this experience occur, what was your role, etc.)

Paragraph 2: Overall Importance

Briefly summarize in 2-3 sentences, the overall importance of the experience, to you and/or to others.

Paragraph 3: Tasks Carried Out

Briefly introduce the tasks completed in 2-3 sentences and provide a bulleted list of the tasks you accomplished (similar to bullets you would use in a resume).

Paragraph 4: Skills Learned/Acquired

Briefly introduce the skills you demonstrated and provide a bulleted list of the skills you used (similar to bullets you would use in a resume).

Paragraph 5: Lessons Learned

Briefly introduce your lessons learned and provide a bulleted list of these lessons learned during this key learning experience.

Paragraph 6: Overall Impact

Conclude by briefly sharing in 2-3 sentences, how this experience impacted your professional growth and development overall and how it may influence your future work moving forward.

5. Field Faculty Site Visit:

Each term, the assigned Field Faculty contacts the field instructor and the student to arrange a required fieldwork site visit to evaluate the student's progress to date. To prepare for the site visit, students and field instructors discuss and reflect on:

- How their fieldwork site operates, how they have acclimated to the setting, and sharing some of their successes and challenges.
- The fieldwork site assignments as related to developing proficiency with the corresponding practice behaviors.
- Their [Key Learning Experience/Project Summary Worksheet](#) that was introduced in SW531 Foundation Field Seminar. Students should review the on-line module for assistance: "[Putting Your Portfolio Together.](#)"
- How PODS issues have impacted their placement experience.
- The progress they have made with regard to their personal and professional growth and overall skill development.
- Additional topics for the site visit may include:
 - Review several Supervision Agenda's used during the term
 - How the *WHAT? SO WHAT? NOW WHAT* Reflection Tool is being utilized
 - How critical thinking is being utilized in field practice
 - Concerns or issues that have emerged during the term
 - Ethical questions or challenges that may have been encountered
 - How course work and field work are being integrated
 - Discussion on the use of social media
 - PODS Reflections
 - Review of self-care plan
 - Review of the end of term evaluation process

GRADING IN FIELD INSTRUCTION

For the grading policy, please refer to the [OFI Field Manual, Vol. 3, Chapter 11](#). Follow the link to view the [definitions for field instruction grades](#). The final grade for field instruction is based on the following sources and documents:

- The student's final evaluation on the online Educational Agreement form. Grades for field instruction are Satisfactory ("S"), Marginal ("M"), or Unsatisfactory ("U"). Grades will take into consideration a number of factors that include the points earned on the practice behavior ratings which are as follows: 82 points or more = Satisfactory; 81-62 points = Marginal; 61 points or below = Unsatisfactory.

IMPORTANT:

- If the scores on the online Educational Agreement show three or more "NA" scores (no opportunity), then the student will automatically receive a grade of Incomplete ("I") for the term. The field instructor will be required to explain why these scores were given. The grade of Incomplete ("I") will be changed after the student has completed the assigned work and/or developed new assignments and completed these successfully. Note: A grade of "IS" stays on the academic record permanently.
- Students receiving a grade of Marginal ("M") grade and who complete additional hours of fieldwork in a subsequent term and receive a grade of Satisfactory ("S") for this work, will be eligible to have the previous Marginal ("M") grade changed to a grade of "MS". Note: A grade of "MS" stays on the academic record permanently.
- Students will be able to enroll in *Advanced* field instruction (SW691) upon earning a grade of Satisfactory ("S") or a grade of Marginal ("M") in *Foundation* field instruction.
- In order to receive credit for SW691 while simultaneously enrolled in SW515, students must receive a score of 2 or higher on each assignment on the SW691 Educational Agreement form. **Points received for SW691 assignments are NOT included in the overall grade computation for SW515.**

- An incomplete online Educational Agreement will affect the student's grade.
- Students should also be aware that once the term is completed and the grade has been issued, adjustments to registration for SW515 cannot be made.
- Records, reports, logs, and other written materials produced by the student.
- Verbal assessments of specific aspects of the student's performance provided by the field instructor and/or secondary field instructor during the site visit and other times, as well as input from other fieldwork personnel involved in field instruction.
- Grades are also determined by evaluating the student's professional behavior in the fieldwork setting. Students are required to:
 - Demonstrate appropriate professional behaviors such as attendance, time management, meeting deadlines, professional appearance and professional demeanor at all times.
 - Establish and maintain open relationships with their field instructor(s), their Field Faculty member, colleagues, client groups, the community, the School of Social Work, and learn to give and receive constructive feedback.
 - Exhibit personal responsibility, accountability and the ability to collaborate, and follow through on commitments.
 - Demonstrate active listening and professional communication (oral and written) that is timely, responsible, expressed in a sensitive manner and exhibits self-awareness and self-correction.

IMPORTANT DATES IN FIELD INSTRUCTION

Be sure to keep track of field instruction related [deadlines and important dates](#) via the OFI website.

RESOLUTION OF FIELD ISSUES

As students participate in the field experience, it is not uncommon for issues to occur that require additional assistance and support. The Field Faculty is available to serve as a resource should problems arise during field placement. The Field Faculty can assist in strategizing and/or problem solving should students encounter field matters that require discussion. Please remember that documentation is important in order to verify all efforts to address field issues. They can also assist students in resource procurement when dealing with personal issues that interfere with successful participation in the program. Don't hesitate to alert the right away if support is needed. Participate in proactive problem solving so that our assistance can be beneficial.

TERMINATION OF FIELD PLACEMENT

Occasionally, it becomes necessary for a student to be reassigned a field placement. The OFI has a mechanism to assist students being reassigned and/or ending a field placement. The termination of a field placement requires students to first attempt to problem solve with their assigned field instructor in the fieldwork site. OFI suggests the students utilize the ["Professional Decision Making Tool: Reviewing Choices, Weighing Options and Evaluating Consequences"](#) form which can assist them in reflecting on their choices and understanding the natural consequences of any decision when considering terminating from field placement. Should students find that they have not been able to resolve field problems and they wish to terminate the placement, they should contact their assigned Field Faculty right away to begin the official termination process. Students along with their field instructor must complete [Petition to Terminate Placement form](#). This document provides a place for the student, field instructor and Field Faculty to participate in the process and make recommendations. The document serves an official account of hours logged and progress made while in the fieldwork setting.

STUDENT REPLACEMENT POLICY & PROTOCOL

In the event of a placement termination, students are required to complete and submit the following paperwork within **10 working days**.

Should students fail to submit the paperwork by the established deadline, replacement planning will be delayed and the student may need to wait until the next term to start the new placement. The following are required:

- [Petition to Terminate](#): This form allows all parties involved to comment on the termination regarding:
 - Educational rationale for the proposed change.
 - Documentation of the number of hours completed.
 - The number of hours that need to be made up in the subsequent placement.

- The form must contain all the required signatures, which means that the student will be required to have a discussion with the field instructor much as would happen if a job were being terminated.
- Updated [Goal Statement and Resume Guidelines](#).
If a possible placement slot is identified, the Field Faculty will provide the student with the re-placement option and facilitate an interview with the fieldwork site. If the student is accepted, the placement start date, the assignment of the due date for the new Placement Verification Form and the initial review of the new online Educational Agreement will be established.
- Should the student not be accepted, they would be moved on to a second placement slot **ONLY IF ONE IS AVAILABLE**. Should there only be one re-placement slot available and the student was not accepted, then the student's program plan will need to be adjusted with the goal being to replace them at the beginning of the following term when more placement slots will become available.

SSW OFI SOCIAL MEDIA GUIDELINES

In the age of technology and information, social media can be particularly helpful in building connections with colleagues and maintaining relationships with friends and family; however, due to social work's professional standards and the obligation to follow the [National Association of Social Workers Code of Ethics](#), social workers need to continually assess the ethical implications/complications of their [social media use](#).

CONCEALED WEAPONS PERMITS

While the University of Michigan (U-M) and the School of Social Work (SSW) Office of Field Instruction (OFI) do not have the ability or authority to regulate students with concealed weapons permits, SSW/OFI *highly discourages students from carrying concealed weapons while engaging in field instruction related activities*. SSW-OFI has developed a [Concealed Weapons Permits: Implications for Field Placements](#) guidelines. In addition, the U-M Statement of Student Rights and Responsibilities states that it is a student conduct violation to carry a weapon in connection with any University program or activity. The [U-M Regents' Ordinance](#) position on carrying a concealed weapon on U-M property or when engaging in U-M-affiliated programs is also available. Consequently, a student is prohibited from carrying a concealed weapon to any fieldwork site that is located on University of Michigan property.

Turning to One Another

by Margaret Wheatley

There is no greater power than a community discovering what it cares about.

Ask "What is possible?" not "What's wrong?" Keep asking.

Notice what you care about.

Assume that many others share your dreams.

Be brave enough to start a conversation that matters.

Talk to people you know.

Talk to people you don't know.

Talk to people you never talk to.

Be intrigued by the differences you hear.

Expect to be surprised.

Treasure curiosity more than certainty.

Invite in everybody who cares to work on what's possible.

Acknowledge that everyone is an expert about something.

Know that creative solutions come from new connections.

Remember, you don't fear people whose story you know.

Real listening always brings people closer together.