



<b>COURSE TITLE:</b>	<b>SW531 Foundation Field Seminar</b>		
<b>TERM:</b>	<b>Fall 2014</b>		
<b>COURSE TIME:</b>	<b>Tuesdays: 12:00 p.m. – 2:00 p.m.</b>		
<b>SEMINAR DATES</b>			
<b>FOR MAIZE GROUP:</b>	<b>#1</b>	<b>9/09/2014</b>	
	<b>#2</b>	<b>9/16/2014</b>	
	<b>#3</b>	<b>09/30/14</b>	
	<b>#4</b>	<b>10/21/2014</b>	
	<b>#5</b>	<b>11/04/2014</b>	
	<b>#6</b>	<b>11/18/2014</b>	
	<b>#7</b>	<b>12/02/2014</b>	
<b>LOCATION:</b>	<b>Room # SSWB 2752</b>		
<b>SEMINAR FACILITATORS:</b>			
	Stacy L. Peterson, Field Faculty	<a href="mailto:stacyk@umich.edu">stacyk@umich.edu</a>	
	Camilla Reynolds, MSW	<a href="mailto:caare@umich.edu">caare@umich.edu</a>	
<b>OFFICE HOURS:</b>	<b>By Appointment</b>		

### COURSE DESCRIPTION

Foundation Field Seminar (SW531) is a one 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 seven required sessions. Each enrolled section will meet weekly with two seminar facilitators. One facilitator is a Field Faculty who provides knowledge and experience as a practitioner from the Office of Field Instruction 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 where 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 to:

- Introduce, share, and discuss the required 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 (practical matters) and procedural aspects of field instruction (e.g. required field related paperwork). Review the online module, [Field Instruction 101](#).
- 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 methods and practice areas.
- Create a safe and professional space for the discussion, development, and practice of:
  - Peer consultation
  - Problem solving
  - Professional decision making skills

## COURSE OBJECTIVES & RELATED PRACTICE BEHAVIORS

Reference the Foundation Educational Agreement to correlate the course objectives (1-19) to the practice behaviors which are the numbers at the end of each sentence below.

After completion of the course, students will:

1. Understand the fieldwork setting's mission, population served, policies, procedures, and relationship to the community. (1.1, 9.1, 9.2)
2. Utilize collegial and professional peer consultation as a mechanism for applying a problem solving model (10.c.3) to field practice, and to establish a peer support network. (1.6)
3. Begin to apply and integrate course material with fieldwork practice. (3.1)
4. Apply the National Association of Social Workers (NASW) Code of Ethics to professional practice. (2.1, 2.2, 2.3, 2.4)
5. Demonstrate the ability to negotiate supervision in a proactive manner. (1.2, 1.3, 1.4, 1.6)
6. Begin to develop resource and referral networks. (6.1, 6.2)
7. Identify appropriate self-care strategies for emerging social work professionals. (1.2, 1.5)
8. Prepare for and develop a focus for their work, along with goals and outcomes for their placement. (10.a.1, 10.a.3, 10.b.3)
9. Demonstrate the use of empathy and interpersonal skills in seminar and field. (10.a.2)
10. Understand and apply critical and creative thinking. (3.1, 3.3)
11. Begin to analyze social work models and frameworks of assessment, intervention, and evaluation. (3.2, 7.1)
12. 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, religion, 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)
13. Understand oppression and discrimination, and advocate and engage in human rights and social and economic justice. (5.1, 5.2, 5.3, 10.c.4)
14. Begin to analyze social policy and learn to collaborate with colleagues and clients for social action. (8.1, 8.2)
15. Learn to collect client data, assess client strengths and weaknesses, and develop an intervention strategy. (10.b.1, 10.b.2, 10.b.4, 10.c.2, 10.c.1, )
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. Develop an understanding of person and environment based on their practice method and practice area. (7.2)

## COURSE DESIGN

A combination of structured activities, generative interviews, written assignments, and open-ended discussions regarding field placements will be held, focusing on a theme related to the required social work competencies and practice behaviors. Seminar 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 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 seminar, 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 student's field assignments and through supervision between the student and their Field Instructor(s). 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 practices 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

- 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](#)
- [Mandated Reporters' Resource Guide](#)

### ACCOMMODATIONS

If students think they may need an accommodation for a disability, they need to let the Field Faculty Facilitator know as soon as possible. Some aspects of this course, the assignments, the in-seminar activities, and the way the course is usually taught may be modified to facilitate a student's participation and progress. The earlier students make their Field Faculty Facilitator aware of their needs, the more effectively they can work with the [Services for Students with Disabilities Office \(SSD\) \(734\) 763-3000](#) to help determine appropriate academic accommodations. SSD typically recommends accommodations through a Verified Individualized Services and Accommodations (VISA) form. Any information students provide is private and confidential, and the seminar facilitators 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 agrees to honor the confidentiality of all participants. What is said in seminar stays in seminar! This is important, because multiple students interact with many fieldwork sites. Concerns or fieldwork site issues raised in seminar cannot be shared outside of seminar. It is also extremely important to respect and honor the confidentiality of our clients, whether they are individuals, groups, organizations, and/or communities.

All students and seminar facilitators must remove (redact) all identifying information when presenting or sharing field placement experiences in seminar.

### Student Peer Facilitator Expectations:

The Student Peer Facilitator has completed the Foundation field seminar during a previous term or has successfully completed a field placement and is currently enrolled in Advanced Field instruction. Student Peer Facilitators are available to meet with students by appointment, will participate in the Educational Agreement 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 seminar on time and be prepared to present and facilitate discussions on the course objectives and weekly themes.
- Strive to create a safe and supportive seminar 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 email to your assigned seminar faculty facilitators ***PRIOR*** to the seminar whenever possible. All absences require an additional make-up assignment. (See the Attendance section under Seminar Requirements for more detail.)
- Complete and submit all written materials by the deadline.
- Review the CTools Lesson Builder weekly modules and complete the readings, videos, etc.
- Utilize the [What, So What, Now What? Reflection Tool](#).
- Arrive prepared and willing to actively participate in all seminar activities.
- Actively and appropriately give and receive constructive feedback while in seminar.
- Help maintain a safe, supportive, and respectful environment in seminar.
- Demonstrate openness to professional and personal growth.

## SEMINAR REQUIREMENTS

### Attendance:

There are seven total sessions for this course. Attendance is required and will be taken at each seminar. Coming late (after the designated start of seminar) and leaving early (before the designated end of seminar) 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 seminar and a maximum of 30 points for completing all written assignments. For each seminar absence, students are required to complete a make-up assignment that will be emailed to the student following their seminar absence. The make-up assignment will be worth a maximum of 5 points.

### 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 competency worksheets are located under the "Lesson Builder" tab on your section's CTools site. Each competency worksheet assignment is valued at two points.

1. Complete the competency worksheet prior to each class session and bring a paper to class
2. Receive in-class feedback from peers and facilitators and use that feedback to revise the assignment after class.
3. Post the revised competency worksheet in the CTools drop box within 7 days of your class. (See assignments section under each Session for the specific date.
4. The Facilitation team will provide a point grade, as well as written feedback.

## COURSE OUTLINE

### Course Format

Seminar will include small and large group discussions on the designated competency and practice behaviors in the course outline. Seminar may include the use of the [What, So What, Now What? Reflection Tool](#), video clips, guest speakers, and other activities.

### Seminar Session One – September 9, 2014: 1.0 Professional Identity

#### **Seminar Agenda:**

- Introduction to seminar course, CTools, and Lesson Builder
- Syllabus review
- Group expectations/ground rules
- Educational Agreement – introduction
- Free write exercise
- Professional Identity Competency Worksheet from Lesson Builder (handed out in seminar)

#### **Assignment:**

- Post your Professional Identity Competency Worksheet by September 16, 2014.

### Seminar Session Two – September 16, 2014: 3.0 Critical Thinking, 9.0 Organizational Context, and 10.a

#### Engagement

#### **Seminar Agenda:**

- Identify relevant practice behaviors associated with competencies 3.0, 9.0, and 10a., and be prepared to share field-based examples

#### **Assignments:**

- Review online module [Field Instruction 101: Chapter 3: “Tools of the Trade”](#) prior to **September 16, 2014** seminar
- Bring [“Taking Inventory of Your Learning Experiences” Worksheet](#) to seminar
- Bring completed Critical Thinking, Organizational Context, and Engagement competency worksheets to seminar
- Post your Critical Thinking, Organizational Context, and Engagement competency worksheet by September 30, 2014.

### Session Three – September 30, 2014: 4.0 Diversity, 5.0 Social and Economic Justice, and 8.0 Social Policy

#### **Seminar Agenda:**

- Identify relevant practice behaviors associated with competencies 4.0, 5.0, and 8.0, and be prepared to share field-based examples
- Introduction to Key Learning Experience/Project
- **Midterm Evaluation (completed in seminar)**

#### **Assignments:**

- Review online module [“Key Learning Experiences/Project Worksheet and Summary Assignment” – CTools Lesson Builder Session #3](#) prior to **September 30, 2014** seminar.
- Bring completed Diversity, Social and Economic Justice, and Social Policy competency worksheets to seminar
- Bring a blank [Key Learning Experience/Project Worksheet](#) to seminar
- Post your Diversity, Social and Economic Justice and Social Policy competency worksheet by October 21, 2014.

## **Session Four – October 21, 2014: 2.0 Values & Ethics**

### **Seminar Agenda:**

- Identify relevant practice behaviors associated with competency 2.0, and be prepared to share field-based examples
- Field-based cases/projects as they apply to the [NASW Code of Ethics](#)
- Share completed [Key Learning Experience/Project Worksheet](#) and receive peer feedback
- Review midterm evaluation aggregate results

### **Assignments:**

- Bring completed Values & Ethics competency worksheet to seminar
- Post your Values and Ethics competency worksheet by November 04, 2014.

## **Session Five – November 04, 2014: 10.b Assessment, 10.c Intervention, and 10.d Evaluation**

### **Seminar Agenda:**

- Identify relevant practice behaviors associated with competencies 10.b, 10.c, and 10.d, and be prepared to share field-based examples

### **Assignments:**

- Bring completed Assessment, Intervention, and Evaluation competency worksheets to seminar
- Post your Assessment, Intervention and evaluation competency worksheet by November 18, 2014.

## **Session Six – November 18, 2014: 6.0 Research, 7.0 Human Behavior and the Social Environment**

### **Seminar Agenda:**

- Identify relevant practice behaviors associated with competencies 6.0 and 7.0, and be prepared to share field-based examples
- Review Educational Agreement end-of-term completion process

### **Assignments:**

- Bring completed Research and Human Behavior and the Social Environment competency worksheets to seminar
- Post your Research, Human Behavior and the Social Environment competency worksheet by December 2, 2014.

## **Session Seven – December 2, 2014: Review and Wrap-Up, 1.0 Professional Identity**

### **Seminar Agenda:**

- Seminar review and wrap-up
- Professional Identity reflection

### **Reminders:**

- Bring your laptop to class to complete the online course evaluation.
- Bring your completed Professional Identity competency worksheet from Session One