

COURSE DESCRIPTION

Foundation Field Seminar (SW531) is a 1 credit required course that is offered concurrently with the Foundation Field (SW515) in the first term of a student's field placement. The goal of the seminar to facilitate the connection between the classroom, field, and social work practice behaviors and competencies. The seminar will meet for a total of 7 required sessions which are two hours each. Each section will be split into two groups of approximately 15 students: The Maize group and the Blue group. These groups will meet on alternate weeks with the field faculty instructor.

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 [What, So What, Now What? Self-Reflection Tool](#).
- 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
 - Professional decision-making skills
 - Problem solving

COURSE DESIGN

A combination of structured activities, written assignments, and open-ended discussions focusing on field placements will be held, utilizing a theme related to the required social work

LOCATION: 2752 SSWB

FACILITATOR: Stacy Peterson,
LMSW
(stacyk@umich.edu)

OFFICE HOURS: By appointment

SEMINAR DATES:

Session 1: 5/2/18

Session2: 5/16/18

Session 3: 5/30/18

Session 4: 6/13/18

Session 5: 6/27/18

Session 6: 7/11/18

Session 7: 7/25/18

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.

COURSE OBJECTIVES & RELATED PRACTICE BEHAVIORS

The course objectives below correlate with the [CSWE social work competencies/practice behaviors](#) as illustrated by the numbers at the end of the sentence. 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)

RELATIONSHIP OF THE SEMINAR TO THE 4 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 & 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.

ASSIGNMENTS

Peer Consultation Group:

Students will be assigned to Peer Consultation groups of at least 3 people for the term. Peer Consultation groups will work together to complete and present a video and case study based on CSWE Core Competencies as assigned by seminar facilitators. The presenting Peer Consultation group will lead the competency component of their assigned class.

Video Resource Development:

Each Peer Consultation Group will develop a short, 1 - 3-minute video to explain the concept of the assigned competencies to an audience that knows little about social work. Groups will highlight: What does it mean, what are the practice areas, and how the practice areas are demonstrated in the field. Both macro and clinical examples must be used. All group members must participate in the planning and execution of the video, but don't necessarily need to be the "face" in the video. The consultation group will present their video based on the syllabus outline of topics and dates. *If you do not have access to video equipment, you can check it out at the desk on the lower level. Cell phone video is acceptable.

Case Study:

A 1-3 paragraph case study, following the outline on Canvas, must be developed that identifies a field oriented problem based on each assigned competency (or competencies). The case study will be presented for discussion based on the syllabus outline of topics and dates. The class will review the case study in small groups to identify practice approaches at the macro and clinical level. The presenting Peer Consultation group will join the other in class groups to develop the concept map.

Concept Map:

Students will work in their Peer Consultation groups, along with one member of the presenting group to prepare a concept map that demonstrates how they will apply competency based thinking to the case study presented. Please review this video: [concept mapping](#) and/or this article: [Wikipedia](#).

In addition to the development of the concept map, each group will determine 2 clinical and 2 macro and 2 PODS strategic questions that would require further exploration by the presenting social worker. These will be written on the concept map paper, along with the names of those who fully participated in the development of the concept map and strategic questions.

SEMINAR GRADING

Attendance:

- Attendance is required at each of the 7 sessions and will be taken at each seminar session.
- Coming late (after the designated start of seminar) and leaving early (before the designated end of seminar) will constitute an absence.
- There are no opportunities to make up any missed seminar sessions.
- Active participation includes engagement in class discussion, providing collegial support, the use of active listen skills and initiating dialogue within group discussions.
- Grading is comprised of the following components: Attendance and Active Participation, Participation in Peer Consultation, Development of Video Resource, Case Study Presentation, and Concept Map.

Video:

- Use of professional language
- Clarity of competency explanation
- Ability to articulate how the competency and practice behaviors are demonstrated at your field sites

Case Study:

- Clarity and conciseness of written communication and use of professional language
- Utilized the outline provided

Concept map:

- Identify and articulate the connection between the competency and the case study
- Identify both the macro and clinical considerations of the case via the concept map
- Professionally written questions that are meaningful and appropriate to the case, and address both macro, clinical and PODS aspects

GRADING & ATTENDANCE*

A Satisfactory (S) grade is given for:

- Attendance in six (6) seminar sessions and successful completion of 6 or more concept maps, strategic questions and the submission of your group video and case study by the established due dates.

A Marginal (M) grade is given for:

- Attendance in five (5) seminar sessions and successful completion of 5 concept maps, strategic questions, and the submission of your group video and case study by the established due dates.

An Unsatisfactory (U) grade is given for:

- Attendance in four (4) seminar sessions and successful completion of fewer than 4 concept maps and strategic questions, or not completing and submitting your group video and case study by the established due dates.
- An Unsatisfactory grade will require the student to repeat SW531

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.

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.
- Complete and submit all written materials by the deadline.
- Utilize the Canvas modules as a starting point for the development of your competency assignments Utilize the [What, So What, Now What? Self-Reflection Tool](#), as requested
- Arrive prepared and willing to actively participate in all seminar activities.
- Actively and appropriately give and receive constructive feedback while in seminar.

COURSE OUTLINE:**SESSION 1 – May 9, 2018**

Seminar Agenda:

- Introduction to seminar, Canvas and pre-seminar survey
- Syllabus review: Review course assignments
- Peer consultation assignments
- Review SW515 course assignments and due dates
- Competency introductions: Critical Thinking & Ethics and Values

Assignment:

- Review online module Field Instruction 101: Chapter 3: “Tools of the Trade”, Becoming a Professional Worker, and The Safety Webinar prior to May 23, 2018 seminar

SESSION 2 – May 23, 2018

Seminar Agenda:

- Introduction to the:
- Supervision Agenda
- Educational Agreement
- What? So What? Now What? Self-Reflection Tool
- Competency introductions: Organizational Context & Engagement Assignments:
- Bring “Taking Inventory of Your Learning Experiences” Worksheet to seminar for June 6, 2018
- Review online module “Key Learning Experiences/Project Worksheet and Summary Assignment” prior to June 6, 2018
- Bring a blank Key Learning Experience/Project Worksheet to seminar June 6, 2018
- Presenting Peer Consultation Group – submit video and Case Study by June 1, 2018

SESSION 3 – June 6, 2018

Seminar Agenda:

- Site Visit Orientation
- Introduction to Key Learning Experience/Project Worksheet
- Competency introductions: Human Behavior in the Social Environment and Social Policy
- Midterm Evaluation: complete online in seminar Assignments:
- Presenting Peer Consultation Group – submit video and Case Study by June 15, 2018

SESSION 4 – June 20, 2018:

Seminar Agenda:

- Review the aggregate results of the midterm evaluation
- Competency Introduction: Social & Economic Justice and Diversity Assignment:
- Presenting Peer Consultation Group – submit video and Case Study by ??

SESSION 5 – ??

Seminar Agenda:

- Competency Introduction: Assessment and Intervention Assignment:
- Presenting Peer Consultation Group – submit video and Case Study by July 13, 2018

SESSION 6 – July 18, 2018

Seminar Agenda:

- Review Educational Agreement end-of-term completion process
- Key Learning Experience/Project Summary: Review and submission instructions
- Competency Introduction: Research and Evaluation

SESSION 7 – August 1, 2018

Seminar Agenda:

- Competency Introduction: Professional Identity
- Seminar review and wrap-up
- Post seminar survey

STUDENT RESOURCES**TOOLS**

- [Field Instruction 101](#) on-line modules:
 - Chapter 1: Nuts & Bolts
 - Chapter 2: Logistics of Learning
 - Chapter 3: Tools of the Trade
- [Becoming a Professional Social Worker](#)
- [Safety Webinar](#)
- [Canvas site for assigned Field Faculty](#)
- [Field Instruction Manual](#), Revised May, 2016
- [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 you are in need of an accommodation for a disability, please let your instructor know at your earliest convenience. Any information you provide is private and confidential and will be treated as such. Additional information about accommodations for students with disabilities, as well as a list of appropriate accommodation forms, is [available here](#). Please present the appropriate paperwork at least two weeks prior to the need for the accommodation (field work, test, project, etc.).

For more information, contact:

Services for Students with Disabilities
G-664 Haven Hall | 505 South State St.
(734) 763-3000 | ssdoffice@umich.edu

RELIGIOUS/SPIRITUAL OBSERVANCES:

An overview of the process for students who have conflicts with religious observances:

- Students are responsible for work acquired during their absence

- Students will have a reasonable alternative opportunity to complete any academic work
- Reasonable notice must be given to faculty before drop/add deadline of term
- Any concerns or conflicts should be brought to the Dean or Ombudsperson

Please [click here](#) to find more information about the University's policy concerning religious holidays as well as a non-exhaustive list of religious holidays.

MILITARY DEPLOYMENT:

Please [click here](#) for more information and resources for students called to Active Duty status while enrolled at the University of Michigan.

WRITING SKILLS AND EXPECTATIONS:

Strong writing and communication skills are essential to students' academic success and professional career. The Writing Coordinator for the School of Social Work is open to meeting with students during any phase of the writing process. The Writing Coordinator's office is housed within the Career Services Office. The Career Services Office also offers workshops, resources and individual assistance to help improve skills and confidence in written communication.

For more information or to schedule an appointment, contact:

SSW Writing Assistance

Career Services (Room 1696; (734) 763-6259; ssw-cso@umich.edu)

APA formatting:

Any social work assignments presented as professional papers or presentations should utilize APA formatting. Review the MLibrary APA Citation Guide as needed. The Purdue Owl website is another helpful resource for assistance with APA formatting.

ACADEMIC INTEGRITY AND PLAGIARISM

Plagiarism is prohibited in any academic writing at the University of Michigan. More information on academic integrity policies can be found in the MSW Student Guide.

STUDENT MENTAL HEALTH AND WELLBEING

The University of Michigan is committed to advancing the mental health and wellbeing of all students. If you or someone you know is feeling overwhelmed, depressed, and/or in need of support, services are available. For help, contact:

- Counseling and Psychological Services (CAPS) at (734) 764-8312
- The SSW embedded CAPS Counselor is Meghan Shaughnessy-Mogill, LLMSW. She is dedicated to supporting the wellbeing of social work students and the SSW community and offers short-term, solution-focused individual therapy. All services

are free and confidential. Contact her at (734) 763-7894 or via email at mshaughm@umich.edu.

- University Health Service (UHS) at (734) 764-8320
- Additional campus health and wellness resources

The Office of Student Services' Health and Wellness Program provides supportive services to MSW students which promote wellness, self-care and maintenance of a healthy academic and mental health balance, as well as to increase disability awareness.

- [SSW Health and Wellness Guide](#)
- Contact the Health and Wellness Program at ssw.wellness@umich.edu

PROPER USE OF NAMES AND PRONOUNS:

All students will be referred to by the names and pronouns they use (e.g. she, they, ze, he). If you have a name that differs from the one that appears on the roster, please inform the instructor before the second class period so that they use your correct name and pronouns. Students can designate their personal pronouns on the class roster via Wolverine Access: Student Business > Campus Personal Information > Gender Identity.


There are two inclusive restrooms in the SSW building: room 1784 (1st floor, near Registrar's Office) and B833T (Lower Level). Click here for the [Spectrum Center's map](#) of gender inclusive restrooms on campus.

SAFETY & EMERGENCY PREPAREDNESS:

In the event of an emergency, dial 9-1-1 from any cell phone or campus phone.

All University of Michigan students, faculty and staff are required to familiarize themselves with emergency procedures and protocols for both inside and outside of the classroom. In the event of possible building closure (i.e. severe weather conditions, public health notices, etc.) you may contact (734)764-7793 for up-to-date School closure information.

Be prepared. Familiarize yourself with the emergency card posted next to the phone in every classroom/meeting room. Review the information on the emergency evacuation sign (located nearest the door) and locate at least two emergency exits nearest the classroom.

Each SSW classroom is equipped with door locks. Pressing the  button (located on the door handle) to lock the door from within the room.

If you are concerned about your ability to exit the building in the case of an emergency, contact the Office of Student Services (Room 1748) at (734) 936-0961 or via email at ssw-ADA.compliance@umich.edu.

All University of Michigan students, faculty and staff are required to familiarize themselves with emergency procedures and protocols for both inside and outside of the classroom. [Click here](#) to read more about the School of Social Work's emergency policies and procedures.

Additional resources:

- Report a hate crime or bias-related incident
- Register for UM Emergency Alerts
- View the annual Campus Safety Statement

STUDENT ACCESS TO TECHNOLOGY

If you do not have access to video equipment, you can check it out at the desk on the lower level.