1. **Course Statement**

   a. **Course description**

   The course is designed to allow students a professional forum where they will have opportunities to share the integration of their coursework and fieldwork using reflection tools and case-based scenarios from their field placement. A combination of structured activities and open-ended discussions focusing on field placements will be held, utilizing 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 professional identity.

   b. **Course content**

   - Introduce, share, and discuss the required Council on Social Work Education (CSWE) social work competencies and the NASW and Code of Ethics.
   - Introduce procedural aspects of field instruction (e.g. required field related assignments).
   - Expose students to other fieldwork sites, services, and School of Social Work practice methods and practice areas.
   - Facilitate professional discussion, development, and practice of:
     - Peer consultation
c. Course objectives and competencies
The course objectives below correlate with the [CSWE social work competencies/practice behaviors](#).

After completion of the course, students will:

1. Demonstrate beginning understanding of the values and ethics of the profession of social work across multiple contexts and settings.
2. Articulate beginning understanding of their professional identity and the importance of life-long learning.
3. Demonstrate beginning understanding of social work competencies and their relationship to professional practice.
4. Demonstrate beginning skills to develop collaborative relationships as essential to social work practice.

d. Course design
The seminar will meet for a total of 7 required session which are 2 hours each. A combination of structured activities, written assignments, and open ended questions focusing on field placements will be held, utilizing a theme related to the required social work competencies and practice behaviors.

e. 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. 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 to practice.

**Behavioral and Social Science Research**
Foundation Field Seminar is developed on evidence-based best practice of professional social work development and field instruction through the integration of course-based knowledge and social work practice.

f. Relationship to 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 and the School of Social Work Technical Standards will be used to inform students about professional conduct expectations and comportment as a student and 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.

2. Class Requirements

a. Text and class materials
To fully engage in the course topic and become a competent and skilled social work practitioner, it is expected that students will complete all required readings. Additional resources can be found on the course Canvas site under the files tab. These are supplemental and not required reading.

- **NASW Code of Ethics** – This can be found online and will be discussed in Session 4.
- You are required to purchase Clifton Strengths for Students by Don Clifton for SW531 Foundation Field Seminar. Please don’t delay, as you are required to complete the Strengths Quest Assessment by February 5.
  Clifton Strengths for Students is available from Gallup and from Amazon.

b. Course schedule- Each session students will be asked to share about their field placement experiences.
<table>
<thead>
<tr>
<th>Date/Time</th>
<th>Agenda</th>
<th>Required Readings &amp; Assignments</th>
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</thead>
</table>
| January 15, 12:00 | Session 1: Connecting the Social Work Profession and Your Field Placement:  
|                 | o Syllabus review                                                       | DUE: January 22  
|                 | o SW 515 course assignments overview                                    | Session 2  
|                 | o Introduction of Social Work Competencies                               | Field Placement Task List  
|                 |                                                                         | Complete Strengths Quest Assessment                  |
| January 22, 12:00 | Session 2: Competencies in Action                                       | DUE: February 5  
|                 | o Connect task lists to the social work competencies                    | Session 3  
|                 | o Begin educational agreement draft                                     | Bring your top 5 Strengths identified through the Strengths Quest Assessment |
| February 5, 12:00 | Session 3: Leadership and Social Work                                   |                                                     |
|                 | o Connecting Strengths Quest results to their developing social work   |                                                     |
|                 |  identity including practice implications                               |                                                     |
| February 19, 12:00 | Session 4: Field placement problem solving                              | Due: March 12  
|                 | o Students will review common field placement scenarios and discuss     | Session 5  
|                 |  strategies and approaches                                              | Read pages 1-30 of the NASW Code of Ethics           |
|                 | o Key Learning Assignment introduction                                   |                                                     |
| March 12, 12:00  | Session 5 Ethics Alive!                                                 | Due: March 26  
|                 | o Students will use case scenarios and discussion to practice using     | Session 6  
|                 |  the Code of Ethics                                                     | Review NASW Standards for Cultural Competency        |
c. Assignments

Field Placement Task List (All Social Work Competencies) - 7 points
Create a task list with your field instructor including tasks they are doing every day as the social worker. These are tasks that you are observing and will eventually be completing independently in your field placement. Examples include: meeting with clients, completing assessments, facilitating a meeting, participating in training, community outreach. Please come to class with a typed list of 10-15 tasks that could be used to begin writing your educational agreement assignments.

Strengths Quest Assessment - (Professional Identity and Assessment) – Counts towards 10 participation points for Session 3.
This is an online assessment that will take approximately one hour to complete. Please print and bring your top 5 strengths to Session 3. Failure to complete the assessment or to bring your list of top 5 strengths will result in a failure to earn Session 3’s 10 participation points.

Professional Identity Reflection (Professional Identity Competency & Critical Thinking) – 10 points
In one typed page (11 point font 1 inch margins), please reflect on your professional identity development this semester using the following prompts:

- How do your strengths identified in your Strengths Quest assessment support your professional identity as a social worker?
- How do you integrate the practice of advocacy within the client system in your field placement?
- How do you use supervision and feedback as a tool for engaging in career long learning?
How do you attend to professional roles and boundaries as an emerging social worker?

Social Work Competency Test (All Social Work Competencies) – 20 points
In class test on Canvas that will include the CSWE Social Work competencies covering both micro and macro practice.

d. Attendance and class participation

- Attendance is required at each of the 7 sessions and will be taken at each seminar session.
- 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 and participating in dialogue within group discussions.
- Grading is comprised of the following components: Attendance and active participation, and course assignments.
- Please note that Session 3’s participation points require that each student bring their print out from the Strengths Quest Assessment showing their top 5 strengths. Failure to do so will result in zero participation points for Session 3.

e. Grading

<table>
<thead>
<tr>
<th>Attendance and Participation</th>
<th>Every session</th>
<th>63 points (9 points per session)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Task List</td>
<td>Session 2 – January 22</td>
<td>7 points</td>
</tr>
<tr>
<td>Competency Tests</td>
<td>Session 7 – April 9</td>
<td>Each test = 10 pts (total 20 points)</td>
</tr>
<tr>
<td>Professional Identity Reflection</td>
<td>Session 7 – April 9</td>
<td>10 points</td>
</tr>
</tbody>
</table>

Attendance & Active Participation – 63 points
Field Placement Task list – 7 points
Professional Identity Reflection – 10 points
Competency Tests – 20 points
Course Point total= 100 points

Satisfactory (S) grade: 83 – 100 points
Marginal (M) grade: 70 - 82 points
Unsatisfactory (U): 69 and below

Late assignments are not accepted without prior permission from the instructor.

Seminar Grading
Please review link to the MSW Student Guide policies on Grades in Academic Courses and in Field Instruction as well as Student Grievance procedures and the policy for grading in special circumstances. Here are some resources around testing and grading from CRLT.

3. Standard School and University Policies, Information and Resources

a. Safety and emergency preparedness:
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 (the only button located on inside of 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

b. Mental health and wellbeing:
The University of Michigan is committed to advancing the mental health and well being 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
mshaugm@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**

**c. Teaching evaluations:**
Students are strongly encouraged to complete teaching evaluations at the end of each term.
Teaching evaluations are administered via Canvas and will be emailed to students during the
last week of classes. Student identity is completely anonymous, and instructors cannot view
evaluation reports until after grades are submitted.

**d. 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.**

**e. Accommodations for students with disabilities:**
If you are in need of any accommodations, please let me 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 (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

**f. Religious/spiritual observances:**
The University of Michigan, as an institution, does not observe religious holidays, however it has
long been the University’s policy that every reasonable effort should be made to help students
avoid negative academic consequences when their religious obligations conflict with academic requirements. Please click here to find out more about student expectations around conflicts between the academic and religious calendars, as well as a non-exhaustive list of religious holidays.

g. Military deployment:
Please click here for more information and resources for students called to Active Duty status while enrolled at the University of Michigan.

h. 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.

i. 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.