1. Course Statement

   a. Course Description
   During New Student Orientation, varied social work topics, or themes, will be presented as foundation-level mini-courses inviting students to share, explore, engage, and discover the vast world of social work. This course will emphasize experiential, active, and engaged learning components and operationalize the three SEED goals:
   1) Strengthen connection and community at the School of Social Work;
   2) Explore PODS (privilege, oppression, diversity, & social justice); and
   3) Learn foundation-level social work skills.
   Each theme will begin by attending a shared welcome experience.

   b. Course Content
   This course is focused on students preparing to deliver services to children, adolescents, transitional age youth, adults, their families, and communities within Wayne County, Michigan, and others. By utilizing the ecological systems theory, students will be provided with an overview of the history, culture and current services available through a hands on guided exploration of the city. PODS will be explored by participating in a panel presentation with members of the community who have
experience with utilizing services within Wayne County. Panel participants will share insight on living with challenges, ways to reduce stigma and things to be aware of as new social workers in the community. As foundation level social workers, students will be introduced to the system structure for service delivery in Wayne County. A showcase of agencies serving Wayne County residents will provide an overview of the services available within the system and the process for accessing them.

c. Course Objectives and Competencies

a. HUMAN BEHAVIOR AND SOCIAL ENVIRONMENT
   i. Apply knowledge of human behavior and the social environment by exploring the setting in which people live, work and play within the metropolitan Wayne County area.
   ii. Identify ways that social systems impact children, adolescents, transitional age youth, adults, and families’ health and well-being.

b. PRACTICE CONTEXTS
   i. Identify how behavioral health providers are responding to a changing community.
   ii. Recognize various methods that behavioral health providers are utilizing to deliver integrated healthcare to children and youth.
   iii. Gain information on the historical and current demographics of Wayne County.

c. PROFESSIONAL IDENTITY
   i. Explore the history of the social work profession within Detroit, MI.
   ii. Engage with behavioral health professionals that currently practice in Wayne County.

d. Course Design

A combination of experiential learning, structured activities, panel presentations, and reflective exercises focusing on interpersonal practice in Wayne County will be held. Activities will require all participants to participate in a learning cohort to prepare for delivering services to individuals within Wayne County and integrated care.

e. Curricular Themes

Multiculturalism and Diversity issues using the PODS will be explored by participating in a panel presentation with the Parent Partners and Transitional Age Youth who have experience with utilizing the behavioral health care system within Wayne County. Panel participants will share insight on living with challenges, ways to reduce stigma and things to be aware of as a new social worker in the community.
Social Justice and Social Change issues will be addressed by helping students to critically assess the systems policy manuals, procedures, and the impact of social forces on behavioral health settings and its clients. The role of the social workers as a “change agent” will also be reviewed and shared.

Promotion, Prevention, Treatment, and Rehabilitation approaches will be addressed within the context of the student’s gaining an introduction to the current methods being utilized in Wayne County.

Behavioral and Social Science Research will provide the knowledge base and theory for the current interventions and analytic methods being utilized in the field. Relevant theories and outcomes regarding accountability, empirical validation of interventions, and evaluation of best practices will be shared.

f. Relationship to social work ethics and values
The research and evaluation section of the NASW Code of Ethics and other professional codes will be applied throughout this course. Examples of common ethical dilemmas will be presented. Among the areas of ethics to be covered will be informed consent procedures, protection of research participants from harm, confidentiality, and accurate reporting of results. Emphasis will also be placed on the social workers’ ethical obligation to use scientifically sound practice and to continually evaluate practice and programs.

g. Intensive focus on PODS
This course integrates PODS content and skills with a special emphasis on the identification of theories, practice, and/or policies that promote social justice, illuminate social injustices and are consistent with scientific and professional knowledge. Through the use of a variety of instructional methods, this course will facilitate PODS learning and support students’ development toward: a vision of social justice; learning social justice processes; applying intersectional and intercultural frameworks; and overall strengthening of critical consciousness, self-knowledge, and self-awareness.

2. Class Requirements

a. Text and Class Materials

- Introduction to Social Work MOOC
  1. Click here to access the edX course enrollment page.
  2. Click the green "Enroll Now" button.
3. Create an edX account with your UMICH email address, name (which will not be public), user name (which will be visible to others in the course), and a password of your choosing.
4. Select "Audit This Course". There is no fee involved.
5. You will receive an email to activate your edX account. Please follow the instructions in the email.
6. You will then be able to go to your dashboard and view the course.
7. Once in the course, click on the "Upgrade Now" link, and when prompted at the payment screen, use the code BUPAZD5KEJFPYU2C to receive unlimited access for free.
8. After redeeming the code, please start with the first module, "Getting Started."


- http://www.nationalgeographic.com/taking-back-detroit/ (Links to an external site.)


b. Class Schedule

Any changes to course content will occur via CANVAS Announcements. It is recommended that you turn on the notifications in CANVAS so that they come directly to your email.

<table>
<thead>
<tr>
<th>Date/Time</th>
<th>Agenda</th>
<th>Required Readings &amp; Assignments</th>
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</thead>
<tbody>
<tr>
<td>Class Session #1</td>
<td>- Introduction to the themes that guide social work practice (Human Behavior, Social Justice, Ecological Systems, Social-Cultural) - Explore the history of Detroit - Gain Information on the historical and current demographics of Wayne County.</td>
<td>❑ Syllabus</td>
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<tr>
<td>Tuesday, August 27, 2019</td>
<td></td>
<td>❑ MOOC</td>
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<td>(12-5 pm)</td>
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<td>❑ NASW Code of Ethics</td>
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### Class Session #2
**Wednesday, August 28, 2019 (8:30am - 12pm)**

- Identify how behavioral health providers are responding to a changing community
- Recognize various methods that behavioral health providers are utilizing to deliver integrated healthcare to children and youth
- Identify the ways that social systems impact children, adolescents, transitional age youth and families’ health and well-being
  - Tours of local Detroit agencies
  - Community engagement
- Community engagement

Site information will be posted in CANVAS Announcements.

### Class Session #3
**Thursday, August 29, 2019 (8:30am - 2pm)**

Gain an understanding about the current role that integrated healthcare has in Wayne County:
- Community Engagement
- HRSA presentation in Detroit
- Closing Ceremony 2-4 pm in Ann Arbor at Hill Auditorium

### c. Assignments

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<thead>
<tr>
<th>Assignment</th>
<th>Due date</th>
<th>Percent of overall grade</th>
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<tbody>
<tr>
<td>Attendance</td>
<td>Varies; please check-in with Faculty each day of the course.</td>
<td>40%</td>
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<td>(Day 1: 15%)</td>
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<td>(Day 2: 10%)</td>
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<td>(Day 3: 15%)</td>
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**MOOC Modules & Readings:**

**Module 1:** Choose one.

- What does social work mean to you? Cite one definition from the video series and explain the ways you resonate or wish to expand on that definition and why.
- Michael Spencer described how "social justice is something I can necessarily want and achieve alone." Reflect and describe how this statement provides a challenge that you are prepared to take on.
- Discuss how work you've done or plan to do intersects with the Micro, Mezzo, and Macro levels of the social justice you are trying to achieve.
- What skills make a social worker successful? Cite one description given in Module 1 and discuss how and why you agree.

**Module 2:**

Using the case study about Johnny:

- Discuss an appropriate intervention that you think you would utilize at any stage of Johnny's life. Relate how your decision is informed by at least 2 theoretical frameworks (Strengths-based, Ecological systems, Cultural Humility, Social Justice, Empowerment) with specific examples of how your proposed intervention fits into the framework(s) you've chosen.

**Module 3:** Respond to both.

- What does the history of social work imply about the future of social work?
• Discuss the importance of a social work perspective in the professional and political landscape today.

Module 4: Choose one.

• What does social justice mean to you? How does it inform your practice, your experience in the world, and your drive?
• Describe the difference between having a socially just informed point of view and being anti-racist.
• What is the difference between white privilege and racism?
• What do you see as your own role as achieving social justice?

Part 1: Crash Reflection on the Readings
Utilizing only 5 words, reflect on the required readings and share the 5 words or phrases that resonate with you.

8/27/2019 by 9:00am Submit on CANVAS

5%

Philosophy Statement:
Completion of a brief philosophy of practice statement.

9/6/2019 by 11:59pm Submit on CANVAS

20%

d. Attendance and class participation

It is require that you attend all three days of this course. If students are unable to attend these expectations, then you must contact the Instructors prior to the first day of this course. Attendance for this course is 40% of your final grade. The breakdown is shown above. Please refer to the Policy on Class Attendance for an additional reference.
e. Grading

This course utilizes the Satisfactory grading scale. Grades are determined as follows:

0-69% UNSATISFACTORY   70-85% MARGINAL   86-100% SATISFACTORY

*Late submissions will not be considered unless approved by the Instructor.

Additional School and University policies, information and resources are available here: https://ssw.umich.edu/standard-policies-information-resources. They include:

- Safety and emergency preparedness
- Mental health and well-being
- Teaching evaluations
- Proper use of names and pronouns
- Accommodations for students with disabilities
- Religious/spiritual observances
- Military deployment
- Writing skills and expectations
- Academic integrity and plagiarism