



Course title:	Foundation Field Seminar
Course #/term:	SW 531, Section 303, Fall 2019
Time and place:	Tuesday, 12:00 – 2:00
Credit hours:	1
Prerequisites:	Enrollment in SW 515
Instructor:	Stacy L. Peterson, MSW, LMSW, ACSW
Pronouns:	[She,hers]
Contact info:	Email: stacyk@umich.edu Phone: 734-763-6573 You may expect a response within 24 hours, except on weekends
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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
 - Professional decision-making skills
 - Problem solving
 - Professional identity and resiliency
 - Ethical practice

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 a beginning understanding of their professional identity and the importance of life-long learning.
3. Demonstrate a beginning understanding of social work competencies and their relationship to professional practice. Demonstrate beginning skills to develop collaborative relationships as essential to social work practice.

D. Course design

The seminar will meet in person for a total of 7 required sessions 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 UM 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

Text and class materials

Ward, K. & Mama, R. S. Breaking out of the box – Adventure based field instruction. 3rd edition, New York, Oxford Press

a. Class schedule

Date/Time	Agenda	Required Readings & Assignments
Week 1 September 10 12:00 – 2:00 pm	Lesson 1: Getting started in field	<u>Assignment:</u> Chapter 1- Getting Started Chapter 2: Building Professional Relationships. <u>Classroom discussion</u> Pages 12 and 22 Other safety issues <u>Thoughts to ponder:</u> Review both sets of questions and be prepared to discuss in class.
Week 2 September 24 12:00 – 2:00	Lesson 2: Supervision & Development of Professional Self	<u>Assignment:</u> Chapter 3 - Teamwork: Your supervisor and You & 4 – Developing the professional persona. <u>Classroom discussion</u> Page 41 Integration of other course material

		Review the 4 questions (HBSE, Policy, Practice, Research)
Week 3 October 8 12:00 – 2:00	Lesson 3: Expectations & Communication	<u>Assignment</u> Chapters 5: Expectations & Stereotypes Chapter 6: Communication: Building bridges, not walls. <u>Classroom discussion</u> What are you field expectations?
Week 4 October 22 2:00 – 2:00	Lesson 4: Insight into your Clients & Put it in writing	<u>Assignment</u> Chapters 7: Insight into your client's perception; & Chapter 8: Put it in writing. <u>Class discussion</u> Review questions, page 95 Pages 95 and 11 Integration of other course materials.
Week 5 November 5 12:00 – 2:00	Lesson 5: Theory & Intervention Planning	<u>Assignment</u> Chapter 9: Pick a theory, any theory Chapter 10: Intervention planning. <u>Classroom discussion</u> Pick a grouping of theories (Person-centered; Behavioral; Cognitive behavioral; Psychodynamic; or Family Systems) and be prepared to share with the class how that theoretical perspective is used in the learning you are doing in field. What interventions have you learned and tried based on this theory.

<p>Week 6 November 19 12:00 – 2:00</p>	<p>Lesson 6: Team work & Boundaries</p>	<p><u>Assignment</u> Chapter 11: Working together as a team Chapter 12: Boundaries: The Invisible lines of trust. <u>Classroom discussion</u> Question from pages 154 and 161</p>
<p>Week 7 December 3 12:00 – 2:00</p>	<p>Lesson 7: Ethical considerations & Self evaluation</p>	<p><u>Assignment</u> Chapters 13: Difficult issues and difficult situations Chapter 14: Self-evaluation. <u>Written assignment</u> Write a self-reflection on your professional identity and how it played a role when you encountered a difficult situation <u>Class discussion</u> Resolution of ethical dilemmas.</p>
<p>Assignment</p>	<p>Due date</p>	<p>Points</p>
<p>Self-Reflection: write a self-reflection on your professional identity and how it played a role when you encountered a difficult situation</p>	<p>December 3, 5:00 pm via Canvas</p>	<p>30</p>

Attendance and class participation

Students are expected to attend each of the seven in person classes and to complete the online assignment by the due date. See the [Policy on class attendance](#) from the student guide.

- There are no opportunities to make up any missed in person seminar sessions.
- Active participation includes engagement in class discussion, providing collegial support, the use of active listen skills, initiating, and participating in dialogue within group discussions.
- Grading is comprised of the following components: Attendance and active participation, and course assignments.
- You are expected, as part of your professional development, to contact your professor, in advance of any absence. This notification does not excuse your absence and you will not receive class participation points when absent.

b. Grading

Attendance & Active Participation – 70 points (10 points per class)

Written assignment – 30 points (Professional Identity reflection)

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.

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*