The Counsel on Social Work (CSWE) has adopted field education as the signature pedagogy for social work education. The Office of Field Instruction supports this stance through our continued strategic support of students and agencies that participate in our field education partnerships.

**COURSE DESCRIPTION**

*Foundation* field instruction is intended to help students apply and integrate *foundation* knowledge of social work skills, values, and ethics with practice. The course consists of a field placement which is taken concurrently with the required *foundation* field seminar. The fieldwork experience will provide the student with a series of supervised field-based assignments and tasks selected to complement *foundation* academic courses and provide a basis for generalist practice. Students will be exposed to a variety of social work roles such as case manager, counselor, advocate, organizer, administrator, facilitator, mediator, educator, and planner. In this context, students will be expected to develop knowledge, understanding, and skills concerning relationships with clients, supervisors, co-workers and external constituencies. In addition, students will be expected to develop a *foundation* understanding of the context of social work practice as it relates to multiculturalism and diversity; social justice and social change; prevention, promotion, treatment and rehabilitation and behavioral and practice/research-based practice.

Students can enroll in *Foundation* field instruction upon successful completion of all field placement application materials, successfully interviewing with a fieldwork site, and ultimately being accepted for placement. Students may enroll in advanced field instruction upon earning a grade of Satisfactory (“S”) or a grade of Marginal (“M”) in *foundation* field instruction.

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<th>Primary Field Instructor</th>
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The Counsel on Social Work (CSWE) has adopted field education as the signature pedagogy for social work education. The Office of Field Instruction supports this stance through our continued strategic support of students and agencies that participate in our field education partnerships.
In *Foundation* field instruction, students will engage in tasks and assignments that encourage the beginning development of social work skill sets while developing a professional identity as a social worker.

Students in this course will focus on learning *foundation* level skills through experiential learning opportunities, and professional, credentialed supervision, supplemental readings, case-based discussions/conferences, meetings, and other learning opportunities available in the assigned fieldwork setting. These field-based assignments are designed to help students become proficient in the established social work competencies by developing professional practice behaviors (a blend of activities, knowledge and skills), at the *foundation* level of practice. These assignments will be evaluated and rated at the end of each term using the established scale. A developmentally focused narrative is also required by the field instructor and the student at the end of the term using the established guidelines.

The social work competencies for *Foundation* field instruction are indicated below and are found on the *foundation* educational agreement form. The goal is for students to achieve proficiency in each competency indicated below and to find ways to integrate classroom knowledge with practice experiences.

1. Professional identity  
2. Organizational context  
3. Values & ethics  
4. Critical thinking  
5. Human behavior & the social environment  
6. Diversity  
7. Social & economic justice  
8. Social policy  
9. Engagement  
10. Assessment  
11. Research  
12. Intervention  
13. Evaluation  
14. Professional behavior

**COURSE CONTENT**

This course will provide *foundation* field-based experiences in generalist practice. Students will be exposed to a range of essential skills that can be applied to different problems across a variety of settings and client groups and can be used at different levels of intervention, including individuals, families, groups, and communities. The array of skills will include those related to: a) communication, such as influence and group facilitation as well as written and oral presentation skills; b) intervention, such as advocacy, brokerage, and resource identification and development; c) prevention and promotion, such as needs assessment, social support and education; d) analytical skills, such as the ability to assess, implement and evaluate agency policies and procedures; e) conscious use of self in defining and developing interventions, such as sensitivity to gender, race, ethnicity, age, class and sexual orientation; f) multiculturalism, such as the formulation of intervention strategies in diverse contexts of practice; g) effective use of supervision and professional collegial discourse; and h) values and ethics of social work, such as clarifying value conflicts and decision-making regarding ethical dilemmas.
Specific field-based assignments will increase students’ knowledge about the ways in which mechanisms of oppression and privilege affect various groups in culturally diverse communities. Students will build upon their understanding of any key similarities and differences between themselves and client population they serve and take these similarities and differences into account when engaging clients, assessing problems, setting goals, and applying change interventions. Differences to be taken into account will consist of the diversity dimensions; ability, age, culture, economic class, ethnicity, family structure, gender, gender identity and expression, race, religion, sex, and sexual orientation, as appropriate. By applying knowledge about privilege, oppression, and strengths based perspectives, students will have an opportunity to engage in and demonstrate competence in responding to client needs and client strengths.

The field curriculum utilizes bloom’s taxonomy of cognitive development as a reference tool in the development of competent social work professionals. Students will become familiar with these stages of development as they relate to the identification and creation of field-based assignments that allow them to participate in a beginning, middle and end stage approach to their learning.

In addition to field instruction, students will also be expected to attend a Foundation field seminar that runs concurrently with their first term of field placement. Please refer to the syllabus for this class.

COURSE OBJECTIVES

Upon successful completion of a field placement at the foundation level, students are expected to exhibit beginning proficiency with the following competencies by demonstrating appropriate practice behaviors (a blend of activities, knowledge, and skills) in the following competencies:

Competency #1 – Professional Identity
*Definition:* Identifies as a professional social worker and conducts oneself as a representative of the profession, its mission and core values.

Competency #2 – Organizational Context
*Definition:* Demonstrate an understanding of the organizational structure of the field placement setting, how it operates, the services offered, and its service delivery system.

Competency #3 – Values & Ethics
*Definition:* Demonstrates how the value base, ethical standards, and principles of the social work profession are applied to social work practice.

Competency #4 – Critical Thinking
*Definition:* The intellectually-disciplined process of actively and skillfully conceptualizing, applying, analyzing, synthesizing, and/or evaluating information gathered from, or generated by, observation, experience, reflection, reasoning, or communication.

Competency #5 – Human Behavior and The Social Environment
*Definition:* Explores and identifies the theoretical frameworks utilized in the fieldwork setting to understand individual and organizational behavior.

Competency #6 – Diversity
*Definition:* Demonstrates knowledge, skill, sensitivity, self-awareness and respect when working with client groups across all dimensions of diversity (i.e. clients’ abilities, age, culture, economic class, ethnicity, family structure, gender, gender expression, race, religion, and sexual orientation).
Competency #7 – Social and Economic Justice

Definition: Identifies strategies and advocates for the advancement of social and economic justice within the context of the fieldwork setting.

Competency #8 – Social Policy

Definition: Demonstrates awareness and understanding of social policy’s impact on practice by identifying policies that impact the fieldwork setting and the populations served.

Competency #9 – Engagement

Definition: Communicates effectively and establishes collaborative relationships, rapport, and alliances with individuals, families, groups, communities, and other professionals while setting aside personal biases, values and beliefs to achieve the mission of the fieldwork site.

Competency #10 – Assessment

Definition: Demonstrates the ability to apply assessment strategies and other data collection methods used in the fieldwork setting.

Competency #11 – Research

Definition: Research practices to improve and/or increase knowledge relevant to the fieldwork setting and populations served.

Competency #12 – Intervention

Definition: Demonstrates the ability to apply goal-based, culturally competent, and developmentally appropriate intervention strategies that reflect fieldwork site protocol and practice informed research which are best suited to meet the needs of the fieldwork setting and population served.

Competency #13 – Evaluation

Definition: Demonstrates the ability to critically analyze, monitor, and effectively evaluate specific interventions which were applied within the fieldwork setting and develop a revised intervention strategy.

Competency #14 – Professional Behavior

Definition: Maintains open relationships with field instructor(s), field liaison, colleagues, and client groups and is able to give and receive constructive feedback.

COURSE DESIGN

The course will use structured, experiential learning which is outlined in the student’s individualized educational agreement form. Field placement learning experiences are developed in concert with the field instructor and are linked to the competencies outlined on the foundation educational agreement form. Students strive to develop field-based assignments which will exhibit that they have become proficient in the social work competencies. The field placement hours are logged at a fieldwork site and all student related activities are supervised by an approved, credentialed field instructor. The field placement is facilitated and monitored by the office of field instruction field liaison who assigns the final grade. Each credit hour of field placement at the foundation level comprises 114 clock hours of work. Students are required to log a total of 228 hours in foundation field instruction.
Relationship of the Course to Four Curricular Themes:

- **Multiculturalism and diversity:** students will be able to assess similarities and differences between themselves and the people they work with utilizing foundation skills as well as set specific goals and objectives which incorporate these factors into their practice. Differences to be taken into account will include gender, race, ethnicity, social class, age and other forms of social stratification and disenfranchisement.

- **Social justice and social change:** students will demonstrate competence in: a) assessing the causes and consequences of social and economic oppression on people represented in the in the group of people they are assigned to work with; b) analyzing, developing, implementing, and evaluating opportunities for growth and change to alter the situation(s); and c) building on the resources and strengths of socially and economically oppressed groups and working with them to strengthen their circumstances through utilization of foundation skill sets.

- **Promotion, prevention, treatment, and rehabilitation:** students will be exposed to experiences that evaluate and incorporate promotion, prevention, treatment and rehabilitation principles at the foundation level.

- **Social science theory and research:** students will be expected to incorporate social science and research findings in the field placement, whenever possible.

Relationship of the Course to Social Work Ethics and Values

Ethical standards of social work practice (as presented in the NASW code of ethics) will be used to address ethical issues commonly confronted by those practicing foundation level social work. The ethical standards of client confidentiality and appropriate roles, conduct and behavior of social workers and their colleagues, inter-professional/disciplinary collaboration, advocacy for oppressed individuals, and social justice will be particularly relevant to this course. The ethical themes of autonomy, beneficence, nonmaleficence [do no harm], fidelity, and justice will also be addressed.

**RESOURCES**

- Field Instruction Manual, Revised July 2011
  [http://ssw.umich.edu/programs/msw/ofi/FieldInstructionManualpdf](http://ssw.umich.edu/programs/msw/ofi/FieldInstructionManualpdf)
- Educational Agreements and Student and Field Instructor Narrative Guidelines:
- Placement Verification Form:
  [https://www.ssw.umich.edu/ofi/forms/fieldPlacementVerification/index.html](https://www.ssw.umich.edu/ofi/forms/fieldPlacementVerification/index.html)
- National Association of Social Workers Code of Ethics Revised 2008

**ROLE OF THE FIELD LIAISON**

- Employed by the School of Social Work and, in most cases, works directly in the Office of Field Instruction. There are some clinical faculty that are also field liaisons, but these faculty do not place students.
- Provides continuity with students and the fieldwork site for the duration of the field placement. Visits the student at the fieldwork site once per term or more, if needed.
- Reviews and approves the student’s Educational Agreement.
- Assigns the field grade (see grading below).
- Provides support and problem solving to the student and field instructor.
ACCOMMODATIONS
If students need or desire an accommodation for a disability, they need to let their field liaison and field instructor know immediately. Many aspects of field work and the way training in the field can be modified to facilitate their participation in placement and progress throughout the term. The earlier students make field liaison and field instructor aware of their needs, the more effectively they will be able to use the resources available, such as the Services for Students with Disabilities office [http://ssd.umich.edu/](http://ssd.umich.edu/). If students do decide to disclose a disability, we will (to the extent permitted by law) treat that information as private and confidential.

FOUNDATION FIELD EXPECTATIONS
- Students will attend field placement and log their hours as agreed upon with the assigned field instructor and document these on the required Placement Verification form
- Students will use their Educational Agreement form as their guide for completing agreed upon field-based assignments and for evaluation of those assignments
- Students will communicate in a professional manner all variation and adjustments in regards to their schedule with their field instructor (primary or secondary)
- Students will communicate early and often with their field liaison in regards to any potential issues and challenges that might impact their learning

SOCIAL NETWORKING & THE SOCIAL WORK COMPETENCIES
In the age of technology and information, social networking can be particularly helpful in building connections with colleagues and maintaining relationships with friends and family. But, due to social work’s professional standards and the obligation to follow the National Association of Social Workers Code of Ethics ([http://www.naswdc.org/pubs/code/code.aspp](http://www.naswdc.org/pubs/code/code.aspp)), social workers need to continually assess the ethical implications/complications of social networking (Facebook, My Space, blogging, texting, and tweeting, to name a few) not only as practicing social workers but in the training of social work students.

While social networking tools obviously present many useful and exciting opportunities, the features that enable these benefits also present potentially serious challenges in a professional setting. Privacy, confidentiality, and the establishment of professional boundaries in particular, can be hindered when the necessary precautions to protect the student/worker and clients has not been taken.

A few important issues to explore and discuss are listed below as the School of Social Work does not have a formal policy (thus far):
1. Does the fieldwork site/agency have a policy on social networking? If so, has this been shared with the social work students? If there is not a policy, social work students should engage in a discussion with their fieldwork site/field instructor seeking recommendations for establishing professional boundaries related to social networking.
   a. It seems that it should be inappropriate for students (or workers) to refer to any fieldwork site/agency, client, or client situation etc. on Facebook, My Space, Twitter, Blog or other means of social networking, no matter how many security settings have been invoked.
2. Have clear guidelines and expectations around social networking been established with the social work students? For example:
   
a. What type of information is okay to share on a social networking site?
   b. What is the policy on “friending” current or past clients (being mindful of the NASW Code of Ethics regarding personal relationships-see Section 1.06c: Conflict of Interest)?
   c. Should students/workers share their personal contact information including e-mail, cell number, address, etc. with a current or former client/client group? Again, being mindful of the NASW Code of Ethics regarding personal relationships-see Section 1.06c: Conflict of Interest).

3. It is in the profession’s best interest to remind students that social networking sites are public domains and any and all information can be accessed by anyone. Once information is in cyber space, it never goes away.

The challenges of social networking are particularly important as they relate to a few of the established social work competencies listed below:
   1. **Values and Ethics** (demonstrates how the value base, ethical standards and principles of the social work profession are applied to social work practice).
   2. **Professional Identity and Professional Behavior** (identifies as a professional social worker and conducts oneself as a representative of the profession, its mission and core values).
   3. **Organizational Context** (demonstrates an understanding of the organizational structure of the fieldwork setting, how it operates, the services offered, and its service delivery system)
   4. **Critical Thinking** (demonstrates ability to analyze, process and implement decisions within the context of professional social work practice)
   5. **Engagement** (demonstrates ability to connect to a client/constituent base, colleagues, community, etc. in a professional manner)

When reflecting upon the importance of preparing students to function as solid, ethical, social work professionals, it seems that discussion/supervision regarding the social work competencies is critical as this relates to the challenges of social networking.

**REGISTRATION REQUIREMENTS**

Social Work 515 requires course registration like other classes. To register for field instruction course in Wolverine Access, select the **INDEPENDENT STUDY** tab and from the pull-down menu, choose the appropriate field instruction course.

Students in special placements may be required to complete an **OUT OF SEQUENCE PETITION**. These can be found on the OFI web page and done with the assistance of your assigned OFI field faculty.

Some students find that they have worked more than the required field hours and wish to add additional field credits based on these worked hours. Please note that you may only receive credit for registered credits. If you choose to register for additional credits to account for your additional worked hours, this must be done before the end of the current term. Once the term has ended and the grade submitted, additional credits may not be added/elected. Please also note that working additional hours at one placement does not decrease the amount of time required at the next placement. For additional assistance around this issues, please speak with your assigned field liaison.
IMPORTANT DATES IN FIELD INSTRUCTION

Field Instruction Begins the Week of   September 6, 2011
Foundation Field Seminar Begins   September 13, 2011
Placement Verification Forms Due (on-line)  September 21, 2011
Field Instructor Course – ECC    September 23, 2011
Educational Agreement Forms  
   Due to OFI for Initial Review October 12, 2011
Fall Study Break  
   October 17 & 18, 2011
Thanksgiving Break     November 23 – 25, 2011
Classes End   
   December 13, 2011
Field Instruction Ends  
   December 16, 2011
Final Evaluation/Educational Agreement Due to OFI  
   December 19, 2011

(Must include signed and dated term hours evaluation page, field instructor and student narratives)

ASSIGNMENTS

- **Placement Hours Log/Activity Summary Sheet:**
  Students are responsible to track their hours and activities while in placement. As a suggestion, an excel spread sheet has been designed for this, although students may develop their own method. The placement hours log/activity summary sheet includes the date, number of hours, the total hours completed and space to identify the task that have been worked on. Initially, this sheet will be very helpful in developing the Educational Agreement form. This summary sheet should be printed and signed monthly by the field instructor. The placement log/activity summary sheet will be used at the end of the term to attach your total number of placement hours on your Educational Agreement. This document can also assist in developing a Supervision Agenda. In addition, if there is any issue with the number of hours completed, this log, with signatures, will serve as the final documentation. Please be aware that the field instructor has final authority with regard to validating hours logged. While this document may be refereed to at the site visit, this log is for your personal use and not for submission with your final evaluation. [http://ssw.umich.edu/programs/msw/ofi/orientationfolder.html](http://ssw.umich.edu/programs/msw/ofi/orientationfolder.html)

- **Field Instruction Skill Inventory form:**
  The Field Instruction Skill Inventory link will be sent to you through your email. Please complete the Inventory and print two copies. This inventory is used to help you develop your Educational Agreement. You will update the Field Instruction Skill Inventory at the end of each term. In your last term you will be sent another link to complete it online.

- **Placement Verification Form:**
  Provides details on student’s field work schedule and gives accurate contact information for student’s field instructor. There are several checkboxes of important information that should be covered by the field instructor (liability, safety, client transportation & stipend). Check to ensure course registration for the term is accurate. An e-mail will be sent to the designated field instructor with a password for them to approve this form. Please speak to them about this process and requirement. If students encounter technical difficulties submitting and/or verifying this online form, please contact the OFI Project Coordinator - Mandy Wortz
  mrwortz@umich.edu
  [http://ssw.umich.edu/programs/msw/ofi/forms-fieldInstruction.html](http://ssw.umich.edu/programs/msw/ofi/forms-fieldInstruction.html)
• **Supervision Agenda:**
  Students are responsible to email their field instructor a Supervision Agenda every week that includes their activities summary sheet. The Agenda includes an update on administrative issues, progress related to fieldwork site assignments, reflections on privilege, oppression, diversity and social justice issues, and reflection on personal and professional growth and development utilizing the Field Instruction Skill Inventory. The assigned field liaison will request to review Supervision Agenda(s) at the required site visit.

• **Educational Agreement:** A collaborative effort between students and field instructors to outline the work plan for the current term. Use the 14 competencies to determine goals and field-based assignments accordingly. This document is to be submitted twice (see below). Link to Foundation Field Education Agreement: [http://www.ssw.umich.edu/shared/forms/Foundation515.pdf](http://www.ssw.umich.edu/shared/forms/Foundation515.pdf)
  - **Initial Submission:** The original version of the Educational Agreement becomes a part of the permanent student record and should remain a professional looking document (no pencil). It is suggested that a copy be made to use weekly while in field and during supervisory meetings. The Office of Field Instruction cannot make copies of this form. If upon initial review of the Educational Agreement, assignments need to be changed, they must be done and approved prior to the student returning to placement. Failure to submit your educational agreement by the deadline may result in the suspension of your field placement.
  - **Final Submission:** The original document becomes the evaluation form. Educational Agreements are due by the established deadline. If for any reason the evaluation be late, students must contact their field liaison. Students who fail to submit the Educational Agreement Evaluation by the due date may receive a grade of “I” Incomplete.

• **Liaison Site Visit:**
  The assigned field liaison will make a required site visit at least once every term. The purpose of this visit is to meet the student and the field instructor in the fieldwork setting so that evaluation of student’s progress can be determined/assessed. At the site visit, discussion on the following topics may be held:
  - Acclimation to working in the fieldwork site
  - Understanding of the integration between course work and field work/assignments
  - Utilizing critical thinking in field practice
  - Progress on the development of social work skills as outlined in the Educational Agreement encompassing the 14 competencies
  - Self-care plan
  - Any concerns or issues that have emerged during the term
  - Any ethical questions or challenges that may have been encountered
  - Review several Supervision Agenda’s used during the term
  - Utilization of the Field Instruction Skill Inventory during the course of establishing the learning goals/field-based assignments for the term

• **Evaluation Process:** At the end of the term, the Educational Agreement is used to evaluate the assignments accomplished for the term. Students must submit the ORIGINAL document. It must be complete with your hours, a signed narrative evaluation from the field instructor and a student narrative completed utilizing the established guidelines. Link to guidelines can be found here: [http://ssw.umich.edu/programs/msw/ofi/agreementsForms.html](http://ssw.umich.edu/programs/msw/ofi/agreementsForms.html).
Student’s need to ensure that the Term Validation Page is completed and signed by the field instructor and student. Licensure rules do not permit OFI to accept faxed or photo copies of this document. Final submission must include all originally submitted materials with required signatures. Failure to submit/complete this assignment by the due date will result in an Incomplete “I” grade.

**GRADING**

The following definitions have been established for grading in field instruction courses. These grades are determined based on the number of points a student earns on the Educational Agreement form, the field instructor narrative, and verbal and written input from all parties involved in field instruction. The rating scale for grading is based on an average number of points determined by adding the scores for the assignments and dividing the scores by the number of assignments.

42 or higher = Satisfactory   41-28 = Marginal   27 or below = Unsatisfactory

**NOTE:** If the ratings on the Educational Agreement form show 3 or more "NA" scores (not applicable), then the student will automatically receive a grade of Incomplete ("I") for the term. The field instructor will be required to explain why these scores were given in their narrative. This grade of Incomplete will be changed after the student has completed the assigned work or developed and created a new assignment and completed these. The grade change will indicate the student has earned a grade of Satisfactory ("S"), Marginal ("M"), or Unsatisfactory ("U"). The grade of "IS" or "MS" stays permanently on the student's transcript.

"S" Grade (Satisfactory) is used when the quality of performance is acceptable and credit is granted for the course. The student has demonstrated through performance in fieldwork by obtaining an average score of 42 or higher for all field-based assignments documented on the Educational Agreement form.

"M" Grade (Marginal) is used when the quality of performance is less than satisfactory, but short of failing. The student has demonstrated through performance in fieldwork by obtaining an average score between 41-28 for all field-based assignments documented on the Educational Agreement form. Students receiving an "M" Grade and who complete additional hours of fieldwork in a subsequent term and receive a grade of "S" for this work in this term will be eligible to have the previous "M" grade changed to a grade of "MS". Note: A grade of "MS" stays on your academic record permanently.

"U" Grade (Unsatisfactory) is used when the quality of performance is inadequate and no credit is granted. The student has demonstrated through performance in fieldwork by obtaining an average score below 27 for all field-based assignments documented on the Educational Agreement form.

"I" Grade (Incomplete) is used when illness or other compelling reasons prevent completion of work, and there is a definite plan and date for completion of course or fieldwork approved by the field instructor/field liaison. An "I" may also be issued when a student fails to submit required field paperwork by the published deadline. Any "I" grade remaining on a student’s record more than two terms after the conclusion of the term in which the grade was awarded reverts to a permanent Incomplete, and credit can be earned only by retaking the course. This limit includes the Spring/Summer term and applies regardless of the student's subsequent enrollment. However, if at the time the instructor agreed to the "I", an earlier date of submission and/or completion of final work was agreed upon then this date takes precedent over the two-term policy.
A change in grade will not be accepted after two terms for any reason other than clerical error. Any exceptions to this policy must be approved by the Associate Dean for Educational Programs. Note: A grade of "I" stays on your academic record permanently. If you make up the course or fieldwork according to the guidelines stated above, your grade for the course will appear on your academic record as, for example, "IB+" or "IS".

An Incomplete that is not resolved within the approved time frame is changed from grade “I” to, grade IPL (Incomplete Permanent Lapse) and is final.

"NR" Grade (No Report) is used when the reason a grade cannot be issued is due to factors related to the field liaison or field instructor and not due to any problem on the part of the student. "NR" grades are rare and are temporary.

"Y" Grade is used when the work exceeds the term's time limit rather than when the student is unable to complete work designed to be finished within the term. "Y" grades are typically issued when lack of completion is due to structural factors, such as placement into a fieldwork site that would not allow for completion within the normal semester time frame. A "Y" can be issued whether lack of completion is due to late placement or placement in a fieldwork site that is designed to require work beyond the end of the semester. "Y" grades are not used when work is not completed due to illness, lack of submission of paperwork by deadlines, or other factors related to the student. See "I" grading above.

“W” Grade (Withdrawal) is shown on student transcripts for all courses dropped after the drop/add deadline. Students withdrawing from courses for personal or health-related reasons may petition the Associate Dean for Educational Programs to have those courses with a 'W' designation removed permanently from the transcript.

RESOLUTION OF FIELD ISSUES
As students participate in the field experience, it is not uncommon for issues to occur that require additional assistance and support. The field liaison is available to serve as a resource should problems arise during field placement. The field liaison can assist in strategizing and/or problem solving should students encounter field matters that require discussion. Please remember that documentation is important in order to verify your efforts to address field issues. The field liaison can also assist students in resource procurement when dealing with personal issues that interfere with successful participation in the program. Don't hesitate to alert the field liaison right away if support is needed. Participate in proactive problem solving so that our assistance can be beneficial.

TERMINATION OF FIELD PLACEMENT
Occasionally, it becomes necessary for a student to be reassigned a field placement. For a variety of reason, the current placement is no longer a viable educational opportunity. The Office of Field Instruction has a mechanism to assist student being reassigned and ending a current placement. The termination of field placement process requires student to first attempt problem solving. If that does not work, students along with their field instructor complete petition to terminate field form. This document provides a place for the student, field instructor and liaison to participate in the process and make recommendations. The document also protects the student in that is makes an official account of hours worked and progress while in setting. Should students find that they have not been able to resolve field problems and wish to terminate the placement, they should contact their assigned field liaison to begin the process pending the existing field placement.
OFFICE OF FIELD INSTRUCTION MISSION STATEMENT

To serve as both a representative of the University of Michigan School of Social Work and its students as well as an advocate for the community-based field-work sites where students are accepted. Our intent is to establish and maintain continuous and viable representative links between the School and its surrounding communities where quality student learning, training, and service to said communities can occur. Equally important, our goal is to highlight the integral role of the student in utilizing University resources to complement the educational, financial, and social development of the community.

The Office of Field Instruction Team seeks to support students in having a rich and rewarding field education experience. The field faculty welcomes your visits and hopes you will share your contributions to your fieldwork setting.

At this very moment, there are people only you can reach...and differences only you can make. - Mike Dooley, Author and Inspirational Speaker