

<b>COURSE TITLE:</b>	Advanced Field Instruction: SW 691	
<b>TERM:</b>	Spring/Summer 2012	
<b>Field Liaison:</b>	G. Warren Clark MSW, LMSW 734-647-9433 <a href="mailto:clarkw@umich.edu">clarkw@umich.edu</a>	
<b>Liaison Office:</b>	Room 1704 C University of Michigan School of Social Work	
<b>Office hours:</b>	By appointment made by contacting the OFI office: <a href="mailto:sww.ofi@umich.edu">sww.ofi@umich.edu</a> , (734) 764-5331 or stopping in Room 1704	
Primary Field Instructor	Phone	E-mail
Secondary Field Instructor If Applicable	Phone	E-mail

**COURSE DESCRIPTION**

*The Council 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.*

Advanced field instruction (SW691) builds on the prerequisite SW515 Foundation field instruction course. Students can enroll in advanced field instruction with a grade of Satisfactory (“S”) or a grade of Marginal (“M”) in SW515 Foundation field instruction. Students focus on their dual concentration of one of the following practice methods: *Interpersonal Practice (IP), Community Organization (CO), Management of Human Services (MHS), Social Policy & Evaluation (SPE)* and their chosen practice area (Aging in Families & Society-AG, Children & Youth and Families in Society-C & Y, Communities & Social Systems-CSS, Health-H, and Mental Health-MH).

In advanced field instruction, students will engage in tasks and assignments that reflect a higher level mastery of knowledge and increased independence in functioning which is designed to facilitate growth as a social work practitioner while strengthening professional identity. Students in this course will focus on learning skills in their practice method (IP,CO, MHS, SPE) through experiential learning opportunities, 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), focusing on the their practice method (IP, CO, MHS, SPE)).

Students will acquire and develop skills and practice behaviors that exhibit the attainment/proficiency of each social work competency in their practice method (IP, CO, MHS, SPE)). These will be evaluated through the development of specific field-based assignments focusing on their practice method (IP, CO, MHS, SPE) and practice behaviors related to each social work competency found on the Education Agreement form that correlates to their practice method.

These assignments will be 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.

Students in advanced field instruction have opportunities to apply their skills in a greater variety of circumstances, with greater depth and breadth over a sustained period of time with the goal of increasing the rigor and complexity in the assignments as well as independence. The social work competencies for advanced field instruction are indicated below and are found on all practice method specific Educational Agreement forms. 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
- Specific Practice Area Competencies. Students will reflect, on the field competencies listed below as these relate to their assigned practice area (aging, children & youth, communities and social systems, health, or mental health). They will develop specific practice behaviors that encompass these competencies related to their individual fieldwork assignments.

For additional information, please refer to these chapters in the SSW Student Guide Volume 2: (<http://ssw.umich.edu/studentGuide>)

- Chapter 4 - Dual Advanced Concentration
- Chapter 5 - Advanced Curriculum Objectives
- Chapter 6 - Practice Method Concentration
- Chapter 7 – Practice Area Concentration

### **COURSE CONTENT**

The course content will vary by practice method, so please use the links provided below to review this material:

Community Organization: <http://www.ssw.umich.edu/shared/forms/statement691CO.pdf>

Interpersonal Practice: <http://www.ssw.umich.edu/shared/forms/statement691IP.pdf>

School Based Interpersonal Practice: <http://www.ssw.umich.edu/shared/forms/statementSB691IP.pdf>

Management of Human Services: <http://www.ssw.umich.edu/shared/forms/statement691MHS.pdf>

Social Policy and Evaluation: <http://www.ssw.umich.edu/shared/forms/statement691SPE.pdf>

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.

## COURSE OBJECTIVES

Upon successful completion of a field placement at the advanced 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 addition, each practice method (IP, CO, MHS, SPE)) includes specific course objectives that can be found at the following links:

- Community Organization: <http://www.ssw.umich.edu/shared/forms/statement691CO.pdf>
- Interpersonal Practice: <http://www.ssw.umich.edu/shared/forms/statement691IP.pdf>
- School Based Interpersonal Practice:  
<http://www.ssw.umich.edu/shared/forms/statementSB691IP.pdf>
- Management of Human Services:  
<http://www.ssw.umich.edu/shared/forms/statement691MHS.pdf>
- Social Policy and Evaluation: <http://www.ssw.umich.edu/shared/forms/statement691SPE.pdf>

### 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 *advanced* 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 *advanced* level comprises 57 clock hours of work. Students are required to log a minimum of 684 hours in *advanced* field instruction. Students electing a minor will complete a total of 171 clock hours out of the 684 total in their minor area and complete the required documentation for the minor field-based assignments related to the assigned competencies

### Relationship of the Course to Four Curricular Themes:

- Multiculturalism and diversity
- Social justice and social change
- Promotion, prevention, treatment, and rehabilitation
- Social science theory and research

### Relationship of the Course to Social Work Ethics and Values

The comprehension of the four curricular themes and the relationship to social work ethics and values is based on the practice method. See the end of each course description of each specific practice method (IP, CO, MHS, SPE):

- Community Organization: <http://www.ssw.umich.edu/shared/forms/statement691CO.pdf>
- Interpersonal Practice: <http://www.ssw.umich.edu/shared/forms/statement691IP.pdf>
- School Based Interpersonal Practice:  
<http://www.ssw.umich.edu/shared/forms/statementSB691IP.pdf>
- Management of Human Services:  
<http://www.ssw.umich.edu/shared/forms/statement691MHS.pdf>
- Social Policy and Evaluation: <http://www.ssw.umich.edu/shared/forms/statement691SPE.pdf>

## RESOURCES

- Field Instruction Manual, Revised July 2011  
<http://ssw.umich.edu/programs/msw/ofi/FieldInstructionManualpdf>
- Educational Agreements and Student and Field Instructor Narrative Guidelines:  
<http://ssw.umich.edu/programs/msw/ofi/agreementsForms.html>
- Placement Verification Form: <http://ssw.umich.edu/programs/msw/ofi/forms-fieldInstruction.html>
- National Association of Social Workers Code of Ethics Revised 2008  
<http://www.naswdc.org/pubs/code/code.asp>

## 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 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/>). If students do decide to disclose a disability, we will (to the extent permitted by law) treat that information as private and confidential.

## ADVANCED 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.asp>), social workers need to continually assess the ethical implications/complications of social networking (Facebook, My Space, Twitter, Blogs, SMS/Texting, 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 have 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**

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	May 1, 2012
ONLINE Placement Verification Forms Due	May 11, 2012
Educational Agreement Forms Due to OFI <i>for Initial Review</i>	May 22, 2012
Holiday: Memorial Day	May 28, 2012
Holiday: Independence Day	July 4, 2012
Tuesday Classes End	July 17, 2012
Monday Classes End	July 23, 2012
Field Instruction Ends	August 10, 2012
Educational Agreement Due to OFI <i>(Must include signed and dated term hours evaluation page, field instructor and student narratives)</i>	August 13, 2012

### ASSIGNMENTS

- **Placement Hours Log/Activity Summary Sheet:** Students are responsible to track their hours and activities while in placement. 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. The placement hours log is not submitted, but is for the students use only.  
<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](mailto:mrwortz@umich.edu)  
<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. The student must use the Educational Agreement that is associated with their chosen practice method (*Interpersonal Practice, Community Organization, Management of Human Services, Social Policy & Evaluation* :). *Link to Educational Agreements: <http://ssw.umich.edu/programs/msw/of/agreementsForms.html>*
  - Use the 14 competencies to determine goals and field-based assignments accordingly. This document is to be submitted twice (see below).
  - *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, the student must work with their field liaison and their field instructor. Modifications to assignments can be made throughout the term with the approval of both the field liaison and the field instructor. Students who fail to submit the Educational Agreement for review by the due date may have their placement hours suspended.
  - *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/of/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. Grades are determined based on the number of points a student earns on the Educational Agreement form in addition to the field instructor narrative and verbal and written input from all parties involved in field instruction. The rating scale on the form is based on an average number of points which is 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 it 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.

***"How wonderful it is that nobody need wait a single moment to improve the world". -Anne Frank***