

COURSE TITLE:	<i>Foundation</i> Field Instruction: SW515	
TERM:	Winter 2013	
Field Liaison:	Field Liaison Name, MSW, LMSW (734) 763-6573 <u>e-mail</u> address	
Liaison Office:	Room 1704_, University of Michigan School of Social Work	
Office hours:	By appointment: contact the Field Office: ssw.ofi@umich.edu , (734) 764-5331 or stop in Room 1704	
Primary Field Instructor	Phone	E-mail
Secondary Field Instructor If Applicable	Phone	E-mail

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

COURSE DESCRIPTION

Foundation field instruction assists students applying and integrating *Foundation* knowledge of social work skills, values, and ethics with practice and in developing a professional social work identity. The course is a field placement which is taken concurrently with the required SW531 *Foundation* Field Seminar. The fieldwork experience provides students with a series of supervised field-based assignments and tasks selected to complement *Foundation* academic courses. 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 are 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 research-based practice. 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. These field-based assignments are designed to help students become proficient in the established social work competencies and practice behaviors (a blend of activities, knowledge and skills), at the *Foundation* level of practice.

COURSE CONTENT

This course will provide *Foundation* field-based experiences. 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. Students will focus on learning *Foundation* level skills through experiential learning opportunities, professional, credentialed supervision, supplemental readings, case-based discussions/conferences, meetings, and other learning opportunities available in the assigned fieldwork setting. 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.

The student's proficiency related to the practice behaviors will be evaluated each term by their assigned field instructor and students will complete a self-efficacy rating as well. A developmentally focused narrative is also required by the field instructor and the student at the end of the term using the established guidelines found here: <http://ssw.umich.edu/programs/msw/ofi/agreementsForms.html>.

COURSE OBJECTIVES, COMPETENCIES, AND PRACTICE BEHAVIORS

The social work competencies for social work education are indicated below:

1. Professional Identity
2. Values & Ethics
3. Critical Thinking
4. Diversity
5. Social & Economic Justice
6. Research
7. Human Behavior & The Social Environment
8. Social Policy
9. Organizational Context Engagement
- 10a. Engagement
- 10b. Assessment
- 10c. Intervention
- 10d. Evaluation

These competencies and the corresponding practice behaviors are also in the *Foundation* Field Instruction Course Statement (<http://www.ssw.umich.edu/shared/forms/statement515.pdf>) and the *Foundation* Educational Agreement form (<http://ssw.umich.edu/programs/msw/ofi/forms-students.html>). Students will be expected to demonstrate beginning proficiency in the competencies and corresponding practice behaviors upon successful completion of behaviorally specific and measurable fieldwork site assignments.

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 and practice behaviors as 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 and corresponding practice behaviors. 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 is 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
- *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, non-maleficence [do no harm], fidelity, and justice will also be addressed.

COURSE RESOURCES

- Field Instruction Manual, Revised July 2012 <http://sww.umich.edu/programs/msw/ofi/FieldInstructionManualpdf>
- Educational Agreements and Student and Field Instructor Narrative Guidelines: <http://sww.umich.edu/programs/msw/ofi/agreementsForms.html>
- Placement Verification Form: <https://www.sww.umich.edu/ofi/forms/fieldPlacementVerification/index.html>
- National Association of Social Workers Code of Ethics Revised 2008 <http://www.naswdc.org/pubs/code/code.asp>

REGISTRATION REQUIREMENTS

SW515 requires course registration like other classes. To register for field instruction courses in Wolverine Access, select the *INDEPENDENT STUDY* tab and from the pull-down menu, choose the appropriate field instruction course.

Students in special placements with special requirements may be required to complete an Out Of Sequence Petition. This form can be found on the OFI web page (http://sww.umich.edu/programs/msw/ofi/out_of_sequence.pdf) and completed with the assistance of the 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 students may only receive credit for hours logged for registered credits. If students choose to register for additional credits to account for additional

hours logged, 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 logging 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 the assigned Field Liaison.

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 are handled can be modified to facilitate student participation when in placement. The earlier students make their Field Liaison and field instructor aware of their needs, the more effectively they will be able to use the resources available. Should a student required an accommodation, they must meet with the Services for Students with Disabilities office – (<http://ssd.umich.edu/>) who will issue a passport/visa document for approved accommodations to be made in field. If students do decide to disclose a disability, OFI will (to the extent permitted by law) treat that information as private and confidential.

FIELD INSTRUCTION EXPECTATIONS

- Students will attend field placement and log their hours as agreed upon with the assigned field instructor and document these on the required on-line 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

COURSE ASSIGNMENTS

1. Placement Verification Form: (<http://ssw.umich.edu/programs/msw/of/forms-fieldInstruction.html>) 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 requesting that they review and 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.
2. Educational Agreement Form: Is a collaborative effort between students and field instructors to outline the work plan for the current term. Using the 10 competencies and corresponding practice behaviors, students in conjunction with their field instructors, determine goals and develop field-based assignments. This document is to be submitted twice (see below) per term. Frequently Asked Questions to Help Students Navigate the Educational Agreement form can be found here: <http://ssw.umich.edu/programs/msw/of/FAQ-to-Help-Students-Navigate-the-Educational-Agreement-Form-Revised-August-2012.pdf?cacheBreak=1> . The following provides a link to *Foundation* Educational Agreement form: <http://www.ssw.umich.edu/shared/forms/Foundation515-1.pdf>) and the process for using the form in *Foundation* field instruction follows 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 or faxed copies will be accepted). It is suggested that a copy be made to use weekly while in field and during supervisory meetings. OFI cannot make copies of this form. If upon initial review of the Educational Agreement form, assignments need to be changed or modified, 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.

o *Final Submission:*

The original Educational Agreement form becomes the Evaluation form (see below). Refer to the instructions on the form itself for how to score and for the scoring scale. Educational Agreements are due by the established deadline. If for any reason the evaluation will 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 Incomplete ("I").

3. Supervision Agenda:

Students are responsible to email their field instructor a Supervision Agenda every week that includes their Field Placement Hours Log. 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 skill development. The assigned Field Liaison will review Supervision Agenda(s) during the required site visit. The assigned Field Liaison will review Supervision Agenda(s) during the required site visit. Students and field instructors should be utilizing the What? So What? Now What? Reflection Tool that was introduced in the Pre-field Orientation Workshop.

4. Liaison Site Visit:

The Field Liaison is 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 this faculty do not place students. The liaison provides continuity with students and the fieldwork site for the duration of the field placement and is in contact with the student and field instructor as needed. The Field Liaison reviews and approves the student's Educational Agreement each term and assigns the field grade (see grading below) each term, and provides support and problem solving to the student and field instructor.

The 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 and feedback on the following topics may be held:

- o Acclimation to working in the fieldwork site
- o Discussion on the use of Social Media
- o Progress on the development of social work skills as outlined in the Educational Agreement encompassing the 10 competencies and corresponding practice behaviors
- o Review of client/project related assignments and areas of success
- o Review several Supervision Agenda's used during the term
- o How critical thinking is being utilized in field practice
- o Concerns or issues that have emerged during the term
- o Ethical questions or challenges that may have been encountered
- o How course work and field work are being integrated
- o Review of Key Learning Experience
- o How the What? So What? Now What Reflection Tool is being utilized
- o PODS Reflections
- o Review of self-care plan
- o Professional and personal development
- o Review of the evaluation process

5. Key Learning Experience Summary: Students will be required to view the e-Portfolio Module 3 and complete Exercise 1 Worksheet in their SW531 *Foundation* Field Seminar Class Session 3. These training materials are on the CTools course site. Using the worksheet and the provided template, students will prepare a Key Learning Experience Summary that will be reviewed during the Field Liaison Site Visit.

6. Field Evaluation:

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 the hours logged, a signed narrative evaluation from the field instructor and a student narrative completed utilizing the established guidelines. The 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. **OFI will not accept copies either faxed or photo or copies completed in pencil.** Final submission must include all originally submitted materials with required signatures and dates. Failure to submit/complete this assignment by the due date will result in an Incomplete ("I") grade.

7. Field Placement Hours Log (<http://ssw.umich.edu/programs/msw/of/forms-fieldInstruction.html>):

Students are responsible to track their hours and activities while in field placement. While the Field Placement Hours Log is not a required assignment it is an excellent way for students to track their hours and placement activities. These activities will assist the student in developing their field-based assignments. This log can also assist students in developing their Supervision Agenda. In addition, if there is any issue or question about the number of hours completed, the log, with signatures could assist in sorting things out. It should be noted that the field instructor has final authority with regard to validating hours logged on the Educational Agreement form Term Validation page at the end of the term.

GRADING

The following definitions have been established for grading in field instruction courses. Grades for field instruction are Satisfactory ("S"), Marginal ("M"), or Unsatisfactory ("U") and 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 scale for grading is based on an average number of points determined by the ratings earned on the practice behaviors. There are 41 core practice behaviors with ratings from 0-5. The following scale is used: 5=Mastery; 4=Advanced/Proficient; 3=Competent/Skilled; 2=Beginning/Emerging; 1=Did Not Demonstrate; 0=No Opportunity. Grades will be assigned as follows: 82 points or more = Satisfactory; 81-62 points = Marginal; 61 points or below = Unsatisfactory.

NOTE: If the scores on the Educational Agreement form show 3 or more "NA" scores (no opportunity), 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 this successfully. If a grade change is required, the grade of "IS" or "MS" stays permanently on the student's transcript.

Students will be able to enroll in *Advanced* field instruction (SW691) upon earning a grade of Satisfactory ("S") or a grade of Marginal ("M") in *Foundation* field instruction.

Grades are also determined by evaluating the student's professional behavior in the fieldwork setting. Students are required to maintain appropriate professional behaviors such as attendance, time management, meeting deadlines, professional appearance, and professional demeanor at all times. Students are required to maintain open relationships with their field instructor(s), their Field Liaison, colleagues, client groups, the community and the School of Social Work and learn to give and receive constructive feedback. Students must exhibit personal responsibility, accountability and the ability to collaborate, and follow through on commitments. Students must demonstrate active listening, professional communication (verbal and in writing) in a timely, responsible, and sensitive manner and exhibit self-awareness and self-correction. For the grading policy, please refer to the OFI Field Manual, Vol. 3, Chapter 11, which can be found here: <http://ssw.umich.edu/programs/msw/of/fieldInstructionManual.pdf> .

"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 a rating of 82 or higher on the practice behaviors 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 a rating between 81-62 on the practice behaviors 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 the 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 61 on the practice behaviors 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 the academic record permanently. If students make up the course or fieldwork according to the guidelines stated above, the grade for the course will appear on the 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.

IMPORTANT DATES IN FIELD INSTRUCTION

Field Instruction Begins the Week of	Tuesday, January 8, 2013
Placement Verification Forms Due (on-line)	Tuesday, January 16, 2013
Martin Luther King, Jr. Observance/Symposia	Monday, January 21, 2013
Field Instructor Course – ECC	Friday, January 25, 2013
Educational Agreement Form Due for Review	Wednesday, February 6, 2013
Spring Recess	Mon. March 4-Fri. March 8, 2013
Classes End	Tuesday, April 23, 2013
Field Instruction Ends	Friday, April 26, 2013
Educational Agreement Evaluation Form Due (<i>Must include signed and dated Term Validation Page, field instructor and student narratives</i>)	Monday, April, 29, 2013
Public School Educational Agreement Evaluation Due	Friday, May 3, 2013 (for graduating students)
Public School Educational Agreement Evaluation Due	Friday, June 28, 2013 (for Advanced Standing students)

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 all 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 OFI 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. OFI suggests the students utilize the "Professional Decision Making Tool: Reviewing Choices, Weighing Options And Evaluating Consequences Form (<http://sww.umich.edu/programs/msw/of/Professional-Decision-Making-Tool-Reviewing-Choices-Weighing-Options-and-Eval-Consequences.pdf>) to assist them in reflecting on their choices and understanding the natural consequences of any decision when considering terminating from field placement. 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 termination process. Students along with their field instructor must complete Petition to Terminate Placement 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.

STUDENT RE-PLACEMENT POLICY & PROTOCOL

Students are encouraged to utilize the "Professional Decision Making Tool" (see above) to help them decide if terminating from their field placement is the best option for them given their individual circumstances. If a student decides to terminate from their field placement they are required to complete and turn in the following paperwork within **10 working days**. Should students fail to turn in the paperwork by the established deadline, re-placement planning will be delayed and could mean the student may need to wait until the next term to start the new placement.

- **Petition to Terminate:** This form allows all parties involved to comment on the termination noting the following:
 - Educational rationale for the proposed change
 - The steps taken to modify the student's assignments in the original field placement
 - A termination plan

- Recommendations for a grade
- Documentation of the number of hours completed
- The number of hours that need to be made up in the subsequent placement
- The form must contain all the required signatures, which means that the student will be required to have a discussion with the field instructor much as would happen if a job were being terminated
- Updated Goal Statement (see Guidelines here: <http://ssw.umich.edu/programs/msw/ofi/resume.html>)
- Updated Résumé (see Guidelines here: <http://ssw.umich.edu/programs/msw/ofi/resume.html>)

If a slot is identified, the Field Educator will provide the student with the re-placement option and facilitate an interview with the fieldwork site. If the student is accepted, the placement start date, the assignment of the Field Liaison, and the due date for the new Placement Verification Form and the initial review of the new Educational Agreement will be established.

Should the student not be accepted, they would be moved on to a second placement slot ONLY IF ONE IS AVAILABLE. Should there only be one re-placement slot available and the student was not accepted, then the student's program plan will need to be adjusted with the goal being to replace them at the beginning of the following term when more placement slots will become available due to graduation etc.

SSW OFI SOCIAL MEDIA GUIDELINES

In the age of technology and information, social media can be particularly helpful in building connections with colleagues and maintaining relationships with friends and family; however, due to social work's professional standards and the obligation to follow the *National Association of Social Workers Code of Ethics* (<http://www.socialworkers.org/pubs/code/code.asp>), social workers need to continually assess the ethical implications/complications of their social media use. While social media 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/employee and clients have not been taken.

Here are a few important issues to explore with the fieldwork site:

1. **What type of information is okay to share on a personal social media site?**
 - a. It seems that it should be inappropriate for students (or employees) to refer to any fieldwork site/agency, client, or client situation, etc. on their personal social media pages (e.g. Facebook, My Space, Twitter, Blog), no matter how many security settings have been invoked.
 - b. Should students (or employees) share their personal contact information including email, cell number, address, etc. with a current or former client or client group?
 - c. While social workers have an ethical obligation to protect the privacy of their clients, no such restrictions prevent a client from searching online for information about a student or employee. Any photos, videos, written comments, and other postings can serve to undermine a social worker's personal safety and/or professional competence.
 - d. Students (or employees) should be expected to exercise great care in how they represent the social work profession as a whole in any online activities. It is very easy for an outsider to misinterpret statements or images out-of context. (See *NASW Code of Ethics Section 4.06a: Misrepresentation.*)
2. **When, if ever, is it permissible to conduct an online search for information about a client?** (See *NASW Code of Ethics Section 1.07a: Privacy and Confidentiality.*)
3. **What is the policy on "friending" current or past clients?** (See *NASW Code of Ethics Section 1.06c: Conflict of Interest.*)
4. **How can social media be used to further the goals of the fieldwork site?** How does a student or employee present information on a social media page in a professionally-appropriate manner?

5. What types of information should not be sent via email? (See *NASW Code of Ethics Section 1.07e: Privacy and Confidentiality*.)

When reflecting upon the importance of preparing students to function as solid, ethical, social work professionals, it seems that supervision/discussion/consultation regarding the social work competencies and practice behaviors is critical in navigating the challenges social media presents in practice. Remember that social media sites are public domains and any and all information can be accessed by anyone. Once information is in cyber space, it never goes away.

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 all 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.

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 OFI Team seeks to support students in having a rich and rewarding field education experience. The field faculty welcomes visits and hopes students will share their contributions made to the 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