"Innovation comes from different perspectives. Different perspectives come from diverse experiences and multicultural critical and inventive thinking by reflecting on WHAT? What have I learned? SO WHAT?—Why is what I learned important to me? and NOW WHAT? What am I going to do with what I learned?" - Mr. Cheong Wei Yang, Director of Planning Division, Ministry of Education, Singapore, panelist at the Global Internship Conference, June 5, 2013, Singapore.

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.

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.

COURSE DESCRIPTION
Advanced field instruction (SW691) builds on the prerequisite Foundation field instruction (SW515) 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. All students in the School are required to complete a practice method concentration and will choose a practice area in which to apply this method. Students focus on their practice method concentration in one of the following: Interpersonal Practice (IP), Community Organization (CO), Management of Human Services (MHS), Social Policy & Evaluation (SPE) and in 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).
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 by developing professional practice behaviors (a blend of activities, knowledge and skills), focusing on their chosen practice method concentration (IP, CO, MHS, SPE) and practice area (AG, C&Y, H, MH and CSS).

**COURSE CONTENT**

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 concentration (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. Students will develop in conjunction with their field instructor behaviorally specific and measurable field-based assignments.

**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 found on all practice method concentration specific Educational Agreement forms and course statements. The course content will vary by practice method concentration, so use the links provided below to review the specific Educational Agreement forms:

- Community Organization
- Interpersonal Practice
- Management of Human Services
- Social Policy and Evaluation

Students will be expected to demonstrate proficiency in the competencies and corresponding practice behaviors upon successful completion of behaviorally specific and measurable fieldwork site assignments. 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 student’s proficiency on the practice behaviors will be evaluated each term by their assigned field instructor as these relate to the specific competency and field-based assignment.
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 Advanced 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 faculty who are employed by the School of Social Work and work directly in the Office of Field Instruction. The field faculty 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 faculty reviews and approves the student’s Educational Agreement each term and assigns the field grade each term, and provides support and problem solving to the student and field instructor.

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 and practice behaviors.

Relationship of the Course to the Four Curricular Themes

The comprehension of the four curricular themes (Multiculturalism and Diversity, Social Justice and Social Change, Promotion, Prevention, Treatment, and Rehabilitation; and Social Science Theory and Research) and the relationship to Social Work ethics and Values is based on the practice method concentration. See each individual course statement description for each specific practice method concentration (IP, CO, MHS, and SPE) related to the curricular themes.

COURSE RESOURCES

- Field Instruction 101-on-line module:
  - Chapter 1: Nuts & Bolts
  - Chapter 2: Logistics of Learning
  - Chapter 2: Tools of the Trade
- C-Tools site for assigned field faculty
- Field Instruction Manual, Revised July 2013
- Educational Agreements
- Placement Verification Form
- National Association of Social Workers Code of Ethics Revised 2008

ELECTIVE FIELD CREDITS

Students may only receive credit for hours logged IF they have registered for these 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 has been 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 faculty.

ACCOMMODATIONS

If students need or desire an accommodation for a disability, they need to let their field faculty and field instructor know immediately. Many aspects of 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 faculty and field instructor aware of their needs, the more effectively they will be able to utilize the resources available.
Should a student require an accommodation; they must meet with the Services for Students with Disabilities office 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 are required to:

• Attend field placement, log their hours as agreed upon with the assigned field Instructor, and document these on the required on-line Placement Verification Form.
• Use their Educational Agreement form as their guide for completing agreed upon field based assignments and for evaluation of those assignments.
• Professionally communicate with their field instructor (primary and/or secondary), all variation and adjustments in regards to their field placement schedule.
• Communicate early and often with their assigned field faculty in regards to any potential issues and challenges that might impact their field-based learning.

Students should also consider utilizing the Field Placement Hours Log (located under “Frequently Used Forms” Header) which is an easy to use Excel spreadsheet that can be downloaded, to assist them in tracking their hours. While this log is not a required assignment, it is an excellent way for students to track their hours and placement activities which will assist in the development of the field-based assignments on the Educational Agreement form. 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 responsibility with regard to validating hours logged on the Educational Agreement form Term Validation Page at the end of the term.

COURSE ASSIGNMENTS

1. Placement Verification Form
   Provides details on the student’s field work schedule and gives accurate contact information for the student’s field instructor. There are several checkboxes of important information that should be discussed by the field instructor (liability, safety, client transportation & stipend) and the student. An e-mail will be sent to the designated field instructor requesting that they review and approve this form. Students should remind their field instructor to verify/validation their form upon receiving an email request from the OFI office. Students should also check to ensure their course registration for the term is accurate. Should students fail to meet the established deadline for submission of this form, their assigned field faculty may suspend their field hours until this requirement has been met. If students encounter technical difficulties submitting and/or verifying this online form, they should contact the OFI Project Coordinator.

2. Supervision Agenda: Students and field instructors are required to engage in supervisory sessions for a minimum of an hour on a weekly basis. If a student has a secondary field instructor, they are also required to also meet with them for a minimum of an hour on a weekly basis. Students are responsible to email their field instructor a Supervision Agenda every week prior to supervision that includes:
   • An update on the hours logged for the week.
   • An update on administrative issues.
   • Progress related to fieldwork site assignments.
   • Reflections on privilege, oppression, diversity and social justice issues.
   • Reflection on personal and professional growth and skill development.
   • Identification and development of Key Learning Experience Summaries.

The assigned field faculty will review the Supervision Agenda(s) during the required site visit (see below). Students and field instructors will benefit from utilizing the WHAT? SO WHAT? NOW WHAT? Reflection Tool.
3. **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. This document is to be submitted twice (see below) per term. The process for using the form in *Advanced* field instruction forms follows below:

**A. Development and Initial Submission of the Educational Agreement Form:**
- The form must be completed each term and becomes a contract for field placement. At the beginning of each term, students in conjunction with their field instructor, develop a specific fieldwork site assignment that addresses each competency and reflects developing proficiency with the corresponding Practice Behaviors. Assignments must be behaviorally specific and measurable.
- The **ORIGINAL** Educational Agreement form must be completed in ink, signed and dated and turned into the OFI office by the posted due date for review by the assigned field faculty. Should students fail to meet the established deadline for submission of this form, their assigned field faculty may suspend their field hours until this requirement has been met.
- Upon review of the form, the field faculty will make comments and/or add suggestions, sign the form, and e-mail the student to come pick up the form from the OFI office. Students may be expected to revise the form based on field faculty feedback and recommendations.
- The Educational Agreement form becomes a part of the student’s permanent record upon graduation and can be utilized, with the student’s permission, by licensing boards and employers after graduation.
- It is recommended that students make a copy of the form for future reference. Completed forms cannot be released by OFI.

**B. Final Evaluation and Submission of the Educational Agreement for Grading:**
The original Educational Agreement form becomes the final term evaluation form. Educational Agreements are due by the established deadline. Students must submit the **ORIGINAL** document. OFI will not accept copies either faxed or photo or copies completed in pencil. Students need to ensure that the Term Validation Page is completed and signed by the field instructor and student. If for any reason the evaluation will be late, students must contact their field faculty. Failure to submit/complete this assignment by the due date will result in an Incomplete (“I”) grade. The final evaluation has are 3 required components:

- **Practice Behavior Rating Scale:** The field instructor will be required to rate the student on their level of proficiency as demonstrated in the completed assignment related to the identified practice behaviors on the Educational Agreement form. If there is a secondary LMSW field instructor, they also must complete the practice behavior ratings. There are 41 core practice behaviors with ratings from 0-5. Refer to the instructions on the form itself for and for the scoring scale how to use it.

- **Term Validation Page:** Students and field instructors must complete the Term Validation Page on the Educational Agreement form. Signatures provide an official record of the hours logged and the practice behavior ratings. If there is a secondary LMSW field instructor, they must also sign the Term Validation page.

- **Key Learning Experience Summary:** Students are encouraged to utilize the Key Learning Experience Worksheet throughout the term to assist them in developing the required Summary at the end of the term (see template below). This document is also posted on the field faculty’s CTools course site. The end of the term Summary must be typed, not more than 1-2 pages in length, follow the required headings/format and is submitted with the Educational Agreement final evaluation. **Students are strongly encouraged to add this summary as a project in their electronic Seelio e-Portfolio. To help you**
learn more about creating an e-Portfolio, see the on-line module Putting Your Portfolio Together and contact ssw.portfolios@umich.edu to get started.

- **KEY LEARNING EXPERIENCE SUMMARY TEMPLATE.**
  
  **Title:** A short, concise topical sentence that captures the essence of the key learning experience.
  
  **Paragraph 1: Introduction/Description**
  Begin with a brief summary, no more than 4-5 sentences that describes a Key Learning Experience (what was the experience, where did this experience occur, what was your role, etc.)
  
  **Paragraph 2: Overall Importance**
  Briefly summarize in 2-3 sentences, the overall importance of the experience, to you and/or to others.
  
  **Paragraph 3: Tasks Carried Out**
  Briefly introduce the tasks completed in 2-3 sentences and provide a bulleted list of the tasks you accomplished (similar to bullets you would use in a resume).
  
  **Paragraph 4: Skills Learned/Acquired**
  Briefly introduce the skills you demonstrated and provide a bulleted list of the skills you used (similar to bullets you would use in a resume).
  
  **Paragraph 5: Lessons Learned**
  Briefly introduce your lessons learned and provide a bulleted list of these lessons learned during this key learning experience.
  
  **Paragraph 6: Overall Impact**
  Conclude by briefly sharing in 2-3 sentences, how this experience impacted your professional growth and development overall and how it may influence your future work moving forward.

<table>
<thead>
<tr>
<th>ADVANCED STANDING &amp; 16-MONTH</th>
<th>END OF TERM STUDENT RESPONSIBILITIES</th>
<th>END OF TERM EDUCATIONAL AGREEMENT EVALUATION FIELD INSTRUCTOR RESPONSIBILITIES</th>
</tr>
</thead>
<tbody>
<tr>
<td>1st term in field placement</td>
<td>Create a Key Learning Experience Summary that focuses on something <strong>specific</strong> that was accomplished, completed, developed in the field placement this term</td>
<td>Rate student proficiency in practice behaviors</td>
</tr>
<tr>
<td>2nd term in field placement</td>
<td>Create a Key Learning Experience Summary that focuses on something <strong>specific</strong> that was accomplished, completed, developed in the field placement this term</td>
<td>Rate student proficiency in practice behaviors</td>
</tr>
<tr>
<td>3rd term in field placement</td>
<td>Create a Key Learning Experience Summary that is <strong>all-encompassing</strong> related to what was learned over the course of field placement</td>
<td>Rate student proficiency in practice behaviors AND write the required end-of-placement narrative (guidelines below) *</td>
</tr>
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<tr>
<th>20-MONTH</th>
<th>STUDENT RESPONSIBILITIES</th>
<th>END OF TERM EDUCATIONAL AGREEMENT EVALUATION FIELD INSTRUCTOR RESPONSIBILITIES</th>
</tr>
</thead>
<tbody>
<tr>
<td>1st term in 1st placement</td>
<td>Create a Key Learning Experience Summary that focuses on something <strong>specific</strong> that was accomplished, completed, developed in the field placement this term</td>
<td>Rate student proficiency in practice behaviors</td>
</tr>
<tr>
<td>2nd term in 1st placement</td>
<td>Create a Key Learning Experience Summary that is <strong>all-encompassing</strong> related to what was learned over the last two terms of field placement</td>
<td>Rate student proficiency in practice behaviors AND write the required end-of-placement narrative (guidelines below) *</td>
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</tbody>
</table>
Field Instructor Required End-of-Placement Narrative Summary: In the last term of placement, field instructors are required to submit a written narrative. This final narrative should focus on summarizing the student’s performance over the course of the placement related to how you perceive them as thinking and performing like a social worker.

Students have worked to attain proficiency in competencies found on the Educational Agreement. The six professional competence domains listed below * have been established to assist you in writing your narrative which reflects on the student’s overall performance as a developing professional. The bullets Illustrate/describe the attributes for each domain.

This feedback should, in your own words, reflect your opinion about the student’s capacity to use and/or transfer their knowledge, skills, abilities, attitudes, and values into action.

<table>
<thead>
<tr>
<th>PROFESSIONAL COMPETENCY DOMAINS *</th>
<th>DEMONSTRATES THE ABILITY TO</th>
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</thead>
<tbody>
<tr>
<td>PERSONAL QUALITIES</td>
<td>Include your perception of the student’s</td>
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<tr>
<td></td>
<td>• motivation</td>
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<td></td>
<td>• time management abilities</td>
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<td></td>
<td>• independence</td>
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<td>• energy</td>
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<td>• commitment</td>
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<td>• flexibility</td>
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<td></td>
<td>• adaptability</td>
</tr>
<tr>
<td></td>
<td>• accountability</td>
</tr>
<tr>
<td>BEHAVIOR IN THE ORGANIZATION</td>
<td>• recognize the importance of context</td>
</tr>
<tr>
<td></td>
<td>• work in an organization with rules, procedures, and a hierarchy</td>
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<tr>
<td></td>
<td>• carry out basic procedures of role</td>
</tr>
<tr>
<td>ALLOCATE TO LEARNING</td>
<td>• use strong communication skills (verbal and written)</td>
</tr>
<tr>
<td></td>
<td>• entertain perspectives of others in a respectful manner ability</td>
</tr>
<tr>
<td>CONCEPTUALIZATION OF PRACTICE</td>
<td>• engage in the learning process</td>
</tr>
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<td></td>
<td>• initiate, seek out, and learn</td>
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<td></td>
<td>• generalize learning</td>
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<td></td>
<td>• create an approach using knowledge and skill</td>
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<td></td>
<td>• seek appropriate consultation</td>
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<tr>
<td></td>
<td>• be self-directed</td>
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<td></td>
<td>• identify the values, principles and ideas that underlie judgments and actions</td>
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<tr>
<td></td>
<td>• use analytical and critical thinking skills</td>
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<tr>
<td></td>
<td>• use theories and approaches consistent with social work knowledge</td>
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<tr>
<td></td>
<td>• make sound ethical decisions and has a clear understanding of the value base of social work</td>
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</tbody>
</table>
**PROFESSIONAL COMPETENCY DOMAINS**

<table>
<thead>
<tr>
<th>DEMONSTRATES THE ABILITY TO</th>
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<tbody>
<tr>
<td><strong>RELATIONAL ABILITIES</strong></td>
</tr>
<tr>
<td>• exhibits appropriate empathy</td>
</tr>
<tr>
<td>• connects, supports, collaborates as well as confronts and challenges appropriately</td>
</tr>
<tr>
<td>• manages professional boundaries</td>
</tr>
<tr>
<td><strong>QUALITY OF RELATIONSHIPS</strong></td>
</tr>
<tr>
<td>• engage and form relationships with variety of personnel</td>
</tr>
<tr>
<td>• build alliances</td>
</tr>
<tr>
<td>• work with diverse populations</td>
</tr>
<tr>
<td>• be receptive to and able to apply feedback</td>
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<tr>
<td>• reflect on practice and exhibit self-awareness</td>
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5. **Field Faculty Site Visit:**

Each term, the assigned field faculty contacts the field instructor and the student to arrange a required fieldwork site visit to evaluate the student’s progress to date. Students prepare for the site visit by:

- Discussing how their fieldwork site operates, how they have acclimated to the setting, and sharing some of their successes and challenges.
- Discussing the fieldwork site assignments as related to developing proficiency with the corresponding practice behaviors.
- Sharing their *Key Learning Experience Summary Worksheet* that was introduced in Pre-Field Orientation workshop. Students should review the on-line module for assistance: *Putting Your Portfolio Together*.
- Reflecting on how PODS issues have impacted their placement experience.
- Reflecting on the progress they have made with regard to their personal and professional growth and overall skill development.
- Additional topics for the site visit may include:
  - Review several Supervision Agenda’s used during the term
  - How the *WHAT? SO WHAT? NOW WHAT* Reflection Tool is being utilized
  - How critical thinking is being utilized in field practice
  - Concerns or issues that have emerged during the term
  - Ethical questions or challenges that may have been encountered
  - How course work and field work are being integrated
  - Discussion on the use of social media
  - Review of self-care plan
  - Review of the end of term evaluation process

**GRADING IN FIELD INSTRUCTION**

For the grading policy, please refer to the OFI Field Manual, Vol. 3, Chapter 11. Follow the link to view the definitions for field instruction grades. The final grade for field instruction is based on the following sources and documents:

- The student’s final evaluation on Educational Agreement form. Grades for field instruction are Satisfactory ("S"), Marginal ("M"), or Unsatisfactory ("U"). Grades will take into consideration a number of factors that include the points earned on the practice behavior ratings which are as follows: 270-108 = Satisfactory; 107-54 points = Marginal; 53 points or below = Unsatisfactory.
  **IMPORTANT:** If the scores on the Educational Agreement form show three 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 on the form. 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. Incomplete forms will affect the grade. Students should also be aware that once the term is completed and the grade has been issued, adjustments to registration for SW691 cannot be made.
- Records, reports, logs, and other written materials produced by the student.
Verbal assessments of specific aspects of the student’s performance provided by the field instructor and/or secondary field instructor during the site visit and other times, as well as input from other fieldwork personnel involved in field instruction.

Grades are also determined by evaluating the student’s professional behavior in the fieldwork setting. Students are required to:

- Demonstrate appropriate professional behaviors such as attendance, time management, meeting deadlines, professional appearance and professional demeanor at all times.
- Establish and maintain open relationships with their field instructor(s), their field faculty member, colleagues, client groups, the community, the School of Social Work, and learn to give and receive constructive feedback.
- Exhibit personal responsibility, accountability and the ability to collaborate, and follow through on commitments.
- Demonstrate active listening and professional communication (oral and written) that is timely, responsible, expressed in a sensitive manner and exhibits self-awareness and self-correction.

**IMPORTANT DATES IN FIELD INSTRUCTION**

Be sure to keep track of field instruction related deadlines and important dates via the OFI website.

**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 faculty is available to serve as a resource should problems arise during field placement. The field faculty 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. They 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 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 reasons. The OFI has a mechanism to assist students being reassigned and/or ending a field placement. The termination of a field placement requires students to first attempt to problem solve with their assigned field instructor in the fieldwork site. OFI suggests the students utilize the “Professional Decision Making Tool: Reviewing Choices, Weighing Options And Evaluating Consequences” form which can 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 they wish to terminate the placement, they should contact their assigned field faculty right away to begin the official 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 field faculty to participate in the process and make recommendations. The document serves an official account of hours logged and progress made while in the fieldwork setting.

**STUDENT RE-PLACEMENT POLICY & PROTOCOL**

In the event of a placement termination, students are required to complete and submit the following paperwork within 10 working days. Should students fail to submit the paperwork by the established deadline, replacement planning will be delayed and could mean the student may need to wait until the next term to start the new placement. The following are required:

- **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.
• **Updated Goal Statement and Resume Guidelines.**

If a slot is identified, the field faculty 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 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](https://www.setonhall.edu/), social workers need to continually assess the ethical implications/complications of their social media use.

> “How wonderful it is that nobody need wait a single moment to improve the world”. -Anne Frank