



COURSE TITLE: *Advanced* Field Instruction: SW691
TERM: Fall 2015

Field Faculty: Susan W. Crabb, MSW, LMSW (734)615-7930 swcrabb@umich.edu
Office: Room 1704 B, University of Michigan School of Social Work
Office Hours: By appointment: contact the Field Office: sww.ofi@umich.edu
 (734) 764-5331 or stop in Room 1704

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|---|-------|--------|
| Primary Field Instructor | Phone | E-mail |
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| 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.

OFFICE OF FIELD (OFI) INSTRUCTION MISSION STATEMENT

To serve as both a representative of the University of Michigan School of Social Work and its students as well as function as an advocate for the interests of the community-based fieldwork sites where students are placed. 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. 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 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 Agreements and course content will vary by practice method concentrations.

Students will be expected to demonstrate proficiency in the competencies and corresponding practice behaviors upon successful completion of fieldwork site assignments. Practice behaviors are defined as a blend of activities, knowledge and skills. 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 online individualized Educational Agreement (OEA). Field placement learning experiences are developed in conjunction with the field instructor and are linked to the competencies and practice behaviors as outlined on the *Advanced* Educational Agreement. 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 OFI 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, assigns the field grade, and provides support and problem solving to the student and field instructor.

One credit hour of field placement at the *Advanced* level equals 57 clock hours logged. Students are typically enrolled in 4 credits of SW691 Advanced Field Instruction which requires a total of 228 clock hours (4 credits X 57 hours per credit = 228 total hours for the term). 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](#)
- [Canvas Site for Assigned Field Faculty](#)
- [Field Instruction Manual](#), Revised June 2015
- [Educational Agreements](#)
- [Placement Verification Form](#)
- [National Association of Social Workers Code of Ethics](#) Revised 2008
- [Student Code of Academic and Professional Conduct](#)
- [HIPAA](#)

ELECTIVE FIELD CREDITS

Students may only receive credit for hours logged IF they have registered for these credits. When students must register for additional credits to account for additional hours required by the fieldwork site, this must be approved by the assigned Field Faculty in concert with the field instructor and submitted before the end of the current term. Once the term has ended and the grade has been submitted, additional credits may not be added. 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 these issues, students should discuss this with the assigned Field Faculty.

ACCOMMODATIONS

If students need an accommodation for a disability, they need to let their Field Faculty know right away. Some aspects of this course, the assignments, and the way training is handled in the field may be modified to facilitate the student's participation and progress. As soon as students' make the Field Faculty aware of their needs, they can work with the Office of Services for Students with Disabilities (SSD) to help determine appropriate accommodations. [SSD](#) typically recommends accommodations through a Verified Individualized Services and Accommodations (VISA) form. Field Faculty will treat any information you provide as private and confidential.

FIELD INSTRUCTION EXPECTATIONS

Students are required to:

- Attend field placement, abide by all fieldwork site policies and procedures including but not limited to HIPPA, log their hours as agreed upon with the assigned field Instructor, and complete the required field instruction course assignments.
- Use their online Educational Agreement form as their guide for completing agreed upon field-based assignments and for evaluation of those assignments. **NOTE: THE PLACEMENT VERIFICATION FORM MUST BE COMPLETED BEFORE THE ONLINE EDUCATIONAL AGREEMENT IS RELEASED AND AVAILABLE.**

- Professionally communicate with their field instructor (primary and/or secondary), all variation and adjustments in regards to their field placement schedule. A primary field instructor is the person who is monitoring the daily fieldwork site activities. If the primary field instructor is NOT a LMSW social worker, then a secondary LMSW social worker is assigned to the student and provides weekly supervision, approves the assignments and evaluates the student at the end of the term by validating the learning experience.
- 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 consider utilizing the [Field Placement Hours Log](#) which is an easy to use Excel spreadsheet that can be downloaded and used 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 online Educational Agreement form. This log can also assist students in developing their Supervision Agenda. 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 online Educational Agreement form, End of Term (Tab 3).

COURSE ASSIGNMENTS

1. At the beginning of the term, students set up an initial meeting with their assigned field instructor to review the field instruction course requirements/assignments indicated in this syllabus and share materials received in the Pre-Field Orientation Workshop that include:
 - Generative Interview Question Sheet
 - Inventory of Experiences
 - *What? So What? Now What?* Reflection Tool
2. [Online 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 (HIPPA as enacted by the fieldwork site, 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 online form. Students should remind their field instructor to verify/validate 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 course requirement, their assigned Field Faculty may suspend their field hours until this requirement has been met. Students will not be able to access their online Educational Agreement until their Placement Verification form has been validated. If students or field instructors encounter technical difficulties submitting and/or verifying this online form, they should contact the [OFI Project Coordinator](#) (734-763-6321).
3. [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 (see Field Instructor Expectations above, they are also required to meet with them for a minimum of an hour on a weekly basis. Students are responsible to provide their field instructor with a Supervision Agenda every week prior to the supervision meeting 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/Project Summaries.

The assigned Field Faculty will review sample Supervision Agenda(s) during the required site visit (see below). Students and field instructors should be utilizing the [WHAT? SO WHAT? NOW WHAT? Reflection Tool](#) which can be found in the Pre- field Orientation Workshop materials.

4. [Online Educational Agreement Form:](#)

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.

A. *Development and Initial Submission of the Online Educational Agreement:*

- The online Educational Agreement 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.
- Refer to the Instructions & Help Tab on the online Educational Agreement for information related to the procedures for completing, submitting, and approving the Educational Agreement. Should students fail to meet the established deadline for submission of this required assignment, their assigned Field Faculty may suspend their field hours until this requirement has been met.
- Students have the option of completing a minor during their advanced field placement. Requirements for the minor include the completion of specific course work and 171 of the required 912 (684 if advanced standing) field hours must be completed on minor method related field work. Students are required to identify their minor method and 3 suitable field competencies that coincide with this method (excluding competencies 1.0, 2.0, and 3.0). Students and field instructors collaborate on the development of assignments that will allow the student to develop professional practice behaviors tagged to their minor method. The field instructor will evaluate each competency as indicated below. Hours for an optional minor method must be logged on Tab 4 End of Term.
Students must earn a score of 3 or higher on each minor assignment in order to receive field credit for the optional minor. Minor scores are not included in the total term score.
- Upon review of the assignments, the Field Faculty may make comments and/or add suggestions, and approve the form. Students may be expected to revise and re-submit their Educational Agreement form based on Field Faculty feedback and recommendations.
- The online Educational Agreement 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.
- Students will have access to their online Educational Agreement post-graduation when using their UM Unique Name and kerborized password.

B. *Final Evaluation and Submission of the Educational Agreement for Grading:*

The online Educational Agreement form also functions as the end of term evaluation form. End of term evaluations are due by the established deadline. Students need to ensure that the End of Term (Tab 3) is completed. 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 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. If there is a secondary LMSW field instructor, they also must complete the practice behavior ratings. There are 41 core practice behaviors and 13 Advanced practice behaviors with ratings from 0-5. Refer to the General Instructions Tab for the scoring scale and how to use it.

- **End of Term:**
Students and field instructors must complete the End of Term (Tab 3) on the online Educational Agreement form. Completion provides an official record of the hours logged and the practice behavior ratings. If there is a secondary LMSW field instructor, they must also complete End of Term (Tab 3).
- **Key Learning Experience/Project Summary:** Students are encouraged to utilize the [Key Learning Experience/Project 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 follow the required headings/format and be uploaded with the Educational Agreement final evaluation on End of Term (Tab 3). *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/Project Summary Template**

| ADVANCED STANDING & 16-MONTH | END OF TERM STUDENT RESPONSIBILITIES | END OF TERM EDUCATIONAL AGREEMENT EVALUATION FIELD INSTRUCTOR RESPONSIBILITIES |
|---|---|--|
| 1 st term in field placement (advanced standing students only) | Create a Key Learning Experience/Project Summary that focuses on something <i>specific</i> that was accomplished, completed, developed in the field placement this term | Rate student proficiency in practice behaviors on the online Educational Agreement form |
| 2 nd term in field placement | Create a Key Learning Experience/Project Summary that focuses on something <i>specific</i> that was accomplished, completed, developed in the field placement this term | Rate student proficiency in practice behaviors on the online Educational Agreement form |
| 3 rd term in field placement | Create a Key Learning Experience/Project Summary that is <i>all-encompassing</i> related to what was learned over the course of field placement | Rate student proficiency in practice behaviors on the online Educational Agreement form AND complete the required end-of-placement narrative (guidelines below*) |

| 20-MONTH | STUDENT RESPONSIBILITIES | END OF TERM EDUCATIONAL AGREEMENT EVALUATION FIELD INSTRUCTOR RESPONSIBILITIES |
|---------------------------------------|---|---|
| 1 st term in 2nd placement | Create a Key Learning Experience/Project Summary that focuses on something <i>specific</i> that was accomplished, completed, developed in the field placement this term | Rate student proficiency in practice behaviors |
| 2 nd Term in 2nd placement | Create a Key Learning Experience/Project Summary that is <i>all-encompassing</i> related to what was learned over the last two terms of field placement | Rate student proficiency in practice behaviors AND complete the required end-of-placement narrative (guidelines below*) on the online Educational Agreement form |

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

- 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 the field instructor perceives them as thinking and performing like a social worker.

Students have worked to attain proficiency in competencies found on the online Educational Agreement. The six professional competence domains listed below * have been established to assist the field instructor in writing the narrative which is a reflection on the student's overall performance as a developing professional. The bullets illustrate/describe the attributes for each domain. This feedback should, in the field instructor's own words and reflect their opinion about the student's capacity to use and/or transfer their knowledge, skills, abilities, attitudes, and values into action.

Placement Narrative Summary Guidelines*

| PROFESSIONAL COMPETENCY DOMAINS | DEMONSTRATES THE ABILITY TO |
|--------------------------------------|--|
| <i>PERSONAL QUALITIES</i> | Include your perception of the student's <ul style="list-style-type: none"> ○ motivation ○ time management abilities ○ independence ○ energy ○ commitment ○ flexibility ○ adaptability ○ accountability |
| <i>BEHAVIOR IN THE ORGANIZATION</i> | <ul style="list-style-type: none"> ○ recognize the importance of context ○ work in an organization with rules, procedures, and a hierarchy ○ carry out basic procedures of role ○ use strong communication skills (verbal and written) ○ entertain perspectives of others in a respectful manner ability |
| <i>APPROACH TO LEARNING</i> | <ul style="list-style-type: none"> ○ engage in the learning process ○ initiate, seek out , and learn ○ generalize learning ○ create an approach using knowledge and skill ○ seek appropriate consultation ○ be self-directed |
| <i>CONCEPTUALIZATION OF PRACTICE</i> | <ul style="list-style-type: none"> ○ identify the values, principles and ideas that underlie judgments and actions ○ use analytical and critical thinking skills ○ use theories and approaches consistent with social work knowledge ○ make sound ethical decisions and has a clear understanding of the value base of social work |
| <i>RELATIONAL ABILITIES</i> | <ul style="list-style-type: none"> ○ exhibits appropriate empathy ○ connects, supports, collaborates as well as confronts and challenges appropriately ○ manages professional boundaries |
| <i>QUALITY OF RELATIONSHIPS</i> | <ul style="list-style-type: none"> ○ engage and form relationships with variety of personnel ○ build alliances ○ work with diverse populations ○ be receptive to and able to apply feedback ○ reflect on practice and exhibit self-awareness |

*Bogo, Marion. (2010). *Achieving competence in social work through field education*. Toronto, CA: University of Toronto, Press, Inc.

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. To prepare for the site visit, students and field instructors discuss and reflect on:

- How their fieldwork site operates, how they have acclimated to the setting, and sharing some of their successes and challenges.
- The fieldwork site assignments as related to developing proficiency with the corresponding practice behaviors.
- Their [Key Learning Experience/Project Summary Worksheet](#) that was introduced in SW531 Foundation Field Seminar. Students should review the on-line module for assistance: "[Putting Your Portfolio Together.](#)"
- How PODS issues have impacted their placement experience.

- 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
 - PODS Reflections
 - 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 the online 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: 108 points or more = Satisfactory; 107-54 points = Marginal; 53 points or below = Unsatisfactory.
IMPORTANT:
 - If the scores on the online Educational Agreement 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. The grade of Incomplete ("I") will be changed after the student has completed the assigned work and/or developed new assignments and completed these successfully. Note: A grade of "IS" stays on the academic record permanently.
 - Students receiving a grade of Marginal ("M") who complete additional hours of fieldwork in a subsequent term and receive a grade of Satisfactory ("S") for this work, will be eligible to have the previous Marginal ("M") grade changed to a grade of "MS". Note: A grade of "MS" stays on the academic record permanently.
 - An incomplete online Educational Agreement will affect the student's 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.
- **If the student has elected to complete a minor during advanced field instruction they must earn a score of 3 or higher on each minor assignment in order to receive field credit for the optional minor. Minor scores are not included in the total term score.**
- 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 SSW Events Calendar.

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. 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.
 - 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 and Resume Guidelines](#).
If a possible placement 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 online 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.

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](#), social workers need to continually assess the ethical implications/complications of their [social media use](#).

CONCEALED WEAPONS PERMITS

While the University of Michigan (U-M) and the School of Social Work (SSW) Office of Field Instruction (OFI) do not have the ability or authority to regulate students with concealed weapons permits, SSW/OFI *highly discourages students from carrying concealed weapons while engaging in field instruction related activities*. SSW-OFI has developed a [Concealed Weapons Permits: Implications for Field Placements guidelines](#). In addition, the U-M Statement of Student Rights and Responsibilities states that it is a student conduct violation to carry a weapon in connection with any University program or activity. The [U-M Regents' Ordinance](#) position on carrying a concealed weapon on University of Michigan property or when engaging in U-M-affiliated programs is also available. Consequently, a student is prohibited from carrying a concealed weapon to any fieldwork site that is located on University of Michigan property.

Turning to One Another by Margaret Wheatley

There is no greater power than a community discovering what it cares about.

Ask "What is possible?" not "What's wrong?" Keep asking.

Notice what you care about.

Assume that many others share your dreams.

Be brave enough to start a conversation that matters.

Talk to people you know.

Talk to people you don't know.

Talk to people you never talk to.

Be intrigued by the differences you hear.

Expect to be surprised.

Treasure curiosity more than certainty.

Invite in everybody who cares to work on what's possible.

Acknowledge that everyone is an expert about something.

Know that creative solutions come from new connections.

Remember, you don't fear people whose story you know.

Real listening always brings people closer together.