



COURSE TITLE: Foundation Field Instruction: SW515
TERM: Fall 2018
Field Faculty: Mary Eldredge, MSW, LMSW (734) 647-9433 hedgem@umich.edu
Pronouns: **She, Her, Hers**
Office: Room 2660B, University of Michigan School of Social Work
Office Hours: By appointment: contact the Field Office: ssw-fieldoffice@umich.edu, (734) 764-5331 or stop in Suite 2660

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.

OFFICE OF FIELD INSTRUCTION (OFI) 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

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 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.

COURSECONTENT

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. 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
- 10a. Engagement
- 10b. Assessment
- 10c. Intervention
- 10d. Evaluation

These competencies and the corresponding practice behaviors are also found on the online Foundational Educational Agreement form. Practice behaviors are defined as a blend of activities, knowledge and skills. Students will be expected to demonstrate beginning proficiency in the competencies and corresponding practice behaviors upon successful completion of fieldwork site assignments. 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.

COURSEDESIGN

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 concert with the field instructor and are linked to the competencies and practice behaviors as outlined on the online *Foundation* Educational Agreement form. Students strive to develop field-based assignments which will exhibit that they have developed a beginning proficiency 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 OFI Field Faculty who are employed by the School of Social Work and work directly in the OFI.

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 online 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 *Foundation* level equals 114 clock hours. Students are required to log a total of 228 hours in *Foundation* field instruction (2 credits X 114 hours per credit = 228 total hours for the term).

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.

COURSERESOURCES

- Field Instruction 101-on-line module:
 - Chapter 1: [Nuts & Bolts](#)
 - Chapter 2: [Logistics of Learning](#)
 - Chapter 3: [Tools of the Trade](#)
- [Canvas Site for assigned Field Faculty](#)
- [UN Declaration of Human Rights](#)
- [Field Instruction Manual](#), Revised May 2016
- [Educational Agreements](#)
- [Placement Verification Form](#)
- [National Association of Social Workers Code of Ethics](#) Revised 2017
- [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. Sometimes students are required to enroll in several credits of SW691 simultaneously with enrollment in SW515 to meet the fieldwork site required training schedule. When this occurs, students must register for additional credits of SW691 and which must be approved by the assigned Field Faculty in concert with the field instructor and completed 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 you are in need of an accommodation for a disability, please let me know at your earliest convenience. Any information you provide is private and confidential and will be treated as such. [Additional information about accommodations for students with disabilities, as well as a list of appropriate accommodation forms, is available here.](#) Please present the appropriate paperwork at least two weeks prior to the need for the accommodation (test, project, etc.).

For more information, contact:

Services for Students with Disabilities
G-664 Haven Hall | 505 South State St.
(734) 763-3000 | ssdoffice@umich.edu

RELIGIOUS/SPIRITUAL OBSERVANCES

An overview of the process for students who have conflicts with religious observances:

- Students are responsible for work acquired during their absence
- Students will have a reasonable alternative opportunity to complete any academic work
- Reasonable notice must be given to faculty before drop/add deadline of term
- Any concerns or conflicts should be brought to the Dean or Ombudsperson

[Please click here to find more information about the University's policy concerning religious holidays as well as a non-exhaustive list of religious holidays.](#)

MILITARY DEPLOYMENT

[Please click here for more information and resources for students called to Active Duty status while enrolled at the University of Michigan.](#)

WRITING SKILLS AND EXPECTATIONS

Strong writing and communication skills are essential to students' academic success and professional career. The Writing Coordinator for the School of Social Work is open to meeting with students during any phase of the writing process. The Writing Coordinator's office is housed within the Career Services Office. The Career Services Office also offers workshops, resources and individual assistance to help improve skills and confidence in written communication.

For more information or to schedule an appointment, contact:

[SSW Writing Assistance](#)
[Career Services](#) (Room 1696; (734) 763-6259; ssw-cso@umich.edu)

APA formatting:

Any social work assignments presented as professional papers or presentations should utilize APA formatting. Review the [MLibrary APA Citation Guide](#) as needed. [The Purdue Owl website is another helpful resource for assistance with APA formatting.](#)

ACADEMIC INTEGRITY AND PLAGIARISM

Plagiarism is prohibited in any academic writing at the University of Michigan. [More information on academic integrity policies can be found in the MSW Student Guide.](#)

STUDENT MENTAL HEALTH AND WELLBEING

The University of Michigan is committed to advancing the mental health and well-being of all students. If you or someone you know is feeling overwhelmed, depressed, and/or in need of support, services are available. For help, contact:

- Counseling and Psychological Services (CAPS) at (734) 764-8312
 - The SSW embedded CAPS Counselor is Meghan Shaughnessy-Mogill, LMSW. She is dedicated to supporting the wellbeing of social work students and the SSW community and offers short-term, solution-focused individual therapy. All services are free and confidential. Contact her at (734) 763-7894 or via email at mshaughm@umich.edu.
- University Health Service (UHS) at (734) 764-8320
- Additional campus health and wellness resources


The Office of Student Services' Health and Wellness Program provides supportive services to MSW students which promote wellness, self-care and maintenance of a healthy academic and mental health balance, as well as to increase disability awareness.

- SSW Health and Wellness Guide
- Contact the Health and Wellness Program at ssw.wellness@umich.edu

SAFETY & EMERGENCY PREPAREDNESS

All University of Michigan students, faculty and staff are required to familiarize themselves with emergency procedures and protocols for both inside and outside of the classroom. In the event of possible building closure (i.e. severe weather conditions, public health notices, etc.) you may contact (734)764-7793 for up-to-date school closure information.

Be prepared. Familiarize yourself with the emergency card posted next to the phone in every classroom/meeting room. Review the information on the emergency evacuation sign (located nearest the door) and locate at least two emergency exits nearest the classroom.

Each SSW classroom is equipped with door locks. Pressing the  button (located on the door handle) to lock the door from within the room.

If you are concerned about your ability to exit the building in the case of an emergency, contact the Office of Student Services (Room 1748) at (734) 936-0961 or via email at ssw-ADAcpliance@umich.edu.

All University of Michigan students, faculty and staff are required to familiarize themselves with emergency procedures and protocols for both inside and outside of the classroom. [Click here](#) to read more about the School of Social Work's emergency policies and procedures.

Additional resources:

- Report a hate crime or bias-related incident
- Register for UM Emergency Alerts
- View the annual Campus Safety Statement

PROPER USE OF NAMES & PRONOUNS

All students will be referred to by the names and pronouns they use (e.g. she, they, ze, he). If you have a name that differs from the one that appears on the roster, please inform the instructor before the second class period so that they use your correct name and pronouns.

[Students can designate their personal pronouns on the class roster via Wolverine Access: Student Business > Campus Personal Information > Gender Identity.](#)

There are two inclusive restrooms in the SSW building: room 1784 (1st floor, near Registrar's Office) and B833T (Lower Level). [Click here for the Spectrum Center's map of gender inclusive restrooms on campus.](#)

FIELD INSTRUCTION EXPECTATIONS

- Student 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.
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 Office & Projects Manager](#) (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](#).

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. NOTE: Students with alternative due dates may have their hours suspended as well based on their individual established due dates until this requirement is met.
- Some students are required to be enrolled in SW691 simultaneously with enrollment in SW515 and are required to create 3 additional assignments using Competencies 10a, 10b, and 10c and focus on developing proficiency within the student's practice method concentration and the advanced practice behaviors. **In order to receive credit for SW691 while simultaneously enrolled in SW515, students must receive a score of 2 or higher on each assignment.** Points received for SW691 assignments are not included in the grade computation for SW515.
- 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 online 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

General Instructions Tab for and 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 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 sww.portfolios@umich.edu to get started.*
- Key Learning Experience/Project Summary Schedule

20-MONTH& 16-MONTH	END-OF-TERM STUDENT RESPONSIBILITIES	END OF TERM EDUCATIONAL AGREEMENT EVALUATION FIELD INSTRUCTOR RESPONSIBILITIES
1 st 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

- Key Learning Experience/Project 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.

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 [MSW Student Guide, Vol. 1, Chapter 7](#). 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: 82 points or more = Satisfactory; 81-62 points = Marginal; 61 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.
 - 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.
 - In order to receive credit for SW691 while simultaneously enrolled in SW515, students must receive a score of 2 or higher on each assignment on the SW691 Educational Agreement form. **Points received for SW691 assignments are NOT included in the overall grade computation for SW515.**
 - 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 SW515 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.

SECTION 3.10.01: LEAVING FIELD PLACEMENT, REPLACEMENT PROTOCOL, AND GRADING

If a student leaves their field placement, it will fall into one of four categories. These categories require separate forms. The student will collaborate with the Office of Field Instruction to determine the category and complete the appropriate forms.

1. Terminated from Field Placement

Termination from field occurs when a student is requested to leave the field placement due to student performance issues, ethical violations, or unprofessional conduct. The appropriate form is used to document that a student is terminated from their field placement. The student should complete this form after consulting with the Office of Field Instruction.

Students who are terminated from their field placement will receive a "U" for their field course(s) the term, and any field hours completed prior to termination during the term will not count toward field hours in future terms. The terminated student would be required to meet with the Student Concerns Team (which would include, the field faculty, the faculty advisor, the Assistant Dean of Field Education, the MSW Program Director, and a representative from the Office of Student Services). Once it is determined that it is appropriate for the student to re-enter field, the student would be placed in a new field placement at the start of the next term. The student is required to submit an Out of Sequence Petition and a new field placement application as soon as possible after termination.

2. Withdrawing from Field (Placement and Course)

Students who choose to leave their field placement during the term would be withdrawing from their field course. The appropriate form is to use document when a student is choosing to leave a field placement. The

student must withdraw from or submit an add/drop slip for SW515 Foundation Field, SW531 Foundation Field Seminar and/or SW691 Advanced Field. The student must also submit an Out of Sequence Petition so the Office of Field Instruction can adjust their student record. Students who choose to withdraw will receive “W” for the field course(s) the term (if after the drop/add deadline). If a student withdraws from field, field hours accumulated for the term prior to withdrawal will not count toward field hours in future terms. The student is responsible for submitting a add/drop request and/or request a withdraw with the SSW Office of Registrar. In order to be placed for next term, the student must submit an Out of Sequence Petition and a new field placement application as soon as possible. The student would work with the Office of Field Instruction to identify a new field placement that will begin at the start of the next term the student is enrolled.

3. Special Circumstances for Leaving Field Placement

The field faculty, in consultation with the Assistant Dean of Field Education, will determine whether any given instance falls into this category, but may include issues at the agency level affecting field instruction, student health or mental health concerns, etc...). The appropriate form is used to document when a student is leaving their field placement because of special circumstances. Depending on the circumstance, the student’s hours may or may not count towards their next field placement. The student’s grade will be dependent on their performance while at the field placement. The Office of Field Instruction will work to replace the student in the same term if possible.

The student must submit a field placement application as soon as possible so that the Office of Field Instruction can work to find a new field placement during the current term. If OFI is unable to find a new field placement in the current term, the student would receive a grade of “I” or “NR”. OFI will update this grade once the student has completed the necessary field hours and documentation in their new placement.

4. End of Term Switching Field Placement

Student may choose to switch field placements at the end of a term. The appropriate form is used to document when a student is leaving their field placement at the end of a term to switch to a different field placement. The student’s hours for the term will count. The student’s grade will be dependent on the students’ performance while at the field placement. Students must submit a field placement application as soon as possible so that the Office of Field Instruction can work to find a new field placement. The student will work with the Office of Field Instruction to identify a new placement beginning 30 days before the next term starts for the student to begin at the start next term.

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 U-M 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.