



<b>COURSE TITLE:</b>	Advanced Field Instruction: SW691	
<b>TERM:</b>	Spring/Summer 2019	
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Primary Field Instructor	Phone	E-mail
Secondary Field Instructor If Applicable	Phone	E-mail

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

**COURSE STATEMENT**

**Advanced Field Instruction: Community Organization**

Advanced field instruction (SW691) builds on the prerequisite SW515 Foundation field instruction course. Students can enroll in advanced field instruction with a grade of Satisfactory (“S”) or a grade of Marginal (“M”) in SW515 Foundation field instruction. Students choose the practice method concentration of Community Organization and also choose a practice area in which to apply this method (Aging in Families & Society-AG, Children & Youth and Families in Society-C & Y, Communities & Social Systems-CSS, Health-H, and Mental Health-MH). In advanced field instruction, students will engage in tasks and assignments that reflect a higher level mastery of knowledge and increased independence in functioning which is designed to facilitate growth as a social work practitioner while strengthening professional identity. Students in this course will focus on learning Community Organization 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. These field-based assignments are designed to help students become proficient in the established social work competencies by developing professional practice behaviors (a blend of activities, knowledge and skills), focusing on the Community Organization method. Students will acquire and develop skills and practice behaviors that exhibit the attainment/proficiency of each social work competency in the Community Organization method through direct service responsibilities with individuals, families, groups and the service environment. These will be evaluated through the development of specific field-based assignments focusing on the Community Organization method and practice behaviors related to each social work competency found on the Community Organization Education Agreement form. These assignments will be rated at the end of each term using the established scale. Students in advanced field instruction have opportunities to apply their skills in a greater variety of circumstances, with greater depth and breadth over a sustained period of time with the goal of increasing the rigor and complexity in the assignments as well as independence. The social work competencies for advanced field instruction are indicated below and are found on the Community Organization Educational Agreement form. The goal is for students to achieve proficiency in each competency indicated below and to find ways to integrate classroom knowledge with

practice experiences. Organization Educational Agreement form. The goal is for students to achieve proficiency in each competency indicated below and to find ways to integrate classroom knowledge with practice experiences.

### **Advanced Field Instruction: Interpersonal Practice**

Advanced field instruction (SW691) builds on the prerequisite SW515 Foundation field instruction course. Students can enroll in advanced field instruction with a grade of Satisfactory (“S”) or a grade of Marginal (“M”) in SW515 Foundation field instruction. Students choose the practice method concentration of Interpersonal Practice and also choose a practice area in which to apply this method (Aging in Families & Society-AG, Children & Youth and Families in Society-C & Y, Communities & Social Systems-CSS, Health-H, and Mental Health-MH). In advanced field instruction, students will engage in tasks and assignments that reflect a higher level mastery of knowledge and increased independence in functioning which is designed to facilitate growth as a social work practitioner while strengthening professional identity. Students in this course will focus on learning Interpersonal Practice 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. These field-based assignments are designed to help students become proficient in the established social work competencies by developing professional practice behaviors (a blend of activities, knowledge and skills), focusing on the Interpersonal Practice method. Students will acquire and develop skills and practice behaviors that exhibit the attainment/proficiency of each social work competency in the Interpersonal Practice method through direct service responsibilities with individuals, families, groups and the service environment. These will be evaluated through the development of specific field-based assignments focusing on the Interpersonal Practice method and practice behaviors related to each social work competency found on the Interpersonal Practice Education Agreement form. These assignments will be rated at the end of each term using the established scale. Students in advanced field instruction have opportunities to apply their skills in a greater variety of circumstances, with greater depth and breadth over a sustained period of time with the goal of increasing the rigor and complexity in the assignments as well as independence. The social work competencies for advanced field instruction are indicated below and are found on the Interpersonal Practice Educational Agreement form. The goal is for students to achieve proficiency in each competency indicated below and to find ways to integrate classroom knowledge with practice experiences.

### **Advanced Field Instruction: Social Policy and Evaluation**

Advanced field instruction (SW691) builds on the prerequisite SW515 Foundation field instruction course. Students can enroll in advanced field instruction with a grade of Satisfactory (“S”) or a grade of Marginal (“M”) in SW515 Foundation field instruction. Students choose the practice method concentration of Social Policy and Evaluation and also choose a practice area in which to apply this method (Aging in Families & Society-AG, Children & Youth and Families in Society-C & Y, Communities & Social Systems-CSS, Health-H, and Mental Health-MH). In advanced field instruction, students will engage in tasks and assignments that reflect a higher level mastery of knowledge and increased independence in functioning which is designed to facilitate growth as a social policy and evaluation specialist social work practitioner while strengthening social work professional identity. Students in this course will focus on learning Social Policy and Evaluation 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. These field-based assignments are designed to help students become proficient in the established social work competencies by developing professional practice behaviors (a blend of activities, knowledge and skills), focusing on the Social Policy and Evaluation method. Students will acquire and develop skills and practice behaviors that exhibit the attainment/proficiency of each social work competency in the Social Policy and Evaluation method through direct service responsibilities with individuals, families, groups, communities, organizations and the wider service environment. These will be evaluated through the development of specific field-based assignments focusing on the Social Policy and Evaluation method and practice behaviors related to each social work competency found on the Social Policy and Evaluation Education Agreement form. These assignments will be rated at the end of each term using the established scale. Students in advanced field instruction have opportunities to apply their skills in a greater variety of circumstances, with greater depth and breadth over a sustained period of time with the goal of increasing the rigor and complexity in the assignments as well as independence. The social work competencies for advanced field instruction are indicated below and are found on the Social Policy and Evaluation Educational Agreement form. The goal is for students to achieve proficiency in each competency indicated below and to find ways to integrate classroom knowledge with practice experiences.

### **Advanced Field Instruction: Management of Human Services**

Advanced field instruction (SW691) builds on the prerequisite SW515 Foundation field instruction course. Students can enroll in advanced field instruction with a grade of Satisfactory (“S”) or a grade of Marginal (“M”) in SW515 Foundation field instruction. Students choose the practice method concentration of Management of Human Services and also choose a practice area in which to apply this method (Aging in Families & Society-AG, Children & Youth and Families in Society-C & Y, Communities & Social Systems-CSS, Health-H, and Mental Health-MH). In advanced field instruction, students will engage in tasks and assignments that reflect a higher level mastery of knowledge and increased independence in functioning which is designed to facilitate growth as a social work practitioner while strengthening professional identity. Students in this course will focus on learning Management of Human Services 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. These field-based assignments are designed to help students become proficient in the established social work competencies by developing professional practice behaviors (a blend of activities, knowledge and skills), focusing on the Management of Human Services method. Students will acquire and develop skills and practice behaviors that exhibit the attainment/proficiency of each social work competency in the Management of Human Services method through direct service responsibilities with organizations, groups, individuals, and the human service environment. These will be evaluated through the development of specific field-based assignments focusing on the Management of Human Services method and practice behaviors related to each social work competency found on the Management of Human Services Education Agreement form. These assignments will be rated at the end of each term using the established scale. Students in advanced field instruction have opportunities to apply their skills in a greater variety of circumstances, with greater depth and breadth over a sustained period of time with the goal of increasing the rigor and complexity in the assignments as well as independence. The social work competencies for advanced field instruction are indicated below and are found on the Management of Human Services Educational Agreement form. The goal is for students to achieve proficiency in each competency and to find ways to integrate classroom knowledge with practice experiences.

### **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 utilize 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 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
- 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 total 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.

### **ELECTIVE FIELD CREDITS**

Students may only receive credit for hours logged IF they have registered for these credits. When students 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.

### **STUDENTS IN NEED OF ACCOMMODATIONS**

If you have a documented disability or condition that may interfere with your participation in this course, please schedule a private appointment with me as soon as possible to discuss accommodations for your specific needs. This information will be kept strictly confidential. For more information and resources, please contact the Services for Students with Disabilities office at G664 Haven Hall, (734) 763-3000. Also, if religious observances conflict with class attendance or due dates for assignments, please notify me so we can discuss appropriate arrangements.

### **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.](#)

### **STUDENT MENTAL HEALTH AND WELLBEING**

University of Michigan is committed to advancing the mental health and wellbeing of its students. If you or someone you know is feeling overwhelmed, depressed, and/or in need of support, services are available. Contact the main **CAPS Office** at (734) 764-8312 and <https://caps.umich.edu> during and after hours, on weekends and holidays, or through its counselors physically located in schools on both North and Central Campus. You may also consult **University Health Services (UHS)** at (734) 764-8320 and <https://www.uhs.umich.edu/mentalhealthsvcs> or for alcohol or drug concerns see [www.uhs.umich.edu/aodresources](http://www.uhs.umich.edu/aodresources) . For a listing of other mental health resources available on and off campus, visit <http://umich.edu/~mhealth/> .

### **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**

University of Michigan is committed to advancing the mental health and wellbeing of its 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 during and after hours, on weekends and holidays, or through its counselors physically located in schools on both North and Central Campus. You may also consult [University Health Service \(UHS\)](#) at 734-764-8320 or reference these [resources for alcohol or drug concerns.](#)

### **SAFETY & EMERGENCY PREPAREDNESS**

In the event of an emergency, dial 9-1-1 from any cell phone or campus phone.

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-SSWB (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 (2) emergency exits nearest the classroom.

If you are concerned about your ability to exit the building in the case of an emergency, contact the Office of Student Services and/or email [ssw-ADAcpliance@umich.edu](mailto:ssw-ADAcpliance@umich.edu).

Office of Student Services

School of Social Work | Room 1748

[734-936-0961](tel:734-936-0961)

For more information, view the annual Campus Safety Statement at <http://www.dpss.umich.edu/>.

Register for UM Emergency Alerts at <http://www.dpss.umich.edu/emergency-management/alert/>.

Report a hate crime or bias-related incident at: <https://expectrespect.umich.edu/topic/report-incident>

### **CONFIDENTIALITY AND MANDATORY REPORTING**

As an instructor, one of my responsibilities is to help create a safe learning environment on our campus. I also have a mandatory reporting responsibility related to my role as Assistant Dean and Director of Field Instruction. It is my goal that you feel able to share information related to your life experiences in classroom discussions, in your written work, and in our one-on-one meetings. I will seek to keep information you share private to the greatest extent possible. However, I am required to share information regarding sexual misconduct or information about a crime that may have occurred on U-M's campus with the University. Students may speak to someone confidentially by contacting SAPAC's Crisis Line at (734) 936-3333.

### **PROPER USE OF NAMES AND 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**

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](#) that 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 that 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. **Communication with Field Instructor:**  
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 (HIPAA 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 Administrative Coordinator](#) (734-764-5331).
  
3. **[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.
  - How PODS issues impact their placement experience.
  - The progress they have made with regard to their personal and professional growth and overall skill development.
  
4. **[Online Educational Agreement:](#)**  
The online Educational Agreement is a collaborative effort between students and field instructors to outline the work plan. This document is to be submitted twice, once to establish your assignments and later as your evaluation (see the [due date calendar](#)).
  - 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 4) 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. Follow this link for more details in the [Student Guide](#)



- 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.
- Students can 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. Students need to ensure that the End of Term (Tab 3) is completed by the establish deadline – s In addition, the completed Educational Agreement/evaluation is due by the end of the term. See these dates on the [due dates calendar](#). See the **Grading in Field Instruction** section to learn more about how the Educational Agreement/evaluation components are graded.

The final evaluation has 3 required components:

- End of Term:  
Student begin the Educational Agreement/Evaluation process by completing TAB 3. This includes documentation of their credits, hours, minor hours, if applicable, and completion of the key learning experience summary (see below).

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. **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).**

- Practice Behavior Rating Scale TAB 2:  
The field instructor will rate the student on their level of proficiency of 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 Instructions and Help, Tab 4, for the scoring scale.
- Field Instructor Required End-of-Placement Narrative Summary – LAST TERM ONLY:  
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. The six professional competence domains, found on TAB 4 of the Educational Agreement 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.

**GRADING IN FIELD INSTRUCTION**

For the grading policy, please refer to the [MSW Student Guide, Vol. 1, Chapter 7](#).

The grading system for all field instruction courses consists of S (satisfactory), M (marginal), and U (unsatisfactory). S is used when the quality of performance is acceptable and credit is granted for the course. M is used when the quality of performance is less than satisfactory, but short of failing. U is used when the quality of performance is inadequate and no credit is granted.

Field faculty are responsible for grading field instruction performance. Students are expected to adhere to the National Association of Social Workers (NASW) Code of Ethics, to meet the School of Social Work Technical Standards, to follow field site policies and procedures and to conduct themselves in a professional manner. Failure to meet these expectations may be reflected in field instruction grades and/or other action taken by the school.

The final grade for field instruction is based on the following sources and documents:



- Site Visit
- Points earned on the practice behavior ratings completed by your field instructor are as follows: 108 points or more = Satisfactory; 107-54 points = Marginal; 53 points or below= Unsatisfactory.
- Key learning experience (TAB 3), Field Instructor narrative (TAB 3), timely completion of the Educational Agreement/Evaluation and field assignments.

### Incomplete Grade

- Students must request an Incomplete "I" grade from the Field Faculty if they are unable to complete their assignments, including completion of required field hours before the due date. Students must develop a plan for completing their work and review it with the Field Faculty before the end of the term. Once the work is completed the student will receive a permanent grade of Satisfactory ("S") or Marginal "M" for this work and will be eligible to have the previous Incomplete ("I") grade changed to a grade of "IS" or "IM".

### Marginal Grade

- A student that does not complete TAB 3 – hours/credits and Key Learning Summary on the online Educational Agreement/Evaluation by the established [due date](#) will receive a Marginal ("M") grade. Students receiving a grade of Marginal ("M") who complete their educational agreement 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" or "IM" or "IS" stays on the academic record permanently.

### Unsatisfactory Grade

- No student may receive credit for an unsatisfactory (U) grade in field instruction. Receiving a grade of U will require that the student repeat the course.

## **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.

## **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.