



Course title:	Advanced Field Instruction	
Course #/term:	SW691, Section 259, Fall 2019	
Time and place:	Individualized for each student	
Credit hours:	Individualized for each student	
Prerequisites:	SW 515 and SW 531 or Advanced Standing	
Instructor:	Stacy L. Peterson, MSW, LMSW, ACSW	
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1. Course Statement

a. Course description

This advanced Field placement instruction will build on the pre-requisite SOCWK 515 foundation field placement instruction. Students will engage in tasks and assignments that reflect a higher level of mastery and independence than at the foundation level. Acquisition of such development occurs through an internship involving experiential learning and professional supervision that will be supplemented by other educational resources.

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

b. 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.

c. Course objectives and competencies

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.

d. 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 OFE Field Faculty who are employed by the University of Michigan School of Social Work and work directly in the Office of Field Education. 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.

e. 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 (above) for each specific practice method concentration (IP, CO, MHS, and SPE) related to the curricular themes.

f. Relationship to social work ethics and values

Social work ethics and values will be addressed within the field education as they pertain to the delivery of services and the application of fieldwork setting policies and procedures. Both the field instructor and the field faculty will address social work ethics and values with field students. The NASW Code of Ethics and the School of Social Work Technical Standards will be used to inform students about professional conduct expectations and comportment as a student and social worker. Each social worker's ethical responsibility to clients, to colleagues, in practice settings, as professionals, to the social work profession, and to the broader society as a whole will be reviewed. The seminar will provide a vehicle for the discussion of field related value laden issues and ethical dilemmas. Students are required to abide by the [NASW Code of Ethics](#) while enrolled in the program.

g. Intensive focus on PODS

This course integrates PODS (Privilege, Oppression, Diversity and Social Justice) content and skills through the use of content, activities and discussions of theories, practices, and policies. Students will develop their own awareness of both injustice and vision for socially just processes and practices. Students will use both a macro and micro lens to examine these issues in order to learn to recognize and reduce the social mechanisms that promote oppression and privilege through use of critical thinking, self-awareness, scientific knowledge, and self-reflection.

2. Class Requirements

a. Text and class materials

Any required reading material will be assigned by the assigned field instructor at the field placement agency. This may include, but is not limited to, employee handbooks, manuals, articles, books, and reports. Students may also choose their own reading materials for Educational Agreement assignments.

b. Class schedule

Students will arrange their individual schedules for Field with their Field Instructors. This schedule will be arranged to accommodate student classes as well as agency need/requirements. The schedule will be reported through the Placement Verification Form.

c. 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 (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 OFE 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 Office Manager (734-764-5331).

3. Field Faculty Site Visit:

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.
- 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 learning 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 also functions as the end of term evaluation. Students need to ensure that the End of Term (Tab 3) is completed by the establish deadline. 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 Education* 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.

d. Attendance and class participation

Students in Advanced Field are required to be in field for 57 hours for each credit for which they are registered. For example, a student registered for 4 credits of SW 691 needs to attend field for at least 228 hours for the term. Students are required to discuss arrangements with their Field Instructor for making up missed time; this is recorded on Tab 1 of the Educational Agreement. Students who do not complete their hours within the allotted term may receive an Incomplete for the term; students should be communicating with their Field Faculty if they foresee an issue. In addition, students should refer to the [Policy on Class Attendance](#).

e. Grading

For the grading policy, please refer to the [MSW Student Guide, Vol. 1, Chapter 7](#). The grading system for all field education 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 education performance. Students are expected to adhere to the National Association of Social Workers (NASW) Code of Ethics, to meet the University of Michigan 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 education 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.

Please review the following relevant policies regarding grades:

- [Grades in Academic Courses and in Field Instruction](#)
- [Student Grievance procedures](#)

Additional School and University policies, information and resources are available here:

<https://ssw.umich.edu/standard-policies-information-resources>. They include:

- *Safety and emergency preparedness*
- *Mental health and well-being*
- *Teaching evaluations*
- *Proper use of names and pronouns*
- *Accommodations for students with disabilities*
- *Religious/spiritual observances*
- *Military deployment*
- *Writing skills and expectations*
- *Academic integrity and plagiarism*