



<b>Course title:</b>	Foundation Field Education	
<b>Course #/term:</b>	SW515, Section 354, winter 2020	
<b>Time and place:</b>	Individualized for each student	
<b>Credit hours:</b>	Individualized for each student	
<b>Prerequisites:</b>	Concurrent Enrollment in SW 531	
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## 1. Course Statement

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### a. 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.

### b. Course content

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.

### 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 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.

### 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 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 OFE Field Faculty who are employed by the School of Social Work and work directly in the OFE.

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).

**e. 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 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.

**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 University Of Michigan 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**

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**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](#)**

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 the Online Placement Verification. Students should remind their field instructor to verify/validate their verification 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 has been validated. If students or field instructors encounter technical difficulties submitting and/or verifying on online, they should contact the OFE Office Manager (734-764-5331).

3. Field Faculty Site Visit:

The assigned Field Faculty will contact 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 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. 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.

d. Attendance and class participation

Students in Foundation Field are required to be in field for 114 hours for each of the 2 credits for which they are registered and will need 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 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 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 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.

Please review the following relevant policies regarding grades:

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