



<b>Course title:</b>	Foundation Field Education	
<b>Course #/term:</b>	SW515, Section 360, Fall 2020	
<b>Time and place:</b>	Individualized for each student	
<b>Credit hours:</b>	Individualized for each student	
<b>Instructor:</b>	Rosalva Osorio, LMSW, IMH-E	
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<b>Office hours:</b>	By appointment: contact the Office of Field Education: ssw-fieldoffice@umich.edu, (734) 764-5331 or stop in Suite 2660	

## 1. Course Statement

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### a. Course description

Foundation field education 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:

Competency 1: Demonstrate Ethical and Professional Behavior

Competency 2: Engage Diversity and Difference in Practice

Competency 3: Advance Human Rights and Social, Economic and Environmental Justice

Competency 4: Engaged in Practice-Informed Research and Research-informed Practice

Competency 5: Engage in Policy Practice

Competency 6: Engage with Individuals, Families, Groups, Organizations and Communities

Competency 7: Assess Individuals, Families, Groups, Organizations and Communities

Competency 8: Intervene with Individuals, Families, Groups, Organizations and Communities

Competency 9: Evaluate Practice with Individuals, Families, Groups, Organizations and Communities

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 social work competencies. Students will select 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 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:**

- a. At the beginning of the term, students set up an initial meeting with their assigned field instructor to develop and clarify expectations for the term.

**2. [Online Placement Verification](#)**

- a. 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. **Portfolium Profile Set up** – Students will follow the link and instructions on the the SW 515 Canvas site to set up their Portfolium site. The Key Learning Experience Assignment will be submitted via Canvas to Portfolium.

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.

4. **Field Faculty Site Visit:**
  - a. 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:
    - b. How their fieldwork site operates, how they have acclimated to the setting, and sharing some of their successes and challenges.
    - c. The fieldwork site assignments as related to developing proficiency with the corresponding practice behaviors.
    - d. How PODS issues impact their placement experience.
    - e. The OEA competency justifications and the progress of the student’s learning.
    - f. The progress they have made with regard to their personal and professional growth and overall skill development.
5. **Online Educational Agreement:**
  - a. The Online Educational Agreement is a collaborative effort between students and field instructors to outline their learning plan.
  - b. This is a living document: students and field instructors will use the OEA in supervision throughout the term, to identify the learning and

document justifications for each of the assignments under the nine competencies.

- c. *Development and Initial Submission of the Online Educational Agreement:*
  - i. The online Educational Agreement must be completed each term and becomes a contract for field placement.
  - ii. Students will choose **one** of 3-5 assignments for **each** competency, written to encompass the **Pathway-specific foundation competencies** and all of their practice behaviors. Students will end up completing 9 assignments total for the semester (one per competency).
  - iii. By completing the assignment, students will inherently meet the competencies and practice behaviors. Foundational assignments are written to include the Knowledge, Values, Skills, and Cognitive-affective processes dimensions.
  - iv. Upon review of the selected assignments and documented justifications, the Field Faculty may make comments and/or add suggestions for additional learning opportunities.
- d. Students can access to their online Educational Agreement post-graduation when using their UM Uniqname and kerborized password.

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

The online Educational Agreement also functions as the end of term evaluation. The completed Educational Agreement is due to the field faculty by the end of each term. See the Canvas site for due date.

The final evaluation has the following requirements:

- Students:  
Student begin the OEA Evaluation process by completing their self-rating and documentation of their field hours.

Students will also submit feedback about their field instructor/agency, which will be delivered only to their field faculty for review and discussion with the student to determine next steps if needed.

- Students: Justifications:
  - Throughout the term students should be writing justifications of their assignments. Students at field will write a “justification” that includes the work they’ve done, why it fulfills the assignment, and what they learned.

- Students - Key Learning Experience/Project Summary:  
A key learning experience is a reflection of a field experience (and you should have more than one). Your key learning reflection can be submitted as either a written

assignment or by creating a video and uploading it. The Key Learning Experience will be end of the term. See your Canvas site for the exact date. Here are the parts of the Key Learning Experience:

- What? - what was your experience, what was your role, where did it occur
  - So What? - What tasks did you do; and what skills and lessons did you learn; and how did it impact you
  - Now What? - How do you take these skills and lessons and integrate into your professional identity.
- Field Instructor(s):  
The field instructor will rate the student on their level of competency of the selected assignments, practice behaviors, and the documented justifications.

If there is a secondary field instructor, both will complete the ratings.

- Students and Field Instructor(s) Together:
  - Student and field instructor(s) must meet to discuss ratings. Following this, the field instructor(s) will submit their final ratings. We strongly recommend that field instructor(s) submit final ratings at the conclusion of the meeting with student.
  - Rating Scale:
    - **Not Competent:** (1) Student does not demonstrate command of basic knowledge and/or the ability to integrate and apply knowledge to practice, as evidenced by the student's performance of the competency's assignment and practice behaviors. Student does not appear to learn from supervision and coaching.
    - **Limited Competence:** (2) Student demonstrates limited and/or inconsistent understanding of basic knowledge, values and skills as applied to practice, as evidenced by the student's performance of the competency's assignment and practice behaviors. There is concern about the student's knowledge and practice level. More than usual amount of supervision may be required.
    - **Emerging Competence:** (3) Student demonstrates a beginning or growing ability to integrate basic knowledge, values and skills as applied to practice. This includes an understanding of what questions to ask and an awareness of how problems and solutions are connected, as evidenced by the student's performance of the competency's assignment and practice behaviors. The student has the ability to function semi independently with appropriate supervision and support.

- **Competence:** (4) Student demonstrates a consistent understanding and routine ability to integrate basic knowledge, values and skills as applied to practice. This includes an understanding of the complexity of situations, the ability to manage their emotions, examine information, and recommend solutions, as evidenced by the student's performance of the competency's assignment and practice behaviors. The student has the ability to function independently with appropriate supervision and support.
- **Advanced Competence:** (5) Student demonstrates exceptional depth of understanding and ability to integrate knowledge, values and skills to practice in a variety of ways. Student anticipates challenges and deals with complex situations holistically. Student displays sound judgment and problem-solves unusually well in novel, diverse and difficult practice situations, as evidenced by the student's performance of the competency's assignment and practice behaviors. The student functions independently and appropriately seeks supervision as consultation.

### **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. 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](#).

### **Health-Related Class Absences**

Please evaluate your own health status regularly and refrain from attending class and coming to campus if you are ill. You are encouraged to seek appropriate medical attention for treatment. School of Social Work students who miss class due to illness of any kind will be given opportunities to access course materials online or provided with alternative learning opportunities. Please notify me by email about your absence as soon as practical, so that I can make accommodations. Please note that documentation (a Doctor's note) for medical excuses is not required.

### **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 providing the SW 515 field education grade. 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 education grades and/or other action taken by the school.

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

- Field Site Visit
- Timely completion of the Educational Agreement and field assignments. Educational Agreement Evaluation including a Key learning experience and field instructor feedback.
- Ratings\*\*
  - 29 or more points = satisfactory performance
  - 28-25 points = marginal performance
  - 24 or fewer points = unsatisfactory performance
  - \*\*See explanations above for the definition of satisfactory, marginal and unsatisfactory.

#### 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 the online Educational Agreement/Evaluation by the established due date including the Key Learning Experience, 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 education 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](#)

### **COVID-19 Statement**

For the safety of all students, faculty, and staff on campus, it is important for each of us to be mindful of safety measures that have been put in place for our protection. By returning to campus, you have acknowledged your responsibility for protecting the collective health of our community. Your participation in this course on an in-person/hybrid basis is conditional upon your adherence to all safety measures mandated by the State of Michigan and the University, including maintaining physical distancing of six feet from others, and properly wearing a face covering in class. Other applicable safety measures may be described in the [Wolverine Culture of Care](#) and the [University's Face Covering Policy for COVID-19](#). Your ability to participate in this course in-person/hybrid may be impacted by failure to comply with campus safety measures. Individuals seeking to request an accommodation related to the face covering requirement under the Americans with Disabilities Act should contact the [Office for Institutional Equity](#). If you are unable or unwilling to adhere to these safety measures while in a face-to-face class setting, you will be required to participate on a remote basis. I also encourage you to review the [Statement of Students Rights and Responsibilities](#), which includes a COVID-related Statement Addendum.

### **Confidentiality and Mandated 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 a member of the faculty. 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 UM's campus with the University. Students may speak to someone confidentially by contacting SAPAC's Crisis Line at (734) 936-3333.

### **H. Recording Class**

Audio and video recording of in-class lectures and discussions is prohibited without the advance written permission of the instructor. Students with an approved accommodation from the Office of Services for Students with Disabilities permitting the recording of class meetings must present documentation to the instructor in advance of any recording being done. The instructor reserves the right to disallow recording for a portion of any class time where privacy is a special concern. If the instructor chooses to record a class, they will decide which classes, if any, are recorded, what portion of each class is recorded, and whether a recording is made available on the course management website. On days when classes are recorded, students will be notified a recording is occurring. Class recordings and course materials may not be reproduced, sold, published or distributed to others, in whole or in part, without the written consent of the instructor.

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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*