



<b>Course title:</b>	Advanced Field Instruction	
<b>Course #/term:</b>	SW691, Section 328, Winter 2021	
<b>Time and place:</b>	Individualized for each student	
<b>Credit hours:</b>	Individualized for each student	
<b>Prerequisites:</b>	SW 515 or Advanced Standing	
<b>Instructor:</b>	Mary Eldredge, MSW, LMSW	
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	Text is best for quickest response. May text to ask for an appointment, a quick question or to alert to a longer email sent.	
<b>Office:</b>	Winter 2021 – Working from home	
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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 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 that 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 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 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 that 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 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 that 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.

#### Advanced Field Instruction: Pathways

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 pathways of Community Change; Global Social Work Practice; Interpersonal Practice in Integrated Health; Mental Health, and Substance Abuse; Management & Leadership; Policy & Political Social Work; Program Evaluation and Applied Research; Social Work Practice with Older Adults and Families from a Lifespan Perspective; Welfare of Children & Families. In advanced field instruction, students will engage in tasks and assignments that reflect a higher-level mastery of knowledge and increased independence in functioning that is designed to facilitate growth as a social work practitioner while strengthening professional identity. Students in this course will focus on learning 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 chosen pathway. Students will acquire and develop skills and practice behaviors that exhibit the attainment/proficiency of each social work competency through direct service responsibilities with organizations, groups, individuals, and the human service environment. These will be evaluated through choosing a field-based assignments focusing on the chosen pathway and practice behaviors related to each social work competency found on the pathway Education Agreement. The student will write in justifications on the online education agreement. These assignments will be rated at the end of each term using the established scale by the student and field instructor(s). 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 chosen pathway 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*) or pathway 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 for students that have **methods and concentration areas** 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 found on all practice method concentration specific Educational Agreements and course content will vary by practice method concentrations.

The social work competencies for social work education for students that have **pathways** (all students starting the program in Fall 2020) are indicated below:

1. Demonstrate Ethical and Professional Behavior
2. Engage Diversity and Difference in Practice
3. Advance Human Rights and Social, Economic, and Environmental Justice
4. Engage in Practice-informed Research and Research-informed Practice
5. Engage in Policy Practice
6. Engage with Individuals, Families, Groups, Organizations, and Communities
7. Assess Individuals, Families, Groups, Organizations, and Communities
8. Intervene with Individuals, Families, Groups, Organizations, and Communities
9. Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities

These competencies and the corresponding practice behaviors are found on all Pathway specific Educational Agreements.

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.

For students in pathways, students will be expected to demonstrate proficiency in the competencies by adding justification of practice behaviors they have participated in and/or

completed. 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(s) and themselves as these relate to the specific competency and field-based assignment.

**d. Course design**

The course will use structured, experiential learning that 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 that 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.

For students in pathways, the course will use structured, experiential learning that is outlined in the student's online individualized educational agreement (OEA). Field placement learning experiences are chosen in conjunction with the field instructor(s) and are linked to the competencies on the *Advanced* Educational Agreement. Students strive to write justifications that will exhibit that they have become proficient in the social work competencies. 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(s).

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 with

a practice method and area 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 or pathway. See each individual (above) for each specific practice method concentration (IP, CO, MHS, and SPE) or pathway 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. 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(s) to review the field instruction course requirements/assignments indicated in this syllabus. (Pre-field Orientation)

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) or [ssw-fieldoffice@umich.edu](mailto:ssw-fieldoffice@umich.edu).

3. [Field Faculty Site Visit or Field Connections](#):

**First semester** of field or **last semester** of field students will schedule a virtual site visit at this [Site Visit Calendar](#). The student will work with the field instructor(s) 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.

Field Connections is an opportunity for students in field to meet with peers and

assigned field faculty to discuss the above. Field connections are initiated by the field faculty and are for students that are in their **second semester** of field; other students may also join. Students will sign up for an available slot which includes the zoom link: [Eldredge Field Connections](#).

#### 4. [Online Educational Agreement: \(Method/Concentration Students\)](#)

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](#)) for students with practice areas and methods.

##### 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.

For students with pathways, this is a living document and should be reviewed with field instructor(s) at the beginning of the semester to choose assignments, throughout the semester to enter justifications, and at the end of the semester to complete the evaluation and feedback.

##### *Development and Initial Completion 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, choose a specific fieldwork site

- assignment that addresses each competency and reflects developing proficiency.
- 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 should access their online educational agreement weekly to bi-weekly at the least monthly to add in activities, projects, readings, reflections, etc. that were completed that justify how the competency is being practiced.
- 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:  
(Method/Concentration Students)**

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.

C. Online Educational Agreement [Pathway or Pilot](#) (Student will have started the pilot in January 2020)

- Students will choose **one** of 3-5 assignments for **each** competency, written to encompass the **Pathway-specific advanced competencies** and all of their practice behaviors. Students will end up completing 9 assignments total for the semester (one per competency).
- By completing the assignment, students will inherently meet the competencies and practice behaviors. Advanced assignments are written to include the Knowledge, Values, Skills, and Cognitive-affective processes dimensions.

D. Educational Agreement/Evaluation – [Pathway or PILOT](#)

Key learning experience and end of term rating:

- Students will write a key learning experience and upload it through Canvas to Portfolio.
- 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.

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.

End of term

- Students will rate themselves on each competency toward the end of the term, per Field Faculty instruction. (see scale below)
- Students will respond to the questions in the “Feedback” section. This section can only be viewed by the Field Faculty and the student.
- Student approves the document, which automatically sends the form to the Field Instructor for their ratings.
- Student and Field Instructor should confer regarding the ratings prior to the Field Instructor submitting their final ratings.

- The Field Faculty will be reviewing the OEA regularly throughout the term adding comments and or suggestions as needed.

E. Pathway or PILOT 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 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](#).

### **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 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 for all students:

- Site Visit or Field Connections
- Points earned on the practice behavior ratings completed by your field instructor are as follows: **(Method/Concentration Students)**  
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 including a key learning experience.

### 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.
- Pathway or Pilot Grading Rubric\*\*
  - 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 – Pathway or PILOT

- 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".

#### 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.

#### **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.

### **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.

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*

Additional Student Resources:

Zoom at U-M: <https://its.umich.edu/communication/videoconferencing/zoom> (information about privacy and use inclusive of field placement)