



| | | |
|------------------------|--|----------------------------|
| Course title: | Foundation Field Education | |
| Course #/term: | SW 515, Section 365, Winter 2022 | |
| Time and place: | Individualized for each student | |
| Credit hours: | Individualized for each student | |
| Instructor: | Aimee Vantine, LMSW | |
| Pronouns: | she/her | |
| Contact info: | Email: avantine@umich.edu | Phone: 734-615-2158 |
| | You may expect a response within 2 business days. Leave a clear message with a phone number for a return call. Please do not use Canvas to contact me. | |
| Office: | SSW, Suite 2660-E - Office of Field Education Suite | |
| Office hours: | By appointment: Please email me to schedule. | |

1. Course Statement

a. Course description

Foundation field education assists students applying and integrating foundational knowledge of social work skills, values, and ethics with practice and in developing a professional social work identity. The course is a field placement and occurs at the field site. 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 foundational 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 Foundation Field 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 individualized Educational Agreement (EA). 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 Office of Field Education (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 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).

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.

e. Intensive focus on PODS

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

2. Class Requirements

a. Text and class materials

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

b. Class schedule

Students will arrange their individual schedules for Field with their Field Instructors. This schedule will be arranged to accommodate student classes as well as agency needs/requirements. The schedule will be reported through the Placement Verification Form. Students who are scheduled to be in field on holidays or university breaks (Fall break, Spring break) that fall on a field day during the semester (Labor day, Memorial day, 4th of July, etc.) will not be expected to attend field, however will be expected to make up the hours to insure the student completes the total number of required hours for the term.

Any changes to a student's field schedule must be approved by the field instructor(s) at the field placement site, as they will ultimately sign off on students' completed hours at the end of the term.

c. Communication with Field Instructor:

At the beginning of the term, students are to set up an initial meeting with their assigned field instructor(s) to review the field instruction course requirements/assignments indicated in this syllabus. This includes the number of hours to be completed, placement verification form and educational agreement requirements, and due dates.

d. Assignments:

1. Placement Verification Form

The placement Verification form is found online and 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 Educational Agreement until their Placement Verification form has been validated by the OFE.**

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.

2. Field Faculty Site Visit and Field Connections:

After the field placement verification form is complete, the student will work with the field instructor(s) and field faculty 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 upon: (1) how their fieldwork site operates; how they have acclimated to the setting; some of their successes and challenges; (2) the fieldwork site assignments as related to skill development and proficiency with the corresponding practice behaviors; (3) how PODS issues impact their placement experience; (4) the progress they have made with regard to their personal and professional growth and overall skill development.

Students must attend at least one Field Connections session each term. Field Connections is an opportunity for students in field placement to meet with their peers and Field Faculty to discuss their learning in Field. This may include peer consultation to address challenges, how to manage students' fears, triggers, or difficult situations, etc. Field Faculty will post Field Connections dates in Canvas. Please check your Canvas Announcements for more details.

3. Field Educational Agreement Assignment Selection:

The Field Educational Agreement is a collaborative effort between students and field instructors to outline the learning plan. It 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. Students must submit their Field Educational Agreement each term, and it becomes a contract for field placement. At the beginning of each term, students in conjunction with their field instructor, will choose **ONE** of 3-5 assignments **for each competency**, written to encompass the Pathway-specific competencies and all of their practice behaviors. Students will end completing nine assignments total for the semester (one per competency). By completing the assignment, students will inherently meet the competencies and practice behaviors. Assignments are written to include the Knowledge, Values, Skills, and Cognitive-affective processes dimensions.

Students are strongly encouraged to review their field educational agreement weekly to bi-weekly to add activities, projects, readings, reflections, etc. that were completed that justify how the competency is being practiced. Students can access their field Educational Agreement post-graduation when using their UM Unique Name and kerborized password.

4. Final Evaluation of the Educational Agreement:

The Field Educational Agreement also functions as the end of term evaluation to determine students' final grade in Field for the term. Due dates will be posted under Assignments in the course's Canvas site, and on the OFE [due dates calendar](#). See the Grading in Field Education section to learn more about how the Educational Agreement/evaluation components are graded.

1. Justifications:

Throughout each term, students should be writing justifications in their educational agreement. Justifications are specific examples of the work the student completed in the term that connects to the Social Work competencies. Each competency should have 2-3 examples of the student's practice in field. Be specific in your justifications. Include:

- What exactly did you do that connected to assignment that you selected?
- How does it connect to the competency?
- How did this assignment add to your practice as a social worker?
- How has your course work informed your thinking about this assignment or task?

2. Assignment ratings:

Students and field instructors will select ratings for each competency considering the student's justifications and ability to demonstrate the competency in the field setting.

Educational Agreement Evaluation Rating Scale:

Both the student and the field instructor engage in the evaluation process using the scale below. Performance in field, as well as the written justifications, should be considered when selecting the rating for each competency.

- *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 the 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.

Overall Grading Rubric for the Educational Agreement Evaluation (Ratings and Justifications)

- 29 or more points = satisfactory performance
- 28-25 points = marginal performance
- 24 or fewer points = unsatisfactory performance

3. Key Learning Experience/Project Summary:

Students will write a key learning experience or record a short video and upload it through Canvas to Portfolium. Students are encouraged to utilize the [Key Learning Experience/Project Worksheet](#) throughout the term to assist them in developing the Key Learning Assignment at the end of the term. The worksheet is NOT required, it is a tool to help guide you in the reflection process.

Steps to complete the End of term Educational Agreement Evaluation

1. Student writes justifications throughout the term, for each assignment, in the educational agreement.
2. At the end of the term, students will rate themselves on each competency, per Field Faculty instruction. (see scale above)

3. Students will respond to the questions in the “Feedback” section. This section can only be viewed by the Field Faculty at the School of Social Work and the student.
4. Student approves the document, which automatically sends the form to the Field Instructor(s) at the field site for their ratings.
5. Student and Field Instructor(s) should confer regarding the ratings prior to the Field Instructor(s) submitting their final ratings.
6. Student submits the Key Learning assignment in assignments Tab in Portfolium via Canvas

e. 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](#).

Students who are scheduled to be in field on holidays or university breaks (Fall break, Spring break) that fall on a field day during the semester (Labor day, Memorial day, 4th of July, etc.) will not be expected to attend field; however, they will be expected to make up the hours to insure the student completes the total number of required hours for the term.

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.

f. Field Education 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.

When determining the final grade in SWK 515/691 Field Faculty will consider the following items:

1. The student's ability to adhere to the [SSW Technical Standards](#). Please review these with your field instructor at your field placement site.
2. Completion of all field assignments and tasks by the assigned due date. **Failure to meet due dates for field education may result in a Marginal Grade.** The assignments below have due dates:
 - i. Placement Verification Form (student and field instructor)
 - ii. Educational Agreement assignment selection (student and field instructor)
 - iii. Field connections participation (student to attend at least 1)
 - iv. Site Visit scheduling and participation (student and field instructor)
 - v. Educational Agreement justifications and ratings (student and field instructor)
 - vi. Key learning experience assignment (student)

See explanations below for the definition of satisfactory, marginal and unsatisfactory.

[Satisfactory Grade:](#)

Students will earn a Satisfactory "S" grade by:

- Timely completion of the Placement Verification Form (student and field instructor)
- Timely selection of the Educational Agreement assignments (student and field instructor)
- Active participation in at least one Field Connections Session
- Timely Site Visit scheduling and active participation in the site visit (student and field instructor)
- Submitting Educational Agreement justifications and ratings on time. Justifications should follow the directions in Canvas and syllabus (student and field instructor)
- Submitting the Key learning experience assignment on time and has followed the directions in the assignment (student)

[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:

Marginal grade **may be received for any of the following:**

- Incomplete Educational Agreement evaluation
- Incomplete justifications
- Incomplete site visit
- Incomplete Key Learning assignment
- Missed deadlines
- Did not attend field connections
- Incomplete field hours

Students receiving a grade of Marginal ("M") will be required to work with their assigned field faculty to remediate the Marginal grade. Once a student completed the requirements outlined by the field faculty in a subsequent term and received a grade of Satisfactory ("S") for this work, they will be eligible to have the previous Marginal ("M") grade changed to a grade of Satisfactory ("S"). The transcript will show the "M" grade and the "S" grade together as "MS".

**Note: A grade of "MS" or "IM" or "IS" stays on the academic record permanently.*

Unsatisfactory Grade

Receiving a grade of Unsatisfactory will **require that the student repeat the course including all field hours** for that term. Students who have been terminated from their field placement will receive an Unsatisfactory grade.

g. 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. Your participation in this course is conditional upon your adherence to all safety measures mandated by the state of Michigan and the University, including [properly wearing a face covering in class](#) and compliance with the [University COVID-19 Vaccination Policy](#). Other applicable and additional safety measures may be described in the [Campus Maize & Blueprint](#). Your ability to participate in this course 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](#) and those seeking an exemption related to the vaccination requirement should submit an exemption request through [WolverineAccess](#). I also encourage you to review the [Statement](#)

[of Student Rights and Responsibilities](#) and the [COVID-related Addendum to the Statement of Student Rights and Responsibilities](#).

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. 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.

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*