<table>
<thead>
<tr>
<th><strong>Course title:</strong></th>
<th>Foundation Field Education</th>
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<tbody>
<tr>
<td><strong>Course #/term:</strong></td>
<td>SW 515, Section 360, Spring/Summer 2023</td>
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<tr>
<td><strong>Time and place:</strong></td>
<td>Individualized for each student (approximately 16 hours per week)</td>
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<tr>
<td><strong>Credit hours:</strong></td>
<td>2 (228 hours at field site)</td>
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<td><strong>Instructor:</strong></td>
<td>Rosalva Osorio Cooksy, LMSW</td>
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<td><strong>Pronouns:</strong></td>
<td>They/She</td>
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<tr>
<td><strong>Contact info:</strong></td>
<td><a href="mailto:rosorio@umich.edu">rosorio@umich.edu</a> 734-615-7930 (Direct Zoom Line)</td>
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</tbody>
</table>

You may expect a response within 72 hours. Please text me if I don’t!

Cell Phone: 734-657-5938; TEXT name, topic, and times/dates availability for a zoom/in-person chat.

My intention is to respond quickly to students as I am able. I will make mistakes, please give me grace and opportunities for repair in my practice.

**Office:** School of Social Work, Suite 2660-K

**Office hours:** Thursday’s 12-1pm via [https://umich.zoom.us/j/5967884617](https://umich.zoom.us/j/5967884617) or by appointment: contact me by email – send 5 business day time & date availability- or contact the Office of Field Education to schedule an appointment with me: ssw-fieldoffice@umich.edu, (734) 764-5331 or stop in Suite 2660

1. **Course Statement**

   **a. Course description**
   Foundation field education assists students in applying and integrating Foundation knowledge of social work skills, values, and ethics with practice and in developing a professional social work identity. The field 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 field 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 field site assignments. The student’s proficiency on the practice behaviors will be evaluated each term by their assigned field instructor(s), self-rating, and participation in field connections.

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(s) and are linked to the social work competencies as defined by the Counsel of Social Work Education 2015 Educational Policy and Accreditation Standards (CSWE 2015 EPAS). 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(s) as needed to include a site visit with at least one field instructor present alongside student learner. The Field Faculty reviews and approves the student’s Field 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 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. 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.

f. 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. Can use the PODS Capacity Checklist (provided in SW 590 – Introduction to Social Work) as a tool with field placement.

**g. Class Requirements**

*a. Text and class materials*
Any required reading material will be assigned by the assigned field instructor(s) 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 Instructor(s). 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. 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. Practice following UM SSW Technical Standards.

*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. Assignments*

1. **Communication with Field Instructor and Field Faculty:**
   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 and schedule consistent and regular supervision. Attending field connections meet this requirement.
   b. It is imperative that anything that will impede the ability for you to successfully complete field assignments is communicated to your field faculty, failure to do so will result in a Marginal grade.

2. **Placement Verification**
a. Provides details on the student’s field schedule and gives accurate contact information for the student’s field instructor(s) – use umich.edu emails ONLY. There are several checkboxes of important information that should be discussed with and by the field instructor(s)/field placement designee (HIPAA as enacted by the field site, liability, safety, client transportation & stipend) and the student. An email will be sent to the designated field instructor(s) requesting that they review and approve the Online Placement Verification. Students should remind their field instructor(s) to verify/validate their verification upon receiving an email request from the OFE office to their umich.edu email. 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 Field Educational Agreement until their Placement Verification has been validated.

If students or field instructors encounter technical difficulties submitting and/or verifying online, they should contact the OFE Support Staff at (734-764-5331) or ssw-fieldoffice@umich.edu.

3. Safety Assessment
   a. As an emerging social work professional you are encouraged to develop a mind towards safety awareness. Being mindful of safety means that you are aware of your surroundings and attentive to potential areas of concern. While the habit of assessing safety may begin during your initial weeks in a field setting, assessing safety is a tool that you will continue to enhance throughout your career. We encourage you to become familiar with various aspects of your agency's culture and procedures and identify possible safety related issues. To be completed via Canvas assignments.

4. Field Faculty Site Visit:
   IN-PERSON SITE VISIT (PREFERRED)
   It is optional for you to have an in-person site visit. Students will coordinate site visit with LMSW field instructor, task field instructor, field faculty, and student. Students are to send 3 separate 1-hour tentative days and times that will work with LMSW field instructor, task field instructor and student’s field schedule via e-mail including address of site visit. Field Faculty will then schedule and send out a calendar invite to all involved.

ON-LINE SITE VISIT
For an on-line site visit, students will schedule a site visit using this Site Visit Calendar. Students are expected and required to share zoom and calendar invites to field instructor(s). It is required that a field instructor is present, unless previously communicated with field faculty and providing a paragraph summary of student’s progress with stretch opportunities.
To prepare for the site visit, students and field instructors discuss and reflect on:

i. How their field site operates, how they have acclimated to the setting, and sharing some of their successes and challenges

ii. The field site assignments as related to developing proficiency with the corresponding practice behaviors.

iii. How PODS issues impact their placement experience.

iv. The EA competency justifications and the progress of the student’s learning.

v. The progress they have made with regard to their personal and professional growth and overall skill development.

5. Field Connections: 3 required
Field Connections is an opportunity for students in field to meet with their peers and Field Faculty to discuss their learning in field. This may include peer consultation to address challenges; or how to manage students’ fears, triggers, or difficult situations. Field connections sign-up will be provided via Canvas assignments and is the responsibility of the student learner to place the zoom calendar link, date and time in their own calendar system. Spring/Summer 2023 Field Connections Sign Up

6. Key Learning Experience
The Key Learning Experience Assignment will be submitted via Canvas within 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.

**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 either as a written assignment-no more than 2 pages or by creating a video-no longer than 5 minutes and uploading it. The Key Learning Experience will be due close to the 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 them into your professional identity?

The KLE is not shared automatically with the field instructor(s). It is the student learner’s responsibility to share with field instructor(s) via preferred method of communication. It does not have to be via Portfolium.

7. Field Educational Agreement:
The Field Educational Agreement is a collaborative effort between students and field instructor(s) to outline their learning plan. This is a living document: students and field instructors will use the EA in supervision throughout the term, to identify the learning and student documents justifications for each of the assignments under the nine competencies.

a. **Development and Initial Submission of the Field Educational Agreement:**
   Within the first few weeks of each term, students will choose **ONE** assignment **for each competency and SAVE educational agreement**, written to encompass the Pathway-specific advanced competencies and all of their practice behaviors. Students will end up completing nine 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.
   
i. The Field 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 **nine 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.

Students should review their field educational agreement weekly to bi-weekly at the least monthly to add activities, projects, readings, reflections, etc. that were completed that justify how the competency is being practiced. Student will provide 3-5 justification examples per competency of how assignments, competency, and behaviors are met.

Students can access their Field Educational Agreement post-graduation when using their UM Uniqname and kerborized password. Students should download finalized field educational agreement once field faculty submits final grade.

b. **Final Evaluation and Submission of the Educational Agreement for Grading:**
   The Field 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 the due date, 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.
Students begin the EA 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.

**Justifications:**
- Throughout each term, students should be writing justifications in their educational agreement. Justifications are specific examples of the work that students completed in the term that is connected to the Social Work competencies. Each competency should have 3 to 5 examples of the student’s practice in field. Be specific in your justifications. Include:
  - What exactly did you do that connected to assignment selected?
  - How did it connect to the competency?
  - How did this assignment add to your practice as a social worker?
  - How did your course work inform this assignment or task?

- **Field Instructor(s):**
  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.

  The field instructor(s) will rate the student on their level of competency of the selected assignments, practice behaviors, and the documented justifications.

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

**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 viewed by the Field Faculty at the School of Social Work and the student.**
- Student approves the document, which automatically sends the form to the Field Instructor(s) umich.edu email at the field site for their ratings. Student should inform field instructor(s) of agreed upon process of communication/reminders for timely completion.
- Student and Field Instructor(s) should confer regarding the ratings prior to the Field Instructor(s) submitting their final 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.

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

- 22 or more points = satisfactory range
- 21-19 points = marginal range
- 18 or fewer points = unsatisfactory range

**h. 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.
The OFE recommends approximately 16 hours per week for a typical 15 week academic semester. Students are required to discuss arrangements with their Field Instructor(s) 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 will be expected to make up the hours to insure the student completes the total number of required hours for the term. This should be discussed and initiated by the student to be approved and agreed upon by field placement and field instructor(s) prior to the holidays or university breaks.

i. Health-Related Class Absences
Please evaluate your own health status regularly and refrain from attending class/field 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. Field placements may not be able to accommodate additional opportunities to accrue field practice online or an alternative learning opportunity.

Please notify your field instructor(s) via expected communication method and me by email about your absence as soon as practical, so that accommodations can possibly be provided. Please note that documentation (a Doctor’s note) for medical excuses is not required for UM SSW but may be required by your field placement.

j. 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:

- The student’s ability to adhere to the SSW Technical Standards. Please review these with your field instructor(s) at your field placement site.
- Completion of all field assignments and tasks by the assigned due date. Failure to meet due dates for field education will result in a Marginal Grade.
  - Placement Verification Form (student and one field instructor)
  - Educational Agreement assignment selection (student)
  - Field Site Visit scheduling and participation (student and field instructor(s))
  - Field Connections attendance and participation (attendance at 3)
  - Educational Agreement justifications and ratings (student and field instructor)
  - Key Learning Experience (student, including faculty access)

**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 will be received for any of the following:

- Incomplete Educational Agreement
- Incomplete justifications
- Incomplete site visit
- Incomplete Key Learning assignment (including field faculty access)
- Missed deadlines
- Incomplete field hours
- Missing field connections
- Missed canvas assignments
Missed make up assignments

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 receive a grade of Satisfactory (“S”) for this work, 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”.

Lack of communication regarding above assignments may result in field hour suspension.

*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. No student may receive credit for an unsatisfactory (U) grade in field education.

Please review the following relevant policies regarding grades:

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

**k. 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 maintaining physical distancing from others, and properly wearing a face covering in class. Other applicable safety measures may be described in the [Campus Maize & Blueprint](#) and [University COVID-19 Vaccination Policy](#). 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 [Wolverine Access](#). 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](#).

**l. 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.

m. Recording Class/Field Activities
Audio and video recording of field and discussions is prohibited without the advance written permission of the field instructor and field program. 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 field instructor(s) in advance of any recording being done. The field program/agency reserves the right to disallow recording for a portion of any time where privacy is a special concern. If the field instructor(s) chooses to record, they will decide which activity, if any, are recorded, what portion of each activity is recorded, and whether a recording is made available to the student. On days when activities are recorded, students will be notified a recording is occurring. 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 field program/agency. Student must follow recording policies of field program/agency.

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