

# **Student Guide To The Master's Of Social Work Degree Program 2010-2011\***

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# **Volume 1**

# **Academic and Professional**

# **Policies**

## 1 Academic Calendar

### 1.00 Academic Calendar

The School of Social Work Academic Calendar contains important dates for when classes begin and end each term, critical field-related dates, semester days off and other information related to preregistration for courses. The School of Social Work (SSW) Academic Calendar may deviate slightly from the University's Academic Calendar, especially in the Spring/Summer term. For the official SSW Academic Calendar, please check the following link on the SSW web site:

<http://www.ssw.umich.edu/programs/calendar>

### 1.01 University and School Policies Regarding Religious Holidays and Academic Conflicts

University and School Policies Regarding Religious Holidays and Academic Conflicts

Although the University of Michigan, as an institution, does not observe religious holidays, it has long been the University's policy that every reasonable effort should be made to help students avoid negative academic consequences when their religious obligations conflict with academic requirements.

Absence from classes or examinations for religious reasons does not relieve students from responsibility for any part of the course work required during the period of absence. Students who expect to miss classes, examinations, or other assignments as a consequence of their religious observance shall be provided with a reasonable alternative to complete such academic responsibilities.

It is the obligation of students to provide faculty the dates of religious holidays on which they will be absent. Such notice must be given by the drop/add deadline of the given term. Students who are absent on days of examinations or class assignments shall be offered an opportunity to make up the work, without penalty, unless it can be demonstrated that a make-up opportunity would interfere unreasonably with the delivery of the course.

Should disagreement arise over any aspect of this policy, the parties involved should contact the Associate Dean for Educational Programs in the SSW, the Dean of the SSW, or the Ombudsperson. Final appeals will be resolved by the Provost.

Please refer to the following web site for the University Listing of this policy:

[http://www.provost.umich.edu/calendar/religious\\_holidays.html](http://www.provost.umich.edu/calendar/religious_holidays.html)

## 2 Course Registration Policies

### 2.00 Entry to Closed School of Social Work Courses

Petition forms to enter a closed Social Work course are available **only** on the Social Work web site ( <http://www.ssw.umich.edu/programs/classes/forms.html> ), shortly before registration for the appropriate term begins.

The form must be completed and submitted on-line.

Individual faculty members cannot admit students to their closed courses. Instead, the Associate Dean for Educational Programs makes all decisions regarding petitions to enter closed courses. This provides all students with fair access to closed courses.

When reviewing petitions for closed courses, the Associate Dean looks primarily at whether or not the student must enroll in the course in order to meet graduation requirements for that term. Other major considerations include the following: required 3-day field placements and enrollment in a dual degree and/or certificate/specialization program. Sometimes openings do occur in closed courses through the normal drop/add process. Students should check Wolverine Access for the open/closed status of courses. If a course section reopens, students enter on a first-come first-serve basis by adding the course via Wolverine Access.

### 2.01 Withdrawing From All Classes in a Given Term

Withdrawing from all classes in a given term for which a student is enrolled (this includes field instruction and special studies enrollment) cannot be done by the student via Wolverine Access. If after completing registration, a student is not able or not intending to remain in school, the student must complete the following steps to disenroll:

1. Contact the Assistant Dean or Assistant Director for Student Services.
2. Complete the intent to withdraw form located at <http://ssw.umich.edu/programs/classes/WithdrawalIntentform.pdf> and deliver the intent letter to the School Registrar with the initials of the Assistant Dean or Assistant Director.

If the student withdraws/disenrolls prior to the first day of University classes, he/she simply needs to contact the University Registrar's Office and the School of Social Work; no letter is necessary.

Note: Students may not withdraw or disenroll from a term in the final week of classes or after the term is completed without approval from the Associate Dean for Educational Programs (see Retroactive Withdrawal, Vol.1, Sec. 2.03).

Students are still required to pay the registration fee and are subject to a disenrollment fee if withdrawal takes place once University classes have begun.

For more detail on disenrollment/term withdrawal and fee implications, check <http://www.ro.umich.edu/> .



## 2.02 Dropping Courses in the Current Term

(fewer than all classes)

Prior to the drop/add deadline a student may drop a course via their class schedule in Wolverine Access.

A student is expected to make any and all adjustments to their course schedule, including dropping a course by the drop/add deadline. Any requests after the deadline are considered an exception and approvals must be sought. A student may request to drop a course or courses (fewer than all for the term) anytime after the drop/add deadline and by no later than the last date the class meets. This requires the completion of a University of Michigan Election Worksheet, most commonly referred to as a drop/add slip, the signature/approval of the course instructor, the student's academic advisor, and if fewer than 30 calendar days left until the end of the term, the Associate Dean For Educational Programs, and the School Registrar. This will result in a W (withdrawal) on the student's transcript and may have fee implications. Any drop after the last day of classes falls under the Retroactive Withdrawal policy.

### Withdrawals from Mini-Courses

Because Mini-Courses begin and end at different times throughout the term, students may withdraw without penalty from a Mini-Course up to and including first day of the course. Should a student not attend a Mini-Course in which enrolled, the student will receive a grade of "E," which carries no credit and indicates failure. Exceptions include special circumstances such as a debilitating physical, mental, or family crisis, and must be documented in the form of a Retroactive Withdrawal Request as noted above. Students who simply forget to attend a Mini-Course shall receive a grade of "E."

For more detail on drop/add deadlines and fee implications, check:

<http://www.ro.umich.edu/>

### 2.03 Policy and Procedures for Retroactive Withdrawals

A retroactive withdrawal is defined as a request made to withdraw from a course/term after the last day the class meets if a course withdrawal or after the last day of classes for the term if a complete withdrawal. The last day of a class is the last possible date that a student may request a course withdrawal. It is the student's responsibility to adhere to any published deadlines of the School of Social Work.

#### Retroactive Withdrawal Requests

The School of Social Work generally discourages retroactive changes, and considers exceptions to this rule only when the student: (a) makes a compelling case that withdrawal is appropriate, and (b) provides documentation supporting his/her case.

Requests for retroactive withdrawals should be submitted in a timely manner -- in general, changes will only be considered within 12 months from the end of the term/class.

Requests for changes must:

1. Provide evidence that the student was unable to complete the term. Non-attendance and/or failure to complete assignments would be expected in such instance of (but not limited to) a debilitating physical, mental, or family crisis.
2. Apply to all classes unless a physical or mental health problem prevented the student from finishing a particular class, or if the student never attends classes and forgets to disenroll for the entire the term.
3. Explain why a written intent to withdraw statement was not submitted during the term.
4. Speak to any financial implications or other consequences of the change (such as MET/MESP, Veteran's Benefits, financial aid, and athletic eligibility).

For a Retroactive Withdrawal Request to be considered, students must provide the following documentation: (a) attendance or other verification from the instructor indicating the student did not complete the course; (b) a statement from the instructor as to whether he or she supports the request for retroactive withdrawal (The committee may be in possession of information that the instructor has not seen.); (c) physician's documentation concerning relevant physical or mental circumstances; (d) documentation of other extenuating circumstances (obituary or other evidence of family emergency); and (e) a statement from academic advisor or the Office of the Registrar that withdrawal from this course will not affect other classes on the student's transcript (e.g., pre-requisites/repetitions).

Students must submit a formal request for retroactive withdrawal which must be approved and signed by the Associate Dean for Educational Programs, processed through the SSW Registrar's office and submitted to the University Registrar.

#### *Withdrawals from Mini-Courses*

Because Mini-Courses begin and end at different times throughout the term, students may withdraw without penalty from a Mini-Course up to and including first day of the course. Should a student not attend a Mini-Course in which he/she is enrolled, the student will receive a grade of "E," which carries no credit and indicates failure. Exceptions include special circumstances such as a debilitating physical, mental, or family crisis, and must be document in the form of a Retroactive Withdrawal Request as noted above. Students who simply forget to attend a Mini-Course shall receive a grade of "E."

#### **2.04 Policy on Auditing Courses**

Students choosing to audit a course must enroll under audit status. Regular tuition and fees apply, and the course will appear on the transcript with the notation VI (Visit). No other letter grade is awarded and no academic credit is earned. If the student does not complete the course to the satisfaction of the instructor, the course will be entered in the record with the notation "E" or "ED" (unofficial drop) unless the student has withdrawn officially.

The student is expected to inform the instructor of the audit status. It is expected that the auditing student will attend all classes. The instructor and the student must agree on any additional expectations for the class in terms of assignments and/or other activities.

### 3 Course Exemption Policies

#### 3.00 Exemption Policies and Procedures for Foundation Courses

All classroom-based foundation courses (i.e., SW 500, SW 502, SW 521, SW 522, SW 530, SW 560) are subject to uniform exemption policies. An exemption allows students to substitute any other graduate course for the foundation course before graduation (in consultation with the faculty advisor) thereby increasing the number of elective hours.

Exemptions do not reduce the total number of hours required for graduation.

Exemptions from foundation courses will be granted when students have prior undergraduate or graduate course work comparable to the content of a foundation course. These comparable courses must be completed within the six years prior to enrollment in the program with a grade of B or better. Prior work experience is not a basis for exemptions.

All transcripts for new students are reviewed for exemptions prior to enrolling in the Fall term. Students will be notified of any exemptions prior to Fall registration.

#### Special Note for Advanced Standing Students:

These exemption policies do not apply to students who have been granted Advanced Standing and who are not required to take Foundation Field Instruction (SW 515 and 531), SW 500, SW 521, SW 522, SW 530.

Advanced Standing students may be granted additional exemptions under this policy for SW 502 and SW 560.

Please see the following website for a list of Exemption Consultants:

<http://www.ssw.umich.edu/studentGuide/PDFFiles/ExemptionConsultants.pdf>

## 4 Transfer Credit Policies

### 4.00 Policy for Accepting Graduate Transfer Credit

Students who have completed approved graduate education related to social work in another institution or another unit of the University of Michigan with a grade of B or better may be allowed to transfer this credit providing that the following are true:

1. The maximum amount of transfer credit is 30 hours
2. The student earns a minimum of 30 hours of credit in the University of Michigan School of Social Work
3. At least 8 credit hours of Advanced Field Instruction were completed at the University of Michigan
4. No more than 7 credit hours of field instruction were transferred as Field credit toward the MSW degree, 3 credit hours of which will be Foundation Field Instruction
5. Transfer credits were not used toward another degree unless the student pursues a dual degree
6. The credits were earned within six years of the expected MSW graduation

Transfer credit will not be granted until the student has completed one full-time term of work satisfactorily. Grades in the courses for which transfer credit is granted are not included in grade point averages.

#### 4.01 Guidelines for Transfer Hours

The specific number of hours that may be transferred is subject to the following guidelines.

1. Up to 30 hours of graduate credit for social work courses completed in another accredited graduate school of social work may be transferred for students enrolled in a degree-seeking program and up to 15 hours for students not in a degree seeking program.
2. No more than 9 credit hours may be transferred after enrollment at the University of Michigan. All other course work must be completed prior to enrollment at the University of Michigan.
3. Graduate credit in cognate (non-social work) areas for courses taken in another unit at the University of Michigan or at another graduate program in an accredited institution may be recommended for transfer providing the content applies in a substantive way to the student's program of study.
4. The maximum number of cognate credit hours that may be recommended for transfer of credit will be limited to the number of exemption and elective credit hours available to the student. For students with no exemptions, the maximum number of such cognate credit hours that may be recommended for transfer is 9 credit hours. For students with exemptions, additional credit hours may be recommended for transfer, not to exceed a maximum of 15 credit hours. Students admitted with Advanced Standing can transfer a maximum of 15 credit hours.
5. The student's total credit hours, including the transfer credit, must meet the distribution requirements for the professional foundation areas (i.e., Methods, Human Behavior and the Social Environment, Social Welfare Policy and Services, Research, and Field Instruction).
6. The transfer of credit for both Social Work and cognate courses must meet the provisions specified above.

Students should request that transcripts of potential transfer credit be sent to the School of Social Work at the time of admission or when the course to be transferred is completed. For those courses taken prior to enrollment in the SSW, the potential transfer credits will be reviewed by the Associate Dean for Educational Programs in the SSW prior to Fall enrollment. Students will be notified before registering for the Fall term, how the potential transfer credits would count in the MSW program.

If students seek to take courses to transfer once enrolled in the SSW, they should discuss potential transfer credits with their faculty advisors who will submit a request to grant such credit to the School's Registrar via the Transfer of Credit request form found at <http://ssw.umich.edu/programs/classes/forms.html> .

Transfer of Field Instruction Credits - See Volume I Chapter 20.01.

## 5 Biological Determinants of Human Behavior Admission Requirement

### 5.00 Policy on Meeting the Biological Determinants of Human Behavior Admission Requirement

Students who were notified in their letter of admission that they did not meet the Biological Determinants of Human Behavior admission requirement must satisfy this requirement before the end of their first fall term in the MSW program, regardless of whether they are full-time or part-time students, in order to be permitted to enroll during the following Winter Term. Inquiries should be directed to the Office of Student Services.

## 6 Non-Candidate for Degree (NCFD) Policy

### 6.00 Policy on Non-Candidate for Degree (NCFD) courses taken prior to enrollment in the MSW Program

At the University of Michigan, a total of 15 hours of social work courses taken as a non-degree student will automatically be applied to degree requirements upon enrollment in the Master's Degree program, provided that the student earned a grade of "B" or better in each course, the courses were taken within six years of expected completion of the MSW, and the credits have not been used toward another degree.

Even if more than 15 hours of Non-Degree Social Work courses meet these provisions, only 15 hours may be applied to the degree requirements. The specific hours to be applied will be determined at the student's initial registration conference. After satisfactory completion of one full-time term in residence, the student's advisor may petition the Associate Dean for Educational Programs for application of further credits.



## 7 Transcripts and Grades

### 7.00 Obtaining a Transcript/Record of Academic Work

Current and many former students with a username and university/Kerberos password can order transcripts online through <http://wolverineaccess.umich.edu> . From the Student Business page, choose Order Transcript. This option is not available to those students who need rush service, have attachments which must accompany the transcript, or who last attended prior to Fall 1993. Additional information may be located at <http://ro.umich.edu/knowledgebase.php?ansid=1248> .

Students can view their term grades via Wolverine Access at <http://wolverineaccess.umich.edu> .

## 8 Grades in Academic Courses and in Field Instruction

### 8.00 Grades in Academic Courses and in Field Instruction

Letter grades from "A" through "E" are given for class performance. "A" grades are given for exceptional individual performance and mastery of the material. The use of "A+", "A", and "A-" distinguishes the degree of superiority. "B" grades are given to students who demonstrate mastery of the material. "B+" is used for students who perform just above the mastery level but not in an exceptional manner. "B-" is used for students just below the mastery level. "C" grades are given when mastery of the material is minimal. A "C-" is the lowest grade which carries credit. "D" grades indicate deficiency and carry no credit. "E" grades indicate failure and carry no credit.

The grading system for all Field Instruction courses consists of S (satisfactory), M (marginal), and U (unsatisfactory). Field educator/liaisons are responsible for grading. Students are expected to adhere to the Social Work Code of Ethics (See Volume I Chapter 13), to follow fieldwork 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 (See Volume I Sections 12 & 14).

**Satisfactory (S):** Performance quality in Field Instruction is acceptable and credit is granted for the course. The student has demonstrated at least 80% proficiency in all of the skills and skill levels identified in the appropriate course statement and specified in the Educational Agreement/Evaluation

**Marginal (M):** Performance quality in Field Instruction is less than satisfactory but short of failing. The student has demonstrated 60% to 79% proficiency in all of the skills and skill levels identified in the appropriate course statement as well as those specified in the Educational Agreement/Evaluation. See the Field Instruction Manual - Consequences of Marginal and Unsatisfactory Grades

**Unsatisfactory (U):** Performance quality in Field Instruction is inadequate and no credit is granted. The student has failed to demonstrate at least 60% proficiency in all of the skills and skill levels identified in the appropriate course statement and specified in the Educational Agreement/Evaluation.

All students must receive satisfactory (S) grades for the 12 required Advanced Field Instruction credits. Students who do not meet this requirement must complete additional field instruction work. Students with 3 credit exemptions from Foundation Field Instruction (SW 515 and 531) will have the exemption revoked if a grade below S is received after the completion of the first advanced term of Field Instruction.

For students requiring 15 total Field Instruction credits, no more than 3 credits of marginal (M) grade in Foundation Field Instruction (SW 515 and 531) will count toward the MSW degree. Students who receive an (M) grade in SW 515 will be placed on academic probation.

No student may receive credit for an unsatisfactory (U) grade.

A student who is unable to meet minimum standards in field work may be terminated from the placement at any time.

### 8.01 Grades for Special Circumstances

**Incomplete (I):** Used when illness or other compelling reasons prevent completion of work, and there is a definite plan and date for completion of course or field work approved by the instructor/liaison. An "I" may also be issued when a student fails to submit required field paperwork by the published deadline. Any "I" grade remaining on a student's record more than two terms after the conclusion of the term in which the grade was awarded reverts to a permanent incomplete, and credit can be earned only by retaking the course. This limit includes the Spring/Summer term and applies regardless of the student's subsequent enrollment. However, if at the time the instructor agreed to the "I", an earlier date of submission and/or completion of final work was agreed upon, then this date takes precedent over the two-term policy. A change in grade will not be accepted after two terms for any reason other than clerical error. Any exceptions to this policy must be approved by the Associate Dean for Educational Programs.

*Note:* A grade of "I" stays on a student's academic record permanently. Even if the student makes up the course or field work according to the guidelines stated above, the grade for the course will appear on the academic record as, for example, IB+ or IS.

**Extension (Y):** Used when the work exceeds the semester's time.

A "Y" is typically issued when lack of completion is due to structural factors, such as placement into a fieldwork site that would not allow for completion within the normal semester time frame. A "Y" can be issued whether lack of completion is due to late placement or placement in a fieldwork site that requires work beyond the end of the semester. A "Y" is **not** used when work is incomplete due to illness, lack of submission of paperwork by deadlines or other factors related to the student. See "I" grading above.

**Withdrawal (W):** Shown on student transcripts for all courses dropped after the drop/add deadline. Students withdrawing from courses for health-related reasons may petition the Associate Dean for Educational Programs to have those courses with a "W" designation removed permanently from the transcript. A student may petition to withdraw from a course anytime after the drop/add deadline and before the last week of classes.

**No Report (NR):** Only used when a student listed on the grade report has not been attending the class or when the instructor is unable to submit a grade due to factors related to the instructor. "NRs" are typically issued for field when the reason a grade cannot be issued is due to factors related to liaison or field instructor and not due to any problem on the part of the student. "NRs" are rare and are temporary.

**8.03 Policy on 9.0 Grading Scale**

The University of Michigan, School of Social Work, Masters Program is on a 9.0 grading scale.

Students can calculate their GPA (Grade Point Average) using the "MSH" (Michigan Semester Hours) and "MHP" (Michigan Honor Points) on their transcript. The "MHP" should be divided by the "MSH" to determine GPA.

There is no official conversion of the 9.0 point or 8.0 scales to the 4.0 scale. However, here are the breakdowns of each:

4.0 Scale	9.0 Scale	8.0 Scale
4 = A+	9 = A+	8 = A
4 = A	8 = A	7 = A-
3.7 = A-	7 = A-	6 = B+
3.3 = B+	6 = B+	5 = B
3.0 = B	5 = B	5 = B
2.7 = B-	4 = B-	4 = B-

Please check <http://www.ssw.umich.edu/studentGuide/PDFFiles/SSWGradingScale.pdf> for additional information on the Grading Scale and information on calculating the GPA using the "MSH" (Michigan Semester Hours) and "MHP" (Michigan Honor Points) shown on transcripts.

Students can access their grades via Wolverine Access at <http://wolverineaccess.umich.edu> .

## 9 Class Attendance

### 9.00 Policy on Class Attendance

Students are expected to attend all of their scheduled classes. Attendance policies are left to the discretion of the instructor. Instructors should give notice of their attendance policies early in the term either verbally or in writing.

Excessive absences, as determined by the instructor, may result in a reduction in grade or a failing grade, and will be brought to the attention of the student and the faculty advisor by the course instructor.

While attendance is not always a part of the course grade, due to the nature of many course assignments, in-class skill building activities and group projects, if a student fails to attend most class sessions, the student may be asked by the course instructor to withdraw from the course.

## 10 Changing Practice Method or Practice Area Concentrations

### 10.00 Changing Areas of Concentration (Method or Practice Area) Prior to the First Term of Enrollment

Occasionally, an admitted student wants to change concentration areas prior to enrolling for the first term as an MSW student. Written permission from the Assistant Dean of Student Services is required and may be secured by submitting a written explanation of the desired change. Students receiving training grant stipends, scholarships, or fellowships should confirm that a change will not conflict with the conditions stated in the original award letter.

### 10.01 Changing Areas of Concentration (Method or Practice Area) After Enrollment in the MSW Program

Occasionally, a student may wish to switch chosen concentrations after beginning the MSW program. It is in the student's best interest to make any changes in concentrations prior to the field placement assignment. In general, note that

1. Changing concentrations after the second term of Advanced Field Instruction may result in lengthening the duration of the program since students must complete at least 8 credit hours of Advanced Field Instruction (SW 691) in the chosen dual concentrations.
2. Advanced Standing Students who change concentrations after the second term of Advanced Field Instruction will, in all probability, need to enroll for an additional term of study.
3. Students who elect a minor method, specialization, or certificate program will, in all probability, need to enroll for an additional term of study if they change concentrations after the second term of Advanced Field Instruction.
4. Financial assistance is generally awarded to eligible students for no more than four terms, and therefore, may not be available to students who elect to lengthen their course of study to accommodate changes in concentrations.

After the first term of Advanced Field Instruction, students may switch the Practice Method or Practice Area concentration under the following circumstances:

1. There is room available in the required courses
2. An appropriate field placement can be secured to accommodate concentration changes
3. A plan is completed demonstrating that all requirements can be met
4. Permission of the Director of Field Instruction is obtained
5. Permission of the Advisor is obtained
6. Permission of the Field Educator/Liaison is obtained

If a student wishes to change either one or both parts of the dual concentration, she/he must meet the deadlines below in order to complete degree requirements within four terms.

#### 16-month Students

Must submit all necessary forms by the end of the second term of study (April 1)

#### 20-month Students

Must submit all necessary forms by the end of the second term of study (April 1)

#### Advanced Standing Students

Must submit all necessary forms by the end of the first term of study (December 1)

#### Out-of-Sequence Students

May not be able to change concentrations without extending the program of study.

The forms necessary for changing a concentration are located at [http://ssw.umich.edu/programs/forms/change\\_of\\_concentration.pdf](http://ssw.umich.edu/programs/forms/change_of_concentration.pdf).

Students receiving training grant stipends/fellowships should confirm that a transfer will not conflict with the conditions stated in the original award letter.

## 11 Policy for Class Assignments that Involve Collection efforts with SW Students, Staff or Faculty

### 11.00 Policy for Class Assignments that Involve Data Collection Efforts with Social Work Students, SSW Staff or Faculty

If a student in a course or class-assigned student group is interested in conducting a survey, focus group or other type of data collection that involves SSW students, staff or faculty members, it is important that student(s) seek appropriate approval from the relevant stakeholders.

If the student(s) want to collect data from School of Social Work students, faculty or staff for a class assignment, please adhere to the following guidelines:

1. For all projects that involve data collection within the school, the relevant stakeholders must be contacted for consultation about the project prior to initiating data collection. The student(s) are encouraged to prepare a brief summary of the project and a timeline for data collection. This will avoid duplication of effort and will minimize the risk of contamination. The stakeholders may include the Director of the Office of Field Instruction, the Assistant Dean for Student Services, the the Social Work Librarian, the Curriculum Committee, the Doctoral Office or others based on the focus of the evaluation effort.

2. The student(s) after the stakeholder consultation meeting must submit the brief summary of the project and a timeline for data collection to the Associate Dean for Educational Programs. The Associate Dean for Educational Programs will review the materials and may recommend modifications in the survey focus and/or the timeline for data collection based on prior studies or current projects already underway. Depending on the number of survey requests, the Associate Dean for Educational Programs may request that an omnibus survey be used to minimize over sampling the same group.

3. The student(s) need to determine if the data collected and findings will be shared with anyone other than the instructor and class members. If the student(s) wish to share the findings outside of the classroom in any format, then an IRB process must be completed. Student(s) and course instructors will be involved in the submission of an IRB proposal. (Note: This process involves a review that may take up to a month before receiving feedback from the IRB.)

The SSW community would like to support student efforts to engage in evaluation and these guidelines are designed to assist students in following appropriate evaluation processes.



## 12 Student Code of Academic and Professional Conduct

### 12.00 Student Code of Academic and Professional Conduct

#### Introduction

Social work students are held to the highest standards of academic and professional conduct. This Code of Academic and Professional Conduct applies to all students enrolled in the School of Social Work, including full-time and part-time students, students in extended programs, post-MSW students, non-degree students, extension services students enrolled in Social Work courses, or any other person in a special admissions status in the School. This policy covers both on-campus and off-campus activities.

Should concerns arise regarding a student's academic and/or professional conduct, a Professional Review meeting shall be called to discuss the issue(s). Such meetings typically involve the student, the Associate Dean for Educational Programs, the Assistant Dean for Student Services, the Director of Field Program, as well as the student's academic advisor and field liaison. The goal of the Professional Review meeting is to develop a corrective plan of action.

#### Unacceptable Academic Behavior

Generally, unacceptable academic behavior refers to actions or behaviors that are contrary to maintaining the highest standards in course work, client interactions, participation in field assignments, research, or any other element of the School's curriculum and programs. Such violations include, but are not limited to, the following offenses:

- Falsification of Data, Records or Official Documents
- Cheating
- Plagiarism
- Property Conversion
- Aiding and Abetting Dishonesty
- Inappropriate Use of Computers and Other Facilities
- Unacceptable Collaboration
- Impairment
- Failure to Maintain Standards of Care

#### Unacceptable Professional Misconduct

Generally, unacceptable professional misconduct refers to behavior that calls into question a student's ability or fitness to practice as a professional social worker.

Students are expected to adhere to the National Association of Social Workers Code of Ethics ( <http://www.socialworkers.org/pubs/code/default.asp> ) which is hereby incorporated under these policies and procedures and to the policies and procedures of the student's fieldwork site. It is the responsibility of the student to become acquainted with the Code and relevant fieldwork site documents.

The following actions are examples of unacceptable professional misconduct. Such violations include, but are not limited to, the following major offenses:

- Criminal Activity
- Harassment
- Sexual Harassment
- Discrimination
- Inappropriate Relationships
- Retaliation
- Making False Accusations
- Violation of University Policies

### 12.01 Cheating

Cheating is an act of fraud or deception by which the offender gains or attempts to gain undeserved benefit. Examples of cheating include, but are not limited to the following:

1. Lying about the performance of academic work; obtaining a copy of an examination before it is available officially, or learning an examination question before it is available officially.
2. Lying about circumstances presented as an excuse from examinations or other academic work.
3. Submitting the work done for one class or project to another class or project without obtaining the informed permission of the second instructor.
4. Misappropriating another student's work.
5. Allowing another person to do all or part of one's work and to submit the work under one's own name.
6. Receiving and rendering unauthorized assistance on an examination or other paper offered for credit; using unauthorized notes, study aids, and/or information from another person on an examination or paper.
7. Misrepresenting financial affairs or the status of family relationships for the purpose of securing financial aid, residency, or some other benefit from the University.
8. Misrepresenting any information offered to the Admissions Office.
9. Altering answers on an assignment that has already been graded and then submitting the work for re-grading.

### 12.02 Plagiarism

Plagiarism is representing someone else's ideas, words, statements or works as one's own without proper acknowledgment or citation. Examples of plagiarism include, but are not limited to:

1. Using or otherwise taking credit for someone else's work or ideas.
2. Using the language of another without full and proper quotation or source citation.
3. Implicitly presenting the appropriated words or ideas of another as one's own.
4. Using Internet source material, in whole or in part, without careful and specific reference to the source.
5. Borrowing facts, statistics, or other illustrative material without proper reference, unless the information is common knowledge or in common public use.
6. Self-plagiarism, that is, reusing one's own work without acknowledgment that the text appears elsewhere (e.g. in a paper for another current or previous class).

Plagiarism, **like other forms of cheating and misconduct**, is taken very seriously at the University of Michigan and is grounds for expulsion from the University. It is your responsibility to familiarize yourself with the information presented at <http://www.lib.umich.edu/academic-integrity/resources-students> .

### **12.03 Property Conversion**

Any taking or destruction of the property of the School, the University, or its faculty, students, or staff includes, but is not limited to:

1. Stealing or destroying notes, books, papers, audio and video tapes of other students, faculty, or staff.
2. Vandalizing, hiding, or otherwise misappropriating library books.
3. Stealing or destroying other school property.

### **12.04 Aiding and Abetting Dishonesty**

Providing material, information, or assistance to another person with the knowledge or reasonable expectation that the material, information, or assistance will be used to commit an act that would be prohibited by this code, law, or the NASW Code of Ethics.

### **12.05 Inappropriate Use of Computers and Other Facilities**

Violating the University's "Conditions of Use Policy," which defines proper and ethical use of computers and is incorporated under these policies and procedures.

### **12.06 Unacceptable Collaboration**

Submitting work to be graded as one's own (either explicitly or implicitly) when the work was completed in collaboration with others. Using answers, solutions or ideas that are the result of collaboration without citing the fact of collaboration is also improper.

### **12.07 Impairment**

Participating in an academic or professional activity while impaired by alcohol, chemical or illegal substance dependency or abuse.

### **12.08 Failure to Maintain Standards of Care**

Not attending to client care responsibilities, failing to prepare adequately for client interactions, failing to observe professional standards of care and treatment, and violating standard operating procedures.

### **12.09 Falsification of Data, Records or Official Documents**

Dishonesty in reporting results, including fabrication of data, improper adjustment of results, gross negligence in collecting and analyzing data, and selective reporting or omission of conflicting data.

Altering documents affecting academic records.

Misrepresentation of academic status.

Forging a signature of authorization or falsifying information on an official University document, such as a grade report, clinical record, letter of recommendation or reference, letter of permission, petition or any document designed to meet or exempt a student from an established School or University academic regulation.

### **12.10 Criminal Activity**

Participating in criminal activity that calls into question the individual's character and fitness to practice as a professional social worker.

**12.11 Harassment**

Verbally or physically harassing an individual in a way that denigrates or shows hostility or aversion toward that individual and that: (1) has the purpose or effect of creating an intimidating, hostile, or offensive working, living or learning environment; (2) has the purpose or effect of unreasonably interfering with an individual's work or academic performance; or (3) otherwise adversely affects the individual's full participation in School or University activities or programs.

Harassing conduct includes, but is not limited to, name calling, slurs, negative stereotyping, threatening/intimidating/hostile acts, and written or graphic material that defames or shows hostility or aversion to an individual or group.

**12.12 Sexual Harassment**

Requesting sexual favors or making any kind of verbal or physical advancement of a sexual nature when:

1. Submission to such conduct is made either explicitly or implicitly a term or condition of an individual's education, employment, living environment, or participation in a School or University activity; or
2. Submission or rejection of such conduct by an individual is used as the basis for or a factor in a decision affecting that individual's education, employment, living environment, or participation in a School or University activity;
3. Such conduct has the purpose or effect of unreasonably interfering with an individual's employment or educational performance or creating an intimidating, hostile, or offensive environment for that individual's employment, education, living environment, or participation in a School or University activity.

**12.13 Discrimination**

Unlawfully discriminating against another because of a person's race, sex (including gender identity and gender expression), color, religion, creed, national origin or ancestry, age, marital status, disability, sexual orientation, height, weight, or Vietnam era veteran status. Social work students are expected to comply with all applicable laws and University policies prohibiting unlawful discrimination.

**12.14 Inappropriate Relationships**

**Engaging in inappropriate conduct or relationships, including those of a romantic or sexual nature, with faculty members, staff members, or clients.** Inappropriate conduct or relationships do have the potential to pose risk to the participants or third parties; create conflicts of interest; or lead to unfair advantage or disadvantage to the participants or third parties. Students are expected to comply with the University's policies on appropriate relationships with faculty and staff members.

**12.15 Retaliation**

Engaging in harmful behavior toward another for reporting violations of this Code or participating in the hearing or appeals process outlined herein.

**12.16 Making False Accusations**

Falsely accusing a faculty or staff member or another student of violating this Code. Knowingly undermining or sabotaging another student's or faculty member's academic work, research, or professional opportunities.

**12.17 Violation of University Policies**

Violating University policies governing student conduct.

## 13 The Social Worker's Code of Ethics

### 13.00 Adoption of the NASW Social Worker's Code of Ethics for Professional Conduct

Social work students are expected to conduct themselves in all aspects of their school activities in a manner consistent with the Code of Ethics of the National Association of Social Work. Students who do not adhere to the Code of Ethics may be reviewed by an academic misconduct hearing panel.

#### NASW Code of Ethics

##### NASW Code of Ethics Overview

*Approved by the 1996 NASW Delegate Assembly and Revised by the 1999 NASW Delegate Assembly*

The NASW Code of Ethics is intended to serve as a guide to the professional conduct of social workers. This Code includes four sections. The first Section, "Preamble," summarizes the social work profession's mission and core values. The second section, "Purpose of the NASW Code of Ethics," provides an overview of the Code's main functions and a brief guide for dealing with ethical issues or dilemmas in social work practice. The third section, "Ethical Principles," presents broad ethical principles, based on social work's core values, that inform social work practice. The final section, "Ethical Standards," includes specific ethical standards to guide social workers' conduct and to provide a basis for adjudication.

If a student believes a social work member of NASW is in violation of this Code of Ethics, she/he can file a complaint with NASW. See the state chapter for instructions at <http://www.naswdc.org>.

<http://www.socialworkers.org/pubs/code/default.asp>

## 14 Definitions

### 14.00 Violations of The Code of Academic and Professional Conduct

The School of Social Work and the University community view academic or professional misconduct as extremely serious and as constituting grounds for sanctions including suspension or dismissal under appropriate procedures.

It is also recognized that the unacceptable behaviors described above are often indications that the student needs assistance. Each incident and each individual involved is unique, and all mitigating circumstances should be considered with each infraction.

#### 14.01 Academic Misconduct

Nothing in this policy prevents a faculty member from assigning grades or course work that he/she determines to be appropriate as a result of an evaluation of a student's performance. When a faculty member determines that a student has engaged in academic misconduct, the faculty member may either file a charge of misconduct under this policy or exercise his/her authority with regard to assessing the student's performance in that course, such as assigning a failing grade, issuing an incomplete, or assigning additional course work for evaluation. Any student that feels that his/her performance was evaluated unfairly may appeal the grade or file a grievance (See Section Volume I, Section 17).

Faculty members are required to inform the Associate Dean for Educational Programs of all cases of academic misconduct that they resolve independently.

Students who are found responsible for academic misconduct are subject to disciplinary action up to and including dismissal from the School of Social Work, revocation of degree, or any other sanction deemed appropriate to address the violation. Examples of possible sanctions include:

1. Failing grade for an exam or assignment
2. Failing grade for the course
3. Restitution
4. Educational Project
5. Remediation or Service Project
6. Suspension
7. Withholding of degree
8. Rescinding of degree

#### 14.02 Professional Misconduct

Nothing in this policy prevents the School from employing temporary measures that are necessary to protect the safety or health of individuals or to maintain conditions compatible with the educational process. Similarly, this policy does not prevent the School from taking necessary administrative actions such as hold credits and library fines, as appropriate.

Students who are found responsible for professional misconduct are subject to disciplinary action up to and including dismissal from the School of Social Work, revocation of degree or any other sanction deemed appropriate to address the violation. Examples of possible sanctions include:

1. Oral or written disciplinary warning or reprimand
2. Requiring counseling as a condition of return to a program, course of study, or enrollment
3. Noting misconduct on a student's transcript
4. Requiring that a course or practicum experience be repeated
5. Requiring that additional coursework, research, or written assignment be completed
6. Restitution
7. Community service
8. Suspension
9. Expulsion
10. Withholding of degree
11. Rescinding of degree

#### 14.03 Jurisdiction

Jurisdiction under these policies and procedures is as follows:

- A. Jurisdiction over students enrolled in the Doctoral Program lies with the Horace H. Rackham School of Graduate Studies for charges related to academic misconduct. For charges related to professional misconduct during the course of studies leading to the MSW degree or charges not covered by the Rackham academic integrity policy, jurisdiction lies with the School of Social Work.
- B. Jurisdiction over students who are or have been enrolled in social work courses as cognates from other schools and colleges within the University lies with those respective units. For students enrolled in dual degree programs between the School of Social Work and another School or College at the University of Michigan, jurisdiction lies with the unit(s) in which the alleged misconduct occurred.
- C. In the event there is a dispute or lack of clarity about which school or college shall take jurisdiction, the Dean of the School of Social Work, in consultation with the General Counsel's Office and the head of any other interested unit, will decide which procedures to employ.

**14.04 Procedures for Processing Alleged Infractions of the Code of Academic and Professional Conduct**

1. **Associate Dean for Educational Programs ("Associate Dean"):** The Associate Dean is responsible for implementation of this Policy and may delegate his/her duties to another administrator. The Associate Dean or his/her delegate is responsible for representing the School at any hearing.
2. **Committee:** The Academic Concerns Committee shall hear matters related to academic and professional misconduct. The Associate Dean will not be present at misconduct hearings. All faculty members of the Academic Concerns Committee have voting privileges.
3. **Respondent:** The Respondent is the student who is charged with violating the Student Code of Academic and Professional Conduct. The respondent has the following rights:
  - a. The right to review all evidence considered by the Academic Concerns Committee.
  - b. The right to appear before and present evidence and witnesses to the Academic Concerns Committee.
  - c. The right to object to the participation of a member of the Academic Concerns Committee on the grounds that the person may be biased or unable to be fair or objective.
  - d. The right to be accompanied at the hearing by a personal advisor, who may be an attorney; however, the advisor may not participate directly in the proceedings, but may only advise the student. If the student so requests, the Academic Concerns Committee may ask a member of the faculty to serve as an advisor to the student.
  - e. Compliance by all participants in the proceedings with established policies regarding the confidentiality and retention of student records.

**Reporting Suspected Infractions and Preliminary Procedures**

1. Any person may report an infraction of the Student Code of Academic and Professional Conduct to the Associate Dean, providing details of the suspected academic or professional misconduct by a student. The charge or request for investigation must be signed and dated by the person making the allegation.
2. The Associate Dean or his/her delegate will make a preliminary investigation into the allegations. This investigation may include discussion with all parties involved and consultation with other appropriate persons. The Associate Dean or the delegate may discuss the charge with the student and the student's advisor.
3. The Associate Dean will dispose the charge in one of the following ways:
  - a. Refer the matter to the School Ombuds for informal resolution. The Associate Dean will notify the Respondent in writing that allegations of misconduct have been made against him/her and that the matter is being referred to the School Ombuds. If the Ombuds determines that the matter cannot be resolved informally, then it will be referred to the Ad Hoc Committee.
  - b. Refer the matter to the Academic Concerns Committee for resolution. The Associate Dean will notify the respondent in writing of the allegations made against him/her and the specific misconduct violations. The Associate Dean will also inform the student that the matter has been referred to the Academic Concerns Committee. Committee member names will be provided in the notice, and the student will be informed of his/her right to object to any member of the Academic Concerns Committee. This notice must also include a copy of this policy.



- c. Dismiss the charge.
- d. If the student admits responsibility for the misconduct, the Associate Dean may enter into an agreement with the student regarding appropriate sanctions. A sanctioning agreement or behavioral contract voluntarily entered into by the student is not appealable.

**14.05 The Hearing**

1. The Chair of the Academic Concerns Committee will promptly notify the Respondent in writing of the time and place of the hearing, **the names of the members who will hear the complaint**, and his/her rights and responsibilities with regard to the Hearing, as provided in this Policy.
2. The hearing must be scheduled within 21 business days from the date that the Associate Dean referred the matter to the Academic Concerns Committee.
3. No later than seven business days before the Hearing, the Respondent must submit to the Chair: (a) any written response to be considered by the Academic Concerns Committee; (b) the names of any witnesses; (c) copies of any documents to be presented; (d) the name of any advisor and whether that advisor is an attorney, and (e) **whether the Respondent objects to any member of the Academic Concerns Committee participating in the hearing.**
4. **If the Respondent objects to any member's participation in the hearing, the Associate Dean will decide whether or not to remove a member from the hearing. The decision of the Associate Dean regarding the composition of the panel is final and may not be appealed.**
5. No later than three business days before the Hearing, the Chair of the Academic Concerns Committee must provide the Respondent and the Associate Dean copies of all documents submitted to the Academic Concerns Committee for consideration, including the initial written charge, the names of all witnesses, the names of any advisors and whether the advisors are attorneys.
6. The Respondent will have an opportunity to appear before the Academic Concerns Committee and present his/her case. The Respondent may review all documents considered by the Academic Concerns Committee, question all adverse witnesses, offer documentation, and present witnesses.
7. The hearing will be closed to the public and will be recorded by electronic means. All recordings of the hearing will be controlled by the School of Social Work. No court reporters, stenographers, videographers or similar professionals are permitted without the prior consent of the School of Social Work. The Respondent may request a copy of the recording.
8. The Chair of the Committee will preside over the hearing. The Committee is not bound by legal rules of evidence and may limit testimony based on redundancy or lack of relevancy.
9. The Committee may elect to invite University Counsel to attend the hearing. University Counsel may advise the Committee but may not otherwise participate in the hearing.
10. If the student fails or declines to appear at the hearing, the Committee may proceed to hear the case and make findings and recommendations without the student's participation.
11. The initial complainant may be asked to attend the hearing as a witness.
12. The Committee will deliberate in private, and such deliberations will not be recorded. The vote of the majority of the members of the Committee will determine whether the respondent is found responsible or not responsible for the alleged violation and will determine the appropriate sanctions. A finding that the respondent is responsible for an alleged violation will be made in the sound discretion of the Committee and based on the totality of the evidence presented.
13. The Committee will prepare a final written report containing its factual findings, determination

as to the respondent's responsibility for misconduct, and sanctions, if warranted. The Committee must submit its report to the Respondent and the Associate Dean within five business days of the hearing.

#### 14.06 Appeal Procedures

1. Within ten business days after receiving the final report, the respondent or Associate Dean may submit a written appeal to the Executive Committee. The following are the only grounds for an appeal:
  - a. There were violations of established policies and procedures resulting in an inappropriate determination.
  - b. The sanctions are inappropriate in relation to the violation.
  - c. There is new evidence that was not reasonably available at the time of the hearing and should be considered.

*Note: The Executive Committee may decline to consider any appeal that does not fall within one of these categories of error.*

2. When an appeal is filed, the Dean will determine if the sanctions imposed by the Committee will stay in effect during the appeal process. The decision of the Dean is final.
3. The respondent may ask to appear before the Executive Committee regarding the appeal. It is at the discretion of the Executive Committee as to whether or not they will hear from the respondent. The Executive Committee will convene as soon as it is practical to review the merits of the appeal and will promptly notify the respondent, Chair of the Committee and Associate Dean regarding the date they have scheduled to consider the appeal.
  - a. In reviewing the appeal, the Executive Committee may request that individuals be present to present information relevant to the appeal.
  - b. If the respondent is asked to appear, he or she may be accompanied by an advisor, who may be an attorney. The advisor may not participate directly in the proceeding but may only advise the respondent.
  - c. The appeal will be closed to the public and will be recorded. The Executive Committee will deliberate in private and such deliberations will not be recorded.
  - d. The Executive Committee will issue its determination in writing to the respondent, the Chair of the Committee and the Associate Dean within 10 business days of the meeting to review the appeal. The decision of the Executive Committee is final.
4. The appeals process is not designed to provide for another hearing. The appeals process is designed to provide for a review of possible errors. If the appeal does not fall within one of the categories of error, the Executive Committee may decline to review the appeal and the Determination of the Committee will be final.

#### **14.07 Confidentiality and File Retention Policy Related to Academic Concerns and Professional Misconduct Procedures**

All records and information provided as part of the academic concerns and professional misconduct procedures must be treated in a confidential manner and may only be shared in a matter that is consistent with the School's and the University's student records policies.

All documents and testimony recorded and reviewed in the hearing of the Academic Concerns Committee and all materials related to appeals will be forwarded to the Associate Dean for Educational Programs for filing and will be considered a part of the student's academic file.

#### **14.08 Policy on Waiver of Deadlines for Review and Appeal Process**

All deadlines related to review and appeal process may be waived, at the discretion of either the Associate Dean, the Chair of the Committee, or the Executive Committee, as provided in this policy. Requests for extensions or waiver of deadlines will be submitted to the appropriate person, depending on the stage of the process. In addition, the Associate Dean, the Chair of the Committee or the Executive Committee may, on their own initiative, alter deadlines when it is in the best interest of all parties to do so. For example, deadlines may be adjusted during the summer in order to adjust for various scheduling changes.

## 15 Academic Standing and Academic Difficulty

### 15.00 Policy on Conditions Placing Students on Academic Probation

A student is automatically placed on academic probation when she/he fails to maintain good academic standing. Failure to maintain good academic standing is defined as:

- (1) having less than a B average (below an overall 5.0 GPA)
- (2) having accumulated 9 credit hours of incomplete grades,
- (3) having a grade of U in Field Instruction,
- (4) having a grade of marginal in Foundation Field Instruction (515) or Advanced Field Instruction (691).

In cases of initial automatic academic probation, the student is informed by letter. The letter details the reasons for the probation and notifies the student of her/his responsibility to develop an academic plan with her/his advisor in order to remove the probation status. The plan is forwarded to the Associate Dean for Educational Programs for approval. The plan must include specific dates for assessing the student's progress during the semester. If the plan requires notification of certain instructors (e.g., the need to finish an incomplete by a certain date or do extra work to improve a grade), the Associate Dean notifies the instructors. The approved plan is placed in the student's record with copies forwarded to both the student and the advisor. If the plan is not approved, the student's status would be reviewed by the Academic Concerns Committee. As appropriate, the advisor shall consult with the Office of Student Services regarding any special services the student may need.

### 15.01 Academic Difficulty Procedures

The Academic Concerns Committee reviews students in academic difficulty and has the authority to disenroll students or allow them to continue in a probationary status. The following situations are subject to review by the Academic Concerns Committee:

- a. Students who fail to file a plan or do not have approved plans to remove their probationary status.
- b. Students who receive U grades for any portion of field instruction or a grade of marginal for advanced field instruction.
- c. Students who fail to maintain good academic standing for two consecutive terms of enrollment.

If the Academic Concerns Committee recommends dismissal from the School and the only method of returning to School is reapplication, the student must submit a written request for review of the dismissal decision within two weeks of being notified of the Committee's dismissal recommendation. The Executive Committee will then meet within two weeks to consider the case. At this meeting, the student is permitted to present his or her position fully and freely. The student also may be accompanied by his or her faculty advisor or another Social Work faculty member chosen by the student, and that faculty member may speak on the student's behalf.

Students who do not adhere to the Social Work Code of Ethics, do not follow fieldwork site policy and procedures, or do not conduct themselves in a professional manner in their field instruction or in the classroom may also be reviewed for academic or professional misconduct.

### **15.02 Registration for Subsequent Terms for Students on Academic Probation**

Before the date for early registration for the subsequent term, the student's advisor is required to submit a brief report to the Associate Dean for Educational Programs indicating the student's progress. If the student's progress is satisfactory, he/she will be permitted to register with the approval of the advisor. If the approved plan has not been followed, the student will not be allowed to register early. Students who remain on academic probation for a second term are also not permitted to take part in early registration for the subsequent term. If students in either of these situations do participate in early registration, they will not be permitted to attend class until the matter is reviewed by the Academic Concerns Committee.

### **15.03 Failure to Remove Probationary Status**

If a student fails to resolve his/her probationary status, the Academic Concerns Committee will hold a hearing that may include the student's advisor or another faculty member of her/his choice, the student, the Assistant Dean for Student Services, and others who may have information relevant to the student's progress. The committee decides whether to continue the probationary status or to disenroll the student.

If the committee decides to continue probationary status, it will specify a plan of action with an explicit timetable that must be communicated to all the parties involved, including the various instructors. The faculty advisor is responsible for implementing the plan and informs the Associate Dean for Educational Programs regarding its implementation. It is expected that the relevant instructors will not undertake any independent action without prior consultation with the faculty advisor and the Associate Dean.

## 16 Student Rights and Student Records at the School of Social Work

### 16.00 Students Rights and Student Records at the School of social Work

Students may serve on all standing committees of the School with the exception of the Executive Committee, the Academic Concerns Committee, and the Institutional Review Board (which provides technical review of research and training proposals). Participation is on a 50% student/50% faculty basis, plus an additional faculty member who serves as chairperson and votes in case of a tie. The Faculty Search Committee may include one student enrolled in the master's degree program and one student enrolled in the doctoral degree program. The Social Work Student Union appoints and coordinates master's student membership on School Committees, and the Doctoral Student Organization appoints and coordinates doctoral student membership on School committees.

Course evaluations are completed by students in all courses offered by the School each term. In addition, the Governing Faculty has approved early term feedback as a method of furthering the free flow of ideas in the School community. Faculty members are encouraged to implement an evaluation between the fourth and eighth class sessions to gain a better understanding of how the class is going so that adjustments can be made to improve the educational experience. Students also complete routine evaluations of advisors, liaisons, and the field instruction experience. Additionally, students complete foundation year and exit surveys that address the overall curriculum objectives.

Students can view course evaluations by accessing a website sponsored by the MSA (Michigan Student Assembly) called "Advice on Line" at <http://www.umich.edu/~msa/advice> .

### Student Records

Student records are regarded as confidential and are maintained by the School primarily to benefit students in their educational and professional advancement. Students have access to their educational records through the Office of Student Services according to the following policies and procedures governing student records.

### 16.01 School of Social Work Statement of Student Rights

In accordance with the recommendation of the Council on Social Work Education, the School has developed and approved the following statement of student rights:

1. The right to be free of prejudiced or capricious academic evaluations.
2. The right of students to organize in their own interests as students.
3. The right to have representation and participation on standing committees of the School.
4. The right of students, individually or in association with other individuals, to engage freely in off-campus activities, exercising their rights as citizens of community, state, and nation. Students shall not claim to represent the School of Social Work or the University formally unless authorization has been obtained.
5. The right to establish and issue publications free of any censorship or other pressure aimed at controlling editorial policy, with the free selection and removal of editorial staff reserved solely to the organizations sponsoring those publications. Such publications must not claim to represent the School of Social Work or the University unless authorization has been obtained.
6. The right of students and recognized student organizations to use School of Social Work meeting facilities provided the meeting facilities are used for the purpose contracted, subject only to such regulations as are required for scheduling meeting times and places.
7. The right of students and recognized student organizations to invite and hear speakers of their choice on subjects of their choice. Students and student organizations who extend invitations to speakers must not claim to represent the School of Social Work or the University unless authorization has been obtained.
8. The right to petition through proper channels for changes in curriculum, field instruction, faculty advisor, and grades, and to petition through channels in cases of grievance.
9. The rights of students who are participating in research or scholarly endeavors under faculty direction as part of their formal academic program to receive appropriate recognition for their contribution to the process.
10. The right of equal opportunity to enjoy these rights without regard to race, sex (including gender identity and gender expression), color, religion, creed, national origin or ancestry, age, marital status, disability, sexual orientation, height and weight, or Vietnam era veteran status or any other legally protected status.
11. Enumeration of certain rights herein shall not be construed as to nullify or limit any other rights possessed by students; on the other hand, exercise of these rights falls within more general University-wide Regental policies.



### **16.02 Policies and Procedures Governing Student Records**

Student and alumni records are maintained by the School of Social Work, in compliance with the federal Family Educational Rights and Privacy Act of 1974. With specific and limited exceptions, noted below, the following principles shall serve as guidelines:

- a. The School will maintain identifiable records or parts thereof only for that period reasonably necessary to serve a basic official function; and while so maintained, such information will not be shared beyond those implementing its original purposes.
- b. Information contained in the records will be available to sources outside the University only when authorized by the student or authorized by law.
- d. Students shall have reasonable access to their records insofar as that access does not violate the rights of others, in keeping with the University's policy on "Student Rights and Student Records."
- e. Data maintained solely for research purposes should not be identifiable as to person.

### **16.03 Procedure for Access to Student Records**

Any current or former student in the School of Social Work can obtain access to his/her educational record at the Office of Student Services by signing a "Request Form for Access to Students' Records." At this time, the student should also arrange an appointment with Michelle Woods, the Freedom of Information Officer, at [micwoods@umich.edu](mailto:micwoods@umich.edu). The right to access includes the right to obtain copies of records at a cost to the student. If the student is requesting copies of specific items from his/her educational file rather than requesting access to review his/her entire educational file, an appointment is generally not necessary.

### **16.04 Public Information**

Certain data from student and alumni records is deemed as public information and may be disclosed freely, unless the student indicates in writing to the University Registrar a specific prohibition for the release of such information. Such public information consists of name, home and local address, telephone number, school, class level, major field, dates of attendance, date of actual or anticipated graduation, degree(s) conferred, honors and awards received, participation in recognized activities, and previous school(s) attended.

## 17 Student Grievances

### 17.00 Process Governing Student Grievances

The School of Social Work wishes to resolve all student grievances. The Student Grievances Process shall be followed when concerns or issues arise regarding a course or instructor. The Student Grievances Process is a sequential four-step course of action: (a) students shall meet with the instructor to attempt to resolve the matter; (b) should the matter remain unresolved, students shall seek out their faculty advisor for guidance and potential mediation; (c) should further problems still exist, students shall consult with the Associate Dean for Educational Programs; (d) only in extenuating circumstances or when students have followed the aforementioned process and the matter remains unresolved should student grievances be heard by the Academic Concerns Committee.

The Academic Concerns Committee hears student grievances under the following policies and procedures. Within two weeks of receipt of a written intent to grieve, the Committee Chair will acknowledge receipt of the grievance and clarify that the Committee shall be authorized to act by majority vote of a quorum of four or more members.

#### Jurisdiction

The procedures herein prescribed shall be available to students currently enrolled in the School of Social Work or former students within one month of their graduation or disenrollment. Grievances shall be filed in a timely manner - generally within one month of the situation prompting the grievance. When longer periods have passed, the grievant may be asked to sufficiently explain the latency of the complaint prior to the Committee accepting jurisdiction. These procedures shall be available with respect to complaints including, but not limited to, those that allege (a) a violation of rules and regulations of the School of Social Work; (b) unfair, unreasonable, or otherwise improper rules or regulations of the School of Social Work; (c) discriminatory or capricious grading practices or Field Instruction evaluations.

It is recognized that there may be complaints with regard to institutional administrative relations rather than specific individual grievances. The Committee shall not have jurisdiction over these matters. Such cases may include: (a) matters concerning relations between the School administration and community fieldwork sites; (b) matters concerning relations between the School and the University administration; (c) matters concerning relations between the School and other departments within the University complex.

### **17.01 Procedures Governing Student Grievances**

Respect to any matter properly submitted to it. Grievances shall be made by written communication addressed to the Chairperson of the Committee. The letter should indicate the specific nature of the grievance, list all other administrative remedies pursued by the grieving party with respect to the complaint, and the solution the aggrieved is seeking. The complaint may be returned to the grieving party for further specification or clarification. If the grievance has not been filed in a timeline consistent with guidelines, the grievant should explain the reasons for the delay. Written statements submitted to the Committee will become part of the Committee record. These procedures do not preclude informal exploration by the student with the Chairperson or member of the Committee regarding matters which may fall within the jurisdiction of the Committee.

Upon receiving a grievance, the Academic Concerns Committee shall make an initial determination based upon such investigation as deemed appropriate, whether (a) the complainant has not exhausted all other appropriate and viable remedies within the School (e.g., through the other party, the adviser, the Dean's office); (b) the subject matter of the complaint falls outside the jurisdictional scope of these procedures as hereinafter defined; or (c) the complaint is frivolous or lacking in merit. The Academic Concerns Committee will decline to assume jurisdiction if it concludes that one of these conditions exists.

If the Academic Concerns Committee concludes that it should take jurisdiction, written notice to this effect shall be given to the aggrieved, the party or parties against whom the grievance is filed, and the Dean's office. Except for necessary communications between the Committee, the principal parties to the grievance, and the Dean's office, all written documents submitted and testimony taken by the Committee shall be retained as confidential materials. Such records shall, however, be available to principal parties of the grievance.

### **17.02 Powers of the Academic Concerns Committee**

A variety of procedures and courses of action shall be available to the Academic Concerns Committee in any matter over which it has taken jurisdiction. The Committee shall have the right to obtain from administrators, the aggrieved, and the party or parties grieved against information or data relevant to the complaint. Procedures shall include: (a) informal mediatory efforts; (b) informal or formal, usually private, hearings during which the aggrieved and the party or parties grieved against will have the opportunity to present their positions; and (c) advisory findings and recommendations on the merits of the protest of complaint. In addition, the Committee is authorized to bring the matter to the attention of the Dean if it decides such action is warranted.

### **17.03 Records Related to Academic Concerns Committee Processes**

All records of closed cases shall be retained in a separate file in the Dean's office and shall be opened only upon authorization of the Committee; such records shall be destroyed after three years from the date of closure. No notation regarding the grievance shall be made in the student's regular record nor in the faculty employment records unless authorized by the Dean in order to carry out the recommendations of the Committee.

## 18 Financial Aid Policies

### 18.00 Financial Aid Policies

Financial aid decisions are made by the Office of Student Services, the Recruitment, Admissions and Financial Aid (RAFA) Committee, the Alumni Board of Governors and the Office of Global Affairs (OGA).based on priorities established by the School of Social Work Governing Faculty and the requirements of a particular grant or scholarship. Financial Aid from the School of Social Work is typically limited to full-time students. For financial aid purposes, full-time refers to a degree student registered for 12 or more credit hours per term.

Information is disseminated regularly to students by the Office of Student Services regarding the application process and deadlines for application. It is the student's responsibility to utilize this information and ensure that all required materials are submitted to the appropriate offices in accordance with any stated deadlines.

Financial aid funding for the MSW Program is typically limited to four terms. NOTE: Students pursuing dual degree programs typically cannot receive financial aid awards from both schools/departments simultaneously. The School of Social Work typically provides a maximum of three terms of financial aid for dual degree students. Advanced Standing students may be limited to two terms of School of Social Work grants/scholarships, if enrolled in a dual degree program. Each school has separate financial aid application procedures, eligibility criteria, and award allocations; therefore, it is important that students plan their dual degree enrollment well in advance of deadlines for financial aid and keep both schools' financial aid offices informed of enrollment plans.

### 18.01 Financial Aid Appeal Process

- a. A student who feels an error has been made or policy misapplied in a particular case can bring the matter to the attention of the Assistant Dean of Student Services through a written request for a revision of the financial aid award or decision. Students are notified of this revision process each academic year.
- b. If a student is dissatisfied with the determination regarding a revision request, the matter may be brought before the Associate Dean for Educational Programs for further consideration. The Associate Dean will consult with the Recruitment, Admissions, and Financial Aid Committee regarding any policy matters that cannot be resolved by the Associate Dean. It is anticipated that only on a rare occasion will the Associate Dean need to consult with the faculty/student committee for advice.
- c. Should the student believe that he or she has been treated in an arbitrary, capricious, or discriminatory manner with regard to financial aid decisions, the student may take the matter to the Dean.

## 19 Students with Disabilities - Relevant Policies

### 19.00 Policies Related to Students with Disabilities

The University of Michigan complies with federal and state laws which affect qualified persons with disabilities. It is the policy and practice of the School of Social Work to provide equitable educational opportunities for students with documented disabilities in all programs and activities, including internships or field placements. Students with disabilities who require academic adjustments are encouraged to contact their instructors at the beginning of the semester to discuss their specific needs.

The University's Office of Services for Students with Disabilities (SSD) provides assistance regarding academic, economic, social, and recreational activities to students who have documented disabilities. Specific services available through SSD include counseling, assistance with classroom accommodations, volunteer readers and note takers, sign language and oral interpreters, peer tutors, accessible transportation, orientation and registration assistance, special scholarships, tape recorders and talking calculators, and aids for reading and studying, such as Braille and large print materials, adaptive computer technology, and telecommunication devices for the deaf. Staff in SSD also serve as intermediaries and advocates for students with disabilities.

To find out more about services, or to volunteer as a reader, note taker, or tutor, contact Services for Students with Disabilities, G664 Haven Hall, Ann Arbor, MI 48109-1045, (734) 763-3000 or visit <http://www.umich.edu/~sswd/> .

Students with disabilities may also contact Warren Clark, [clarkw@umich.edu](mailto:clarkw@umich.edu) , (734) 647-9433 or the SSW Office of Student Services (Nyshourn Price-Reed, [ndp@umich.edu](mailto:ndp@umich.edu) or Lauren Davis, [laurdavi@umich.edu](mailto:laurdavi@umich.edu) ) at (734) 936-0961.

## 20 Specific Field Instruction Policies

### 20.00 Exemption from Foundation Field Instruction for BSW without Advanced Standing

Students with BSW from a CSWE accredited program, who did not receive advanced standing status, may apply for an exemption from a portion of the requirements for Field Instruction. A maximum of 3 credits of field instruction representing Foundation Field Instruction and Field Seminar (SW 515 and 531) may be filled by such an exemption, thereby reducing the required Field Instruction hours to 12 and increasing electives by 3 credits.

### 20.01 Transfer Credit Policy for Field Instruction

Foundation Field Instruction credits transferred to the University of Michigan cannot exceed the credits earned at another institution for foundation field instruction. The maximum credits transferred for foundation field instruction cannot exceed 3 credit hours.

If a student has earned more than 3 credit hours for Foundation Field Instruction, the remaining credits may be eligible for transfer to the University of Michigan as elective credit. No credit may be awarded toward Advanced Field Instruction regardless of the number of clock hours if the transferred credit is identified as Foundation Field Instruction.

Field instruction credits transferred to the University of Michigan as Advanced Field Instruction from another institution must be designated as Advanced Field Instruction by the other institution. A student may transfer up to 4 credits of advanced field instruction and 3 credits of foundation field instruction to cover field requirements.

All students must complete a minimum of 8 credits of Advanced Field Instruction at the University of Michigan.

Students should request that transcripts of transfer credit be sent to the School at the time of admission or when the course to be transferred is completed. The Transfer of Credit Request for is located at <http://www.ssw.umich.edu/programs/forms/TRCRSWnew.pdf>.

### 20.02 Permission to Use Information in Video/DVD and/or audio cassettes for School of Social Work Instructional course assignment

Often times, graduate level social work students are enrolled in practice classes while they are completing a field placement. Professors/instructors may give these students assignments that involve the participation of clients at the fieldwork site. In order for client's to participate, permission must be obtained and documented. This 3 page form indicates that voluntary permission has been officially obtained from client participants with the acknowledgment and signature of the supervisory field instructor and/or fieldwork site representative.

A copy of the form is located at <http://www.ssw.umich.edu/programs/msw/ofi/revisions/Appendix%209.46.pdf>.

## 21 University Policies

### 21.00 Presidential Policy Statement on Sexual Orientation, Codified in Standard Practice Guide

The University of Michigan believes that educational and employment decisions should be based on individual's abilities and qualifications and should not be based on irrelevant factors or personal characteristics which have no connection with academic abilities or job performance. Among the traditional factors which are generally "irrelevant" are race, sex, religion, and national origin. It is the policy of the University of Michigan that an individual's sexual orientation be treated in the same manner. Such a policy insures that only relevant factors are considered and that equitable and consistent standards of conduct and performance are applied.

To get help, to obtain further information, or to file complaints, please contact one of these offices:

Office of Institutional Equity, 2072 Administrative Services Building, 1009 Greene Street, Ann Arbor, Michigan 48109-1281, (734) 763-0235; School of Social Work Affirmative Action Coordinator, Associate Dean for Educational Programs, Michael Spencer, Ph.D., or the Spectrum Center, 3200 Michigan Union, (734) 763-4186.

<http://www.spectrumcenter.umich.edu/>

### 21.01 University of Michigan Nondiscrimination Policy Notice

The University of Michigan, as an equal opportunity/affirmative action employer, complies with all applicable federal and state laws regarding nondiscrimination and affirmative action, including Title IX of the Education Amendments of 1972 and Section 504 of the Rehabilitation Act of 1973. The University of Michigan is committed to a policy of nondiscrimination and equal opportunity for all persons regardless of race, sex, color, religion, creed, national origin or ancestry, age, marital status, sexual orientation, disability, or Vietnam-era veteran status in employment, educational programs and activities, and admissions. The University policy of nondiscrimination based on sex includes protection for gender identity and gender expression.

Inquiries or complaints may be addressed to the Senior Director for Institutional Equity and Title IX/Section 504 Coordinator, Office of Institutional Equity, 2072 Administrative Services Building, Ann Arbor, Michigan 48109-1432, (734) 763-0235, TTY (734) 647-1388. For other University of Michigan information call (734) 764-1817.

## 21.02 University Policies Affecting Students

All Students are expected to become familiar with these policies and abide by the rules and regulations explicated in these policy statements. The relevant documents are found at:

<http://www.studentpolicies.dsa.umich.edu>

- Statement of Student Rights and Responsibilities
- Student Rights and Student Records
- Information Regarding Religious Holidays and Academic Conflicts
- Policy on Alcohol and Other Drugs
- Emergency Mental Health Withdrawal and Readmission
- Sexual Assault Policy
- Faculty-Student Relationships
- Employee-Student Relationships
- Sexual Harassment Policy
- Statement on Freedom of Speech and Artistic Expression
- Smoking on University Premises
- Scheduled Use of the Designated Outdoor Common Areas
- Dance Party Policy Overview
- University Policy Against Hazing
- Parking Permits and Options
- Information Technology Policies and Guidelines
- Permission to use Information in Video/DVD and/or Audio Cassettes for School of Social Work Instructional Course Assignments Form.
- Permission for Class Assignments that Involve Data Collection Efforts with Social Work Students, Faculty, or Staff.

## 21.03 Campus Safety Statement

Each year, the University of Michigan prepares an "Annual Security Report" and publishes it in the Campus Safety Handbook. The report, which is issued each October 1, contains detailed information on campus safety and security policies, procedures, and programs, including information on: emergency services, security telephone numbers, sexual assault policy, stalking laws, handling obscene phone calls, sexual harassment policy, dealing with workplace violence and threats, police agencies, health services, counseling services, safe transportation after dark, safety tips, and alcohol and drug policies and programs. The report also includes statistics concerning crimes on campus. If you would like to receive a complete copy, visit the University of Michigan Department of Public Safety website at <http://www.police.umich.edu/> or call (734) 763-3434 for Administration Offices or (734) 763-1131 for Non Emergencies.



#### **21.04 University Policies Related to Harassment and Discrimination**

It is University of Michigan policy to maintain an academic and work environment free of sexual harassment for students, faculty, and staff. Sexual harassment is contrary to the standards of the University community. It diminishes individual dignity and impedes equal employment and educational opportunities and equal access to freedom of academic inquiry. Sexual harassment by a student, staff member, or faculty member is a barrier to fulfilling the University's scholarly, research, educational, and service missions. It will not be tolerated at the University of Michigan.

The University of Michigan strives to create a community of and for learners. To do so requires an environment of trust and openness. Discrimination is unacceptable. Such behavior threatens to destroy the environment of tolerance and mutual respect necessary in a university setting. At the University of Michigan and the School of Social Work, it is "unacceptable to discriminate, harass, or abuse any person because of his or her race, religion, ethnic group, creed, sex, age, ancestry, marital status, sexual orientation, or physical handicap." The University offices that handle complaints of discrimination and complaint procedures related to sexual harassment and other forms of discriminatory harassment are found in the University's Policies Affecting Students at <http://www.umich.edu/~oscr>.

Students are encouraged to seek assistance and report complaints to the University offices listed in the policy statements, or to contact the School of Social Work's Affirmative Action Coordinator (Associate Dean Ruth Dunkle or the School of Social Work's Sexual Harassment Officers, Rich Tolman or Associate Dean Ruth Dunkle).

### **21.05 University Policies Addressing Faculty-Student Relations**

The School subscribes to the policies regarding student-faculty relations found in Chapter 11 of the University of Michigan Standard Practice Guide. University's Faculty Handbook, which can be found at <http://spg.umich.edu/pdf/601.22.pdf>.

Faculty are expected to be available for consultation with students, to respect the civil and institutional rights of students, to deal equitably and fairly with them in academic matters, to support students in their own development within the University community, and to set a high example in professional conduct both with respect to personal and corporate responsibilities and with respect to modes of dealing with ethical issues. Faculty are also expected to understand and comply with provisions made for participation by students in campus decision-making both University-wide and within the subordinate units. (Social work students are encouraged to participate in several student-faculty committees that make policy recommendations to the School's Governing Faculty. The Social Work Student Union coordinates student participation on these committees.)

The School of Social Work's Faculty Handbook also speaks to student-faculty relationships. Faculty are expected to be aware that their positions of authority, their identity as experts and as role models, and the general deference with which students relate to them can give a faculty member great power and influence over students. Thus, relationships with students outside the academic context must be treated with special caution, care, and professional integrity.

Financial transactions between faculty and students are discouraged. Any financial transactions between faculty and social work students must be approved by the Dean.

Faculty members shall not accept students in the School of Social Work as social work clients.

The University's policy on sexual harassment applies to faculty-student relationships. The relationship between faculty and adult students, however complex it may be, is ultimately and structurally asymmetrical. Like any professional relationship, it rests upon a special form of trust and reciprocal respect. Sexual relationships between faculty members and students risk diminishing or even voiding this trust and respect. Moreover, the asymmetry of this relationship means that any sexual relationship between a faculty member and a student is potentially exploitive and should be avoided.

# Volume 2

# MSW Curriculum

## 1 SSW Mission

### 1.00 School of Social Work Mission

The mission of the School of Social Work is to:

1. Educate graduates for advanced social work practice and lifelong professional growth and development.
2. Prepare graduates to serve society at the local, state, national and international levels.
3. Promote social and economic justice, empowerment and eliminate oppressive social conditions.
4. Create and disseminate, through research and knowledge building, social innovations using interdisciplinary problem-solving efforts.

In considering social work as a profession, applicants should also consider the primary mission of the social work profession, spelled out in the National Association of Social Work Code of Ethics:

*The primary mission of the social work profession is to enhance human well-being and help meet the basic human needs of all people, with particular attention to the needs and empowerment of people who are vulnerable, oppressed and living in poverty. A historic and defining feature of social work is the profession's focus on individual well-being in a social context and the well-being of society. Fundamental to social work is attention to the environmental forces that create, contribute to and address problems in living.*

The School of Social Work admits students into the MSW program (accredited by CSWE) through three primary program tracks: 16-month, 20-month, and 12-month Advanced Standing. These tracks are designed to provide flexibility for students to engage in full-time study. In addition, for a limited number of students, the School offers an extended degree, or a fifth term option (fourth term for Advanced Standing-eligible students).

Students can concentrate in one of four Practice Method areas (Community Organization, Interpersonal Practice, Management of Human Services, Social Policy and Evaluation) and one of five Practice Areas (Aging in Families and Society, Children and Youth in Families and Society, Community and Social Systems, Health, Mental Health).

Education is not restricted to the formal classroom environment. Most classes range in size from 10 to 35 and offer students an opportunity to learn from each other as well as the instructor. Informal "brown bag" seminars, special studies, community lecturers and workshops run by leaders of local and national stature greatly expand students' educational opportunities, both within the School and throughout the University.

## 2 SSW MSW Degree Requirements

### 2.00 The Master's of Social Work Degree Requirements

In order to graduate the student must fulfill the following requirements:

1. Maintain good academic standing. That is, a grade average of "B" (GPA 5.000) must be achieved and overall performance must be satisfactory in classroom-based and field instruction courses.
2. MSW degree students must complete all requirements for the degree within four (4) years of first enrollment as a degree candidate in the University of Michigan School of Social Work. If that time limit is exceeded, the student, with the approval of the faculty advisor, must petition the Associate Dean for Educational Programs for an extension, giving reasons for the request, justifying the contemporary relevance of any work taken more than six years prior to the expected degree date, and submitting a plan for the completion of the remaining work. The student may be required to take additional examinations and/or an additional amount of coursework.
3. Enroll for a minimum of two terms in full-time residence (nine or more credits in courses per term, including Field Instruction).
4. Satisfactorily complete 60 credit hours unless Advanced Standing has been granted, in which case credits may be reduced to 45 hours. The distribution of required courses varies according to the choice of Practice Method and Practice Area concentration.

Note that under no circumstances can a student complete the MSW program with fewer than 30 University of Michigan School of Social Work credit hours. In rare cases, a student may have a maximum of 30 graduate social work credits that are eligible for transfer from another accredited graduate social work school. For additional information on transfer credits, students can refer to the appropriate section in this guide.

In order for the Office of the Registrar to evaluate whether a student has met the requirements for the MSW degree, the student is required to submit a degree/diploma application. The application is submitted online through Wolverine Access and must be submitted before any degree can be awarded.

It is the Office of the Registrar's responsibility to confirm that your academic record reflects that your degree requirements have been met. This does not necessarily include informing you if they are not as that responsibility lies with you, the student. However, as a courtesy the Registrar does reach out to you when potential problems in meeting requirements are evident. This contact is almost always via the student's University of Michigan e-mail account.

Submission of the degree/diploma application (done on-line via Wolverine Access) by the following dates will permit the Registrar, as a courtesy to the student, to perform an audit of the student's graduation requirements prior to the end of the drop/add period for the final term in which the student expects to be enrolled. This audit is designed to avoid last-minute problems in meeting graduation requirements. The deadline dates are as follows:

- December graduation: August 1;
- May graduation: November 1;
- August graduation: March 15 (February 1 if students wish to have their names appear in the University May Commencement Program Publication, as there is no August publication.)

Degree/diploma applications submitted after these dates may affect student's early registration appointment times for upcoming terms, may result in a late audit of degree requirements and if a problem arises at a late date, may delay the award of the degree, and can delay the receipt of the diploma. It is the student's responsibility to submit a degree/diploma application; to be aware of what their degree requirements are, and to fulfill them in a timely manner. The appropriate Course Planning Worksheet and this Student Guide are the resources the student should utilize for this purpose. They may be found at <http://ssw.umich.edu/studentGuide/>.

### 3 Foundation Requirements

#### 3.00 Foundation Course Content

The foundation curriculum is organized to address the eight key foundation content areas. Demonstrating competence in these content areas prepares students for the advanced concentration curriculum in their selected Practice Method and field of Practice Area.

In addition, to the eight primary foundation content areas, the School of Social Work has added an additional content area that focuses on using information to inform professional decision-making and developing skills required to locate, critically appraise and apply information effectively. This skill is viewed as central for developing MSW professionals who engage in empirically supported social work practice. As part of these skill areas, students are required to demonstrate in course work and in field work how to translate information needs into "searchable" questions, how to identify computerized bibliographic databases that will meet information needs, how to use keywords and Boolean logic. They must also be able to use the database-specific controlled language Thesauri to conduct efficient and comprehensive literature searches, to critically appraise the validity of search products and apply their findings to professional decision-making. Students are also required to locate data sources addressing pending legislation and legislative histories, census data, and survey data in order to use these data to inform decision-making. The students and faculty work closely with the School of Social Work librarians to ensure that the latest information technology resources are available and used.

#### 3.01 Values and Ethics

In the foundation content area that centers on Values and Ethics, students focus on developing critical and creative thinking within the context of professional social work practice. Social work values and ethics are integrated through all of the foundation and advanced concentration courses.

### 3.02 Foundation Curricular Educational Objectives

Using a generalist social work practice perspective, students will:

- Apply knowledge of critical and creative thinking within the context of professional social work practice.
- Describe the value base, ethical standards, and principles of the social work profession and their application to social work practice.
- Practice without discrimination and with respect, knowledge, and skills related to clients' age, class, color, culture, ability, ethnicity, family structure, gender, marital status, national origin, race, religion, sex, and sexual orientation.
- Identify the major forms and mechanisms of oppression and discrimination and strategies to advance social and economic justice.
- Identify the major milestones in the history of social welfare and their relationship to the social work profession and contemporary structures and issues.
- Use a bio-psycho-social, strengths-based, multi-system perspective to guide social work assessment and intervention efforts with client systems.
- Use theoretical frameworks supported by empirical evidence to describe individual development and behavior across the life span and the interactions among and between individuals, families, groups, organizations, and communities.
- Analyze, formulate, and advocate for changes in social policies.
- Evaluate research studies, apply research findings to practice and integrate evaluation measures into practice interventions.
- Effectively communicate with and establish culturally appropriate collaborative relationships with individuals, families, groups and communities.
- Use supervision and consultation appropriate to social work practice.
- Assess the structure and processes of organizations and service delivery systems to identify necessary organizational change.
- Assess the structure and process of neighborhoods and communities to identify necessary changes.
- Evaluate the structure and processes of social policies on service delivery to identify necessary policy changes.
- Recognize when information is needed to inform professional decision-making and possess the skills required to locate, critically appraise, and apply information effectively.

### **3.02 Diversity**

The foundation content area of Diversity is addressed in all foundation courses. The faculty identified the following diversity dimensions as relevant for social work practice: client's age, class, color, culture, ability, ethnicity, family structure, gender, marital status, national origin, race, religion, sex and sexual orientation. Students explore how differences in identity, affiliation, and culture may lead to discriminatory practices and how to assess the intersectionality of individuals and groups in micro and macro practice. Students, through case studies and field work applications, examine ways to effectively communicate with and establish culturally appropriate collaborative relationships with individuals, families, groups, organizations and communities. In addition, students engaged in their field practicum are asked to reflect on the impact of multiculturalism and diversity on their practice setting.

### **3.03 Populations-at-Risk and Social and Economic Justice**

The foundation content area of Populations-at-Risk and Social and Economic Justice is a cross cutting curricular theme and, as such, is addressed in every foundation course. In this content area, students learn to identify the major forms and mechanisms of oppression and discrimination as well as the strategies to advance social and economic justice.

### **3.04 Human Behavior in the Social Environment**

The foundation content area Human Behavior in the Social Environment focuses on a lifespan approach to understanding micro, mezzo and macro theories that guide students' work with individuals, families, small groups, organizations and communities. Students learn to use theoretical frameworks supported by empirical evidence to describe individual development and behavior across the lifespan and the interactions among and between individuals, families, groups, organizations and communities. Students also critically evaluate organizational and societal structures, social policy structures, neighborhood and community structures and processes that seek to promote social and economic justice.

### **3.05 Social Welfare Policy & Services**

In the content area of Social Welfare Policy & Services, students learn about the major milestones in the history of social welfare, how to critically analyze, formulate and advocate for changes in social policies, and how to evaluate the structure and processes of social policies on service delivery.

### **3.06 Social Work Practice**

In the foundation content area of Social Work Practice, students gain generic social work practice skills to work with individuals, families, small groups, organizations and communities. Methods courses are designed to offer students content on theories and interventions related to work with individuals, groups, families, organizations, communities and society. The methods courses provide skills necessary to practice at multiple levels of intervention so that students are prepared to assess needs and devise strategies for intervention in a given situation. In addition, these courses cover a broad range of micro and macro theories which serve as underpinnings to the interventions.

### **3.07 Research**

The foundation content area of Research provides the knowledge and skills needed to evaluate research studies, apply research findings to practice, and integrate evaluation measures into practice interventions. In applied class assignments, students learn to apply appropriate research designs and methodologies of the scientific method to social work practice issues which affect populations at risk.



### **3.08 Field Instruction**

The final foundation content area, Field Instruction, emphasizes the need for students to apply the learning from the other seven foundation content areas in an applied field work experience. Students use supervision and consultation to demonstrate the application of generalist skills in their fieldwork site at the micro, mezzo, and macro practice levels. Through field work educational agreements and a foundation field seminar, students demonstrate the foundation skills necessary to prepare them for advanced practice.

### **3.09 Foundation Courses**

Foundation courses, encompassing the eight course content areas, are required of all students (unless exempted) and are prerequisites for advanced courses. Generally, foundation courses are completed during the first and second term of the program.

Required foundation courses (each worth 3 credits):

- SW 500 Human Differences, Social Relationships, Well-Being and Change Through the Life Course
- SW 502 Organizational, Community and Societal Structures and Processes
- SW 515 and 531 Foundation Field Instruction and Field Seminar
- SW 521 Interpersonal Practice with Individuals, Families and Groups
- SW 522 Basic Social Work Research
- SW 530 Introduction to Social Welfare Policy and Services
- SW 560 Management, Community Organization and Policy Practice

For full descriptions of these courses, please visit <http://www.ssw.umich.edu/programs/classes/offerings.html> .

## 4 Dual Advanced Concentrations

### 4.00 Dual Advanced Concentrations (Practice Method and Practice Area)

The School's view of advanced practice concentrations is based on the idea that rapidly changing policies, emerging evidence-based practices, and dramatic changes in service delivery patterns and structures requires a graduate to be well-grounded in the methodologies of change as well as the contexts of practice. The advanced curriculum builds on the generalist foundation curriculum and provides students the choice of concentrating on one of four Practice Method areas (Interpersonal Practice, Community Organization, Management of Human Services and Social Policy and Evaluation) and one of five Practice Areas (Child and Youth in Families and Society, Aging in Families and Society, Community and Social Systems, Health, and Mental Health).

Advanced practice concentrations in a Practice Method and Practice Area broadens and deepens foundation knowledge and skills, and enhances the specialized skills needed for students to know the how and why of their interventions.

All students in the School are required to complete a dual concentration in a Practice Method and Practice Area. A student's choice of the two concentrations determines which advanced courses are requirements for graduation.

The Practice Method concentration focuses on theories and interventions related to practice with individuals, families, groups, organizations, communities and/or society.

The Practice Area concentration focuses on selected contexts and domains of practice with particular attention given to specific policies, procedures and practices.

## 5 Advanced curriculum Objectives

### 5.00 Advanced Curriculum Objectives

Consistent with the School of Social Work's (SSW) focus on issues of privilege, oppression, diversity and social justice, these objectives aim to promote and sustain effective social work practice with diverse constituents in ways that recognize and honor similarities and differences, critique underlying assumptions and demonstrate an understanding of one's own and others' social classes, relationships and positions, as well as differences in power. As is true with all other social work professionals, the SSW emphasizes the use of critical self reflection grounded in social work ethics; these objectives require students to evaluate their own actions and consequences in order to promote social justice.

- To acquire knowledge and skills that social workers use to facilitate change by building on personal, interpersonal, community, organizational and/or societal strengths.
- To understand and be able to critique relevant theories and knowledge of human behavior and development used to guide practice.
- To apply practice models and emerging evidence based interventions that are inclusive of the experiences of individuals, groups, organizations or communities.
- To apply practice processes relevant to all phases (entry, engagement, assessment, planning, implementation and evaluation) of prevention and intervention.
- To use monitoring and evaluation methods to develop, refine and build on social work practice prevention and intervention knowledge at various system levels.
- To examine how historical and societal contexts influence policy and service delivery and articulate and apply this knowledge (e.g., culture, group memberships, global setting, environment and social positions within society) in work on individual, interpersonal, group, organizational or community dynamics.
- To examine how dimensions of power, privilege, oppression and difference may influence actions, perceptions, choices and consequences across system levels.
- To identify and work to change sources and mechanisms of injustice and promote vision(s) of social justice within specific practice contexts (i.e., locally, nationally and/or in global settings).
- To apply social work professional values and ethics, using guidelines such as NASW Code of Ethics.

## 6 Practice Method Concentration

### 6.00 Practice Method Concentration

All students select a concentration from one of the four Practice Methods:

- Community Organization,
- Interpersonal Practice,
- Management of Human Services, or
- Social Policy and Evaluation.

Students are required to complete 6 credit hours of advanced course work in their Practice Method concentration to meet graduation requirements.

### 6.01 Practice Methods Concentration in Interpersonal Practice

This Practice Method addresses the restoration, maintenance and promotion of social functioning. The objectives of this method relate to adult individuals, children or small groups, and focus on the transactional relationship between persons and their social environment. The basic objective of the concentration is to offer students a well-integrated program of classroom and field instruction experiences that prepares them for professional social work.

Students concentrating in Interpersonal Practice are required to complete four methods courses, including the two foundation methods courses (unless exempted): Interpersonal Practice with Individuals, Families and Small Groups (SW 521), and Management, Community Organization and Policy Practice (SW 560).

The variety of methods courses offered permits students to focus on individuals, families, children, groups, or some combination of these.

Students must also complete two courses from the following list (each course is worth 3 credits):

- SW 623 Interpersonal Practice with Families
- SW 624 Interpersonal Practice with Groups
- SW 625 Interpersonal Practice with Children and Youth
- SW 628 Interpersonal Practice with Adult Individuals

Additional methods courses may be taken for elective credit.

#### *Human Behavior in the Social Environment Requirement for Interpersonal Practice:*

All students will meet the HBSE requirement for Interpersonal Practice by completing SW 500 and SW 502. Additional advanced HBSE courses may be taken as electives.

Note: The same course used to fulfill a Practice Method Concentration cannot also be used to fulfill a minor method requirement. Additionally if a course in the practice method category is used as a substitution for another degree required course (which is rare) that course cannot also be used to fulfill the Practice Method Concentration requirement or that of the optional minor.

## 6.02 Practice Methods Concentration in Community Organization

Community organization promotes social action and change at the community level, and the development of cohesion among formal and informal organizations and individuals. It involves helping people to improve their capacities to perform various community roles, articulate needs and mobilize resources.

Students concentrating in Community Organization complete four required methods courses including the two foundation courses (unless exempted): Interpersonal Practice with Individuals, Families and Small Groups (SW 521); and Management, Community Organization and Policy Practice (SW 560).

### *Methods Requirements for Community Organization:*

The variety of methods courses offered permits students to focus on specific domains of activities within the practice of community organization.

Students must also complete two courses from the following list (each course is worth 3 credits):

- SW 650 Community Development
- SW 651 Planning for Organizational and Community Change
- SW 652 Organizing for Social and Political Action
- SW 654 Concepts and Techniques of Community Participation
- SW 657 Multicultural, Multilingual Organizing
- SW 658 Women and Community Organization
- SW 674 Community-Based Policy Advocacy

Additional methods courses may be taken for elective credit.

### *Human Behavior in the Social Environment Requirement for Community Organization:*

All students will meet the HBSE requirement for Community Organization by completing SW 500 and SW 502. Additional advanced HBSE courses may be taken as electives.

Note: The same course used to fulfill a Practice Method Concentration cannot also be used to fulfill a minor method requirement. Additionally if a course in the practice method category is used as a substitution for another degree required course (which is rare) that course cannot also be used to fulfill the Practice Method Concentration requirement or that of the optional minor.

### 6.03 Practice Methods Concentration of Management of Human Services

Students who concentrate in Management prepare for the management and direction of human service organizations to achieve goals as efficiently and effectively as possible within the framework of social work values. The concentration develops skills and/or knowledge in managing environmental relationships, program planning and development, information systems, fiscal management and evaluation, and organizational development.

Students concentrating in Management in Human Services complete four required methods courses including the two foundation methods courses (unless exempted): Interpersonal Practice with Individuals, Families and Small Groups (SW 521); and Management, Community Organization and Policy Practice (SW 560).

#### *Methods Requirements for Management of Human Services:*

The variety of methods courses offered permits students to focus on specific domains of activities within the practice of management.

Students must then complete two courses from the following list (each course is worth 3 credits):

- SW 651 Planning for Organizational and Community Change
- SW 660 Managing Projects and Organizational Change
- SW 661 Budgeting and Fiscal Management
- SW 662 Management of Information Systems in Human Service Agencies
- SW 663 Grantgetting, Contracting and Fund Raising
- SW 664 Management of Human Resources
- SW 665 Executive Leadership and Organizational Governance

Additional methods courses may be taken for elective credit.

#### *Human Behavior in the Social Environment Requirement for Management in Human Services:*

All students will meet the HBSE requirement for Management of Human Services by completing SW 500 and SW 502. Additional advanced HBSE courses may be taken as electives.

Note: The same course used to fulfill a Practice Method Concentration cannot also be used to fulfill a minor method requirement. Additionally if a course in the practice method category is used as a substitution for another degree required course (which is rare) that course cannot also be used to fulfill the Practice Method Concentration requirement or that of the optional minor.

#### 6.04 Practice Methods Concentration in Social Policy and Evaluation

Students concentrating in Social Policy and Evaluation prepare to analyze, develop and implement social policy into operational plans for achieving social goals. The concentration also prepares students for assessing, analyzing and evaluating policies and programs.

Students concentrating in Social Policy and Evaluation complete four required methods courses including the two foundation methods courses (unless exempted): Interpersonal Practice with Individuals, Families and Small Groups (SW 521); and Management, Community Organization and Policy Practice (SW 560), as well as the advanced course Statistics in Policy Analysis and Evaluation (SW 673).

##### *Methods Requirements for Policy and Evaluation*

Additionally, students complete one course from the list below (each course is worth 3 credits):

SW 670 Analytic Methods for Social Policy Practice

SW 671 Social Policy Development and Enactment

SW 674 Community-Based Policy Advocacy

SW 685 Methods of Program Evaluation

Additional methods courses may be taken for elective credit.

##### *Human Behavior in the Social Environment Requirement for Policy & Evaluation:*

All students will meet the HBSE requirement for Social Policy & Evaluation by completing SW 500 and SW 502. Additional advanced HBSE courses may be taken as electives.

Note: The same course used to fulfill a Practice Method Concentration cannot also be used to fulfill a minor method requirement. Additionally if a course in the practice method category is used as a substitution for another degree required course (which is rare) that course cannot also be used to fulfill the Practice Method Concentration requirement or that of the optional minor.

## 7 Practice Area Concentration

### 7.00 Practice Area Concentration

All students must select a Practice Area concentration from one of the five Practice Areas:

- Aging in Families and Society
- Children and Youth in Families and Society
- Community and Social Systems
- Health
- Mental Health

Students complete 9 credit hours of course work in their Practice Area Concentration to meet graduation requirements. In addition, all students must complete the required SW 683 Evaluation course.

### 7.01 Aging in Families and Society:

This Practice Area prepares students to work in settings that serve older people and their families, including hospitals and outpatient clinics, senior centers, nursing homes, and planning and advocacy settings and organizations.

Practicing in this field involves working with individuals, families, groups and communities on issues such as caregiving, retirement, coping with aging, social isolation and depression, substance abuse, death and/or bereavement.

Students concentrating in Aging in Families and Society are required to complete the following courses (each course is worth 3 credits):

- SW 616 Adulthood and Aging;
- SW 644 Policies and Services for the Elderly;
- SW 694 Social Work with the Elderly.

### 7.02 Children and Youth in Families and Society

This Practice Area prepares students to work in settings that serve children and adolescents and their families, including working in schools, recreational programs, family service fieldwork sites, juvenile justice systems, neighborhood organizations, prenatal clinics and/or family planning programs.

Practicing in this field involves working with individuals, families, groups and communities to provide education and interventions for prenatal care, infant and child development, adoption, foster care and family preservation services, child abuse and neglect, violence, substance abuse, family support, teen pregnancy and/or youth employment.

Students concentrating in Children and Youth in Families and Society are required to complete the courses listed below (each course is worth 3 credits):

- SW 633 Children and Youth Services and Social Policies;
- SW 696 Social Work Practice with Children and Youth

Additionally, students concentrating in Children and Youth in Families and Society are required to complete one of the following two courses (each course is worth 3 credits): SW 601 Adolescent Development and Behavior or SW 605 Infant and Child Development and Behavior Community and Social Systems.



### **7.03 Community and Social Systems**

This Practice Area prepares students to work in settings that include grassroots, neighborhood and faith-based organizations; federal and state legislative and political bodies and offices; local and international community development operations; and educational and socialization organizations.

Practicing in this field involves working with individuals, families, groups, organizations and communities to influence laws, legislation and policies.

Students concentrating in Community and Social Systems are required to complete the following courses (each course is worth 3 credits):

SW 647 Policies and Services for Social Participation and Community Well-being;

SW 697 Social Work Practice with Community and Social Systems.

Additionally, students concentrating in Community and Social Systems are required to complete one of the following courses (each course is worth 3 credits): SW 611 Social Change Theories or SW 620 Contemporary Cultures in the United States.

### **7.04 Health**

This Practice Area prepares students to work in health care systems and settings, including public health and health promotion programs, as well as in primary care and long-term care settings, hospitals, health-related governmental agencies, community-based health services and health advocacy groups.

Practicing in this field involves working with individuals, families, groups, organizations and communities on issues such as health promotion and disease prevention, health promotion in the workplace, health education, treatment and rehabilitation, building community partners and social support, and/or health reform promotion.

Students concentrating in Health are required to complete the following courses (each course is worth 3 credits):

SW 613 Behavioral, Psychosocial and Ecological Aspects of Health and Disease;

SW 634 Health Care Policies and Services;

SW 699 Social Work Practice in Health Promotion and Disease Prevention.

## 7.05 Mental Health

This Practice Area prepares students to work in settings such as in-patient psychiatric settings, residential facilities, and community mental health and psychosocial rehabilitation programs.

Practicing in mental health settings involves working with individuals, families, groups and communities on issues related to the prevention and treatment of mental disorders, rehabilitation of individuals with severe and persistent mental disorders, substance abuse, and/or victims and perpetrators of violence.

Students concentrating in Mental Health are required to complete the following courses (each course is worth 3 credits):

SW 636 Mental Health Policies and Services;

SW 698 Social Work Practice in Mental Health.

Additionally, students concentrating in Mental Health are required to complete one of the courses (each course is worth 3 credits): SW 606 Mental Health and Mental Disorders of Adults and Elderly or SW 612 Mental Health and Mental Disorders of Children and Youth.

## 8 Field Instruction

### 8.00 Field Instruction

A student must earn 15 hours of Field Instruction credits in which 12 of the 15 hours must be Advanced Field Instruction credits (SW 691) in order to graduate. At least 8 hours of Advanced Field Instruction credits must be in the student's dual concentration. These hours of Advanced Field Instruction credits may be used toward the student's minor or specialization (25% or 171 clock hours). Note: Foundation Field Instruction (SW 515 and 531) cannot be substituted for the student's minor or specialization Field Instruction credit requirements. Advanced Standing Students only need 12 hours of Field Instruction credits to graduate.

The Field Instruction Program is structured according to students' curriculum schedule. Please visit <http://ssw.umich.edu/programs/msw/curriculum/schedules.html> for more information.

### 8.01 Field Credit Requirements

The Master of Social Work (MSW) degree is earned through satisfactory performance in 60 credits of course work. Field Instruction constitutes 15 of the 60 credits, with 3 credits earned at the Foundation level (SW 515 and 531), in which students register for 2 credits of SW 515 and 1 credit of SW 531 -Foundation Field Seminar and 12 credits earned at the Advanced level (SW 691) unless the student has been granted an exemption. Students must complete a total of 912 hours of fieldwork unless Advanced Standing status has been approved. If students are granted Advanced Standing status, they must complete 684 hours of fieldwork. The field placement offers an opportunity for students to add depth and breadth to their previous experience and is also a time to explore a new area of field study. The field placement is an integral part of the MSW program and has strict standards from the Council on Social Work Education (CSWE) that must be adhered to. The School of Social Work does not grant fieldwork credit for current or past work experience or life experience.

Each credit of Foundation Field Instruction equals 114 clock hours, and 2 credits or 228 on-site clock hours of Foundation Field Instruction are required. Each Advanced Field Instruction credit equals 57 clock hours, and 684 on-site clock hours are required. The number of days per week that a student logs in the field placement setting is based on the number of credits registered for and is figured based on a 15 week term. Each student needs to enroll for a minimum of 16 hours of fieldwork per week for each term of enrollment.

One fieldwork day is considered to be that which the fieldwork setting defines as such, typically 7 or 8 hours. Students placed in settings such as public schools, where a typical work day might be less than 6-7 hours, should be especially careful in developing a fieldwork schedule to ensure that the required number of fieldwork hours is completed per term. All students are reminded that financial aid from the School of Social Work is typically only available to full-time students.

## 8.02 Distinction Between Foundation and Advanced Field

### CREDITS

#### Foundation Field Instruction (SW 515 and 531)

-3 of 15 required field instruction credits; includes a field seminar and 2 days per week of fieldwork.

#### Advanced Field Instruction (SW 691)

- 12 of 15 required field credits.

### FIELDWORK GOALS

#### Foundation Field Instruction SW 515 and 531)

-Students attain a generalist perspective and fundamental skills through exposure to multiple roles and practice approaches.

#### Advanced Field Instruction (SW 691)

-Students deepen knowledge and skills of their chosen dual concentration.

### SKILL LEVEL

#### Foundation Field Instruction (SW 515 and 531)

-Beginning competency.

#### Advanced Field Instruction (SW 691)

-Level of mastery.

### FIELDWORK

#### Foundation Field Instruction (SW 515 and 531)

-Fieldwork assignments are in both micro (IP) and macro (MHS, CO, SP&E) methods.

-At least 55% of assignments involve practice. The remainder of assignments can involve observation, reading, and attending seminars and in-services.

#### Advanced Field Instruction (SW 691)

-Assignments are in the student's method. IP, MHS, CO or SP&E

-At least 80% of assignments should involve practice in the student's method and practice area concentrations.

#### Advanced Field Instruction (SW 691)

-Minor method assignments = 3 of 12 advanced credits, or 12 hours (1.5 days per week for one or more terms).

### SEQUENCE

#### Foundation Field Instruction (SW 515 and 531)

-20-Month: Foundation Field, and field seminar 1st fall term.

-16-Month: Foundation Field and field seminar in 2nd term, with intermediate and/or advanced classes.

#### Advanced Field Instruction (SW 691)

-20-Month: Advanced field 2nd, 3rd, and 4th terms.

-16-Month: Advanced field 3rd and 4th terms.

-Advanced Standing: Advanced field 1st, 2nd, and 3rd terms.

## 9 Research and Evaluation Requirements

### 9.00 Research and Evaluation

Research and Evaluation courses provide foundation and advanced content on the basis of scientific thinking and the systematic acquisition of knowledge and its application to social work practice. Courses focus on a scientific, analytical approach to knowledge building and emphasize practice that is consistent with the ethical standards of science and the social work profession. Students develop skills to evaluate their own practice and programs, and develop critical appreciation and use of research and program evaluation conducted by others.

All students are required to complete the foundation research course, Basic Social Work Research (SW 522), unless granted Advanced Standing status or/and an exemption. In addition, all students are required to complete the advanced research course, Evaluation in Social Work (SW 683). This course builds on basic research knowledge as a method of assessing social work practice in strengthening clients, communities and social programs, and the systems that serve them. Students will learn to assess and apply evaluation methods from various perspectives, including scientific, ethical, multicultural and social justice perspectives.

## 10 Electives

### 10.00 Electives

All students complete a minimum of 9 credits of electives. Students can complete any course in the School of Social Work or graduate courses elsewhere at The University of Michigan to meet elective course requirements.

In keeping with the multicultural mission of the School, students may apply up to 4 graduate-level language credits toward their MSW degree. The language under consideration must have relevance to the population (see Section 10.03 for the Policy regarding undergraduate language courses) of interest to the student and must be approved by the advisor. These credits will be counted as elective credit.

The UM-SSW also offers Intensive Skill-Based Mini-Courses. The course numbers are either SW 790: Advanced Topics in Interpersonal Practice, or SW 799: Advanced Topics in Macro Social Work. The SW 790 courses present advanced topics in interpersonal practice. The topic may include emerging Practice Methods, advanced application of methods covered in other required courses, and applications of methods in specific populations. The SW 799 courses present advanced topics in Macro Social Work. The topics may include emerging macro practice issues and advanced application of specific methods.

The sections being offered for Fall 2010 can be found at <http://ssw.umich.edu/programs/classes/schedule.html?semester=20112>.

### 10.01 Special Studies Courses

There are occasions when a student wishes to study a special topic for which no regular course is being offered. In this situation, a special studies course (i.e., independent study) may be completed. The student must first obtain the approval of a faculty member who is willing to sponsor and supervise the course. An explicit contract must be developed about the content of the course, the nature of the assignments, and the form of the evaluation. A Special Studies recording form must be completed and is available at [http://ssw.umich.edu/programs/classes/SPSTDSSWSS08\[1\].pdf](http://ssw.umich.edu/programs/classes/SPSTDSSWSS08[1].pdf).

A special studies course may be counted as an elective. Occasionally, a special studies course can substitute for a required course. Such substitution requires an explanation as to why the required course cannot be completed and the approval of the instructor, the advisor and the exemption consultant, if necessary. The Associate Dean for Educational Programs has the final approval on substitutions for required courses. Students may register for no more than two (2) special studies courses per term, and for a maximum of four (4) special studies courses over all to meet degree requirements. This restriction does not apply to special studies courses approved by the Associate Dean for Educational Programs and taught as a class with ten or more students.

It is assumed that each credit hour will require 2-3 hours of time spent on the special studies course per week.

### 10.02 Courses from Other Departments

The School encourages students to complete courses from other University units which contribute to their educational objectives. In some instances, such courses can substitute for required social work courses. Prior to registration each term, the School provides a listing of courses of potential interest to Social Work students via the web site at <http://ssw.umich.edu/programs/classes/outsideOfferings.html> .Information about courses can also be obtained from the departments where they are offered.

Students who plan to take courses from another University unit to substitute for a required social work course must get the written approval of an advisor on a Substitution Form and the approval of the Associate Dean for Educational Programs. Students must then file that form with the Social Work Registrar (room 1772 SSWB). This form is available at [http://ssw.umich.edu/programs/forms/SUBrevision020707\[1\].pdf](http://ssw.umich.edu/programs/forms/SUBrevision020707[1].pdf) .

*Note: Students can usually register for these courses when registering for social work courses.*

### 10.03 Language Courses

Since virtually all beginning language courses are undergraduate courses, the following guidelines will apply:

In keeping with the multicultural mission of the School, students may apply up to 4 graduate-level language credits toward their MSW degree. The language under consideration must have relevance to the population of interest to the student and must be approved by the advisor. These credits will be counted as elective credit.

- a. 1 credit hour of an undergraduate language course which does not award graduate credit is equal to .5 hours of graduate credit.
- b. 1 credit hour of a graduate language course is equal to 1 credit hour of graduate credit.
- c. In order to be counted toward the MSW degree, the student must earn a grade of B or better in an undergraduate course and C or better in a graduate course.
- d. Credit hours from language courses taken prior to entering the MSW program may not be counted toward the MSW degree.

In order for graduate credit to be granted for an undergraduate language course, a request for graduate credit form needs to be signed and approved by the student's faculty advisor. The form can be found at <http://ssw.umich.edu/programs/forms/LangCrse-ReqForCredit.pdf> and needs to be submitted to the SSW Registrar. Credit will not be granted until the subsequent term provided that at least the minimum grade has been earned.

## 11 Curricular Integrative Themes and Intensive Focus on Privilege, Oppression, Diversity, and Social

### 11.00 Curricular Integrative Themes

The Governing Faculty of the School of Social Work has mandated that all courses and field instruction in the School's curriculum should address four themes:

- Multiculturalism and diversity. Among the dimensions of diversity addressed in the curriculum are ability, age, class, ethnicity, family structure, gender (including gender identity and gender expression), marital status, national origin, race, religion and sexual orientation
- Social justice and social change
- Promotion, prevention, treatment and rehabilitation
- A knowledge base of behavioral and social science research

The NASW professional code of ethics provides a foundation for identifying the responsibilities the School and its graduates have to clients, client systems, employing organizations, the profession and society. Each course in the curriculum and field instruction addresses relevant ethical issues.

The School's foundation and advanced curricular objectives reflect the faculty's conviction that the School must:

- Innovate and enter into emerging arenas for social work practice
- Foster social change through research and knowledge development
- Expand and improve collaboration with other instructional and research units and social welfare agencies
- Consolidate resources to enhance educational quality



## 12 Minor Method Option

### 12.00 Minor Method Option

In addition to their Practice Method concentration, students also have the option of selecting a second Practice Method as a minor method. It is possible to concentrate in one Practice Method and have a minor in another (e.g., concentrate in Management of Human Services and minor in Social Policy and Evaluation). There is no option for a minor in a Practice Area. The requirements for a minor in Interpersonal Practice, Community Organization, Management of Human Services, or Social Policy and Evaluation consist of (a) two methods courses in the selected method and (b) completion of 171 hours of advanced field work providing service related to the minor method concentration. This requires careful planning and utilizes 6 of the student's elective credits hours.

Students who want to elect a minor method should do so prior to beginning Field Instruction, which is necessary to ensure that the Field Instruction site can provide appropriate learning opportunities for both the concentration and minor method. It is possible to change the elective minor method or to add an optional minor. If a student opts to change the minor after registration, the approval of the Director of the Office of Field Instruction is required in order to ensure that the Office of Field Instruction is aware of any changes that need to be accommodated by the fieldwork site. In addition, the approval of the faculty advisor is required to ensure that it is possible to meet the course requirements for the new minor method option. Once Field Instruction has begun, field educator/liaison approval is also needed to ensure that the Field Instruction site can provide appropriate learning opportunities in the new minor method. Students desiring to eliminate their choice of the minor method entirely should also follow these procedures. The necessary forms for changing, deleting, or adding a minor are located in rooms 1704, 1748, and 1772 SSWB and on the web at [http://ssw.umich.edu/programs/forms/change\\_of\\_concentration.pdf](http://ssw.umich.edu/programs/forms/change_of_concentration.pdf). Having made the decisions about a Practice Method concentration and the optional minor method, a student must then fulfill the course requirements and options which are identified above in each of the Practice Method concentrations.

Note: The same course used to fulfill a minor method cannot also be used to fulfill a concentration Practice Method requirement. Example: A Community Organization concentrator with a Management of Human Services minor cannot use SW 651 to fulfill both requirements.

Additionally, if a course in the minor method category is used as a substitution for another degree required course (which is rare) that course cannot also be used to fulfill the minor.

Please go to <http://www.ssw.umich.edu/studentGuide/PDFFiles/minorMethodRequirements.pdf> for a listing of Minor Methods Options.

## 13 Dual degree Options

### 13.00 Dual Degree Program Options

This section will have information on the following:

- Dual Degree Credit
- Dual Degree in Social Work and Business Administration
- Dual Degree in Social Work and Public Health
- A Student Initiated Combined Master's Program in Social Work and Public Policy
- Dual Degree Program in Social Work and Law
- Dual Degree Program in Social Work and Information Science
- A Student Initiated Combined Master's Program in Social Work and Urban and Regional Planning
- Other Student Initiated Combined Master's Programs with Social Work and Other Units

### 13.01 Dual Degree Credit

Regularly admitted students in the School of Social Work may pursue a dual degree in another program at the University of Michigan, provided they have been admitted to that program. For example, in addition to their work toward a master's degree in Social Work, students may simultaneously work toward a master's degree in Public Health, Urban Planning, Public Policy, Business Administration, Information Science, or Law.

Each dual degree program allows students to utilize some credit hours of course work taken in the other program toward the MSW degree. The number of credit hours completed in the other program, which can be utilized for the MSW degree, varies by dual degree program. Course credit hours completed in another unit and used toward the MSW degree must have content that applies directly to the student's program of study in social work and meet the following conditions:

1. The student has earned a grade of "B" or better in any course being counted;
2. The student earns a minimum of 30 hours of credit within the University of Michigan School of Social Work;
3. The student's total credit hours, including the credit hours taken in the other program and counted toward the MSW, must meet the distribution requirements for the foundation curriculum areas (i.e., methods, human behavior in the social environment, social welfare policies and services, research, and field instruction);
4. All requirements for the degree are satisfied, including the completion of all the credits to be counted within the required four-year limit.

Students in any dual degree program must be admitted to both programs. At some point during their course of study, students must register in both the School of Social Work and in the other School or College (e.g., Horace H. Rackham School of Graduate Studies, Business School, School of Public Health, etc.). Students must keep both programs informed of their enrollment plans each term.

A student enrolled in the School of Social Work who opts to drop the dual degree and pursue only one of the degrees independently must inform the School of Social Work Registrar in writing at the earliest date possible.

Any student who has enrolled in the School of Social Work and is not pursuing a dual degree and would like to must also inform the School of Social Work Registrar in writing at the earliest date possible.

Under no circumstances will the MSW degree be awarded prior to award of the other degree unless a minimum of 60 credit hours (45 for advanced standing) in the Social Work program is recorded on the student's transcript and all other MSW degree requirements have been met.

### 13.02 Dual Degree in Social Work and Business Administration

The Schools of Social Work and Business offer a dual degree program, which enables students to pursue concurrent work in social work and business administration leading to the MSW and MBA degrees.

The program is arranged so that all requirements for both degrees are completed in two and one-half years of enrollment. The degrees are awarded simultaneously.

This combined degree program is not open to students who have already earned either the MBA or MSW degrees. Students registered in the first year of either program may apply.

Students admitted to this dual degree program must satisfy the following requirements:

1. The MBA 57 credit hour degree program including:
  - 45 Business Administration Credits, made up of
    - Roughly 30 credit hour MBA core (no credit is awarded for Business Administration core courses successfully waived: credit must be earned with Business electives);
    - Roughly 15 elective hours in Business Administration;
    - MBA Communication Requirement;
    - Up to 12 credit hours of transferable electives from the School of Social Work.
2. The MSW 60 credit hour degree program including:
  - 42 credit hours of required course work, of which 15 are Field Instruction;
  - 2 elective hours in Social Work;
  - 16 hours of transferable credit hours from the School of Business Administration.

The total credit hours for the dual degree must be at least 89.

Dual degree students are required to take the complete sequence of first-year courses in one school during year one of the program and the complete sequence of first year courses in the other school during year two of the program. The final requirements for each school will be completed in year three.

The 89 graduate hours of the dual program comprise two and one-half academic years consisting of the six 14-16 hour semesters, including Spring/Summer term. The Spring/Summer term must follow the first year in the School of Social Work. In the preferred sequence, students will take the MBA core courses in the second year and the final business electives in the Fall term of year three. No course work completed prior to admission in either of the two programs may be counted toward the MBA requirements of the dual program.

Applicants interested in the MBA/MSW combined program must file separate applications to each school and be admitted by both schools. Applicants must indicate on both applications that they are applying for this specific dual degree program (please make sure the correct box is checked on the MBA application). The application fee can be paid to either of the two schools. Please include a note regarding the disposition of the fee to the school not receiving the fee. Each school will apply its own deferred admission standards to students who elect to take the

first year in the other school.

All applicants must take the GMAT for admission to the Business School.

Students interested in the Dual Degree Program in Social Work and Business Administration should review the Stephen M. Ross School of Business website regarding the MBA program, and then consult with or make an appointment with SSW Professor Diane Kaplan Vinokur ([dkv@umich.edu](mailto:dkv@umich.edu)).

**13.03 Dual Degree in Social Work and Public Health (Health Behavior and Health Education)**

The goal of the MSW/MPH program in Social Work and Public Health (Health Behavior and Health Education) is to provide academic training and practical experience to improve public health social workers' effectiveness in a variety of settings, fieldwork sites and arenas. These include health care, state and local departments of public health and social services, workplace environments, health-focused non-profit fieldwork sites, school and universities, and advocacy and policy. The purpose of this training is to develop an understanding of the intersection of public health and social work. The specific objectives of the program are as follows:

- A. To provide an opportunity for dual degree students to acquire the skills and competencies necessary to work with health care professionals in meeting the health care and social support needs of various "at-risk" populations in our society, such as the elderly, persons with AIDS, pregnant women, persons who use alcohol, tobacco and other substances, and persons with developmental disabilities.
- B. To provide specialized training for public health social workers in the development, management, implementation, and evaluation of health promotion/disease prevention, and health intervention programs in public health and social service fieldwork sites and organizations.

This dual degree program is a 93-credit-hour program but is based upon 120 credit hours: the 60 credit hour minimum requirements for the MSW program and the 60 credit hour MPH in the Department of Health Behavior and Health Education. This is consistent with Rackham Graduate School guidelines and existing dual degree programs. The total requirements of each of the programs when pursuing the dual degree are as follows:

1. 46 credits hours in the School of Social Work, including a 15-hour social work field instruction experience to fulfill degree requirements. Completion of foundation courses and both areas and methods concentrations are required. The Social work research requirements are fulfilled by the required MPH Methodological Core course. Elective courses are limited in this program and are dependent on the student's previous academic coursework.
2. The 47 credits required in the School of Public Health curriculum are organized in two core areas. Students must complete the Methodological Core consisting of an approved course in both Biostatistics and Epidemiology. Students must also satisfy requirements for Breadth, Integration and the Capstone (BIC) in public health. The Breadth requirement is satisfied by completion of approved courses in the areas of (a) Health Administration, Planning and Policy Analysis, (b) Physical, Chemical and Biological Aspects of Health, and (c) Social and Behavioral Aspects of Health. These core courses are designed to give students knowledge in the social, economic, and cultural determinants of health status and the ways in which these factors affect health behavior and access to health care.

The Integration Requirement, which is designed to integrate areas of knowledge that are basic to public health, is satisfied by the completion of HBHE 600: Psychosocial Factors in Health-Related Behaviors. The Capstone requirement is completed in the final term of study in the program under the guidance and supervision of the departmental faculty advisor.

In addition, each student must complete the required department course HBHE 651: Program Development in Health Education and at least one course from the HBHE Analytic Methods area. The dual degree further requires that a minimum of 24 of the 47 credits for the MPH degree are in the Department of Health Behavior and Health Education. Finally, each student completes an HBHE field placement experience which results in a reduction in credit hours (from 3 to 6) required for the MPH degree.

The MSW-MPH Dual Degree curriculum has been structured to ensure that all requirements of both programs will

be met fully. The 93 graduate hours of the dual degree program comprise two and one-half academic years plus two summers for field experiences. Prospective students interested in the combined MPH/MSW program will be required to meet each School's entry requirements and standards of admission and be admitted by both schools.

For additional information on this program, students can contact Professor Linda Chatters at [chatters@umich.edu](mailto:chatters@umich.edu).

#### **13.04 Dual Degree Program in Social Work and Law**

The School of Social Work and Law School jointly offer a dual degree program that enables qualified students to pursue concurrent work in social work and law, leading to the Masters of Social Work (MSW) and Juris Doctor (JD) degree. The goal of this program is to provide students with the knowledge and skills to practice in the nexus of law and social work, whether it be in community organization and development, social welfare administration and policy, or in problem solving at the interpersonal level.

Students applying for the dual degree program must file separate applications and be admitted to each School. Social Work students must complete 60 credit hours including foundation and concentration requirements, but 15 hours of credit taken at the Law School can be used to meet requirements, where appropriate, and elective options. The program is arranged so that all requirements for both degrees can be completed within three years and four months of enrollment.

Generally, students must complete the foundation requirements in one of the respective schools before enrolling for classes in the other. As an example, students may complete the first year of Law School and then enroll in social work courses, or the alternative, complete two terms in the School of Social Work before taking classes in the Law School.

Students must work very closely with their Social Work advisor in curricular planning for the dual degree program. It is imperative that such planning occur from the time of initial enrollment if not before. For further information, students can contact Professor Karen Staller ([kstaller@umich.edu](mailto:kstaller@umich.edu)) in the School of Social Work, or Christine Gregory, Director of Student Affairs in the School of Law at (734) 615-0019.

**13.05 Dual Degree Program in Social Work and Information Science (MSW/MSI)**

The MSW/MSI Dual Degree Program at the University of Michigan is offered by the School of Social Work (SSW) and the School of Information (SI). The two-and-one-half-year program leads to the simultaneous award of both the MSW and MSI degrees. Applicants must meet both Schools' admission requirements.

The goal of the MSW/MSI Dual Degree Program is to provide academic training and practical experience to improve social workers' effectiveness when dealing with information issues and to extend the reach of information specialists in furthering the public good.

The dual-degree program requires 90 credits. Students may concentrate in any macro method and any practice area in Social Work. In Information, students follow a self-tailored program. The foundation requirements for both programs are distinct and serve as prerequisites for advanced coursework; therefore, all dual-degree students are required to complete all foundation courses in both disciplines.

The MSI portion of this dual degree requires 39 SI credits, including 15 credits in foundation and distribution course requirements:

- SI 500 Information in Social Systems; Collections, Flows, and Processing (3 Hours)
- SI 501 Contextual Inquiry and Project Management (3 Hours)
- SI 502 Networked Computing: Storage, Communication and Processing (3 Hours)
- SI elective to meet management distribution requirement (3 Hours)
- SI elective to meet methods distribution requirement (3 Hours)

The remaining MSI credits will be selected by the student in conjunction with a faculty advisor. SI's requirement of six practical engagement credits is met as part of the 12 advanced credits of SSW field instruction.

The MSW portion of this dual degree requires 51 SSW credits, including 18 credits of foundation courses:

- SW 500 Human Differences, Social Relationships, Well-being, and Change (3 Hours)
- SW 502 Organizational, Community, and Societal Structures and Processes (3 Hours)
- SW 521 Interpersonal Practice with Individuals, Families, and Small Groups (3 Hours)
- SW 522 Basic Social Work Research (3 Hours)
- SW 530 Introduction to Social Welfare Policy and Services (3 Hours)
- SW 560 Management, Community Organization, and Policy Practice (3 Hours)

Additionally, students must complete 18 credits of advanced SSW courses and 15 field instruction credits.

For additional information on this program, students can contact the SSW Associate Dean's Office.



### 13.06 A Student Initiated Combined Master's Program in Social Work and Public Policy

The School of Social Work and the Gerald R. Ford School of Public Policy offer a student initiated combined master's program enabling students to pursue concurrent work in Social Work and Public Policy leading to the MSW and MPP degrees.

Applying to both schools is necessary. Each program makes an admission decision independently of the other. If both programs approve admission, the applicant is considered a dual-degree student. Overall administration of the degree from the Ford School of Public Policy is by the Horace H. Rackham School of Graduate Studies.

The MSW/MPP is a 90-credit-hour program designed for completion in two and one-half years (6 terms). Students take 43 credit hours in Social Work, 36 credit hours in Public Policy, and 11 credit hours from double-counted or jointly accepted courses, including electives taken in other schools.

In Social Work, students can select any method for their Practice Methods concentration although most dual degree students choose either Community Organization, Management of Human Services, or Social Policy & Evaluation. Students can elect any of the Practice Area concentrations for their dual concentration requirement.

In Public Policy, students take core courses in calculus, statistics, micro-economics, political environment of policy analysis, public management, values and ethics, program evaluation, and advanced analytic methods and may concentrate in a variety of public policy areas, including social welfare and policies, or public management. They also participate as group members in an integrated policy exercise.

Field experience is an important part of the program, providing opportunities to integrate knowledge and practice in diverse policy settings.

Students spend time working under the supervision of experienced practitioners. Field placements include government fieldwork sites, nonprofit and volunteer organizations, and urban neighborhood groups.

To see the Course Planning Worksheet for this program please go to the following:  
<http://ssw.umich.edu/studentGuide/2009/DualCoursePlanningWorksheetMay09.pdf>

For additional information on this program, students can contact Professor Sandra Danziger at [sandrakd@umich.edu](mailto:sandrakd@umich.edu).

<http://fordschool.umich.edu/curriculum/msw.php>

### 13.07 A Student Initiated Combined Master's Program in Social Work and Urban & Regional Planning (MSW/MUP)

The School of Social Work and the Taubman College of Architecture and Urban Planning facilitate this dual degree program, which enables students to pursue concurrent work in the School of Social Work and in Urban Regional Planning program through the Rackham School of Graduate Studies. This course of study leads to the MSW and MUP degrees, with an emphasis on Community-Based Planning. The 90-hour program requires six terms over two and one-half to three years.

This program provides knowledge to organize and plan programs, services, and resources responsive to social values and human needs at the community level. It develops skills to:

- Organize groups for community action
- Plan programs at the community level
- Develop community-based resources and services
- Activate people to participate in the planning decisions that affect their lives

Students must apply to be admitted to each degree program. Such applications and admission need not occur simultaneously. Students admitted to this dual degree program are required to earn credit in each school as follows:

- a. 42 credit hours in the School of Social Work,
- b. 31 credit hours in the College of Architecture and Urban Planning,
- c. 17 credit hours from double counted or jointly accepted courses.

Dual degree students are required to take a complete sequence of courses in one school during the first year of the program and a complete sequence of courses in the other school during the second year of the program. The remaining requirements for each school will be completed in the final semester. Each school will apply its own deferred admission standards to students who elect to take the first year in the other school.

The 90 graduate hours of the dual degree program comprise two and one-half academic years or six terms, including one Spring/Summer term following the first year in the School of Social Work. In the preferred sequence, the student will take Urban Planning courses in the second year and the remaining Urban Planning and Social Work courses in the final fall term. No coursework completed prior to admission may be counted toward the requirements of the joint program. Urban Planning requires a statistics and an economics course, one of which can count as Urban Planning credits if taken after admission.

Enrollment in the program involves two separate units. It is the responsibility of the student to follow the procedures of both units. Because the MUP is awarded by the Rackham School of Graduate Studies, Rackham policies and procedures concerning student initiated dual and combined degree programs must be followed. Key aspects of those policies and procedures, which appear in detail in Volume I of the Rackham Student Handbook, are as follows: Permission for enrollment in a student initiated dual degree program is given in each specific case by the Graduate School on the recommendation of the two departments or programs involved. Students must petition Rackham for the double-counting of particular courses on the Student Initiated Dual Degree Course Election Form (form 6010). The petition for a Student Initiated Combined Degree Program should be submitted after the student has been admitted to both programs and has successfully completed one or two terms of coursework in each program.

For additional information on this program contact Professor Barry Checkoway at [barrych@umich.edu](mailto:barrych@umich.edu) or the Urban and Regional Planning Program, (734) 764-1298, or visit <http://taubmancollege.umich.edu/planning/>.

**13.08 Other Student Initiated Combined Master's Programs with Social Work and Other Units**

Occasionally an MSW student is interested in combining the study of social work with another master's degree offered at the University of Michigan for which the School of Social Work does not have a formal dual degree program. Such interests may be accommodated with careful advanced planning. Students who are interested should contact the School of Social Work Office of Student Services, room 1748 SSWB.

## 14 Specializations, Certificates, and Special Programs Options

### 14.00 Specializations, Certifications, and Special Program Options

This section will have information on the following:

- Specialist in Aging Certificate Program
- Social Work in the Public Schools
- Jewish Communal Leadership Program
- Child Welfare Scholarship Program
- Geriatric Scholarship Program
- National Community Scholars Program
- Community-Based Initiative Program
- Social Work in the Workplace

#### 14.01 The Specialist in Aging Certificate

The Specialist in Aging Certificate offers students the opportunity to develop individualized programs of interdisciplinary graduate study for academic credit in gerontology. The program draws upon the resources and course offerings of Literature, Science, and the Arts and the Schools of Public Health, Social Work, and Nursing, as well as other academic units.

The Specialist in Aging Certificate granted by the School of Social Work is awarded upon successful completion of academic course requirements and approved field instruction. Course requirements for the Specialist in Aging Certificate may be met by completing courses during the regular University Fall, Winter, and Spring/Summer terms.

For further information please go to <http://www.ssw.umich.edu/programs/msw/curriculum/specialization/aging.html> or contact Professor Lydia Li at [lydiali@umich.edu](mailto:lydiali@umich.edu).

Students interested in the Specialist in Aging Certificate may pick up materials in the Office of Student Services or the Registrar's Office (1772 SSWB).

## 14.02 Social Work in the Public Schools

During the first term of enrollment, students interested in school social work should consult with the appropriate faculty advisor about the practice of social work in schools and certification requirements for such practice. Since requirements vary from state to state, and these are not all covered by the usual MSW program, it is necessary to plan the academic program of each prospective school social worker individually and early in the MSW program. The appropriate faculty advisor can provide more information about requirements for temporary approval as a school social worker in the state of Michigan.

The requirements of the University of Michigan as per the Michigan State Department of Education for a recommendation for temporary approval as a school social worker in Michigan are as follows:

1. MSW from the University of Michigan.
2. Field Instruction which includes direct practice with families and children.
3. SW 612 - Mental Health and Mental Disorders of Children and Youth or equivalent at graduate or undergraduate level.
4. SW 614 - Uses and Implications of Psychological Testing in Social Work or the equivalent at graduate or undergraduate level.
5. SW 642 - Social Work in Educational Settings or the equivalent from another graduate course at a School of Social Work in Michigan.

Prior to graduation (last term) students who have met the requirements for the State of Michigan should request a letter stating they are eligible for a recommendation for approval from the appropriate faculty advisor.

Contact for Social Work in the Public Schools is Professor Beth Sherman at [shermanb@umich.edu](mailto:shermanb@umich.edu) or (734) 763-6276.

### 14.03 Jewish Communal Leadership Program

The University of Michigan's Jewish Communal Leadership Program offers a distinctive educational opportunity for individuals who are invested in Jewish community and committed to addressing social challenges from within Jewish contexts. Taking full advantage of the University's interdisciplinary resources, the Jewish Communal Leadership program integrates Judaic Studies courses and the School of Social Work's strengths in community organizing, intergroup dialogue and relations, and theories of social change. The program also offers supervised field work in a range of change-making Jewish agencies.

Students of the Jewish Communal Leadership program will prepare to strengthen Jewish communal organizations by developing skills in building vital coalitions and creating sustainable strategies to address conflict in our complex, multicultural society. The program will integrate coursework in community organizing and community systems, intensive supervised field placements, training in business competencies, and the development of nuanced understandings of the historic and contemporary dynamics of Jewish community.

With this background, Michigan Jewish Communal Leadership graduates will be equipped to work as community organizers and representatives; program evaluators, developers, coordinators and directors; and as agency executives and directors. Their training will prepare them to bring innovative contributions to organizations ranging from local Jewish federations and service organizations, to the emerging sector of Jewish organizations advancing social change and service initiatives, to nonsectarian organizations and nonprofits engaging the varied communities that make up our multi-cultural society.

The Jewish Communal Leadership Program is a five-semester program. Although students may enroll in some undergraduate classes as part of their Judaic Studies requirements, their completed program will consist of a minimum of 70 graduate-level credits at the University of Michigan.

Students who complete the Jewish Communal Leadership Program will:

Earn a Master's of Social Work (MSW) degree consisting of 45 graduate-level credits and 15 credits of professional field placement experience in non-profit-based field work. Most students will pursue Community Organizing as their practice method concentration and Community and Social Systems as their area concentration.

Earn a Certificate in Jewish Communal Service, consisting of a total 15 credits of Judaic Studies courses, from the Jean and Samuel Frankel Center for Judaic Studies.

Take a Jewish community-themed and project-based integrative 4-semester proseminar within the School of Social Work.

Be expected to supplement their course of study with mini-courses and other offerings within the School of Social Work and the University of Michigan Nonprofit and Public Management Center (UM-NPMC) in areas of business/management skills and competencies. Students will participate in the UM-NPMC's Board Fellowship Program.

Students will also be encouraged to pursue national or international field placements during one semester of their program.

Additional information about this program can be found at <http://www.ssw.umich.edu/programs/jclp/> .

#### 14.04 Child Welfare Scholarship Program

Child Welfare Scholarships are awarded to at least 10 students who are interested in becoming child welfare specialists. The purpose of the program is to train committed specialists in child welfare. Child Welfare Scholars will complete their internships in field placements that offer opportunities for cutting-edge practice in child welfare. Agencies include the University of Michigan Family Assessment Clinic, Michigan Department of Human Services, Catholic Social Services of Jackson County, Children's Center of Michigan, and Vista Maria.

Child Welfare Scholars must enroll in the 16-month curriculum schedule and select the children and youth in families and society practice area.

For more information about the Child Welfare Scholarship Program, please visit <http://www.ssw.umich.edu/cws> or contact the Office of Student Services at (734) 936-0961 or [ssw.oss@umich.edu](mailto:ssw.oss@umich.edu).

#### 14.05 Geriatric Scholarship Program

The Geriatric Scholarship Program aims to address the need for geriatric social workers by creating more aging-rich placements and increasing the number of students in the field of health care and social work for older people. Scholars enroll in the 16-month curriculum, select the aging in families and society practice area, and participate in all post-Scholarship evaluation activities, including job search/placement surveys.

See special course planning worksheet for scheduling classes:

<http://ssw.umich.edu/studentGuide/2011/geriatric/WorkSheetSelect.html>

For more information about the Geriatric Scholarship Program, please visit the following web site: <http://www.ssw.umich.edu/gsw> or contact Warren Clark, LNSW, [clarkw@umich.edu](mailto:clarkw@umich.edu) or <http://www.ssw.umich.edu/geriatricSocialWork>.

#### 14.06 National Community Scholarship Program

The purpose of the National Community Scholars program is to prepare professionals for enabling young people and adult allies to create community change.

National Community Scholars will gain skills to organize groups for social action, plan programs at the local level, advocate for socially just policies, and develop community-based services.

The National Community Scholars Program summer field placement is coordinated by the Michigan Youth and Community Program, which places students with experienced practitioners who promote youth participation and community change. Unique field opportunities for scholars are available in one of the following areas:

- Mississippi Delta, an area rich with diversity and history known for its unique role in the civil rights movement.
- Central Appalachia, an area in the mountains and coalfields of eastern Kentucky known for its strong cultural and activist traditions.
- San Francisco Bay Area, a culturally diverse urban area with a dense concentration of community youth organizations.

Applicants must be enrolled in the 16-month curriculum schedule and select the Community and Social Systems practice area concentration.

Please refer to the Special Course Planning Worksheet for scheduling classes at <http://ssw.umich.edu/studentGuide/2011/childwelfare/worksheetsselect.html>.

For more information about this program please go to <http://www.ssw.umich.edu/ncs> or contact Dr. Barry Checkoway, [barrych@umich.edu](mailto:barrych@umich.edu) or Katie Richards-Schuster, [krs@umich.edu](mailto:krs@umich.edu).

#### **14.07 Community-Based Initiative Program**

The purpose of the Community-Based Initiative program is to train committed specialists in community-based work through courses, projects, and field placements in southwest Detroit and east Dearborn.

The mission of the Community-Based Initiative is to work together with the diverse communities of southwest Detroit and Dearborn to strengthen student learning and practice while addressing community identified priorities and needs.

Students accepting CBI positions will complete their internships in field placements that offer opportunities for cutting edge practice in community-based field agencies. These placements must be in Detroit (includes Highland Park, Hamtramck, and Mid-Eastern communities of East Dearborn that are directly adjacent to Detroit's boundary).

Admitted students who accept the CBI position must enroll in the 16-month curriculum (which includes enrollment in the following spring/summer term), complete the Community and Social Systems concentration requirements, complete winter term CBI sections of SW 647 and SW 697, attend the CBI Integrative Seminar and complete community-based field placement in Detroit or Dearborn.

See special course planning worksheet for scheduling classes:

<http://ssw.umich.edu/studentGuide/>

For further information about the Community Based Initiative please visit <http://sitemaker.umich.edu/cbi/home> or contact the Office of Student Services at (734) 936-0961.

#### **14.08 Social Work in the Workplace**

Social Work in the Workplace includes employee assistance programs, human resources management, employee benefits systems, training and retraining programs, and affirmative action programs. Students can develop expertise in this area although there is not a formal certificate in this program.

The school offers a core course, Social Work and the Workplace, which provides a basic overview of the field. Students are also encouraged to draw upon the resources and course offerings in other University units, the School of Public Health, and the School of Business.

Students interested in Social Work in the Workplace are normally placed in fieldwork sites that provide relevant experiences. For example, an interpersonal practice student might obtain a placement in mental health and/or substance abuse with connections to workplace programs. A community organization student might work in a community fieldwork site involved in expanding employment opportunities.

For further information, contact Professor Larry Root at [lroot@umich.edu](mailto:lroot@umich.edu).



#### 14.09 Nonprofit and Public Management (NPM) Center

The NPM Center is a collaboration of the University of Michigan's School of Social Work, Gerald R. Ford School of Public Policy, and Stephen M. Ross School of Business. Its mission is to advance and promote understanding of the contributions of nonprofit and public organizations and the challenges of leading them successfully. Its educational mission is to build the University of Michigan's capacity to offer sophisticated and comprehensive educational opportunities for professional graduate school students who seek to understand the role and management of nonprofit and public organizations. Toward this goal, NPM offers action learning programs for students and presents expert speakers, workshops, career development panels and other events to enrich students' education and training. Each term, the Center's website lists all graduate courses across campus that pertains to nonprofit and public management topics.

NPM's research mission is to create a stimulating and supportive environment for faculty and graduate students with interests and expertise in the nonprofit and public sectors through such vehicles as seminars, speakers, and conferences. The Center also provides stipends to selected students serving summer internships at public-serving organizations and to doctoral students engaged in research related to nonprofit and public management.

The Nonprofit and Public Management Center's Board Fellowship Program places qualified graduate students in the three partner's schools as Board Fellows on the governing boards of nonprofit organizations in Southeast Michigan. The program is designed to create a cadre of professionals ready to take on board leadership roles upon graduation. It provides graduate students in Business, Public Policy, and Social Work with firsthand insight into the workings and procedures of an actual board, as well as opportunities to contribute to the board's success.

Students apply to participate in the program and are matched to organizations based on the mutual interest of both parties.

NPM's administrative office is located in Room E 2605, Stephen M. Ross School of Business. Please check the Center's website for information on events, stipends, job opportunities, courses, internships, faculty expertise areas, and research.

To receive NPM announcements and further information, students can send an e-mail to [nonprofit@umich.edu](mailto:nonprofit@umich.edu) .

Nonprofit and Public Management (NPM) Center website: <http://www.nonprofit.umich.edu>

#### Contact Information:

Email: [nonprofit@umich.edu](mailto:nonprofit@umich.edu)

Phone: (734) 763-4214

### 14.10 Certificate in Women's Studies

The Program in Women's Studies offers a graduate Certificate program through the Rackham Graduate School that can be elected by students in the School of Social Work with careful planning. The Certificate program provides students the opportunity to deepen their knowledge of gender, to theorize about gender and how gender intersects with other socially constructed group memberships (e.g., race, ethnicity, age, sexual orientation, ability status), and to apply gender and feminist analysis to other topics. The Certificate requires 15 hours of courses.

9 hours must be taken from Women's Studies core courses, including:

3 credits:

- WS 530 Theories of Feminism (or designated alternative) and
- WS 890 Advanced Research Project,

Plus one from the following:

- WS 601 Feminist Scholarship in the humanities
- WS 602 Feminist Scholarship in the Social Sciences
- WS 603 Feminist Scholarship on Women of Color
- WS 604 Approaches to Feminist Practice
- WS 605 Interdisciplinary Approaches to Women's Health

Plus

6 credits in cognates (approved by Women's Studies to contain sufficient analysis and content consistent with Women's Studies guidelines).

Students matriculated in master's programs in the School of Social Work can double count 7 hours of credits towards the Certificate and towards their MSW, but will need to take an additional 8 or 9 hours of credits beyond the 60 required for the MSW.

Some MSW students who have completed the Certificate have been able to take the additional 9 hours during their 16 or 20 month program by carrying more than 15-16 hours during several terms. This usually requires beginning work on the Certificate during the first term with careful advising. More frequently, students who have elected to complete the Certificate have extended their schedule a term and completed the MSW and the Certificate in five terms. SW 890 is handled like an independent study and can involve research on a research project focused on women, library research on a topic of interest to the student, or an applied project focused on women, conducted in conjunction with a professional field placement or other community-based setting.

For more information visit <http://www.lsa.umich.edu/women/graduate/certificates.html#gradcert> .

## 15 Options for Scheduling Terms

### 15.00 Advanced Standing Option for Eligible Students

Students have been notified if they are eligible for Advanced Standing. Students qualify for Advanced Standing status if they:

- a. Graduated from a CSWE accredited BSW program;
- b. Maintained a GPA of 3.5 or the equivalent over the last 60-75 semester hours of undergraduate study;
- c. Completed the undergraduate degree within six years of expected completion of the MSW degree.

Students who are granted Advanced Standing have the number of hours required to receive the MSW degree reduced from 60 to 45 credits. These 15 credit hours of exempted course requirements are detailed in: *Advanced Standing Students' First Term Course Selection*.

Advanced Standing students must follow the same rules of entry into closed courses as other students. Advanced Standing students begin Advanced Field Instruction (SW 691) in the Fall term and continue in classes and field for the following Winter and Spring/Summer terms. Students are in field instruction for two days/week for the three terms. They are placed in public school settings and are in placement three days/week during the Fall and Winter term. Graduation normally occurs at the end of the Spring/Summer Term. For further information on Field Instruction, please see the Manual for Field Instruction.

The advantage of Advanced Standing is that it may shorten the time necessary to complete all requirements for the degree to three terms of full-time enrollment, but this will require careful planning. The disadvantage of Advanced Standing is that a student may not be able to make maximum use of the richness in course selections if the student is only enrolled for three terms.

Because of these and a number of related issues, it is recommended that a student think carefully about accepting Advanced Standing status and discusses the issues with the an advisor.

If a student chooses to decline the Advanced Standing status, she/he must complete a form through the Office of Student Services prior to registration or indicate this in writing to the School's Registrar early in the student's first term of enrollment.

### 15.01 Options in Scheduling Your Terms

This section will have information on the following:

#### Advanced Standing Curriculum Schedule

##### Alternative Curriculum Schedules

- The 16-Month Option
- The 20-Month Option
- The Extended Degree Program
- The Fifth Term Option (4th Term Option for Advanced Standing-Eligible Students)
- Choice of Schedule and Changes
- Out-of-Sequence Plan for Field Instruction

### 15.02 Choice of Schedule and Changes

Upon admission, students are required to indicate their program schedule, since it will determine their Field Instruction assignment. After enrollment, students wishing to change to a different schedule must submit an "Out of Sequence" petition to the Office of Field Instruction. Such petitions may be granted only if the Field Instruction requirements and course requirements can be met and are deemed educationally sound.

Regardless of the curriculum schedule, all students must enroll for at least two consecutive terms. If, after initial enrollment in the Program, a student is unable to enroll for two or more consecutive terms, then withdrawal from the Program is required (any exception must be approved by the Associate Dean for Educational Programs). To re-enroll, the student must complete and submit a reapplication form to the School's Office of Student Services at least six weeks prior to the term in which the student wishes to re-enroll. Students are expected to keep the Office of the Registrar informed of their enrollment plans each term.

### 15.03 The 16 Month Curriculum Schedule

This schedule is designed for students who will benefit from completing their course requirements through full-time enrollment in four consecutive terms, including the Spring/Summer. Students entering in the Fall term will graduate at the end of the subsequent Fall term. Course Planning Worksheets are located at <http://ssw.umich.edu/studentGuide/>.

Of particular importance is the Field Instruction schedule, which starts in the Winter term for two days a week (3-credit hours), continues in the Spring/Summer term for four days a week (8-credit hours), and concludes in the Fall term for two days a week (4-credit hours). Field Instruction takes place in one fieldwork site.

The advantage of such a course schedule is that students graduate early and have an intensive Field Instruction experience in the Spring/Summer term. The disadvantage of such a schedule is that students do not get a break from fieldwork and classes during the Spring/Summer term. In addition, for certain Field Instruction experiences such as school social work, the Spring/Summer is normally unavailable. Students typically may elect only one field placement in the 16-month curriculum schedule.

### 15.04 The 20 Month Curriculum Schedule

This schedule is designed for full-time students who will benefit from a Spring/Summer break in their coursework. Students entering in the Fall term will graduate 20 months later at the end of the Winter term (January through April). In this schedule, Field Instruction is scheduled for two days a week each term (3 credit hours in the first Winter term and 4 credit hours in each of the 3 subsequent terms). Course Planning Worksheets are located at <http://ssw.umich.edu/studentGuide/>.

The advantage of such a schedule is that students have a break from fieldwork and classes during the Spring/Summer term. In this schedule, the intensity of the Field Instruction experience is distributed more evenly. The disadvantage of such a schedule is the extended time needed for graduation and the elimination of certain placement options which may require a continuous three-term Field Instruction experience or four days of field in the Spring/Summer term (e.g. some hospital and outpatient psychiatric settings and family fieldwork sites).

Twenty-month students have the option of choosing one or two field placements. Students who elect one placement remain in that placement for four terms; those who elect two placements have one during their first and second terms, and the second placement during their third and fourth terms. The advantages of electing one placement for both years is that students obtain more in-depth experiences at one fieldwork site and are much better positioned to achieve some mastery in practice skills. The main disadvantage is that students experience only one particular fieldwork site. The advantage of selecting two placements is that students obtain exposure to two fieldwork sites. Another disadvantage is the decreased availability of some placement options, such as those in health care, psychiatric, family, and other settings that tend to accept interns for a minimum of three terms.

### 15.05 Extended Degree Program

The Extended Degree Program allows students to complete the Master of Social Work degree requirements through a combination of part- and full-time enrollment. The program increases access to the MSW degree for qualified students who cannot enroll full-time initially. Students applying for admission to the Extended Degree Program must meet the same admission criteria set for all students admitted to the Master's of Social Work Degree Program. Students taking courses as non-degree students are not considered to be enrolled in the Extended Degree Program.

All applicants must submit a brief statement describing why they desire to be admitted to the Extended Degree Program and their plans for completion of degree requirements. Only a limited number of students are admitted to the Extended Degree Program each year.

Students admitted to the Extended Degree Program must complete all degree requirements within four years of their first term of enrollment in the Extended Degree Program. Extended Degree Program students are permitted to earn a total of one-half (30) of the total credit hours (60) required for the MSW degree on a part-time basis prior to assuming full-time status on the Ann Arbor campus. Once students acquire full-time status, they must remain full-time students (any exception must be approved by the Associate Dean for Educational Programs). Full-time enrollment is defined as 9 credit hours or more per term on-campus/Ann Arbor which may include Field Instruction courses. All courses used toward the MSW degree must be completed within a six-year time period. Well in advance of registration, students must inform the School Registrar (in writing) of the term in which they plan to begin full-time enrollment.

Students are required to enroll in Field Instruction after acquiring 15 credit hours of coursework and must spend 2-3 terms fulfilling their Field Instruction requirements. Students can earn Field Instruction credit prior to enrolling full-time only if they take at least one methods course concurrent with their field placement. When students begin field work, they should expect to follow one of two plans:

**PLAN A:** Students beginning Field Instruction in the Fall Term. Students are in placement for 2 days/week in the Fall Term, 2 days/week in the Winter Term, and 4 days/week in the Spring/Summer Term.

**PLAN B:** Students beginning Field Instruction in the Winter Term. Students are in placement for 2 days/week in the Winter Term, 4 days/week in the Spring/Summer Term, and 2 days/week in the Fall Term.

**PLAN C:** Students who prefer enrollment according to the 20-month schedule. Students are enrolled in field for 2 days/week in the Fall and Winter Terms, take the Spring/summer Term off, and enroll in field for 2 days/week the following Fall and Winter Terms.

Extended Degree students with an exemption from one term of the Field Instruction requirements must follow either PLAN A or PLAN B. They cannot enroll in the 20-month curriculum (PLAN C). Students do not apply for an exemption from a portion of the Field Instruction requirements until after admission to the MSW degree program.

Once admitted to the Extended Degree Program, students are expected to be enrolled continuously for each term in the academic year. If, after initial enrollment in the Program, a student is unable to enroll for two or more consecutive terms, then withdrawal from the Program is required. To re-enroll, the student must complete and submit a reapplication form to the School's Office of Student Services at least six weeks prior to the term in which the student wishes to re-enroll. Extended Degree students are expected to keep the Office of the Registrar informed of their enrollment plans each term.

### **15.06 Fifth Term Option (Fourth Term Option for Advanced Standing Eligible Students)**

The fifth term (fourth term) is an option available to all students who wish to take a somewhat reduced load of coursework. Typically, this means that the student takes one fewer course each term, or several fewer courses in a given term.

The advantage of such a schedule is that it enables students to take fewer courses each term without disrupting their educational progress. This option puts less pressure on students and gives them more time to concentrate on their coursework. A significant disadvantage of the fifth term option is the cost of tuition for an additional term. Typically, financial assistance is not available for a fifth term of study or fourth term of study for Advanced Standing Eligible Students.

### **15.07 Out-of-Sequence Plans for Field Instruction**

Under some circumstances students may find it necessary to alter their Field Instruction sequence from either the 16-month or the 20-month schedule. Students wishing an out-of-sequence schedule must access a petition form at [http://ssw.umich.edu/programs/msw/ofi/out\\_of\\_sequence.pdf](http://ssw.umich.edu/programs/msw/ofi/out_of_sequence.pdf).

Students cannot start Field Instruction during the Spring/Summer Term. Any student who changes his/her curriculum schedule for Field Instruction such that it does not follow either the 16- or 20-month schedule must submit an Out-of-Sequence Petition, indicating the reasons for the requested change. Such a petition must be signed by the field educator/liaison and approved by the Director of Field Instruction. The signature of the Director of Field Instruction is required to ensure that this office is aware of any changes that will need to be accommodated by the field placement.

Petition forms must be submitted at the earliest date possible.

*NOTE: Approval of the Out-of-Sequence plan should be determined before the beginning of the Winter term so necessary adjustments in the second term program may be made.*

# Volume 3

# Field Instruction

## 1 Welcome and Introductions

### 1 School Of Social Work Dean's Welcome

Welcome to the University of Michigan School of Social Work's field program. As an MSW student, your field placement will be the arena in which you test the theories and develop and refine the skills you learn in class. You will have the opportunity as well to observe how other practitioners are applying their knowledge in real-world situations.

As you apply your knowledge in your work with organizations, agencies, and the people they assist, you will also be responding to the mission of social work. You will be working to empower those in need, pursue social and economic justice, and participate in the development of more equitable social policies. Your field experience is a chance for you to explore the differences you personally can make as a social worker.

In this era of political transformation and economic upheaval, social work skills and values have an ever more powerful role to play. Increased hardship and intensified global issues have left countless people in need of services. As you continue your education, your field experience will help you to acquire the skills necessary to address social issues, enhance quality of life, and provide essential services.

Please accept my congratulations and best wishes as you enter this exciting stage of your social work education.

With best wishes,

Laura Lein, Ph.D.  
Dean  
Katherine Reebel Collegiate Professor  
School of Social Work  
The University of Michigan



## 2 Office of Field Instruction Welcome

Welcome and congratulations on your admission to the School of Social Work! We are excited to have you join one of the greatest social work programs in the country. You have made the right choice and we are looking forward to working with you over the course of your graduate education as you begin your professional journey.

The Council on Social Work Education requires that all social work students successfully complete a field placement. The field placement will help you to learn about social work's professional values and ethics and will give you an opportunity to integrate your classroom learning with practice in a fieldwork site. You will enter into a teaching relationship with your field instructor, and thus will receive valuable feedback, supervision, and evaluation from a qualified practitioner. How you approach and engage in the process of field instruction will imprint your future success. A motto to strive for could be "A key to a vital life is an eagerness to learn and a willingness to change."

As a student, approximately 25% of your time will be spent in a field instruction courses so we hope to engage you in a thoughtful exploration and discussion of your past experiences and future goals as we facilitate your placement experiences. We encourage you to approach this adventure with an open mind and with a willingness to learn new things. Wherever you are placed, it is important that you obtain broad-based social work skills and experiences that will prepare you for more advanced practice. Your graduate education is the first step along your professional journey and we hope that you are excited and looking forward to your fieldwork experiences.

We are proud of our profession and hope to capture and share our excitement and passion with you as you enter this stage of your professional education and development.

Please stop by and introduce yourself. I have an "open door" policy and look forward to working with you.

Most Sincerely,

Elizabeth Harbeck Voshel, MSW, ACSW, LMSW,  
Associate Clinical Professor  
Director of Field Instruction

### OFFICE OF FIELD INSTRUCTION TEAM MEMBERS:

- o Lisa Kelley, B.A, Administrative Coordinator (734) 764-5331/ [ssw.ofi@umich.edu](mailto:ssw.ofi@umich.edu)
- o Hannah Briolat, Project Coordinator, (734) 763-6321

### Field Educators/Liaisons:

- |   |                |  |
|---|----------------|--|
| o G. Warren Clark, MSW, LMSW:           | (734) 647-9433 | <a href="mailto:clarkw@umich.edu">clarkw@umich.edu</a>     |
| o Susan Wiant Crabb, MS, MSW, LMSW:     | (734) 763-6573 | <a href="mailto:swcrabb@umich.edu">swcrabb@umich.edu</a>   |
| o Oliva Alban-Kuester, MSW, LMSW:       | (734) 647-2009 | <a href="mailto:oakuster@umich.edu">oakuster@umich.edu</a> |
| o Stacy Peterson, MSW, LMSW:            | (734) 763-6573 | <a href="mailto:stacyk@umich.edu">stacyk@umich.edu</a>     |
| o Leigh Robertson, MA, MSW, LMSW, ACSW: | (734) 763-6254 | <a href="mailto:leigrobe@umich.edu">leigrobe@umich.edu</a> |
| o Bill Vanderwill, MSW, ACSW, LMSW:     | (734) 763-0433 | <a href="mailto:wmvand@umich.edu">wmvand@umich.edu</a>     |

Office of Field Instruction Web Site: <http://www.ssw.umich.edu/programs/msw/ofi/>

### **3 The Office Of Field Instruction Mission Statement**

#### OFFICE OF FIELD INSTRUCTION MISSION STATEMENT

To serve as both a representative of the University of Michigan School of Social Work and its students as well as an advocate for the community-based fieldwork sites where students are accepted. Our intent is to establish and maintain continuous and viable representative links between the School and its surrounding communities where quality student learning, training, and service to said communities can occur. Equally important, our goal is to highlight the integral role of the student in utilizing University resources to complement the educational, financial, and social development of the community.

#### 4 Council On Social Work Education (CSWE) Educational Policy And Accreditation Standards (EPAS)

(The following information is taken from this website: <http://www.cswe.org>)

The Council on Social Work Education (CSWE) is a nonprofit national association representing over 3,000 individual members as well as graduate and undergraduate programs of professional social work education. Founded in 1952, this partnership of educational and professional institutions, social welfare agencies, and private citizens is recognized by the Council for Higher Education Accreditation as the sole accrediting agency for social work education in this country.

CSWE works to ensure the preparation of competent social work professionals by providing national leadership and a forum for collective action. The main responsibility of CSWE is therefore to promote and maintain the high quality of social work education. In addition, CSWE strives to stimulate knowledge and curriculum development, to advance social justice, and to strengthen community and individual well-being.

##### Educational Policy and Accreditation Standards (EPAS)

###### Preamble

###### Purpose: Social Work Practice, Education, and Educational Policy and Accreditation Standards

The purpose of the social work profession is to promote human and community well-being. Guided by a person and environment construct, a global perspective, respect for human diversity, and knowledge based on scientific inquiry, social work's purpose is actualized through its quest for social and economic justice, the prevention of conditions that limit human rights, the elimination of poverty, and the enhancement of the quality of life for all persons.

Social work educators serve the profession through their teaching, scholarship, and service. Social work education—at the baccalaureate, master's, and doctoral levels—shapes the profession's future through the education of competent professionals, the generation of knowledge, and the exercise of leadership within the professional community.

The Council on Social Work Education (CSWE) uses the Educational Policy and Accreditation Standards (EPAS) to accredit baccalaureate and master's-level social work programs. EPAS supports academic excellence by establishing thresholds for professional competence. It permits programs to use traditional and emerging models of curriculum design by balancing requirements that promote comparability across programs with a level of flexibility that encourages programs to differentiate.

EPAS describes four features of an integrated curriculum design: (1) program mission and goals; (2) explicit curriculum; (3) implicit curriculum; and (4) assessment. The Educational Policy and Accreditation Standards are conceptually linked. Educational Policy describes each curriculum feature. Accreditation Standards (in italics) are derived from the Educational Policy and specify the requirements used to develop and maintain an accredited social work program at the baccalaureate (B) or master's (M) level.

Council on Social Work Education, Inc. 2008. Educational Policy and Accreditation Standards. Alexandria, VA. (Revised 2008).

<http://www.cswe.org/CSWE/accreditation/Accreditation+News+Reports+And+Archives/>

## 2 Field Manual Purpose, Professional Mandates, and Prerequisites

### 1 Field Manual Purpose, Goals, Professional Mandates and Prerequisites

This Field Manual is the standard guide for the Office of Field Instruction. It presents policies and procedures to assist students, field instructors, and faculty. Readers are encouraged to discuss and review this manual with all parties involved in field instruction in the School of Social Work at the University of Michigan. The Field Instruction Manual is intended to assist readers with content related to professional mandates, field instruction roles and responsibilities, field instruction procedures, the Educational Agreement/Evaluation, student performance, and the curriculum. All of the forms required for the program can be found in the links available throughout the document or on the OFI web site: <http://www.ssw.umich.edu/programs/msw/of/> . The Office of Field Instruction is located in the School of Social Work off the McGregor Commons area in room 1704. Questions can be directed to the Administrative Coordinator: (734) 763-5441, FAX: (734) 763-4885, or e-mail [ssw.ofi@umich.edu](mailto:ssw.ofi@umich.edu) .

Field instruction is an integral part of the MSW Degree Program. Opportunities to integrate classroom knowledge with social work practice, and develop professional skills in fieldwork settings are provided. The field experience is closely supervised by credentialed professionals. Only those students who are admitted to the School of Social Work and remain in good standing to the Advanced Standing, 16-month, 20-month, or extended degree curriculum schedules are eligible to enroll in field instruction courses. Additionally, only those students who have successfully completed Foundation field instruction (SW 515) and Foundation Field Seminar (SW 531) may enroll in Advanced field instruction (SW 691).

The primary purpose of field instruction is to provide students with educational opportunities that lead to competent practice that complement MSW curricular objectives. The provision of generalist practice opportunities for all students in both macro and micro practice methods are mandatory in the field instruction courses. Generalist practice pertains to problem solving at multiple levels of intervention. It is not considered a discrete methodology, but a perspective that involves a variety of methods, strategies, and roles for social work intervention. The field experience also provides for the acquisition of in-depth knowledge and skills in social work roles in a concentration method and practice area called the dual concentration. For those students who choose a minor practice method, the field experience also provides for the acquisition of basic competency in knowledge and skills in social work roles in the selected minor practice method and practice area. Fieldwork is closely integrated with classroom courses so students are enrolled concurrently in classes and in fieldwork that coincide with their dual concentration (practice method and practice area). This enables the student to have fieldwork assignments that coincide with courses in their practice methods, practice areas, and research interests.

The Director of the Office of Field Instruction is responsible for the administration and management of the Office of Field Instruction. This includes developing, facilitating, and monitoring all aspects of the student's field placement experience as well as providing oversight and supervision for all field related functions of the School. The Director supervises and oversees the work of the Field Educators/Liaisons, who are assigned a cohort of fieldwork sites to work with based on geography and practice area interest, and experience. Students are assigned to a Field Educator/Liaison who will work with them to facilitate their field placement. Field Educators/Liaisons also teach the Foundation Field Seminar and function as a liaison monitoring the student's placement progress after they are placed.

## 2 Goals Of Field Instruction

Graduates of the School are expected to be able to apply knowledge and skills of a generalist social work perspective to practice with systems of all sizes, and apply knowledge and skills of advanced social work practice in their chosen dual concentration. In addition to assisting in developing skills that are transferable from one setting to another, the School is committed to providing a field experience in which the student can develop a professional identity. Specifically, the goals for competency training in field instruction include:

Offering Foundation level, structured learning opportunities which enable student to:

- o Assess unique strengths, resources, and needs of diverse populations.
- o Demonstrate sensitivity, respect, and competence in responding to the experiences and needs of socially and economically disadvantaged populations and populations at risk.
- o Demonstrate beginning competence in assessing needs and developing interventions, across multiple identified client groups.
- o Identify and utilize appropriate professional roles.
- o Communicate professionally and participate effectively with colleagues, other professionals, and staff to utilize supervision effectively.
- o Assess the policy context and policy documents relevant to the practice setting.
- o Compare their practice experiences with other students and integrate knowledge acquired in the classroom.
- o Gain technical proficiency in the student's elected dual concentration which includes a major practice method (interpersonal practice, management of human services, community organization and social policy and evaluation), and in one of the five practice areas (children & youth in families and society, aging, mental health, health and communities and social systems). Fieldwork opportunities are also available for those students who choose to elect a minor.
- o Apply and test theory and knowledge in social work settings that are transferable from one setting to another, and to a variety of systems.
- o Acquire knowledge and skills necessary to understand and utilize social work ethics and values in day-to-day practice and to refine professional awareness, judgment, and decision-making abilities.
- o Understand the interdependence of the range of social work roles and skills, from interpersonal to macro levels, within various settings and fields of service, and engage in these roles and skills, wherever possible.
- o Gain proficiency in practice with individuals and groups without discrimination on the basis of the following diversity dimensions: ability, age, class, color, culture, ethnicity, family structure, gender (including gender identity and gender expression).

Advanced field instruction builds on Foundation field instruction in that students will have exposure to a variety of different roles and skills in Foundation fieldwork and in Advanced, they focus on their dual concentration, have more opportunities to apply their skills in a greater variety of circumstances, in greater depth and breath over a sustained period of time.

### 3 Ethics, Values, And The National Association Of Social Workers (nasw) Code Of Ethics

All students and field instructors in the social work program have the responsibility to be familiar with the National Association of Social Workers (NASW) Code of Ethics. It is expected that all students, field instructors, and faculty will abide by the Code. A link to the current Code can be found on the NASW web site: <http://www.socialworkers.org/pubs/code/code.asp>. The development of ethical standards should also be an integral part of each student's Educational Agreement/Evaluation and incorporated into supervision sessions. Students are to learn the intrinsic principles of the Code and have opportunities to operationalize these principles in their field placement. Part of professional social work training includes commitment to the NASW Code of Ethics, which states in part that social workers' primary goal is to help people in need and to address social problems.

For additional information, please refer to the SSW Student Guide Volume 1, Chapter 13: The Social Worker's Code of Ethics, and Adoption of the NASW Social Worker's Code of Ethics for Professional Conduct.

### 4 Disability And Compliance With The Americans With Disabilities Act (ADA)

The American With Disabilities Act (ADA) of 1990 extends and implements civil rights protections for individuals with a disability on the basis of race, color, age, religion, gender, sexual orientation, national origin, veteran status, or disability. The University of Michigan complies with federal and state laws which affect qualified persons with disabilities. It is the policy and practice of the School of Social Work to provide equitable educational opportunities for students with documented disabilities in all programs and activities, including field instruction. The University's Office of Services for Students with Disabilities (SSD) provides assistance regarding academic, economic, social, and recreational activities to students who have documented disabilities. Staff in SSD serve as intermediaries and advocates for students with disabilities. Any student seeking accommodations is encouraged to contact the Office of Services for Students with Disabilities at the beginning of the term, G664 Haven Hall, Ann Arbor, MI 48109-1045, (734) 763-3000 (Voice/TYY/TDD) ( <http://www.umich.edu/~sswd> ).

The Office of Field Instruction strongly encourages students with a disability to contact the field office well before the field placement process begins in order to discuss any special considerations that may be requested and to help arrange for aids or services that students may need to negotiate fieldwork. The Office of Field Instruction team, in cooperation with the Office of Services for Students with Disabilities, and the student's Faculty Advisor, are available throughout the academic year to assist students with disabilities and the respective field instructors in fieldwork related matters. Students with disabilities, particularly those with physical impairments and learning disabilities, are strongly urged to contact G. Warren Clark, MSW, LMSW, Field Educator/Liaison in the Office of Field Instruction, (734) 647-9433, at least one month before their placement process begins.

For additional information, please see the SSW Student Guide Volume 1, Chapter 19: Students with Disabilities - Relevant Policies.

## 5 Privilege, Oppression, Diversity And Social Justice (P.O.D.S.) & Affirmative Action

Every aspect of the School's educational program is conducted without discrimination on the basis of the following diversity dimensions: ability, age, class, color, culture, ethnicity, family structure, gender (including gender identity and gender expression), marital status, national origin, race, religion, sex, and sexual orientation. The School's goal is that every student will be exposed and encouraged to become competent with regard to privilege, oppression, diversity, and social justice (PODS). These competencies are very inter-related and really represent multidimensional matrices.

The overarching principles that are infused in all four clusters of competencies are as follows:

- o Work towards social justice from a strengths perspective. Always work towards a social justice vision and positive change goals, while assessing and building on strengths and assets.
- o Incorporate an understanding of intersectionality. Apply an intersectional perspective to an understanding of ones' own and others' positionalities and standpoints, since they work together and must be considered together. It also includes recognizing how dimensions of power, privilege, oppression and difference associated with positionalities influence peoples' actions, perceptions and choices, and group, organizational, and community structures and processes.
- o Consider all competencies in relation to their implications for both oppressed and/or privileged positions.
- o Recognize the importance of contexts on individual, group, and interpersonal dynamics. This recognizes how people's identities, positionalities, and sense of power shift and change as they move across different group and institutional contexts.
- o Engage in critical socio-political-historical-structural analyses. Examine how history and societal contexts shape meaning and how current circumstances need to be interpreted in light of that history. Includes a critique of knowledge, research, theories, and practice methods/actions in terms of the paradigms and assumptions they represent, illuminate or obscure.
- o Use a multilevel analysis and perspective. Understand and address (in practice) the interrelationships among micro and macro structures, processes, and the many roles that mediating structures, symbols and interactions play in linking the micro and macro in recreating and sustaining inequities
- o Acknowledge the role of power. Understand how power and inequities are being initiated or reinforced, and make distinctions among types of power that convey unearned advantage in ways that disadvantage others and power that can be harnessed to work for social change.
- o Engage in praxis. Employ iterative and interactive cycles of theorizing, acting, and reflecting in order to deepen critical consciousness, in order to increase insights about social justice, and identify and reduce barriers to justice.

The University of Michigan School of Social Work certifies that it will agree to comply with all state and federal laws on discrimination and specifically agree not to discriminate in acceptance of students and against any student in field placement based on the diversity. It is the expectation that all field fieldwork sites will agree to comply as well.

The faculty, staff, and student body of the School of Social Work will reflect the diversity of our society. The School will maintain an atmosphere in which there is an appreciation of human diversity and where people of varied backgrounds and characteristics feel supported, valued, and empowered to pursue their individual professional development.

For additional information, please see the SSW Student Guide Volume 2, Chapter 11: SSW Curricular Integrative Themes and Intensive Focus on Privilege, Oppression, Diversity, and Social Justice, and SSW Curricular Integrative Themes.

## 6 Student Agreement - Release of Information

Each student signs a "Student Agreement to Participate in Field Placement/Release of Information when they submit their on-line Placement Request Forms. This statement allows the Office of Field Instruction to release all placement related materials to a potential fieldwork site. It also stipulates that students are not covered by workman's compensation in the State of Michigan for any accident/injury that may occur during their field placement. It indicates that the student's individual medical insurance plan is responsible for all expenses incurred during field placement time and that the University and the School of Social Work assume no responsibility or liability for any injury that may be sustained during field placement. This agreement also stipulates that if students are required to utilize their personal vehicle for field placement related business, that they are responsible for arranging appropriate vehicle insurance, they possess a valid driver's license, and they release the University of Michigan from any liability.

## 7 Criminal History Record Checks & Professional References

Many fieldwork sites will require that student's (at their own expense) complete a criminal background check and/or provide professional references in order to be considered for field placement. Students need to inquire about these requirements during the initial contact with the fieldwork site. Student references that were provided for purposes of admission to the School of Social Work cannot be released for purposes involving field instruction. Students will need to re-contact their references and seek additional copies.

Students need to be aware that fieldwork sites are more and more requiring that students participate in criminal history record checks and/or drug screening as a prerequisite for acceptance. Typically, corrections programs, public schools, and other fieldwork sites that serve children, adolescents, or the elderly require criminal history record checks. Fingerprint Application/Information can be found here:

[http://www.michigan.gov/documents/sos/DES-025\\_Livescan\\_Fingerprint\\_Request\\_179196\\_7.pdf](http://www.michigan.gov/documents/sos/DES-025_Livescan_Fingerprint_Request_179196_7.pdf)

ALL public school MSW interns should be aware that they will be required to complete and pass a criminal background check. The fee for this service is the responsibility of the MSW intern and is typically about \$70.00. L-1 Identify Solutions ([www.L1id.com](http://www.L1id.com)) is available to assist interns. Other options may be provided by the respective school district. Fees are determined independently. In addition, MSW interns should be prepared to provide 3 references during this process.

The criminal history record check is a process whereby the student completes a set of forms that are sent to the State of Michigan and reviewed for previous criminal activities and convictions that would prevent the student from working with a specified group of people (children for example). Information obtained through a criminal history record check includes registered home address, driving status, aliases, criminal history (including drug possession arrests), and personal protection orders.

Students also need to be aware that many fieldwork sites are now requiring routine or random drug screenings for all employees and as a prerequisite for acceptance in a field placement. Students should know that a positive drug test result could be grounds for not accepting them for the field placement. Students are encouraged to also review the SSW Student Guide Volume 1, Chapter 12 Student Code of Academic and Professional Conduct and understand that they must comply with this Code.

Fieldwork sites requiring these history record checks and drug screenings are designated in the Agency Placement Listings, if the fieldwork site has notified the Office of Field Instruction about this requirement. In most cases, the fieldwork site will absorb the cost. Students who have a criminal conviction need to be aware that this may affect acceptance for a field placement at a particular fieldwork site and/or future ability to become licensed in many states.



## 8 Substance Use Screening Policy & Guidelines

Students need to be aware that many fieldwork sites are now requiring routine or random drug screenings for all employees and as a prerequisite for acceptance in a field placement. Students should know that a positive drug test result could be grounds for not accepting them for the field placement. Students are encouraged to also review the SSW Student Guide Volume 1, Chapter 12 Student Code of Academic and Professional Conduct and understand that they must comply with this Code.

### Substance Use Screening Policy & Guidelines

On many occasions, students will be required to participate in random substance/drug screenings as a condition for acceptance for a field placement. This is particularly true for those students working in fieldwork sites whose mission includes services to children/youth and those serving geriatric populations.

In most cases, it will be clear on the fieldwork site's web page that substance/drug screening (or criminal background checks, or certain immunizations, etc.) are a requirement of the placement. Upon interviewing for placement and conditional acceptance, students may be asked to participate in a substance/drug screening, which if they pass, leads to an official offer of field placement.

Should a student refuse to participate in a substance/drug screening, the fieldwork site has the opportunity to decline to host the student for field placement.

Should the student fail the substance/drug screen and thus be refused for placement, the student needs to contact the Director of Field Instruction to report the incident. The Director of Field Instruction upon consultation with the Associate Dean for Educational Programs and with assistance from the Office of Student Services will refer the student for a professional level substance use assessment. Only upon completion of the recommendations provided by the professional assessment, may the student once again be referred for field placement. Given the time that this may take to complete, students need to be aware that they may need to change curriculum tracks, which may necessitate adding an additional term. Students may also be asked to seek and share professional level recommendations regarding their future participation in field placement related activities.

Should the student fail a second substance/drug screening for field placement, they will be referred to the Academic Concerns Committee, which could result in being disenrolled from the School of Social Work. All students need to be aware that they are required to follow all School and University rules and regulations governing student conduct.

## 9 Medical Insurance

Students are strongly encouraged to have health insurance. Students should become familiar with how their health insurance works and carry their insurance card with them at all times. If students need health insurance, they should call the University of Michigan Health Service Managed Care/Student Health Insurance Office at (734) 764-5182 or (866) 368-0002 or go to the following web site: <http://www.uhs.umich.edu/insurbill/insurancestud.html>

The University of Michigan plan offers coverage to help meet hospital, surgical and medical costs which students, spouses/domestic partners, and their dependent children may incur. If students do not have adequate health insurance coverage for the treatment of sickness and injuries, or if they lack eligibility for continued coverage under a current policy, it is strongly recommended that they consider enrolling in the University of Michigan plan. A separate plan is also available for international students through the International Center. Please refer to the following web site for more information: <http://www.ii.umich.edu> . International students should contact the International Center directly for information and forms. Application forms for the next academic year are available in late July and are mailed directly to incoming students.

## 10 Safe Health Practices: Immunizations/Vaccination Recommendations

There are established Federal guidelines regarding occupational health and safety in health care (OSHA). These guidelines are established to protect the working public and have been developed to help employees become knowledgeable so that they can take the proper precautions, which will enhance their well-being. Certain immunizations are recommended for anyone who plans to interact with clients in many community-based settings. Given the nature of our health care system, a majority of the clients that many of our students may be working with may not have access to or utilize the health care options available to them. Therefore, obtaining the most up-to-date set of immunizations is advisable before fieldwork begins.

As a condition of accepting students in certain field placements, some sites will require students to present documentation verifying that they have received particular immunizations before they begin the field placement. The guidelines are interpreted very differently in each practice setting, so students are required to find out from the fieldwork site which immunizations are required during the interview process. If immunizations are required, students need to find out from the field instructor whether they can obtain the immunizations at the fieldwork site and/or whether the site will cover the costs.

A variety of these immunizations are available through University Health Service, 207 Fletcher Street, 734.764.8304. Please consult the website for a list of available services: <http://www.uhs.umich.edu/depts/aithc.html>. Vaccines can be obtained at the University of Michigan Health Service, but they are not covered under the Health Services fee that students pay each term. In addition, the Washtenaw County Department of Public Health offers immunizations as well. More information can be obtained from:

Human Services Building, Room 121

555 Towner St.

P.O. Box 915

Ypsilanti, MI 48197

Phone: (734) 544-6700

Fax: (734) 544-6705

Website: <http://publichealth.ewashtenaw.org>

The Washtenaw County Health Department charges an immunization fee per injection. If students have any questions about fees, they need to discuss them with the clinic nurse. If students are eligible for Medicaid, the administration fee will be billed to Medicaid. Cash or checks are accepted, no credit cards. The Public Health Department does not bill private insurance but receipts are issued. Students should contact their insurance company to determine coverage and request reimbursement if applicable.

The Office of Field Instruction will inform students what medical forms are required by individual fieldwork sites. It is the student's responsibility to complete the form including required signatures and give it to the fieldwork site for review and disposition. The fieldwork site is responsible to evaluating the forms and instructing the student should additional information be required.

## 11 Malpractice Insurance

Social work students are covered for malpractice under the University of Michigan's policy, but NOT general liability insurance. Malpractice insurance protects and covers the student in cases of professional negligence or misconduct which results in mental or physical injury to a client. It is focused on the student's professional interactions with client systems. Students pay for this coverage in their fees when they register for field instruction courses. Coverage applies to all enrolled students while acting within the scope of University sponsored activities including course-related activity to complete their degrees. The University's self-insurance program is permanently funded, non-cancelable, and provides limits in excess of \$1,000,000 each occurrence and \$3,000,000 annual aggregate.

General liability insurance covers one for personal negligence or misconduct which results in injury to another. Examples are auto insurance, homeowners insurance, or business (agency) insurance, which covers the individual or fieldwork site for injuries occurring as a result of the failure to meet reasonable standards of care and conduct. If the fieldwork site does not provide general liability insurance for student interns, it is the student's responsibility to obtain this insurance, if so desired. Questions regarding this policy should be directed to the University of Michigan Risk Management Services, Argus II Building, 400 S. Fourth Street, Ann Arbor, MI, 48103 -2200, (734) 764-2200, or see <http://www.umich.edu/~riskmgmt/> .

## 12 Vehicle Insurance: Use Of Personally Owned Vehicles

### THE SCHOOL OF SOCIAL WORK IS NOT RESPONSIBLE FOR STUDENT VEHICLE INSURANCE COVERAGE.

In some field placements, students may be required to use their personally owned vehicle for transportation purposes. Some fieldwork sites will have vehicles for fieldwork business for students to utilize. Given this, all students are required to have a valid driver's license, indicate that they can operate a motor vehicle without restriction, carry current vehicle insurance, and agree to be in compliance with the laws of the State of Michigan while on fieldwork business.

If a student is to utilize their personally owned vehicle for field placement activities (including the transportation of clients), it is the field placement's responsibility to inform the student of these expectations prior to acceptance into the placement and also to evaluate the student's ability to perform the required tasks. This includes, but is not limited to, ensuring that the student's vehicle is in good, safe, working condition.

Guiding Principles: Students should check with their insurance carrier relative to these and other contingencies before using their personally owned vehicle to carry out fieldwork related business.

- o Students who are enrolled in field instruction are sometimes asked to use their vehicles for fieldwork business; e.g., transporting clients, making home visits, attending case conferences, court hearings, or organizational meetings. Before responding to such requests, the student should ask whether or not the fieldwork site has a vehicle or vehicle insurance to cover these activities. We encourage fieldwork sites to reimburse for travel expenses incurred in a personally owned vehicle while on fieldwork related business.

- o Michigan is a no-fault insurance state. Students should also be aware that under the Michigan no-fault vehicle insurance law, collision coverage takes on added meaning. Students coming into the state with vehicles registered out-of-state should pay particular attention to the Michigan no-fault auto insurance laws. Simply stated, no-fault means that, with some exceptions, each person who is involved in an auto accident is responsible for his or her own property losses.

- o Car insurance policies issued out of state may assume that the principal use of the vehicle will be in the home state. If students should be required to use their personally owned vehicle for field placement business, they should check with their insurance carrier about their coverage. In no case should the students undertake fieldwork related business in their personally owned vehicles without adequate insurance coverage.

- o The insurance rates in Michigan may be more reasonable than those in the student's home state, or if their auto insurance is purchased through a national carrier. If students have student status, their home insurance policy will usually cover your activities even though they will be in Michigan. However students should be sure that their insurance carrier follows this policy.

- o Michigan requires that all drivers carry liability insurance. If students are transporting clients, students will want to carry substantially more than the minimum requirement. We recommend that students check with their insurance carrier as to the appropriate amount they should carry given their use of their vehicle for field placement business.

## 13 Mandatory Reporting And Duty To Warn

The State of Michigan has laws which cover the mandatory reporting of child or elder abuse and the duty to warn if a client is harmful to him/herself or others. Field instructors are responsible for educating all students with regard to these laws. Students should not be required to be the primary mandated reporter while functioning as an intern in a field placement. This role is reserved for the fieldwork site field instructor who is responsible for ensuring that all field placement polices, regulations, laws, and ethical obligations are followed. The student can assist and should have exposure to situations that involve mandatory reporting and duty to warn.

#### **14 The Health Insurance Portability And Accountability Act (HIPAA)**

In response to federal guidelines regarding occupational health and safety in health care settings, many fieldwork sites will require that the student (regardless of their dual concentration) participate in training with regard to The Health Insurance Portability and Accountability Act (HIPAA) which was enacted by the U. S. Congress in 1996. Fieldwork sites will inform students of this requirement during the placement process. For more information see: [http://en.wikipedia.org/wiki/Health\\_Insurance\\_Portability\\_and\\_Accountability\\_Act](http://en.wikipedia.org/wiki/Health_Insurance_Portability_and_Accountability_Act)

#### **15 Permission to Use Information in Video/DVD and/or Audio Cassettes for School of Social Work Instructional Course Assignment**

Often times, graduate level social work students are enrolled in practice classes while they are completing a field placement. Professors/instructors may give these students assignments that involve the participation of clients at the fieldwork site. In order for client's to participate, permission must be obtained and documented. This 3-page form indicates that voluntary permission has been officially obtained from client participants with the acknowledgment and signature of the supervisory field instructor and/or fieldwork site representative. See the following link for the required form:

[http://ssw.umich.edu/programs/msw/ofi/PermissionToTapeForInstructionalCourseAssignment\[1\].pdf](http://ssw.umich.edu/programs/msw/ofi/PermissionToTapeForInstructionalCourseAssignment[1].pdf)

For additional information please refer to the SSW Student Guide, Volume 1, Chapter 20.03: Permission To Use Information In Video/DVD and/or Audio Cassettes for School of Social Work Instructional Course Assignment.

### 3 Field Instruction Roles, Responsibilities, Fieldwork Site, and Instructor Requirements

#### 1 Field Instruction Roles, Responsibilities, Fieldwork Site and Field Instructor Requirements

The following sections spell out the roles, responsibilities, and requirements of those involved in the field instruction.

#### 2 Director of Field Instruction

The Director of the Office of Field Instruction is responsible for the administration and management of the Office of Field Instruction and reports to the Associate Dean for Educational Programs. The Director has the authority and responsibility for all facets of the field instruction program including development, facilitation, implementation, and monitoring of all policies, procedures, which includes providing oversight and supervision for all fieldwork related functions in the School of Social Work. In addition, the Director collaborates with fieldwork sites/field instructors developing placement opportunities, providing training, and insuring that standards are met. The Director supervises and oversees the work of the Field Educators/Liaisons assigned to the Office of Field Instruction. The Director also functions as a Field Liaison for a cohort of students and teaches a section of the Foundation Field Seminar and/or an elective e-Portfolio field seminar. In addition, the Director collaborates with field instruction coordinators and field faculty at other colleges and universities regarding the enrichment of field instruction. The Director is responsible for all aspects of planning, policy/procedure development, placement problem solving with students, Field Educators/Liaisons, fieldwork sites, coordination and evaluation of all placement related activities, resource procurement, works to insure that field instruction objectives are met and classroom curriculum integrated with the field experience, and all other matters related to the office as the Associate Dean or Dean may assign.

#### 3 Field Educator / Liaison

Full-time Field Educator/Liaisons are assigned to the Office of Field Instruction. In this dual role, this position is responsible for placing an assigned cohort of students (Field Educator role) and following/monitoring those students (Field Liaison role). In most cases, the student's Field Educator will also function as the student's Field Liaison. Where possible, the student will also have the same Field Educator/Liaison as their Foundation Field Seminar instructor. This provides multiple vehicles for integration of classroom learning, student placement monitoring, relationship building, and problem solving. Field Educators/Liaisons are also responsible for being aware of and implementing all policies and procedures related to field instruction.

#### 4 Field Educator Role

During the pre-placement phase, students indicate a desire for a placement in a particular fieldwork site when they fill out the Placement Request Materials ( <https://www.ssw.umich.edu/programs/msw/ofi/slots/viewSelections.html> ). The student is then assigned to the Field Educator who "owns" the fieldwork site to assess the "fit" between the student and the fieldwork site. The Field Educator facilitates the student's placement by communicating directly with the fieldwork site and sharing the student's Goal Statement and Resume.

The Office of Field Instruction operates in a team format meeting weekly to discuss program issues and monitor student placement activity and follow-up. The office has a "Daily Resource Person" (DRP) available to meet with any student who "walks in" requiring assistance. By virtue of the database system available, the ability to track student field activity is available to the team thus affording a team member prompt opportunities to address student concerns and issues.

## 5 Field Liaison Role

Combining the role of Field Educator with Field Liaison has provided the opportunity to afford a "wrap-around" or "continuity of care" aspect to our work whereby students are assigned to one Field Liaison for the duration of their field placement in any academic year. This allows for improved relationship building between the student, the fieldwork sites, and the Field Liaison. Problems are quickly identified, addressed and long term accomplishments are more easily recognized when utilizing this model. Both students and fieldwork sites have commented on the positive aspects of this model.

Student education and experience in the fieldwork site is monitored by virtue of the Field Liaison role where the placement related activities are monitored. The Field Liaison responsibilities include:

- o Reviewing and approving the student's Educational Agreement/Evaluation, ensuring that it is consistent with educational guidelines. This document is developed by the student and the assigned field instructor. This includes recommending revisions when appropriate and is accomplished prior to the verbal mid-term review held by the field instructor. Students are expected to treat the Educational Agreement/Evaluation as a contract for the learning/work to be accomplished in the field placement.

- o Monitoring student progress by virtue of fieldwork site visits, telephone and electronic mail discussions, and be available for individual meetings to counsel students and/or field instructors relative to field instruction as requested. A minimum of one site visit per term is held and more if needed. For those students placed out-of-state or internationally, students may participate in a web-based (CTools) course management system, which provides an opportunity for long distance learning, monitoring, and discussion among the cohort of students. The site visit is accomplished by a conference call or a Skype conference call with the field instructor and the student once per term in addition to electronic or telephone communication on a regular basis. When appropriate and/or necessary, the Field Liaison assists the field instructor and/or student in the initiation and development of an educational plan for identified placement issues/concerns/problems.

- o Reviewing, monitoring, and assigning a course grade for field placement experiences (SW 515) for those students assigned to their section of Foundation Field Seminar (SW 531).

- o If a placement is terminated, The Liaison works closely with the student and the field instructor to professionally "close the loop", and works with the student to facilitate a new field placement.

- o Assisting in the monitoring and reviewing of fieldwork site suitability on an ongoing basis. This is accomplished by virtue of the breadth and depth of the relationship between the fieldwork site and the Field Educator (placement phase)/Liaison role (placement monitoring). In this capacity, the Field Educator/Liaison is capable of monitoring field instructor performance very closely.

- o Assisting in identification and development of new fieldwork sites in conjunction with the Director. Participates in the training sessions for field instructors.

- o Performs related tasks, maintains or prepares reports as requested by other School entities, and meets as a member of the Office of Field Instruction team on a regular basis. Also participates in supervision with the Director of Field Instruction which addresses significant changes, problems or positive developments in the field instruction program. Participates in School related fieldwork activities including those involving School committees or student oriented activities.



## 6 Faculty Advisor

The Faculty Advisor is a member of the faculty in the School of Social Work and is responsible for counseling students relative to planning an educational program, course selection, and helping ensure that students meet requirements for the MSW degree. The Faculty Advisor must authorize course drops/adds, and make recommendations regarding student petitions for waiver of general curricular requirements. In addition, the Faculty Advisor provides counseling and assistance with regard to academic difficulties and serves as an information and referral source on nonacademic problems. The Faculty Advisor is called to collaborate with the Office of Field Instruction regarding issues pertinent to field instruction on a regular basis.

## 7 Fieldwork Site Selection

The School of Social Work has established standards for selecting fieldwork sites. The ability of the School to provide sound, educationally focused field experiences relies heavily on a partnership with the community by their vested interest in the training of students. The goal is to utilize fieldwork sites which do not discriminate based on the diversity dimensions (ability, age, class, color, culture, ethnicity, family structure, gender (including gender identity and gender expression)). The motivation to participate as a training site may stem from a number of sources. These include increasing the social work labor force, staff recruitment, professional stimulation to staff and the fieldwork site, and implied recognition of fieldwork site's practice standards.

As required by federal and state law and by University of Michigan policy, field instruction sites, as a whole, must be accessible to students with disabilities. (Please refer to the SSW Student Guide Volume 1, Chapter 19: Policies Related to Students With Disabilities.

The "as a whole" requirement means that students with disabilities should have the same kinds of educational opportunities - including field instruction in particular kinds of settings - as students without disabilities. However, given the wide range of disabilities, it is possible that not every placement site will have the capability to accommodate every student. It may not be feasible, for example, for a site to accommodate students who use wheelchairs because of the site's location and existing architecture, but this same site could easily accommodate students with visual or hearing impairments. Every effort is made by the Office of Field Instruction to ensure equal access to fieldwork opportunities.

The selection of fieldwork sites is largely dependent on the fieldwork site's ability to accommodate the broad demands of a multifaceted curriculum, the range of target populations and experiences which it can offer, and its commitment to the training of social work practitioners. All fieldwork sites must complete the required paperwork including an Affiliation Agreement with the University of Michigan, in order to initiate the approval process.

The forms and the process of evaluating fieldwork sites can be found in the next section. These forms are sent electronically after a request has been made and can be found at <http://ssw.umich.edu/programs/msw/ofi/resources-fieldInstructors.html>

## 8 Fieldwork Site Approval Process

Evaluation of fieldwork sites is accomplished in several ways. Due to the relationship between the Field Educator/Liaison during the placement phase and the placement monitoring phase, evaluation of the quality of field instruction is possible in an ongoing fashion. Because Field Educator/Liaisons are monitoring all aspects of students placements, they are able to quickly identify problems, develop solutions in conjunction with the fieldwork site, and monitor the implementation and subsequent success (or failure) of the plan. Students also provide individual feedback regarding their experiences through 1:1 contact (in person, telephone, or electronic) with their assigned Field Educator/Liaison. Since Field Educator/Liaisons also teach the Foundation Field Seminar, students have an additional opportunity to dialogue with their seminar instructor regarding their field experience. Students are also requested to complete a formal evaluation of their field experience on an annual basis which helps to identify overall trends regarding the opportunities they received and the quality of the supervision among other things. These trends influence the training agenda for field instructors and assist the Office of Field Instruction when identifying new fieldwork sites. The fieldwork site must be able to demonstrate:

- o The ability to provide a supportive atmosphere that is conducive to learning and opportunities for students in the foundation level (committed to helping students with a beginning level of professional competence with generalist perspective and fundamental skills through exposure to multiple roles and practice approaches with diverse populations) and the advanced level (committed to helping students deepen their knowledge and/or skills of their particular dual concentration).
- o A commitment to the diversity dimensions (ability, age, class, color, culture, ethnicity, family structure, gender [including gender identity and gender expression], marital status, national origin, race, religion, sex, and sexual orientation) and in concurrence with the School's mission and to the extent possible, its four curricular themes; and to services on behalf of populations at risk.
- o A philosophy of service that is compatible with social work values and ethics, the mission of the School of Social Work, and the goals and objectives of field instruction. The administrator and staff must have respect for and commitment to professional social work education.
- o That one or more staff members who qualify as field instructors and allow all new field instructors time to attend the School's Field Instructor Workshop, provide student supervision and time to meet with the assigned Field Educator/Liaison. All field instructors must be an MSW post-masters by 2 years and possess a State of Michigan license as a Licensed Master Social Work (LMSW). Qualified field instructors should possess commitment, sound practice skills, ability to work with a secondary field instructor if indicated, and an interest and competence in teaching (Chapter 3, Section 10: Field Instructor Selection).
- o Use of administrative policies regarding service to clients, other fieldwork sites, and to the community that are consistent with sound standards of practice appropriate to the particular type of field placement. The fieldwork site should show a willingness to participate in the educational process and should be perceived by faculty and students as providing consistent, professional, and high quality experiences.
- o Interest and accessibility for participation in the educational process and the staff should be of such a size as to maintain and develop the basic program of the agency without reliance on students. The fieldwork site is encouraged to make available and provide access to suitable workspace, telephones, computers, supplies, and other items as necessary to the student to enhance the agency functioning in conjunction with field instruction.
- o Ability to reimburse students for travel expenses incurred while conducting field placement business, especially if the student's personally owned vehicle is utilized.
- o Ability to offer students assignments based on educational value in accordance with the student's current stage of learning, their learning objectives, their dual concentration, and their required Educational Agreement/Evaluation.
- o That fieldwork site administrators will adjust the work assignments and responsibilities of field instructors in such a way that it will enable them to administer these responsibilities in an effective and responsible manner. This includes time for preparation for student instruction, for regular conferences with the student, consultation with Field Educator/Liaison, School faculty, and attendance at trainings and/or meetings.
- o Commitment to a long-term relationship with the School and to training students over time by endeavoring to meet progressive standards of practice, showing stability of program and financial support, and by responding to the changing needs of the community.
- o And develop formal safety policies and procedures (Chapter 7).

## 9 New Fieldwork Site Required Forms

All new fieldwork sites must be approved by the Director of Field Instruction. The following forms are required for new fieldwork sites and must be completed in addition to a site visit by the Field Director prior to students being referred for placement:

o Instructions For Completing Forms -

[http://www.ssw.umich.edu/shared/forms/a\\_instructions.pdf](http://www.ssw.umich.edu/shared/forms/a_instructions.pdf)

o Agency Field Placement Form -

[http://www.ssw.umich.edu/shared/forms/Agency\\_Cover\\_Application\\_Form.pdf](http://www.ssw.umich.edu/shared/forms/Agency_Cover_Application_Form.pdf)

o Program Information Form -

[http://www.ssw.umich.edu/shared/forms/a\\_slot.pdf](http://www.ssw.umich.edu/shared/forms/a_slot.pdf)

o Agency Field Instructor Application (with current résumé attached) -

[http://www.ssw.umich.edu/shared/forms/a\\_field\\_instructor.pdf](http://www.ssw.umich.edu/shared/forms/a_field_instructor.pdf)

o Affiliation Agreement -

<http://www.ssw.umich.edu/shared/forms/affiliationAgreementRevised.pdf>

After the forms are received, the Director of Field Instruction will arrange for a fieldwork site visit to review the paperwork, meet the proposed fieldwork staff, discuss the School's expectations, review the appropriate applicable Educational Agreement/Evaluation instrument, and discuss the educational opportunities available for students. Once approved, the fieldwork site will be added to the Office of Field Instruction database and Agency Listings web-based placement slot list.

## 10 Functions Of The Field Instructor

The functions of a field instructor are listed below:

- o Conducts a structured and well-planned orientation to the field placement's programs, policies, resources, and sociopolitical context for the student (see <http://www.ssw.umich.edu/shared/forms/studentOrientationChecklist.pdf> for an example of a Student Orientation Check List).
- o Develops with the student their Educational Agreement/Evaluation, which outlines learning objectives, means for their attainment, and criteria for assessment of goal achievement.
- o Is accessible to the student and Field Educator/Liaison for consultation, participates in conferences with the Field Educator/Liaison and student on a routine basis and/or whenever problems arise, and keeps the Field Educator/Liaison routinely informed regarding the student's progress and/or problems.
- o Holds regularly scheduled conferences (a minimum of one hour per week per student in addition to preparation time), with the student utilizing a Supervision Agenda, and is usually present during the hours when the student is in field placement.
- o Provides the student continuing and clear feedback throughout the field placement. If a problem with a student develops, gives the student the opportunity to overcome the problem behaviorally, keeping in mind the distinction between educational supervision and employee related performance supervision.
- o Monitors the student's hours.
- o Helps the student assess and reassess educational needs, i.e., what they know, what their learning needs are, and what their learning style is. Ensures that the student is not under or over utilized.
- o Teaches the student the skills and appropriate behaviors needed to accomplish tasks in the field placement.
- o Encourages and supports the student's integration of the values and ethics of the social work profession utilizing the NASW Code of Ethics as a guide ( <http://www.socialworkers.org/pubs/code/default.asp> ).
- o Helps the student integrate theoretical knowledge and knowledge from previous experiences with present practice.
- o Is available and participates in site visits with the Field Educator/Liaison and student.
- o Participates in a formal evaluation process with the student and the Field Educator/Liaison at the end of every term.
- o Provides the student with a verbal midterm evaluation utilizing the student's Educational Agreement/Evaluation instrument.
- o Provides feedback to the Field Educator/Liaison and/or the Director of Field Instruction regarding recommendations for improving the overall field education program, classroom preparation for field, curriculum, etc.
- o Field instructors are strongly urged to document concerns, issues, or problems regarding student performance; to communicate concerns to the student and Field Educator/Liaison as they develop; and to suggest recommendations for improvement.

## 11 Field Instructor Criteria

The field instructor should possess a CSWE accredited master of social work degree, and at least two or more years of post-degree experience (CSCWE/EPAS standard 2.1.6) and be licensed as an LMSW (licensed master social worker) in good standing in the State of Michigan. In cases where an MSW social worker is not available, the goal is to identify a human service professional that possesses the requisite skills and experiences and desires to function as the student's primary field instructor (task assignments, daily involvement, etc.) based on the student's dual concentration. Many times these individuals are recommended to the Office of Field Instruction by faculty in the School who have an established, long-term relationship with the proposed field instructor by virtue of their joint work.

Secondary supervision from a credentialed MSW social worker who will work with the primary field instructor must be in place in cases where the primary field instructor does not possess a MSW degree. In some cases this may be a faculty member with the appropriate credentials. The duties of the secondary MSW field instructor include providing the student with regular supervision, cosigning the student's Educational Agreement/Evaluation, and being available to meet with the Field Educator/Liaison, primary field instructor, and student during site visits and/or during problem solving.

The proposed field instructor must:

- o Have the ability to provide supervision in foundation and/or advanced field instruction, and otherwise provide students educational experiences that meet the educational objectives of the field instruction program.
- o Possess standards and values which are consistent with those of the social work profession and must demonstrate a competent and reasonable level of successful practice with appropriate experience.
- o Have experience in teaching, training and/or supervision with professionals and/or students in the areas indicated above.

All professionals providing field instruction are required to abide by the NASW Code of Ethics.

## 12 Field Instructor Selection

Field instruction requires not only experience and knowledge of the field of social work, but a desire to supervise/mentor a student. A field instructor should have positive feelings toward social work education as a process and be aware that student supervision can be frustrating, stressful, and time consuming as well as rewarding, energizing, and educational. Field instructors are nominated by the fieldwork site and approved by the School upon completion of credentialing procedures. Field instructors select specific student assignments and instruct students in the skills necessary to fulfill these assignments in relation to the student's course work and the student's Educational Agreement/Evaluation (Foundation and Advanced). Field instructors should be on site and on duty when students are in fieldwork.

Persons nominated to be field instructors should demonstrate:

- o Evidence of competence in the practice of social work.
- o Concern for continuing professional development.
- o Commitment to the teaching function of social work education.
- o Interest in, and time available, for the regular instruction of students.

During time periods when the field instructor's availability is not possible, other qualified staff members must be available for back up or consultation to the students. The Office of Field Instruction has developed an on-line power point training that field instructors should reference for information regarding field instruction expectations: [http://www.ssw.umich.edu/programs/msw/ofi/orientation/FieldPlacementProcessInstructor\\_files/frame.htm](http://www.ssw.umich.edu/programs/msw/ofi/orientation/FieldPlacementProcessInstructor_files/frame.htm)

It is expected that field instructors have had formal training and experience in one of the School's practice methods and practice areas because typically, students are assigned to a field instructor on the basis of the student's dual concentration. The instruction of students can be shared by various fieldwork site personnel, but the School appointed field instructor assumes overall responsibility for field instruction. Field instructors should have an MSW, at least two years post-MSW human service experience, and at least one-year of employment in the program where students are placed. The cornerstone of responsibility for field instructors includes the ability to provide students with orientation, supervision and evaluation.

The Field Educator/Liaison and the Office of Field Instruction team will ensure that the proposed field instructor receives mandatory field instruction training which ensures the social work perspective. The Field Educator/Liaison will also work diligently with the proposed field instructor to interpret the Office of Field Instruction's policies and procedures, Educational Agreement/Evaluation, and to provide orientation to social work values, and ethical standards. Field instructors will receive ongoing support by virtue of orientation activities (in person and on-line), fieldwork site visits, field instructor workshops, UM Course Tools, and communication by telephone, e-mail, and regular field office newsletters and School publications. All field instructors are required to fill out the Agency Field Instructor Application Form ( [http://www.ssw.umich.edu/shared/forms/a\\_field\\_instructor.pdf](http://www.ssw.umich.edu/shared/forms/a_field_instructor.pdf) ), attach an updated résumé to this form, and submit these to the Office of Field Instruction for review and approval by the Field Director.

### 13 Student Supervision: The Field Instructor Imprint

Typically, field instruction of students occurs through a variety of styles and methods, including formal conference time with the field instructor, group supervision, demonstration, coaching, and team meetings etc. The choice of which activity best fits the student and the assignments is left to the field instructor and the student. However, the pattern of instruction must be by design and minimum contact time per week must be established. The School requires a minimum of one hour of supervision per week; and recommends more. Students are expected to take a proactive stance in regard to the use of instructional time. This can mean formulating questions and gathering/presenting any relevant written materials (such as case notes or reports or drafts) for field instruction conferences or meetings.

Students are required to utilize a Supervision Agenda tool which is outlined on the Educational Agreement/Evaluation forms. This field competency focuses on Professional Development. The goal of utilizing a Supervision Agenda is to guide the student/field instructor reflection process. Students should prepare for their supervisory conferences by creating and utilizing an Agenda whereby their cases/projects are reviewed and discussed in the following areas:

- o Administrative duties/functions
- o Knowledge, skills and professional practice behaviors
- o Reflective learning related to P.O.D.S. (privilege, oppression, diversity, social justice)
- o Professional and personal growth and development

Students and field instructors then share several of these supervisory agendas with the assigned field liaison during the required site visit. These agenda could capture and document the student's field experience, their specific learning assignments, and areas that needed strengthening. This tool more or less forces the student to prepare for field supervision in addition to helping the field instructor prepare as well. In situations where there were performance concerns, this tool functions as ready-made documentation regarding concerns. This allows the field liaison an easy venue to enter into problem solving with the field instructor and the student. Should performance not improve, then a Field Placement Performance Learning Plan (see <http://www.ssw.umich.edu/programs/msw/ofi/forms-fieldInstruction.html> ) could be initiated since the Agenda provided a way to track the issues of concern.

The field instructor and student are also encouraged to utilize these supervision agendas when they complete the required field instructor narrative or when the student completes the required student Self-Assessment during the evaluation process at the end of each term. It is difficult at best to remember all the things that the student may have accomplished during the term so that the narrative and the Self-Assessment could be a richly written document if the Supervision Agendas were utilized to track the things accomplished.

## 14 Fieldwork Site Student Orientation

The School provides the student with a general orientation to the profession and to field instruction, which occurs during orientation week in August. The fieldwork site is responsible for fieldwork site-based orientation, which typically occurs during the first few weeks of fieldwork. See <http://www.ssw.umich.edu/shared/forms/studentOrientationChecklist.pdf> for an example of a Student Orientation Checklist. In general, the orientation should consist of acquainting the student with the various services offered by the fieldwork site and the range and scope of possible assignments. Planning for these assignments should begin right after the orientation period, and specific initial assignments should be identified. The student should use the orientation period to begin developing a written Educational Agreement, which will serve as a guide for the current and subsequent terms of fieldwork experience (<http://www.ssw.umich.edu/programs/msw/ofi/agreementsForms.html> --- Educational Agreements/Evaluation forms).

The School's rationale for the fieldwork site orientation to field instruction is twofold. First, before the student engages with clients, fieldwork site staff, communities, etc., (s)he should have some knowledge of professional roles and relationships, the ethics of the profession, and the nature of service delivery systems, as well as some acquaintance with various theories of human behavior. Second, students are expected to gain knowledge about the range and type of specific fieldwork site services, fieldwork site structure, and staff roles and responsibilities, as well as interagency and community relationships. A well-planned and organized orientation within the fieldwork site will not only provide information useful for student performance, but will benefit the fieldwork site by enhancing the potential for greater student productivity.

Fieldwork sites may wish to take different approaches to the orientation. One approach is to schedule various activities which could include reading reports and other fieldwork site documents, interviews, and observation within the agency and at other fieldwork sites and facilities. A somewhat richer approach is to schedule all of the above and to begin to introduce related tasks into the assignments. For example, a student who is scheduled to visit another agency may be asked to obtain information needed by the fieldwork site.

### Examples of Orientation Activities:

- o Fieldwork Site Documents and Demographics - review: annual reports, policy manuals, special reports, grant applications, characteristics of the service population, relevant legislation, and census data on community.
- o Fieldwork Site Meetings and Conferences - attend: staff, board, committee, department, and team meetings, City Council, County Commission meetings, Interagency meetings, consultations, professional conferences, and staff development sessions.
- o Community Visits - neighborhood and community organizations, schools, police agencies, human services offices, accompany/shadow visits of staff, other departments within the fieldwork site, referral agencies and programs, and contract agencies.
- o Preparing for Direct Service - shadow multiple experiences, assist in intake, assist with group work, begin client assessment, review case records, review project guidelines, learn about fieldwork site funding sources, review organizational charts, and receive supervision and feedback.



## 15 Fieldwork Site Safety Requirements

Most field placements are under enormous pressure. Reduced budgets and clients with increasingly critical needs and histories of negative involvement with social services have resulted in increasing tensions in social work settings. As a result, social workers have experienced a variety of threatening situations, and some have been harmed. Social work students cannot be completely insulated from the realities of professional life, nor should they be. On the other hand, students frequently lack the experience and skills that help more seasoned practitioners assess danger and take appropriate precautions. The School recognizes its responsibility to help prepare students to handle potentially dangerous situations by providing students with safety training and classroom content on safety issues. Section 2.33: Safe Health Practices: Immunizations/Vaccinations and Section 2.80: Guidelines for Student Safety should be reviewed by field instructors carefully. The field instructor should provide each student with a copy of the fieldwork site specific policies and procedures related to safety as part of the student orientation to the field placement, and provide fieldwork site required training on safety issues and procedures and requirements related to immunizations and vaccinations. The field placement and each of its programs should have a well-rehearsed specific plan of action in which every member of the staff knows exactly what to do in case of danger. This plan of action should be rehearsed with students and reviewed on a regular basis. It is everyone's responsibility to concentrate on reducing risk in the fieldwork setting.

Though a student has the right to refuse a dangerous assignment, a common understanding about the kinds of assignments that are appropriately safe should be reached by the student, the field instructor, and the Field Educator/Liaison when appropriate. The student's field instructor should know, or be able to easily ascertain, the student's location during fieldwork hours at all times and should discuss on a regular basis any activities that require special planning with regard to safety. The following types of activities should be discussed with either the Field Educator/Liaison to determine if these activities are appropriate learning activities for students as these require an added element of preparation, support and possibly back-up:

- o Community-based home visits.
- o Client transportation.
- o Treatment of client with a history of violence (particularly unsupervised or in areas where other staff are not present).
- o Clients who require physical restraint.

Students should be given the same consideration as employees regarding all aspects of safety within the fieldwork setting and assignments. If staff is issued cell phones as an example for community visits in case of emergencies, then students should be provided with similar accommodations in all circumstances. Fieldwork sites are reminded that students are in a learning role and that every precaution must be taken to insure student safety. It is the responsibility of the fieldwork site to insure that student's safety at all times when on field placement related business.

**If a student is threatened or injured while in field instruction, or involved in an incident where their safety is compromised, the incident should be reported immediately to the Field Educator/Liaison or the Director of Field Instruction in the Office of Field Instruction (734) 764- 5331, or to the Office of the Associate Dean for Educational Programs (734) 763-2345.**

For additional information, please refer to the SSW Student Guide Volume 1, Chapter 21.04:Campus Safety Statement.

## 16 Supportive Services & Field Instructor Benefits

### Course For New Field Instructors:

The Office of Field Instruction supports the efforts of field instructors in a variety of ways. A biannual training event is held whereby new field instructors are required to attend a new field instructor orientation (policies, procedures, roles, responsibilities, expectations, etc.). There is no fee for the field instructor's registration in these workshops and continuing education units (CEUs) are offered for a small processing fee. These workshops are an important means of facilitating communication between the School and the fieldwork site and articulate the field curriculum expectations.

### Continuing Education Credits:

The School also offers other training on a variety of professional development topics for field instructors and the social work practice community. Field instructors who maintain an "active" status (currently hosting students September - August) are eligible for continuing education credits for training or development events (where available) when their attendance is required. The School will also provide, when possible, continuing education credits for School-sponsored events that are open to the social work community without charge (i.e., the annual Fauri Lecture). Active field instructors are also provided a 50% tuition reduction for a School-sponsored continuing education event. The tuition benefit is limited to \$200.00 in any academic year. This benefit generally will provide support for 15-30 hours of continuing education. See the following web site for more information on other programs that are available through the School: <http://ssw.umich.edu/programs/ce/>

### Social Work Day/Agency Fair:

Field instructors are invited to partner with the School in recruitment efforts several times throughout the academic year. These events include opportunities to participate on a panel presentation for students and an agency fair whereby approximately 70 fieldwork sites gather to share their mission and vision with potential students and to answer questions related to social work careers.

### Additional Benefits:

- o Materials - Field instructors are provided with field instruction materials and are encouraged to utilize all the resources available on the Office of Field Instruction web site: <http://ssw.umich.edu/programs/msw/ofi/> particularly the Field Instruction Manual ( <http://ssw.umich.edu/sprograms/msw/ofi/completeManual.pdf> ).
- o M-Cards - Field instructors are eligible for M-Cards, which are a University sponsored benefit which entitles active (currently hosting a student) field instructors benefits that include discounts on some University sponsored events, bookstore discounts, public transportation discounts and the like. Field instructors are also eligible for borrowing privileges from the campus libraries.
- o Faculty Collaboration Opportunities - Faculty, on occasion, conduct research projects in conjunction with fieldwork sites. For further information, contact the Director of Field Instruction or the Associate Dean for Educational Programs.
- o Cultural Events - Field instructors may attend a variety of cultural and intellectual events on the campus; and, on an individually arranged basis, may attend specific sessions of courses offered by the School of Social Work.

## 17 Community Advisory Board

This Board consists of exceptional social work practitioners who are usually field instructors and who have been nominated by the faculty, field instruction staff and/or students. Additional members include the Associate Dean for Educational Programs, the Director of Field Instruction, the Associate Dean, Student Services among others. The Board is responsible for providing the School with consultation and advising the School on curriculum initiatives, developing, evaluating field opportunities and strengthening the field instruction program/processes, and special projects and/research collaborations. This group functions as a "sounding board" for maintaining the integrity of the interface between social work education and practice, and will collaborate with faculty regarding the School's mission and philosophy.

The Board has the following divisions and responsibilities:

### Office of Field Instruction

- o Developing new and innovative field opportunities.
- o Strengthening the field instruction program.
- o Collaborating with the School's (Standing) Field Advisory Committee.

### Curriculum

- o Review/critique of current curricular content.
- o Developing new curricular initiatives.
- o Providing leadership in the integration of class and field learning experiences.
- o Developing/evaluating the role of technology and distance learning in class and field instruction.
- o Developing new teaching, learning, and research collaborations.

### Special Projects/Grants

Previous examples include:

- o Whittaker Grant: An effort focusing on the development of curriculum (school-based and field-based) aimed at an intensive focus on Privilege, Oppression, Diversity and Social Justice (PODS).
- o Alternative Reaffirmation Project: A school-wide re-accreditation effort focusing on promoting socially just practices in the field.
  
- o Others as they are developed.

The overall Community Advisory Board meets 2 times per year and the individual divisions of the Board meet as needed. Membership is voluntary and members will be appointed for a period of 3 years.

## 4 Field Instruction Frequently Asked Questions, Policies, Curriculum Schedules, and Financial

### 1 Field Instruction Frequently Asked Questions (FAQs), Policies, Curriculum Schedules and Financial Supports

The following sections contain the FAQs and policies related to field instruction. Field curriculum is outlined as are curriculum schedules and financial supports for students.

### 2 Frequently Asked Questions

This document contains a series of questions designed to address the most common issues and questions related to the field instruction program. A complete text can be found here: <http://www.ssw.umich.edu/programs/msw/ofifaq.html>

### 3 Exemption Process

Students with a Bachelor of Social Work (BSW) fieldwork from a college or university accredited by CSWE may apply for a fieldwork exemption. A maximum of 3 credits of field instruction representing Foundation field instruction (SW 515) and the Foundation Field Seminar (SW 531) may be filled by such an exemption, thereby reducing from 15 to 12 the total number of required field instruction credits if the student has received a grade of 'B' or better. This exemption will be determined during your course selection/registration process. Advanced Standing status students are automatically exempt. Information regarding the exemptions from field instruction is contained in the letter mailed to all newly admitted students as part of the Placement Request Materials. Students must complete and submit an "Application For Exemption From Foundation Field Instruction" Form ( <http://www.ssw.umich.edu/programs/msw/ofiaxemption.pdf> ) to the Director of Field Instruction by the deadline for submitting the Field Placement Request Materials.

For additional information please see the SSW Student Guide Volume 1, Chapter 20: Exemption from Foundation Field Instruction for BSW without Advanced Standing.

### 4 Exemption Policy

All students must complete a minimum of 12 credits of Advanced fieldwork (SW 691) and 8 credits of fieldwork in their practice method and practice area concentration. If the student has been granted Advanced Standing status, the exemption is automatic because CSWE accredited BSW programs provide students with Foundation field instruction experiences.

A student can obtain a 3-credit exemption from fieldwork if the student has *not* been granted Advanced Standing status but has earned a BSW from a CSWE accredited program if they have completed the equivalent of 8 semester hours of field instruction during their undergraduate program with grades of 'B' or better. All BSW's, who meet the above criteria, are eligible for a 3-credit fieldwork exemption, but they must apply and it must be approved.

For additional information please see the SSW Student Guide Volume 1, Chapter 20: Exemption from Foundation Field Instruction for BSW without Advanced Standing.

## **5 Field Credit Requirements If Granted An Exemption**

For students not awarded Advanced Standing status, the exemption does not reduce the total degree requirement of 60 hours. Exempt students receive a 3-credit reduction of fieldwork requirements and therefore do not register for Foundation field instruction (SW 515/531). The three credits can be taken in elective course work. The student is required to earn 12 credits of advanced (SW 691), with at least 8 credits in their practice method and practice area concentration.

Students who meet the criteria for exemptions but are not advanced standing (including SW 515 and SW 531) still are required to complete 60 credits and can choose to elect additional field credits up to a total of 21.

For additional information please see the SSW Student Guide Volume 1, Chapter 20: Exemption from Foundation Field Instruction for BSW without Advanced Standing.

## **6 Grounds For Revoking the Exemption**

The exemption will be revoked if the student receives a grade below Satisfactory at the completion of the first advanced term of fieldwork.

For additional information please see the SSW Student Guide, Volume 1, Chapter 20: Exemption from Foundation Field Instruction for BSW without Advanced Standing.

## **7 Requirements For Advanced Standing and Exempt Students With A Minor Method**

Advanced Standing and exempt students who choose to elect a minor method must use 3 out of their 12 advanced field instruction credits (SW 691) toward the minor assignments in a field setting (see Chapter 4, Section 19: Field Instruction Minor Requirements). An Out-of-Sequence Petition must be completed if this option is elected ( [http://www.ssw.umich.edu/programs/msw/ofl/out\\_of\\_sequence.pdf](http://www.ssw.umich.edu/programs/msw/ofl/out_of_sequence.pdf)://[www.ssw.umich.edu/ofl/out\\_of\\_sequence.pdf](http://www.ssw.umich.edu/ofl/out_of_sequence.pdf) ).

## 8 Field Instruction Credit Requirements

The Master of Social Work (MSW) degree is earned through satisfactory performance in 60 credits of course work. Please see the SSW Student Guide for additional information, Volume 2, Chapter 8: Field Instruction, and Volume 2, Chapter 8.01: Field Credit Requirements.

Field instruction constitutes 15 of the 60 credits, with 3 credits earned at the Foundation level (SW 515 and 531), in which students register for 2 credits of SW 515 and 1 credit of SW 531-Foundation Field Seminar and 12 credits earned at the Advanced level (SW 691) unless the student has been granted an exemption. Students must complete a total of 912 hours of fieldwork unless Advanced Standing status has been approved. If students are granted Advanced Standing status, they must complete 684 hours of fieldwork. The field placement offers an opportunity for students to add depth and breadth to their previous experience and is also a time to explore a new area or field of study. The field placement is an integral part of the MSW program and has strict standards from the Council on Social Work Education (CSWE) that must be adhered to.

**The School of Social Work does not grant fieldwork credit for current or past work experience or life experience** (see CSWE-EPAS Standard 3.2.5: <http://www.cswe.org/NR/rdonlyres/2A81732E-1776-4175-AC42-65974E96BE66/0/2008EducationalPolicyandAccreditationStandards.pdf>)

Each credit of Foundation field instruction equals 114 clock hours, and 2 credits or 228 on-site clock hours of Foundation Field Instruction are required. Each Advanced field instruction credit equals 57 clock hours, and 684 on-site clock hours are required. The number of days per week that a student logs in the field placement setting is based on the number of credits registered for and is figured based on a 15-week term. Each student needs to enroll for a minimum of 16 hours of fieldwork per week for each term of enrollment.

One fieldwork day is considered to be that which the fieldwork setting defines as such, typically 7 or 8 hours. Students placed in settings such as public schools, where a typical work day might be less than 6-7 hours, should be especially careful in developing a fieldwork schedule to ensure that the required number of fieldwork hours is completed per term. All students are reminded that financial aid from the School of Social Work is only available to full-time students.

## 9 Field Credit Hour Distribution

The student earns fieldwork credits sequentially by electing one of the three curriculum schedules depicted in the list below, unless the student has permission to elect an Out-of-Sequence placement schedule (see Section 18). Once the student begins fieldwork, that elected pattern must be followed until completion.

### 16-Month Program

Term 1 (Fall) - 0 credits

Term 2 (Winter) - 3 credits: SW 515 (2 credits), SW 531 (1 credit)

Term 3 (Spring/Summer) - 8 credits: SW 691

Term 4 (Fall) - 4 credits: SW 691

### 20-Month Program

Term 1 (Fall) - 3 credits: SW 515 (2 credits), SW 531 (1 credit)

Term 2 (Winter) - 4 credits: SW 691

Term 3 (Fall) - 4 credits: SW 691

Term 4 (Winter) - 4 credits: SW 691

### Advanced Standing

Term 1 (Fall) - 4 credits: SW 691

Term 2 (Winter) - 4 credits: SW 691

Term 3 (Spring/Summer) - 4 credits: SW 691

## 10 Requirements Regarding Transfer Of Field Credits

Foundation field instruction credits transferred to the University of Michigan cannot exceed the credits earned for Foundation field instruction at another institution. Therefore, the maximum credits transferred for Foundation field instruction cannot exceed 3 credit hours. If a student has earned more than 3 credit hours for Foundation field instruction, the remaining credits may be eligible for transfer to the University of Michigan as elective credits. No credit may be awarded toward Advanced field instruction regardless of the number of clock hours if the transferred credit is identified as Foundation field instruction.

Field instruction credits transferred to the University of Michigan as Advanced field instruction from another institution must be designated as Advanced field instruction by the other institution. A student may transfer up to 4 credits of advanced field instruction and 3 credits of Foundation field instruction to cover fieldwork requirements. All students must complete a minimum of 8 credits of Advanced field instruction in their dual concentration at the University of Michigan.

For additional information please see the SSW Student Guide, Volume 1, Chapter 20.02: Transfer Credit Policy for Field Instruction.

## 11 Elective Field Instruction Credits

Additional credit hours for fieldwork may be elected by the student upon the approval of the student's Field Educator/Liaison, Faculty Advisor, and Field Instructor. Student without a field exemption can earn a maximum of 21 credit hours in fieldwork toward the MSW degree. Advanced standing and students exempt from field instruction can earn a maximum of 18 field credit hours in fieldwork toward the MSW degree.

Students wishing to add field credits must submit an Out of Sequence Petition: [http://ssw.umich.edu/programs/msw/ofi/out\\_of\\_sequence.pdf](http://ssw.umich.edu/programs/msw/ofi/out_of_sequence.pdf)

## 12 Changing The Dual Concentration After Enrollment in the MSW Program

Occasionally, a student may wish to switch chosen concentrations after beginning the MSW program. It is in the student's best interest to make any changes in concentrations prior to being assigned to a field placement. In general, note that

- o Changing concentrations after the second term of Advanced field instruction may result in lengthening the duration of the program since students must complete at least 8 credit hours of Advanced field instruction (SW 691) in their chosen dual concentrations.
- o Advanced Standing Students who change concentrations after the second term of Advanced field instruction will, in all probability, need to enroll for an additional term of study.
- o Students who elect a minor method, specialization, or certificate program will, in all probability, need to enroll for an additional term of study if they change concentrations after the second term of Advanced field instruction.
- o Financial assistance is generally awarded to eligible students for no more than four terms, and therefore, may not be available to students who elect to lengthen their course of study to accommodate changes in concentrations.

After the first term of Advanced field instruction, students may switch the practice method or practice area concentration and may do so under the following circumstances:

- o A plan is completed demonstrating that all requirements can be met
- o There is room available in the required courses
- o Permission of the Faculty Advisor is obtained
- o Permission of the Field Educator/Liaison and the Director of Field instruction is obtained
- o An appropriate field placement can be secured to accommodate concentration changes

If students wish to change either one or both parts of their dual concentration, they must meet the deadlines below in order to complete degree requirements within four terms:

### 16-month Students

Must submit all necessary forms by the end of the second term of study (April 1).

### 20-month students

Must submit all necessary forms by the end of the second term of study (April 1).

### Advanced Standing Students

Must submit all necessary forms by the end of the first term of study (December 1).

### Out-of-Sequence Students (those who have previously changed their field registration)

May not be able to change concentrations without extending the program of study.

The forms necessary for changing dual concentrations are located in the Registrar's office and the Office of Field Instruction or can be found here:

[http://www.ssw.umich.edu/programs/msw/ofi/change\\_of\\_concentration.pdf](http://www.ssw.umich.edu/programs/msw/ofi/change_of_concentration.pdf)

Students receiving training grant stipends/fellowships should confirm with the Office of Student Services that a change of concentration will not conflict with the conditions stated in the original award letter regarding the stipend/fellowship.

For additional information, please see the SSW Student Guide Volume 1 Chapter 10.01 Changing Areas of Concentration (Method or Practice Area) Prior to the First Term of Enrollment.



### 13 Employment-Based Field Placement Requirements

If a student wishes to request a field placement in which he/she will be simultaneously employed, the requirements must be met. Signatures indicate that all parties have read and understood all stated policies, and requirements. All proposals must be submitted on the Employment-Based Field Placement Proposal Form ( <http://www.ssw.umich.edu/shared/forms/employmentBasedProposalGuidelines.pdf> ).

- o The fieldwork site must be approved by the Office of Field Instruction. All required paperwork as well as a site visit must be completed prior to the start date of the field placement (see Section 3.30: Fieldwork Site Selection).
- o The field instructor must have MSW degree, a minimum of two-years post-masters experience, have a valid State of Michigan Licensed Master Social Work license (LMSW), and have been employed at the fieldwork site a minimum of one-year (see Chapter 3, Section 9: Field Instructor Criteria).
- o The student's field placement must be in a different program than which they are employed.
- o The student's field instructor and employment supervisor must be different people.
- o The student's employment hours and field hours must be clearly defined and delineated.
- o The student must have been employed by the fieldwork site for minimum of 60-days prior to submitting an employment-based field placement proposal.
- o Students must log the same number of field hours in an employment-based field placement as in a non-employment-based field placement.
- o The focus of the field placement must be on meeting the student's learning and educational objectives as outlined in the student's Educational Agreement/Evaluation. Learning opportunities need to exceed present job skills and knowledge.
- o Field credits will not be granted for previous professional work experience (Council on Social Work Education, EPAS 3.2.5: <http://www.cswe.org/NR/rdonlyres/2A81732E-1776-4175-AC42-65974E96BE66/0/2008EducationalPolicyandAccreditationStandards.pdf/www.cswe.org> ).
- o Retroactive approvals for employment-based field placement proposals will not be granted.

## 14 Employment-Based Field Placement Guidelines

The relationship between education and employment is central to the evaluation of an employment-based field placement proposal. The achievement of learning and educational objectives is the central focus involved in the consideration of an employment-based field placement proposal. In addition, the Council on Social Work Education guidelines (EPAS 2.1.8: <http://www.cswe.org/NR/rdonlyres/2A81732E-1776-4175-AC42-65974E96BE66/0/2008EducationalPolicyandAccreditationStandards.pdf> ) must be followed at all times.

The employment-based field placement proposal must demonstrate that educational time will be protected and that the educational and learning objectives of fieldwork will be accomplished within the perimeters of the Office of Field Instruction policies and requirements. Each proposal that meets the requirements in Section 6.11 will be examined on its merits. Submitting the proposal does not guarantee approval of the request. If the proposal is not approved, the student will need to consider an alternative field placement. Approval of an employment-based placement proposal does not affect the total number of fieldwork credit hours a student must earn. **If a student becomes employed after field placement begins, then this arrangement must be reported, reviewed, and approved by the Field/Educator/Field Liaison.**

All proposals will be reviewed prior to each term of fieldwork by the Field Educator/Liaison and revised as needed in conjunction with the student's Educational Agreement/Evaluation. All revisions to the proposal are subject to the review and approval of the student's assigned Field Educator/Liaison. All inquiries regarding Employment-based field placement proposals should be directed to the Director of Field Instruction. Students are required to submit an "Employment Based Field Placement Schedule Documentation for Subsequent Term" (<http://www.ssw.umich.edu/programs/msw/ofi/EmploymentBasedScheduleDocumentationForSubsequentTerm.pdf> ) to their assigned Field Educator/Field Liaison each term which clearly delineates their field instruction and their employment schedules for the term. These must be signed by the student, the field instructor, and the current employment supervisor.

In general, Advanced Standing students are not allowed to complete a placement at their current or previous place of employment. These proposals will be evaluated on a case by case basis.

Employment-based proposals that request a field placement in the same fieldwork site for both placements (20-month students) is highly unusual. Exceptions will be evaluated on individual merit as related to the School's expectations. A student may petition for an exemption to this policy in the case of employment at a large diverse fieldwork site that can demonstrate the ability to offer two distinct learning opportunities with two different field instructors, both of whom were not employment supervisors.

The fieldwork site director or chief executive officer must sign off on all employment-based fieldwork site proposals. It is the fieldwork site's decision as to what type of compensation the student receives while in placement.

### Submission Deadlines for Employment-Based Field Placements

The planning process for an approval of an employment-based field placement proposal can take up to two months, so students are strongly encouraged to complete these forms early. All proposals must be submitted for review and approval to the Director of Field Instruction by the following dates in order to be considered:

First year 20-month students: July 11

16-month students: October 13

Second year 20-month students: February 17

## 15 Graduate Student Instructor (GSI) Policy Related To Field Instruction

Students are not permitted to work as a Graduate Student Instructor (GSI) for the same person who is their assigned field instructor. The role of a student learner must be separate from that of a student employer.

## 16 Distinctions Between Foundation and Advanced Field Instruction

For information regarding the Distinction Between Foundation and Advanced Field, please see the SSW Student Guide, Volume 2, Chapter 8.02.

### *Field Credit Structure*

- o Foundation Field Instruction (SW 515 and 531)
- o 3 of 15 required field instruction credits; includes a field seminar and 2 days per week of fieldwork
  
- o Advanced Field Instruction (SW 691)
- o 12 of 15 required field credits

### *Fieldwork Goals*

- o Foundation Field Instruction (SW 515 and 531)
- o Students attains generalist perspective and fundamental skills through exposure to multiple roles and practice approaches.
- o Advanced Field Instruction (SW 691)
- o Student deepens knowledge and skills of their chosen dual concentration.

### *Skill Level*

- o Foundation Field Instruction (SW 515 and 531)
- o Beginning competency.
- o Advanced Field Instruction (SW 691)
- o Level of mastery.

### *Fieldwork*

- o Foundation Field Instruction (SW 515 and 531)
- o Assignments are based on the course statements for SW 515 and SW 531 found in Sections 8.70 and 8.80 respectively.
- o Fieldwork assignments are in both micro (IP) **and** macro (MHS, CO, SP & E) methods
- o At least 55% of assignments involve practice. The remainder of assignments can involve observation, reading, and attending seminars and in-services.
  
- o Advanced Field Instruction (SW 691)
- o Advanced fieldwork assignments are based on the SW 691 Course Statement that pertains to the student's practice method and practice area linked in Section 8.90
- o Assignments are in student's method, IP, MHS, CO, **or** SP & E.
- o At least 80% of assignments should involve practice in student's method and practice area concentrations.

### *Elective Minor Method*

- o Foundation Field Instruction (SW 515 and 531)
- o Neither classroom nor field instruction in the minor occurs during the foundation term.
- o Advanced Field Instruction SW 691)
- o Minor method assignments = 3 of 12 advanced credits, or 12 hours (1.5 days per week for one or more terms).

## 17 Field Curriculum Schedules And Requirements

The following list outlines the differences between the curriculum schedules as these pertain to field instruction. Please see the SSW Student Guide, Volume 2, Chapter 15: Options for Scheduling Terms for additional information.

### Advanced Standing Curriculum Schedule:

- o One placement for duration of program.
- o Students have the option of placement in a public school, three days per week (6 credits) for fall and winter terms. Hospitals tend not to be available.
- o Students must be enrolled in fieldwork during the Spring/Summer term and enroll in two classes.

### 20-Month Curriculum Schedule:

- o Students have the option of electing two placements.
- o Public school placements possible.
- o Placements in hospital settings tend not to be available.
- o Students not enrolled in classes or fieldwork during Spring/Summer term.

### 16-Month Curriculum Schedule:

- o One placement for duration of program.
- o Some hospitals, mental health, and family field placements prefer the 16-month track. Placements in public schools possible.
- o Students must be enrolled in fieldwork during the Spring/Summer term and enroll in two classes.

## 18 Enrollment Requirements & Out of Sequence Plans For Field Instruction

Students must enroll in field instruction during the terms in which fieldwork is conducted. Students are only covered by the University's liability insurance when officially enrolled. **No academic credit will be given for fieldwork conducted during a term for which a student is not enrolled in fieldwork courses.**

Under some circumstances students may find it necessary to alter their Field Instruction sequence from either the 16-month or the 20-month schedule. Students wishing an out-of-sequence schedule must access a petition form at [http://ssw.umich.edu/programs/msw/ofl/out\\_of\\_sequence.pdf](http://ssw.umich.edu/programs/msw/ofl/out_of_sequence.pdf).

**Students cannot start Field Instruction during the Spring/Summer Term.** Any student who changes his/her curriculum schedule for Field Instruction such that it does not follow either the 16- or 20-month schedule must submit an Out-of-Sequence Petition, indicating the reasons for the requested change. Such a petition must be signed by the field educator/liaison and approved by the Director of Field Instruction. The signature of the Director of Field Instruction is required to ensure that this office is aware of any changes that will need to be accommodated by the field placement. Petition forms must be submitted at the earliest date possible.

The fieldwork site must also agree to the proposed schedule and be able to accommodate the student's request. Failure to submit this petition may result in inaccurate audits of the student's academic record before graduation. The Out-of-Sequence Petition allows the School to monitor the student's progress toward completing MSW degree requirements, to project the need for certain courses, and to increase the likelihood that students who require certain classes during particular terms will be able to enroll in them.

Some field placements require 16-month students to have a planned sequence of 3 fieldwork days per week in each of the Winter, Spring/Summer and Fall terms, rather than the typical sequence of 2-4-2 days per term, respectively. Students who enroll for 5 credits during the first term should register for SW 515 and 531 for 3 credits (2 credits of SW 515 and 1 credit of SW 531), and SW 691 for 2 credits. Students are required to complete 228 field hours utilizing the Foundation Educational Agreement/Evaluation. Once these hours are completed, the student then must utilize the Advanced Educational Agreement/Evaluation appropriate to their dual concentration and all field work activities must be at the advanced level.

Out-of-Sequence Petitions are required for the following and any other schedule that is considered a deviation.

For additional information, please see the SSW Student Guide, Volume 2, Chapter 15.08: Out of Sequence Plans for Field Instruction.

## 19 Field Instruction Minor Requirements

Students have the option of electing a minor in a different practice method. Students cannot minor in a practice area. Students who wish to elect a minor should do so prior to beginning field instruction to ensure they are assigned to a fieldwork site that provides learning opportunities for both the concentration and minor methods. Students typically work with their assigned Field Educator/Liaison to secure field placement experiences that meet the minor requirements in the same fieldwork site where they have been placed. It is difficult to place a student in another fieldwork site for the 171 hour experience due to fieldwork site constraints.

Students must earn 12 hours of Advanced field instruction credits (SW 691) in order to graduate and at least 8 hours of Advanced field instruction credits must be in the student's dual concentration. Students who elect a minor spend 25% or 3 of 12 advanced field credits in field assignments in the minor method. The minor constitutes 171 hours of the 684 required hours in advanced field instruction. A total of 912 field hours are required (except for Advanced Standing students) and 171 of those hours can be devoted to a minor.

Students with minors should begin planning for minor assignments with their field instructors by reviewing the relevant SW 691 field instruction methods course descriptions and objectives for the beginning competencies students are expected to attain. Students minoring in Interpersonal Practice should refer to the Interpersonal Practice Course Statement; students minoring in one of the macro methods should refer to the course statements on Management of Human Services, Community Organization, or Social Policy and Evaluation. Minor assignments should be included in students' Educational Agreement/Evaluation. Completion of the minor requirements for fieldwork are documented on the student's Educational Agreement/Evaluation instrument and signed off on by the field instructor.

**The minor cannot be completed in Foundation field instruction (SW 515).**

For additional information please refer to the SSW Student Guide Volume 2 Chapter 12 Minor Method Option.

## 20 Fieldwork Weekly Schedule Guidelines

Students must be in field for a minimum of two days or 16 hours per week during times when their field instructor is also on duty and available to the students. The idea is to log approximately 16 hours per week to allow for a full range of learning experiences over time. It is also important for these learning experiences to build over the course of each term. It is difficult for students to work full-time, take classes, and do fieldwork (see Section 23: Employment Conflict Guidelines).

The fieldwork site may have different scheduling needs so students should discuss all schedule arrangements during the field placement interview. In addition, students are encouraged to log a few additional hours to cover an unexpected absence or an illness, but the bulk of the required hours must be logged continuously and contiguously over the course of the term(s). Students at times may also be required to attend their field placements during the University breaks for a few hours so that client relationships are maintained. These scheduling issues are decided by the student and their field instructor.

The School has designated the following days for fieldwork:

### 16-Month Curriculum Schedule

Fall: None

Winter: any 2 days per week

Spring/Summer: Tuesday - Friday

Fall: Monday & Tuesday

### 20-Month Curriculum Schedule

Fall: Thursday & Friday

Winter: any 2 days per week

Fall: Monday & Tuesday

Winter: Thursday & Friday

### Advanced Standing Curriculum Schedule

Fall: Monday & Tuesday

Winter: any 2 days per week

Spring/Summer: Tuesday - Friday (any two days)

## 21 Guidelines for Conflicts With Classroom Schedules

Class offerings throughout the four terms are organized to accommodate students' distribution requirements and interests. However, many classes are only offered once during the academic year. For this reason, days allocated for classes and field instruction are specific and not very flexible. Some 16-month students in particular field placements have a planned sequence of three fieldwork days a week in each of the Winter, Spring/Summer, and Fall terms, amounting to a total of 18 field credits. Students in this sequence should complete an Out of Sequence Petition ( [http://www.ssw.umich.edu/programs/msw/of/out\\_of\\_sequence.pdf](http://www.ssw.umich.edu/programs/msw/of/out_of_sequence.pdf) ).

On occasion, the student or fieldwork site may find it necessary to schedule a fieldwork activity during class time. In this event, the student must obtain permission from the classroom instructor to miss the class. A single occasion may be acceptable to most instructors; a planned pattern of absence is not. Similarly, fieldwork is also considered a class. Therefore, a student should not skip fieldwork activities to study or complete classroom assignments without first discussing this with their field instructor.

## 22 Absences From Field Placement Guidelines

Students participate in field instruction on assigned days throughout the term, with the exception of University holidays and recesses which include Fall Study Break, Thanksgiving, Winter Break (December), Spring Recess (February), legal holidays, and other holidays officially observed by the fieldwork site. Each year the school provides a calendar to students and field instructors specifying the inclusive dates of academic classes and field instruction ( <http://www.ssw.umich.edu/programs/msw/ofi/ImportantDeadlines.pdf> ). When University recesses and holidays conflict with those of the fieldwork site, the student is expected to observe those of the University. However, if desired, the student may elect instead to observe fieldwork site recesses and holidays, provided the required number of fieldwork hours are fulfilled. Attendance at conferences or all-day professional meetings is permitted when the content pertains to the student's fieldwork assignments and the field instructor has given approval. Again, fieldwork schedules should be discussed by the student and field instructor.

Attendance is a beginning benchmark of the developing professional social worker. Students should treat their fieldwork and fieldwork expectations as they would a formal job. If a student is not going to be able to go to fieldwork for a legitimate reason, the field instructor should be notified and a plan to make the hours up initiated. In keeping with professional standards, the student is the arbiter of what constitutes cause. However, all absences from fieldwork must be made up. There may be circumstances in which a student is absent for good and compelling reasons from the fieldwork site for such an extended period of time that the absences cannot be made up in the term in which they occurred. In such a case, if the plan is approved by the field instructor and the Field Educator/Liaison to make up the absences in a subsequent term, then a grade of "I" (Incomplete) will be entered by the Field Educator/Liaison and replaced by a letter grade once the absences are made up. Field instructors are encouraged to notify the Field Educator/Liaison immediately if there are issues surrounding the attendance of the student.

Students, who miss fieldwork, including students who start field late at the beginning of a term, should have a plan in their Educational Agreement/Evaluation to make up the hours during the term in which they were missed. The plan can include working during evenings, weekends, or academic term breaks. The plan must be developed with the field instructor and approved by the Field Educator/Liaison. Absences taken for religious holidays that occur when school is in session must be made up. The schedule to make up the missed days must be developed by the student and the field instructor and approved by the Filed Educator/Liaison.

## 23 Employment Conflict Guidelines

All students should be in field at least 16 hours per week for each term that they are enrolled in field instruction. Field instruction terms should be consecutive. Many students have full-time or part-time employment while enrolled in the MSW program and request fieldwork schedules to accommodate their employment schedules. These requests generally cannot be honored by the School since students need to accommodate to the fieldwork site's scheduling requirements in order to allow the student to participate as fully as possible in the life of the agency which includes attending staff/team meetings, client contacts, etc. It is important for students to experience the rhythms of a typical work day in the fieldwork setting which includes being supervised on a regular basis by the assigned field instructor. Students who work full-time are strongly encouraged to either reduce their work hours to no more than 20 hours per week while they are enrolled in classes and 16 hours per week of field, or take longer to complete the program than the standard four terms such as is offered in the Extended Degree Program.



## 24 Advanced Standing Curriculum Schedule

Advanced Standing students must complete 12 fieldwork credits out of the total of 45 credits required to complete the MSW Program. They must begin fieldwork during the Fall term. They are usually in field 2 days a week for 3 terms, and enrolled in Advanced field instruction (SW 691) for each term. Advanced Standing students are exempt from SW 515 and 531 (Foundation field instruction and the Foundation Field Seminar).

Advanced Standing students placed in public school settings should enroll in 6 credits of SW 691 for Fall and Winter terms. These students will be in field instruction 3 days a week for both terms (see Chapter 5, Section 8: School (K-12) Social Work Field Placement Requirements). Students who deviate from the usual Advanced Standing curriculum track must complete an Out-of-Sequence Petition ( [http://www.ssw.umich.edu/programs/msw/ofl/out\\_of\\_sequence.pdf](http://www.ssw.umich.edu/programs/msw/ofl/out_of_sequence.pdf) ).

The weekly and term-by-term field instruction schedule for students is congruent with academic offerings. Academic courses are scheduled on days when students are not scheduled for fieldwork.

### ADVANCED STANDING CURRICULUM SCHEDULE (684 Fieldwork Hours)

Term 1 (Fall) - Classes and 2 fieldwork days per week = 4 Advanced credits (2 days/week = 228 hours in fieldwork)

Term 2 (Winter) - Classes and 2 fieldwork days per week = 4 Advanced credits (2 days/week = 228 hours in fieldwork)

Term 3 (Spring/Summer) - Classes and 2 fieldwork days per week = 4 Advanced credits (2 days/week = 228 hours in fieldwork)

The minor method can be completed in 12 hours a week during 1 of the advanced field instruction terms; or in 6 hours a week for 2 advanced field instruction terms; or in 4 hours a week for 3 advanced field instruction terms, totaling 171 hours on assignments in elective minor method.

## 25 20-Month Curriculum Schedule

Students in the 20-month curriculum schedule usually elect this schedule because they are interested in two field placement experiences, a field placement in a public school setting, and/or because they need the Spring/Summer term to attend to family responsibilities or work. These students are not enrolled during the Spring/Summer term, but are in class and field instruction during the Fall and Winter terms for two days per week. Along with Foundation field instruction (SW 515) in the first term, students are also enrolled in the Foundation Field Seminar (SW 531), which convenes usually biweekly for 2 hours during the first term of fieldwork.

Students in the 20-month curriculum schedule have the option of choosing one or two placements. 20-Month students who elect one placement remain in that placement for four terms. Students need to consult with their field instructor and their Field Educator/Liaison to insure that the fieldwork site can offer advanced learning opportunities that exhibit increased breadth, depth, and complexity in assignments, and are able to offer increased levels of independent practice if they elect to remain in the same placement. All field placements must be approved by the Field Educator/Liaison assigned to the student.

Students who elect two placements have one placement during their first and second terms, and the second placement during their third and fourth terms. 20-month students are required to complete the "Second Year 20-month Student Placement Decision Form (Continuing Placement Request Application: <https://www.ssw.umich.edu/programs/msw/of/slots/continuingApplication.html://www.ssw.umich.edu/of/> ) in February of their first year to inform the Office of Field Instruction regarding their second placement decision.

The weekly and term-by-term field instruction schedule for students is congruent with academic offerings. Academic courses are scheduled on days when students are not scheduled for fieldwork.

### 20-MONTH CURRICULUM SCHEDULE (912 Fieldwork Hours)

Term 1 (Fall) - Classes and 2 fieldwork days per week + biweekly field seminar = 3 Foundation credits (2 days/week = 228 hours in fieldwork)

Term 2 (Winter) - Classes and 2 fieldwork days per week = 4 Advanced credits (2 days/week = 228 hours in fieldwork)

Term 3 (Fall) - Classes and 2 fieldwork days per week = 4 Advanced credits (2 days/week = 228 hours in fieldwork)

Term 4 (Winter) - Classes and 2 fieldwork days per week = 4 Advanced credits (2 days/week = 228 hours in fieldwork)

The minor method can be completed in 12 hours a week during 1 of the advanced field instruction terms; or in 6 hours a week for 2 advanced field instruction terms; or in 4 hours a week for 3 advanced field instruction terms, totaling 171 hours on assignments in elective minor method. The minor cannot be completed in Foundation fieldwork.

For additional information please see the SSW Student Guide, Volume 2, Chapter 15.03: The 20-month Curriculum Schedule.

## 26 16-Month Curriculum Schedule

All students in the 16-month curriculum schedule complete fieldwork requirements in one fieldwork setting. Students in the 16-month curriculum schedule enroll in classes only during the Fall term, and in classes and Foundation Field Instruction (SW 515) and Foundation Field Seminar (SW 531) during the Winter term. The Field Seminar convenes for a total of 14 hours (two hours, usually biweekly). Students cannot enroll in foundation level field work starting in the Spring/Summer term.

In the Spring/Summer terms and the second Fall term, students enroll in SW 691 Advanced field instruction. The weekly schedule of field placement days is two days per week in the Winter term, four days per week during the Spring/Summer term, and two days per week in the Fall term. (Some 16-month students have a planned sequence of three fieldwork days a week in each of the Winter, Spring/Summer, and Fall terms totaling of 18 field instruction credits. Students in this sequence should see the Section 4.34: Elective Field Instruction Credits).

16-month curriculum schedule and other students who desire two placements must change to the 20-month track and submit a Student Placement Request Form to the Field Instruction Office by the beginning of July, when the placement assignment of 20-month students normally occurs. Students who wish to change curriculum schedules should receive the Admissions Office (due to financial aid issues) and Faculty Advisor's approval and then notify the Office of Field Instruction immediately. Students will be required to submit an Out-of-Sequence Petition Form ( [http://www.ssw.umich.edu/programs/msw/ofl/out\\_of\\_sequence.pdf](http://www.ssw.umich.edu/programs/msw/ofl/out_of_sequence.pdf) ) as well.

The weekly as well as term-by-term field instruction schedule for students is congruent with academic offerings. Academic courses are scheduled on days when students are not scheduled for fieldwork.

### 16-MONTH CURRICULUM TRACK (912 Fieldwork Hours)

Term 1 (Fall) - On campus classes only; 0 fieldwork credits.

Term 2 (Winter) - Classes and 2 fieldwork days per week + biweekly field seminar = 3 Foundation credits (2 days/week = 228 hours in fieldwork)

Term 3 (Spring/Summer) - Classes and 4 fieldwork days per week = 8 Advanced credits (4 days/week = 456 hours in fieldwork)

Term 4 (Fall) - Classes and 2 fieldwork days per week = 4 Advanced credits (2 days/week = 228 hours in fieldwork)

The minor method can be completed in 12 hours a week during 1 of the advanced field instruction terms; or in 6 hours a week for 2 advanced field instruction terms; totaling 171 hours on assignments in elective minor method. The minor cannot be completed in Foundation fieldwork.

For additional information please see the SSW Student Guide, Volume 2, Chapter 15.02: The 16-month Curriculum Schedule.

## 27 Extended Degree Curriculum Schedule

This option enables students to complete their degree on a part-time basis. **Students must be enrolled full-time (at least 9 credit hours per term) for at least two terms.** Such students are required to start their fieldwork after completing 15 credit hours of academic work. Those who are able to do so should follow the 16-month or 20-month fieldwork schedule outlined in Sections 25 and 26. Those who have completed 15 credit hours of coursework may also elect the pattern below for their fieldwork schedule:

Fall: 3 credit hours - 2 days per week

Winter: 4 credit hours - 2 days per week

Spring/Summer: 8 credit hours - 4 days per week

All extended degree candidates are required to submit an Out of Sequence Petition that informs the Office of Field Instruction about their desired fieldwork plan: [http://www.ssw.umich.edu/programs/msw/ofii/out\\_of\\_sequence.pdf](http://www.ssw.umich.edu/programs/msw/ofii/out_of_sequence.pdf)

For additional information please see the SSW Student Guide, Volume 2, Chapter 15.05: The Extended Degree Program.

## 28 Doctoral Degree (Pre-MSW) Field Schedules And Requirements

Students entering the Doctoral Program without the MSW (professional degree) enroll simultaneously in the School of Social Work and the Graduate School and usually spend the first four semesters of study completing the requirements for that degree. They must complete work in, or relevant to each of the areas specified in the social work curriculum, as well as satisfy requirements for fieldwork instruction. In consultation with their Faculty Advisor, the doctoral student may elect to substitute the research internship (or departmental equivalent) for up to 8 credits of fieldwork.

See the following information regarding field placement options for pre-MSW Doctoral students. Students are encouraged to work with their Faculty Advisor upon admission regarding their field instruction requirements and are required to submit an Out of Sequence Petition outlining their field plan upon admission to the School ( [http://www.ssw.umich.edu/programs/msw/ofl/out\\_of\\_sequence.pdf](http://www.ssw.umich.edu/programs/msw/ofl/out_of_sequence.pdf) ). Students are also reminded that it is not possible to start fieldwork during the Spring/Summer terms.

### PRE-MSW/DOCTORAL STUDENTS FIELD PLACEMENT OPTIONS

#### Fall Field Placement Start Option

SW 515: 2 credits Foundation Fieldwork = 228 hours or 2 days per week in the fieldwork setting  
 SW 531: 1 credit foundation field seminar (meets biweekly for 2 hours) required concurrent with SW 515

Following Winter Term: SW 691: 4 credits Advanced Fieldwork = 228 hours or 2 days per week in the fieldwork setting

Following Spring/Summer Term: Additional Elective Field Credits 5+ credits-optional

#### Winter Field Placement Start Option

SW 515: 2 credits Foundation Fieldwork = 228 hours or 2 days per week in the fieldwork setting  
 SW 531: 1 credit foundation field seminar required concurrent with SW 515

Following Spring/Summer Term: SW 691: 4 credits Advanced Fieldwork = 228 hours or 2 days per week in the fieldwork setting

Following Spring/Summer Term: Additional Elective Field Credits 5+ credits-optional

Students can only start field placement in the Fall or the Winter terms. The field application deadline for Fall term placement start is July 11, for the Winter term placement start is October 13. All students must enroll in SW 515 and 531 (3 credits) and SW 691 (4 required credits) for a minimum of 7 field credits. Doctoral students can substitute up to 8 of the 15 required field placement credits with their research practicum.

## 29 Financial Support, Stipends, Supplemental Field-Related Financial Aid

Field instruction settings, whenever possible, are encouraged to provide some financial support for students, who are typically undertaking extraordinary expenses to attend graduate school. While the Office of Field Instruction strongly encourages fieldwork sites to offer stipends, these that do vary and the decision is entirely up to them. Fieldwork sites may receive grants that allow them to give the student a small amount of funds. Sometimes, fieldwork sites offer stipends depending upon the amount of time the student can give to the site, or to make the field placement more attractive to students. Stipend amounts vary but are usually quite small. Fieldwork sites that offer stipends are indicated on the Placement Listings ( <http://www.ssw.umich.edu/programs/msw/ofi/slots/> ) Students can also discuss stipend availability with the assigned Field Educator/Liaison during the field placement process.

### *Financial Support Guidelines*

The purpose of these guidelines is to help ensure that educational objectives and requirements are met and to eliminate any possibility of such practices could negatively influence the educational process. Policies and procedures relating to financial support of students by fieldwork sites are as follows:

- o Fieldwork sites that provide stipends to students must include this information on the Agency forms they complete for the Office of Field Instruction.
- o When the fieldwork site or grantor provides a stipend and the School assigns a specific student to the fieldwork site as the stipend recipient, the final field placement decision is controlled by the School.
- o When the fieldwork site provides payment for services beyond the student's assigned fieldwork hours or provides any one of various types of grants or allowances for students, (e.g., partial tuition grant, travel expenses to and from the fieldwork site) no approval is required, but the student should notify the Office of Student Services and the Office of Field Instruction of such arrangements.

### *Request for Supplemental Field-Related Financial Aid*

Students are eligible to apply for additional financial aid for fieldwork related purposes. If granted, the amount is added to the student's financial aid package. Students must fill out an application: Request for Supplemental Field-Related Financial Aid ( [http://www.ssw.umich.edu/programs/msw/ofi/field-related\\_financial\\_aid.pdf](http://www.ssw.umich.edu/programs/msw/ofi/field-related_financial_aid.pdf) ). Additional aid will be awarded if the student qualifies for mileage expenses to and from the School of Social Work to the student's fieldwork site. The application will ask the purpose of the request and that a Map Quest locator be provided for documentation.

**PLEASE NOTE: ANY ADDITIONAL FINANCIAL SUPPORT A STUDENT RECEIVES IS REPORTABLE TO THE U OF M OFFICE OF FINANCIAL AID.**

For additional information please refer to the SSW Student Guide, Volume 1, Chapter 18: Financial Aid policies.

## 30 Work-Study Stipulation Guidelines Related to Financial Support

Students who are eligible for work-study financial support cannot receive work-study moneys while assigned to a field placement. Work-study moneys/hours logged must be in addition to the hours logged/enrolled in field instruction credits.

## 31 Field Placement Related Expenses

Students will have expenses related to fieldwork. These could include immunizations/vaccinations or tests that may be required by the fieldwork site, possibly criminal background checks, health insurance, liability insurance, gas, parking, or additional vehicle insurance if the student's personally owned vehicle is used for fieldwork. Fieldwork sites are strongly encouraged to reimburse the student for expenses related to fieldwork. For example, if field placement staff is reimbursed for travel, it is encouraged that the student will benefit from the same fieldwork site policies. Such arrangements are strictly based upon negotiations between the fieldwork site and the student, usually during the placement interview.

### 32 Transportation Responsibilities And Requirements

Transportation to and from the field placement is the responsibility of the student. A large majority of the field sites offer services that are community-based and the majority of fieldwork sites require the use of a vehicle for fieldwork. This means that many field placements require students to have a car to perform field placement related tasks such as community outreach, home visits, community work, attending meetings, etc., so it is important that all students have a valid driver's license and access to a vehicle. **Not having a car will severely limit field placement options.** It is to the student's advantage to have a vehicle or be prepared to carpool to the extent that this is available. Students are encouraged to utilize the [ssw.marketplace@umich.edu](mailto:ssw.marketplace@umich.edu) to advertise for carpool availability. Many of the most exciting field opportunities are located in the larger urban areas (such as Detroit or Lansing) and students without cars may need to compromise their interests and preferences to be accommodated due to a lack of transportation.

### 33 The Transportation Hardship Fund Policy and Guidelines For Students Traveling 45 Miles or More to Field Placement

In order to complete the requirements for the MSW degree, students are required to complete a 912 hour field placement (advanced standing complete 684 hours). A majority of the fieldwork sites utilized by the Office of Field Instruction are located outside the local Ann Arbor/Washtenaw county geographic area. As a result, this could pose a financial hardship on particular students who will need to travel outside of this area in order to participate in their field experience. The School has generously authorized A TRANSPORTATION HARDSHIP FUND to assist eligible students with transportation costs (i.e. gasoline expenses). Students who are fully funded will need to have their financial aid budget expanded by UM Office of Financial Aid (OFA) or the funds granted FROM THE Transportation HARDSHIP FUND will reduce their loan eligibility. The Director of Field Instruction is responsible for the final review and approval of all hardship applications.

The intent of the restricted field placement transportation funding is to assist students who need to travel to their field placement from their current place of residence WHICH MUST BE 45.0 MILES OR MORE ONE WAY. We expect only students who have this transportation hardship to apply for consideration of this aid. While many students have transportation assistance needs, this fund is limited only to those who meet the requirements.

- If a student lives in the community or near their fieldwork site (less than 45.0 miles), they will not qualify for this restricted fund
- Student eligibility will be determined based on their official placement in an approved fieldwork site
- Mileage that the students accrue while at placement (traveling to other sites, attending meetings, etc.) will not be covered by this grant and should be reimbursed by the fieldwork site. Students should work with their individual field instructor and field liaison to negotiate this. Fieldwork sites cannot mandate that students use their personally owned vehicles for fieldwork site related work
- This transportation hardship fund is very limited. Students who have transportation needs that do not fit the fund restrictions are encouraged to contact the SSW Financial Aid Office to have their financial aid reassessed due to need related to transportation.

The Director of the Office of Field Instruction (OFI) will make the final determination regarding whether a student qualifies for this restricted fund by reviewing the student's application, which includes validating the student's current place of residence, validating the student's driving route via their MapQuest/Google map submission, and validating the student's placement. Being awarded these funds in one term will not automatically qualify a student for additional terms. Applications must be submitted for each term.

Funds will be distributed only when ALL of the following conditions are met and the student's eligibility is established:

- Students must complete the required electronic Placement Verification Form (PVF), which has been approved/signed by their field instructor. The number of days in placement and the placement address as documented on the form will be the only criteria utilized to determine the amount of the funds granted
- Students may only apply for this grant after having successfully completed 1 calendar month in the approved fieldwork site
- Students need to submit a MapQuest/Google maps documenting the miles from their current place of residence to their approved fieldwork site with their application
- If eligible, funding will be determined based on a 15-week academic term cycle. Should the student be required or choose to extend beyond the 15-week traditional placement cycle, funding will only be disbursed for the 15-week cycle. Students placed less than 15-weeks will have the amount reduced accordingly
- If the student's field placement is terminated, a refund to UM SSW will be required
- All requests are subject review and a final audit. Approval is at the discretion of the Field Director.
- Funds can be applied for regardless of the student's financial status. Students will need to take their copy of the letter documenting approval for transportation assistance to the UM OFA and complete an application to increase their financial aid budget; otherwise the increase in aid will only reduce their loan amount. This is the student's responsibility
- Approved applications will have their fund disbursement processed through the UM SSW Office of Student



Services

Please refer to the Office of Field Instruction web site for the policy and the application:  
<http://ssw.umich.edu/programs/msw/ofl/Transportation Hardship Fund Policy And Guidelines.pdf>

**34 Request for Field Related Transportation Assistance Application**  
OFFICE OF FIELD INSTRUCTION

Transportation Hardship Assistance Application

Name: \_\_\_\_\_ Student ID#: \_\_\_\_\_

Address of (street, city, zip) Current Place of Residence:  
Must attach a MapQuest/Google map from current place of residence to approved fieldwork site

Term (Circle):    Fall        Winter        Spring/Summer        Name of Assigned Field Liaison: \_\_\_\_\_

Name of Approved Fieldwork Site: \_\_\_\_\_

Address of Fieldwork Site (street, city, zip): \_\_\_\_\_

My signature verifies that the information contained in this application is true and that it meets the criteria as outlined in the requirements. I understand that my application will be audited and that the Director of Field Instruction has the final authority for approval.

Student's Signature        Date

\*\*\*\*\*

OFI OFFICE USE ONLY:

OFI Project Coordinator Comments: \_\_\_\_\_

Field Liaison signature indicates review, verification, and approval of placement information and support for this Transportation Hardship assistance application.

Field Liaison's Signature        Date

Date letter completed by OFI: \_\_\_\_\_  
Date letter sent to SSW Office of Student Services: \_\_\_\_\_  
Date letter sent to student's SSW e-mail account: \_\_\_\_\_

Please refer to the Office of Field Instruction web site for the policy and the application:  
<http://ssw.umich.edu/programs/msw/ofl/Transportation Hardship Fund Policy And Guidelines.pdf>

## 5 Special Scholar - Certificate Programs and Public School Requirements

### 1 Special Scholar - Certificate Programs and Public School Requirements

This chapter outlines the requirements for the individual certificate and scholar programs and those for students placed in a public school setting.

### 2 The Specialist in Aging Certificate

The Specialist in Aging Certificate offers students the opportunity to develop individualized programs of interdisciplinary graduate study for academic credit in gerontology. The program draws upon the resources and course offerings of Literature, Science, and the Arts, and the Schools of Public Health, Social Work, and Nursing, as well as other academic units.

The Specialist in Aging Certificate granted by the School of Social Work is awarded upon successful completion of academic course requirements and approved field instruction. Course requirements for the Specialist in Aging Certificate may be completed by completing courses during the regular University Fall, Winter, and Spring/Summer terms. For further information contact Professor Berit Ingersoll-Dayton at [bid@umich.edu](mailto:bid@umich.edu) or go to [www.ssw.umich.edu/programs/msw/curriculum](http://www.ssw.umich.edu/programs/msw/curriculum).

For additional information, please refer to the SSW Student Guide, Volume 2, Chapter 14.01: Specialist in Aging Certificate Program.

### 3 Certificate in Jewish Communal Leadership

The Certificate in Jewish Communal Leadership will become available to students entering the School of Social Work during the Fall 2010 Term.

The University of Michigan's Jewish Communal Leadership Program offers a distinctive educational opportunity for individuals who are invested in Jewish community and committed to addressing social challenges from within Jewish contexts.

Students who complete the Jewish Communal Leadership Program will:

Earn a Master's of Social Work (MSW) degree consisting of 45 graduate-level credits and 15 credits of professional field placement experience in non-profit-based field work. Most students will pursue Community Organizing as their practice method concentration and Community and Social Systems as their area concentration.

For additional information please see the SSW Student Guide, Volume 2, Chapter 14.03: Certificate in Jewish Communal Leadership.

#### **4 Child Welfare Scholarship Program**

The University of Michigan School of Social Work Child Welfare Scholarships are awarded to at least ten students who are interested in becoming child welfare specialists. The purpose of the program is to train committed specialists in child welfare. Following graduation, child welfare specialists have worked as clinical social workers, therapists, program managers, executive directors, evaluators, community organizers, and policy makers.

When students apply for admission to the MSW program, they can request to be considered for the Child Welfare Specialist Scholarship. The Admissions Office screens applicants and the final selection is made by Professor Kathleen Faller and Ms. Mary Ortega, ACSW, LMSW. Professor Faller serves as the Faculty Adviser for the Child Welfare Fellows. Taking into account students' methods concentrations and interests, the Office of Field Instruction make students' fieldwork site selection, consulting as needed with Professor Faller and Ms. Ortega. Fellows will complete their internships in field placements that offer opportunities for cutting edge practice in child welfare. Agencies include the University of Michigan Family Assessment Clinic, Michigan Department of Human Services, Catholic Social Services, to name a few.

Students must elect the 16-month curriculum track.

These scholarships address the need for child welfare social workers. Students must note an interest in Child Welfare scholarship on their application to be considered for this award. Selection is based on demonstrated, outstanding potential for professional practice. Awards are based primarily on all previous academic work, recommendations, human services employment experience, the applicant's written supplementary statement, and other application documents. For more information: <http://ssw.umich.edu/finaid/msw/grants-scholarships.html#ChildWelfare> and the SSW Student Guide, Volume 2, Chapter 14.06: Child Welfare Scholars.

#### **5 Community-Based Initiative in Detroit Scholars Program**

The purpose of the Community Based Initiative program is to train committed specialists in community-based work through courses, projects, and field placements in southwest Detroit and east Dearborn.

The mission of the Community Based Initiative is to work together with the diverse communities of southwest Detroit and Dearborn to strengthen student learning and practice while addressing community identified priorities and needs.

Students accepting CBI positions will complete their internships in field placements that offer opportunities for cutting edge practice in community-based field agencies. These placements must be in Detroit (includes Highland Park, Hamtramck, and Mid-Eastern communities of East Dearborn that are directly adjacent to Detroit's boundary).

Students must elect the 16-month curriculum track.

For additional information, please refer to the SSW Student Guide, Volume 2, Chapter 5.70: Community-Based Initiative in Detroit Scholars.

## 6 Geriatric Social Work Scholarship Program

Geriatric social work is one of the fastest growing career fields. The numbers of older persons in the US will more than double between the years 2000 and 2030. As the population ages, employment opportunities in gerontology social work are expanding greatly. In geriatric social work there are endless possibilities to make a difference in people's lives and limitless opportunities for advancement. Students who are committed to developing culturally competent practice skills with elders are particularly encouraged to apply for the Geriatric scholarship program.

All admitted MSW students interested in geriatric social work may apply for the Geriatric Social Work Scholarship Program. However, students awarded the scholarship must choose the 16-month curriculum schedule (advanced standing students must give up their advanced standing status) and the aging practice area concentration. Please note that if students' interests are in health or mental health, these topics will be covered in the integrative seminar and in the field placement. For more information about the Geriatric Scholarship Program please refer to: <http://www.ssw.umich.edu/geriatricSocialWork/> or the SSW Student Guide, Volume 2, Chapter 14.07: Geriatric Scholars.

## 7 National Community Scholars Program

The purpose of the National Community Scholars program is to prepare professionals for enabling young people and adult allies to create community change.

National Community Scholars will gain skills to organize groups for social action, plan programs at the local level, advocate for socially just policies, and develop community-based services.

The National Community Scholars Program summer field placement is coordinated by the Michigan Youth and Community Program, which places students with experienced practitioners who promote youth participation and community change. Unique field opportunities for scholars are available in one of the following areas:

- Mississippi Delta, an area rich with diversity and history known for its unique role in the civil rights movement.
- Central Appalachia, an area in the mountains and coalfields of eastern Kentucky known for its strong cultural and activist traditions.
- San Francisco Bay Area, a culturally diverse urban area with a dense concentration of community youth organizations.

Students must elect the 16-month curriculum track and complete a local/domestic placement during the Fall and Winter terms.

For additional information please refer to the SSW Student Guide, Volume 2, Chapter 14.08: National Community Scholars.

## 8 School (K-12) Social Work Field Placement Requirements

Students interested in school social work should consult with the faculty member who provides advising about the practice of social work in schools and certification requirements for such practice during their first term.

Information can be found in the SSW Student Guide, Volume 2, Chapter 14.02: Social Work in the Public Schools ( <http://ssw.umich.edu/studentGuide/2010/page.html?id=14.02&volume=2> ). Since requirements vary from state to state and these are not all covered by the usual MSW program, it is necessary to plan the academic program of each prospective school social worker individually and early in the MSW program. At that time, further information about requirements for temporary approval as a school social worker in the state of Michigan can be discussed. Prior to graduation (last term) students who have met the temporary approval requirements for the State of Michigan should request a letter stating they are eligible for a temporary approval from the School's assigned Faculty Advisor.

The requirements of the University of Michigan, as per the State of Michigan Department of Education, for recommendation of temporary approval as a school social worker in the state of Michigan are:

- o Master of Social Work degree
- o Field instruction which includes direct practice with families and children
- o SW 612 - Mental Health and Mental Disorders of Children and Youth or equivalent at graduate or undergraduate level
- o SW 614 - Uses and Implications of Psychological Testing in Social Work or the equivalent at graduate or undergraduate level
- o SW 642 - Social Work in Educational Settings or the equivalent from another graduate course at a School of Social Work in the state of Michigan

Based on public school requirements and schedules for students, Advanced Standing and continuing (2nd Year 20-month Advanced level) students are eligible for placement in public school settings. Rarely does a school placement accept a Foundation level student. Students placed in a school setting cannot register for field instruction credits during the Spring/Summer term.

ALL school MSW interns should be aware that they will be required to complete and pass a criminal background check. The fee for this service is the responsibility of the MSW intern and is typically about \$70.00. L-1 Identify Solutions ( [www.L1id.com](http://www.L1id.com) ) is available to assist interns. Other options may be provided by the respective school district. Fees are determined independently. MSW interns should be prepared to provide 3 references during this process.

While the University's Winter term ends in April, public schools are often in session until June. Most school settings will require students to remain in assigned school field placement until June as a qualification for the placement. These students must make schedule arrangements with their field instructor during the placement interview.

Students should be aware as well that most schools require a 3 day per week commitment for fieldwork. If the student chooses to accept the placement on condition of remaining in field beyond April, the following conditions apply:

- o The schedule arrangement between the student and the field instructor must be approved by the Field Educator/Liaison in the first Fall term.
- o The student completes and submits an Out-of-Sequence Petition, which must be approved by the Director of Field Instruction ( [http://www.ssw.umich.edu/programs/msw/of/out\\_of\\_sequence.pdf](http://www.ssw.umich.edu/programs/msw/of/out_of_sequence.pdf) ).
- o The student will be assigned a "Y" grade at the end of the Winter term by the Field Educator/Liaison. The "Y" grade will be replaced by the appropriate fieldwork grade by the Field Educator/Liaison when the fieldwork hours for that term are completed (Section 5.42: School (K-12) Placement Grading Policy).
- o When the student is in placement during this extended period, the student is covered for malpractice throughout the extended period under the University of Michigan Insurance policy. 20-month students who have been

awarded financial aid and who elect to extend their schedules into May or June to complete Winter term fieldwork should be aware that they are not eligible for additional financial aid during this extended period.

## **9 School (K-12) Social Work Credits And Field Hours**

Each semester, at least 228 hours (16 hours a week) of fieldwork must be completed. Typically, 228 clock hours are completed by attending field 2 days a week, 8 hours per day, which equals 4 credits of Advanced field instruction. In some school settings, many placement days are only 6 or 7 clock hours instead of 8. Therefore, students may need to register for 4 credits of field instruction while putting in 3 days a week of fieldwork during each term in order to meet the field hour requirements. Many school system breaks and holiday schedules do not match the University's schedule. All missed days must be made up in the term they were registered for.

Advanced Standing students who are placed in a school setting should complete all 12 field credits in the Fall and Winter terms (6 credits each term). Students should arrange to do fieldwork 3+ days a week in order to complete 24 clock hours each week for the two terms. Advanced Standing students most likely will have to remain in fieldwork until June as well. An Out-of-Sequence Petition must be completed for all Advanced Standing students following this schedule ( [http://www.ssw.umich.edu/of/out\\_of\\_sequence.pdf](http://www.ssw.umich.edu/of/out_of_sequence.pdf) ).

## **10 School (K-12) Social Work Grading Policy**

The following information pertains to those students who are enrolled in a school (K-12) field placement. The grading policy for these placements is different than the normal policy due to the nature of the school academic year calendar and the commitment students are required to make when seeking a school placement. The majority of all school placements will require that MSW interns remain in field placement until the end of the K-12 school year.

A. The following applies to the MSW interns who are planning on graduating in APRIL:

1. MSW interns planning on graduating in April will be issued a grade of "Y" (if they have been successful thus far in placement). MSW interns will be required to turn in ALL evaluation materials (Educational Agreement/Evaluation form with all signatures and hours entered, the field instructor narrative, and the student's required Self-Assessment) by May 15th.

2. Once all the completed evaluation paperwork has been received and indicates that the MSW intern has been successful, the grade will be changed to an "S" grade with the understanding that the MSW intern will remain in field placement until the end of the school year. Interns and field instructors are able to negotiate an ending date that is different from this date. If this transpires, the assigned Field Liaison must be notified in writing so that this can be entered into the field instruction database.

B. The following applies to the MSW interns who are planning on graduating in AUGUST:  
(typically advanced standing interns)

1. MSW interns planning on graduating in August will be issued a grade of "Y" (if they have been successful thus far in placement). MSW interns will be required to turn in ALL evaluation materials (Educational Agreement/Evaluation form with all signatures and hours entered, the Field Instructor narrative, and the student's required Self-Assessment) by July 1st.

2. It is assumed that MSW interns will commit to remaining in field placement until the end of the school year and have completed all required hours prior to July 1st.

## 6 Field Placement Application and Planning Process

### 1 Field Placement Application and Planning Process

The responsibility for approving and selecting fieldwork sites and initiating placement arrangements rests with the Office of Field Instruction. The Director of Field Instruction assesses the suitability of field placements as student training sites and approves only those that meet the School's requirements. **Only School-approved fieldwork sites can be utilized for field instruction.**

The field placement experience offers students an opportunity to learn about social problems, social welfare, community organizations, diverse client groups, communities and social systems, community-based resources, social policy and evaluation, and issues that are interpersonal in nature while working with people across the diversity dimensions, in settings that provide services to children and youth in families and society, elderly, people with health and mental health issues. Field placements typically occur in a fieldwork site setting under the direct supervision of an approved and credentialed field instructor. Students are assigned to a field placement based on their dual concentration (method and area of practice). Students in field placement must be placed in the fieldwork site for a minimum of two consecutive terms.

#### PLEASE NOTE:

**IN RESEARCHING POSSIBLE PLACEMENTS, STUDENTS MUST NOT CONTACT FIELDWORK SITES DIRECTLY. THE OFFICE OF FIELD INSTRUCTION MUST ARRANGE ALL PLACEMENTS. STUDENTS MUST NOT INITIATE CONTACT WITH ANY FIELDWORK SITES SEEKING A FIELD PLACEMENT WITHIN THAT FIELDWORK SITE WITHOUT PRIOR APPROVAL OF THE OFFICE OF FIELD INSTRUCTION. ANY FIELD PLACEMENTS INITIATED WITHOUT THE KNOWLEDGE OF OFFICE OF FIELD INSTRUCTION WILL NOT BE APPROVED. ADDITIONALLY, STUDENTS MAY NOT INTERVIEW AT MORE THAN ONE FIELD PLACEMENT AT A TIME. ALL INTERVIEWS MUST BE COORDINATED BY THE ASSIGNED FIELD EDUCATOR/LIAISON.**

Students sometimes request a change of placement for one term only. Generally, the Office of Field Instruction cannot accommodate students for only one term. Fieldwork sites cannot provide substantial assignments nor invest in training a student who will leave the field placement after only one term. Students are encouraged to utilize the minor (171 total field hours) as a means of experiencing alternate fieldwork in another method (see the OFI Field Manual, Chapter 4, Section 19 for detailed information).

Students are strongly encouraged to review the power point regarding the Field Placement Process found at the following web site for more information on the field placement process: [http://www.ssw.umich.edu/programs/msw/ofl/orientation/FieldPlacementProcess\\_files/frame.htm](http://www.ssw.umich.edu/programs/msw/ofl/orientation/FieldPlacementProcess_files/frame.htm)

### 2 Placement Calendar And Placement Deadlines

Student placements are facilitated 3 times during the academic year. Placement Request Applications are due for incoming students in July, for continuing 20-month curriculum schedule students in February, and for 16-month curriculum schedule students in October. All students are required to submit a Placement Request Application and supporting materials (Goal Statement and updated Résumé) which are utilized to determine fieldwork site assignment.

Continuing 20-month curriculum schedule students fill out a different form, "Continuing Placement Request Form": <https://www.ssw.umich.edu/programs/msw/ofl/slots/continuingApplication.html> by the February deadline. Forms received after the deadlines will have lower priority than those received on time and could affect the availability of a slot in a fieldwork sites and the student's field placement start date.

### **3 Freedom of Information ~ Placement Materials**

Information about a student that a field instructor shares with the Office of Field Instruction may be shared with the student and Faculty Advisor. Similarly, students are free to see any forms or notes the Field Educator/Liaisons may maintain on students to assist in planning and developing field instruction and assigning them to particular placements. All placement request materials are destroyed when students graduate.



#### 4 International & National Field Placement Guidelines

The Office of Field Instruction (OFI) develops limited international and national field placements that correspond to the methods and practice areas of the curriculum, that are capable of providing advanced fieldwork practice experiences, and that reflect the richness and emerging trends of the social work profession. These field placements are approved by the Director of OFI to insure that:

- o The Council on Social Work Education (CSWE) accreditation and field curriculum standards are met
  - o Students receive professional level credentialed supervision (minimum 2 years post-MSW--preferably licensed).
- Students seeking these experiences must be enrolled in the advanced standing or 16-month curriculum schedules and can be expected to typically commit 5 days per week (8-10 advanced field instruction credits). Students must begin their local field placement in the Fall and Winter terms and complete the international or national placement during the Spring-Summer term.

Extensive course planning and scheduling is involved and students need to be aware that these the majority of these placements are for those with a macro method (CO, SP&E, MHS). There are limited IP sites due to the nature of IP learning, and the need to have breadth and depth treatment related experiences. These placements have implications for the financial aid package and the curriculum schedule that is chosen which is why the decision must be made **PRIOR** to registration for classes.

Students will be required to complete a rigorous application procedure, complete the required proposal form, meet all deadlines, and secure the required references. Students seeking an international experience are required to work closely with the Office of Global Affairs ( <http://www.ssw.umich.edu/public/OGA/index.html> ) upon admission to the School and will be required to enroll in a mandatory one credit transition seminar that will meet before departure (Winter term) and upon return (Fall term).

Students must accept that all arrangements for funding, travel, lodging, food, and other living expenses related to the field placement are the responsibility of the student. We recommend that students begin research funding opportunities as soon as possible.

Please inform the Office of Student Services ( [ssw.oss@umich.edu](mailto:ssw.oss@umich.edu) ) and the Office of Field of Instruction ( [ssw.ofi@umich.edu](mailto:ssw.ofi@umich.edu) ) if you plan to apply for either of these placements as soon as you are admitted to the School. Please refer to the list below for specific curriculum guidelines.

##### Out of Sequence 16-month Curriculum Schedule

Must submit an Out-of-Sequence Petition ( [http://www.ssw.umich.edu/of/out\\_of\\_sequence.pdf](http://www.ssw.umich.edu/of/out_of_sequence.pdf) ) that indicates the total number of field credits planned.

*Incoming Fall:* 2 credits (2 days/week) Foundation Field Instruction - SW 515, 1 credit of Foundation Field Seminar - SW 531. Completed in a local field placement.

*Winter* - 4 credits (2 days/week) Advanced Field Instruction - SW 691. Completed in a local field placement.

*Spring/Summer:* National or International field placements occur during this term 8-10 credits (5 days/week) Advanced Field Instruction - SW 691.

*Fall:* Not enrolled in field instruction. Classes only.

##### Advanced Standing Curriculum Schedule

Must submit an Out-of-Sequence Petition ( [http://www.ssw.umich.edu/of/out\\_of\\_sequence.pdf](http://www.ssw.umich.edu/of/out_of_sequence.pdf) ) that indicates the total number of field credits planned.

*Incoming Fall:* 4 credits (2 days/week) Advanced Field Instruction - SW 691. Completed in a local field placement.

*Winter:* 4 credits (2 days/week) Advanced Field Instruction - SW 691. Completed in a local field placement.

*Spring/Summer:* National or International field placements occur during this term 8-10 credits (5 days/week) Advanced Field Instruction - SW 691. Advanced Standing students need to be aware that they will need to enroll in a minimum of 8 credits of Advanced Field Instruction during the Spring/Summer Term, which means dedicating elective credits to field instruction.

*Fall:* Not enrolled in field instruction/graduated.

20-Month Curriculum Schedule - Must switch to the 16-month track. Requires the approval of the Office of Admissions as this has implications for financial aid.

## 5 International Field Placement Planning

The Office of Field Instruction (OFI) and the Office of Global Activities (OGA) work together to develop limited international field placements throughout the year. This effort provides the School of Social Work an array of field experiences that correspond to the methods and practice areas of the curriculum.

These field placement sites are approved by OGA and OFI to ensure that the following conditions are true:

- o CSWE accreditation standards are met
- o Field curriculum standards are met
- o Students receive professional level credentialed supervision

Students will be selected based on placement slot availability, current academic standing, and the strength of their application. All students participating in an international field experience will be required to enroll in a mandatory 1-credit transition seminar that will meet the term prior to departure (winter term). Sixteen-month students will also meet for one session after they return during fall term.

Furthermore, students must be enrolled in field instruction and select the advanced standing or the out-of-sequence 16-month track. This allows students to be placed at a local fieldwork site for fall and winter terms, while freeing up the spring/summer term for the international experience. It should be noted that selecting the appropriate field plan does not guarantee an international field placement. If you do not secure an international field placement, you will remain in your local field placement during your third term.

Students must accept that all arrangements for funding, travel, lodging, food, and other living expenses related to the international field experience are the responsibility of the student. We recommend that students begin research funding opportunities as soon as possible.

The following items must be completed in the order listed. Students must decide their commitment to securing an international field placement before they register for fall term classes.

Please see the OGA web page to review the requirements and deadlines for applications: <http://www.ssw.umich.edu/public/OGA/ifp.html>

## 6 National Field Placement Planning

### INTRODUCTION

The Office of Field Instruction (OFI) develops limited out-of-state/national field placements throughout the year to ensure that the School of Social Work has an array of field experiences that correspond to the methods and practice areas of the curriculum, that are capable of providing advanced fieldwork practice experiences, and that reflect the richness and emerging trends of the social work profession. These field placements are approved by the Director of OFI to insure that:

- The Council on Social Work Education (CSWE) accreditation and field curriculum standards are met
- Students receive professional-level, credentialed supervision (minimum 2 years post-MSW)

We are excited to announce that we are establishing a strong working relationship with a cohort of agencies in the Washington, D.C. area with the goal of placing students in these agencies for the Spring-Summer 2011 term. Internship applications to these agencies will be given priority over all other national placement requests due to the cutting edge experiences they offer and we have a goal to solidify our field relationships with our alumni who are qualified to provide advanced field instruction.

REQUIREMENTS: Students need to:

1. Participate in extensive course planning to ensure that course requirements can be met. Participating in a national field placement has implications for financial aid and the student's curriculum track. Students must decide to pursue a out-of-state/national field placement before they register for classes in the incoming Fall term (see the table below for specific curriculum guidelines) since most national field placements will take place in the Spring/Summer term and require that the student enroll in 8-12 credits (4-5 days per week). **STUDENTS MUST CONTACT THE OFFICE OF STUDENT SERVICES BEFORE SUBMITTING THIS APPLICATION TO ENSURE THAT THEIR FINANCIAL AID PLAN AND CURRICULUM/CLASS OBLIGATIONS CAN BE MET.**
2. Be enrolled in advanced field instruction and select the Advanced Standing or Out-of-Sequence 16-month track starting their field placement locally in the Fall-Winter terms and utilizing the Spring/Summer terms for the out-of-state/national field experience. Students not selected for a national experience will remain at their assigned fieldwork site for the remainder of their field hours.
3. Select from a list of approved fieldwork sites due to the time it takes to open, develop, and approve new sites. OFI recently met with interested alumni in Washington, D.C. who are highly qualified and are offering field placements to students. Our goal is to select a cohort of students who are interested in a placement in Washington, D.C.
4. Be aware that most of the national field placements are for those with a macro method (community organization, social policy /evaluation, and management of human services). There are limited IP sites due to the nature of IP learning and the need to have breadth and depth treatment related experiences.
5. Students however may request that new field placements be developed particularly if there are student hardships, field opportunities located in areas of the country that are generally recognized as "cutting edge" programs, or programs that offer exceptional educational opportunities not available in the local placement area. In order for these sites to be considered for field placement, students must review the procedures below and submit a formal application by the established deadline. Applications will be selected/approved based on placement slot availability and the strength of the application.
6. Understand and accept that all arrangements for travel, lodging, food, and other living expenses related to the national or out-of-state field experience are the responsibility of the student. Some fieldwork sites offer stipends, but the amount varies and will most likely not cover all expenses. **\*BE ADVISED:** The Office of field Instruction does not make nor is responsible for any logistical arrangements related to the national field experience.
7. Utilize the appropriate Educational Agreement/Evaluation that corresponds to their method for their field placement.
8. Work with the Director of Field Instruction or other OFI Field Faculty as their Field Liaison during the course of the placement which may include teleconferences, Skype communication, and possibly participate in a CTools site experience.

### DEADLINES

All applications for out-of-state field credit must be submitted to the Director of Field Instruction by October 16th. Students are encouraged to submit applications earlier if possible as site development and final approval takes time. Applications must follow the format below. After applications are reviewed, students will be interviewed and informed of provisional acceptance by December. Final fieldwork site arrangements may take longer.

#### APPROVAL

In order for the fieldwork site to be approved and the student placed, the following must be met:

- The fieldwork site and the field instructor qualify as an approved site (See OFI Field Manual Section 3.30 - Fieldwork Site Selection and 3.40 - Field Instructor Selection)
- The fieldwork site must complete all required paperwork and sign the Affiliation Agreement
- The student must apply and be accepted by the fieldwork site based on the site's application process

Please see the following link for the proposal guidelines:

[http://ssw.umich.edu/programs/msw/ofl/National\\_Field\\_Placement\\_Guidelines.pdf](http://ssw.umich.edu/programs/msw/ofl/National_Field_Placement_Guidelines.pdf)

## 7 Field Placement Request Materials ~ Placement Listings

The placement process is completed on-line and students are e-mailed the welcoming letter with links to the field placement materials in the summer before school starts. All information regarding the placement process can be found here: <http://ssw.umich.edu/programs/msw/ofl/placementInformation.html>

Students are required to upload a written Goal Statement (Guidelines for Writing a Goal Statement <http://www.ssw.umich.edu/programs/msw/ofl/resume.html> ), and an updated, professional résumé (Guidelines for Writing a Résumé <http://www.ssw.umich.edu/programs/msw/ofl/resume.html> ) when they submit their application on-line. Students are reminded that these documents will be sent to fieldwork sites for review so they should be professionally written. Once submitted, students have agreed to release their field information to prospective fieldwork sites.

The assigned to a Field Educator/Liaison who is responsible for implementing the placement plan once the on-line application is received. These forms must be filled out in their entirety and submitted by the deadline. Materials received past the deadline may result in a delay in the start of fieldwork for that term.

The Student Placement Request Form is very detailed and is utilized by the Field Educator/Liaison to determine "best fit" for a field placement. Students will be asked to complete a section on the form that identifies a list of fieldwork sites and rank order in terms of preference the fieldwork sites they are interested in. Students utilize a web-based slot list ( <http://www.ssw.umich.edu/programs/msw/ofl/slots/> - Placement Listings) to accomplish this. This listing is used to find specific fieldwork sites where the student could accomplish their identified learning goals. This list contains a short description of the field placement, its services, the available student experiences, method, practice area, track that can be accommodated, and URL links to web sites. The placement listing is updated frequently. Students are encouraged to research fieldwork sites utilizing the Placement Listings so they can be prepared and informed prior to meeting with their Field Educator/Liaison.

Information about the student's curriculum schedule and concentration method and practice area are the major factors that influence placement decisions. The student and Field Educator/Liaison assess the student's learning needs relative to the student's concentration, key interests, and any special circumstances the student may present. Then the types of fieldwork settings in which the student's educational goals and interests could be accommodated are explored.

The Office of Field Instruction cannot guarantee that students will be placed in one of their preferred field placements or fieldwork sites, but student requests will be used to help determine appropriate fieldwork sites.

Advanced Standing students should be aware that only under extraordinary circumstances, would they be allowed to seek field placement at the same fieldwork site where they completed their undergraduate BSW field placement. One of the goals of the MSW degree is to provide advanced training as well as exposure to the technical proficiency in the student's elected dual concentration, which includes a major practice method. Additional exposure and experience beyond the BSW experience is required to accomplish this goal.

## 8 Field Placement Assignment

Field Educator/Liaisons are assigned a cohort of fieldwork sites to work with. They are responsible for referring students for placement in their assigned group (Field Educator role) and they also function as the student's Field Liaison for these fieldwork sites (Field Liaison role). Since they are working with these sites during the placement phase and the on-site placement as a Field Liaison for the student, the Field Educator/Liaison develops solid working relationships with the fieldwork site staff and learns the fieldwork site's student referral expectations. Each fieldwork site has a designated contact person (who may or may not be a field instructor) who works with the Field Educator/Liaison to forecast the number of students and the methods that can be accommodated by the fieldwork site for the upcoming academic year. The Field Educators/Liaisons routinely gather information from approved fieldwork sites as to the number of students that can be effectively accommodated, the type and variety of practice assignments afforded, the availability of qualified supervision, in addition to other pertinent data.

When a student expresses interest in a field placement, their Placement Request Application and supporting materials (Goal Statement and Résumé ) are reviewed to ascertain if they meet the fieldwork site expectations. The assigned Field Educator/Liaison contacts the fieldwork site to determine their interest/availability and the student's paperwork is sent electronically to the fieldwork site contact, who will review these materials with their staff and decide whether or not to offer the student an interview.

Many fieldwork sites require that students provide copies of undergraduate and graduate transcripts if they have been accepted for field placement. Because the Registrar's Office cannot provide students with transcripts from other schools, students should bring copies of transcripts from all schools where have been previously enrolled.

In addition, some fieldwork sites will also require additional application procedures and/or letters of reference as part of the routine of applying for a field placement. Students will be notified of these requirements by the assigned Field Educator/Liaison during the placement process.

The fieldwork site interviews only those students they feel best match their needs and ability to offer the type/kinds of student training that the student requires. All students must successfully interview and be selected for placement by the fieldwork site. Every effort will be made to assign students to fieldwork sites according to their expressed preferences. However, given that our program is very large, competition is stiff for many of the field placements. Students shouldn't be discouraged if they are not accepted for their first choice. As their assigned Field Educator/Liaison will work with them to secure an appropriate placement.

## 9 Field Placement Interview

A key element involved in securing a field placement is the interview with the potential field instructor. It is an opportunity for the student to learn about the field placement and for fieldwork site to learn about the student. This interview gives the student a chance to share their interests, their previous experiences, and discuss the skills they would like to acquire. The outcome of the interview will determine if the field placement will be able to meet the student's learning goals and if the field placement will be a good "fit" for the field instructor and the student. The interview process allows the students to practice their job interviewing skills, to meet and be evaluated by the potential field instructor, to learn about the field placement expectations, and become familiar with the functions of the fieldwork site. It also gives the field instructor the opportunity to determine if the student would meet the needs and standards of the fieldwork site.

The Field Educator/Liaison and/or field placement contact person will call the student to arrange the interview. When contacted, students should return the call promptly and leave their name, a return number, and the best times to be reached by the contact person. Students should also mention that they are enrolled at the University of Michigan School of Social Work and give the name of the Field Educator/Liaison who referred them. Many fieldwork sites are very busy so it is important to give the contact people a reasonable amount of time to return the inquiry. Fieldwork site interviews should be handled like a job interview, so students are reminded to wear appropriate professional attire. see Tips on Dressing For Field: "Dress for Success Tips: Creating a Professional Impression" ( [http://www.ssw.umich.edu/programs/msw/ofi.Field\\_Placement\\_Dress\\_Code.pdf](http://www.ssw.umich.edu/programs/msw/ofi.Field_Placement_Dress_Code.pdf) ) and Tips on Interviewing for a Field Placement ( <http://www.ssw.umich.edu/programs/msw/ofi/interviewing.pdf> ).

The Field Educator/Liaison will electronically send the student's paperwork to the fieldwork site contact person to review but students should take additional copies of their Goal Statement and Résumé to the placement interview.

During the interview, fieldwork site personnel assess the student's level of interest, suitability for the general type of assignments they have in mind, and fieldwork schedules. Typically, it is at this point that placement decisions are finalized. However, if there are well-founded reservations about the suitability of the match between the fieldwork site and the student, the Office of Field Instruction should be informed at once by the student and/or the fieldwork site contact person so alternate placement planning can begin.

## 10 Policy On Unsuccessful Field Placement Interviews

Students are required to successfully interview and be officially accepted by the fieldwork site in order to proceed with the field instruction courses (SW 515, SW 531 and SW 691). Occasionally, a student is not accepted for placement after the initial interview because the fieldwork site thinks that the student is not appropriate professionally. Inappropriateness can include, but is not limited to, arriving late for an interview or not calling/showing up at all; unprofessional behavior, dress or language during the interview; unsuitable affect during the interview, or exhibiting behavior deemed not acceptable/suitable to the fieldwork site.

If a student is not accepted for a field placement after two different interviews for reasons of perceived professional inappropriateness, the student will not be allowed to interview at another fieldwork setting until a meeting occurs between the student, the assigned Field Educator/Field Liaison, the Director of Field Instruction, and/or the student's Faculty Advisor. The purpose of the meeting will be to assess and address the problematic behaviors, assist the student in correcting them, and establish deadlines by which the student must be accepted by a fieldwork site that term.

If the third interview is also unsuccessful, the student will be referred to the Associate Dean for Educational Programs. The Associate Dean may bring the matter up to the Academic Concerns Committee which reviews students in academic difficulty. If a student is not placed by mid-term, the student may need to drop field instruction credits for that term and add field instruction credits in the subsequent term. This may mean that the student must enroll for an additional terms.

For additional information please see the SSW Student Guide Volume 1 Chapter 14: Definitions. and Chapter 15: Academic Standing and Academic Difficulty.

## 11 Field Placement Verification Form

After the field placement is finalized, students are required to submit a Field Placement Verification Form ( <https://www.ssw.umich.edu/ofi/forms/fieldPlacementVerification/index.html> ). This form must be submitted on-line each term students are enrolled in field instruction. Field instructors are provided a password in order to verify the information on the form. Should students fail to submit this form by the deadline, their grade for field instruction may be impacted.

This form documents the final placement contact information, the days/hours the student will be dedicating to fieldwork, and confirms the number of credits the student is registered for. This information is entered into the shared student database and is utilized to confirm field instruction registration and emergency contact information while students are in fieldwork. It also provides the assigned Field Educator/Field Liaison the student's placement schedule so that the required site visit can be scheduled.

Finally, the signatures of the student and the field instructor document that everyone has reviewed sections of the Office of Field Instruction Field Manual Chapters 2 (Field Manual Purpose, Professional Mandates, and Prerequisites) and Chapter 7 (Guidelines for Student Safety).



## 7 Guidelines for Student Safety

## 1 Guidelines for Student Safety

University of Michigan Campus Safety Handbook: <http://police.umich.edu/docs/clery.pdf>

### Safety Training Workshop

Many students arrive at their field placement with concerns about personal safety that can significantly impact their learning opportunities and their experiences. Due to increasing incidents of violence against social workers, the School is attempting to make students aware of safety issues and to be better prepared to handle potentially dangerous situations. A required Safety Training Workshop is held for all incoming/new students during the week of orientation. Students should review the "Student Safety: Identifying & Reducing Risk" power point: [http://www.ssw.umich.edu/programs/msw/ofl/student\\_safety/powerpoint\\_files/frame.htm](http://www.ssw.umich.edu/programs/msw/ofl/student_safety/powerpoint_files/frame.htm) and the Safety Orientation Webinar <http://ssw.umich.edu/programs/msw/ofl/orientationfolder.html> prior to beginning their field placement. Content includes raising personal awareness, history and common profiles, warning signs, intervention skills to de-escalate potentially violent client situations, prevention, intuition, and management of dangerous situations at home, on the street, while traveling, in public places, and in fieldwork. During the workshop, students will get a chance to process safety scenarios in small group discussions and handouts are provided. Because safety issues relate to fieldwork, campus life, and many other settings, general information about risk assessment and reduction is important. This information can be used to assess environmental risk levels, determine if a client or another individual could be dangerous, make decisions about managing risky situations, or protect oneself or clients. The goals of the Safety Training Workshop are to:

- o Raise student consciousness about potential violence and place such violence in a contextual frame so that students maintain empathy with clients.
- o Place emphasis on preventing violence by providing students with knowledge of precautionary measures, including alertness to possible danger signals about the immediate environment and behavior of clients.
- o Encourage students to assume responsibility for their own safety and to trust their feelings and intuition.
- o Help students develop a framework and various options for responding to potential dangers.
- o Provide content that is consistent with social work values and principles and congruent with the School's curriculum.

### Guidelines for Risk Reduction

It is sometimes difficult to predict when dangerous incidents will occur. The factors most often considered to be predictors are: history of violent behavior, and abuse of drugs and/or alcohol. Aggressive behavior may be direct or indirect; determinants include fear, anger, over-stress, chemical alteration, need for attention or power, and paranoia. The important variable is the intent or perceived intent of the individual who appears to be dangerous. It is important to determine whether the behavior is a characteristic adaptive style or if it is reactive to a particular situation. However, the best protection in a threatened or actual assault is to follow one's intuition. Problem-solving skills are also transferable to risky situations: gather data, evaluate the information, decide on a course of action based on the evaluation, implement it, evaluate the outcome and adjust accordingly. This process may occur in an instant or over a longer period of time.

Several basic goals should be the focus of all risk management programs. They include the following:

- o Protect the client, staff, and others in the environment.
- o Help the individual gain control with the least amount of pain and guilt.
- o Help the individual focus on the source of anger, fear, frustration, etc.
- o Assist the individual to express these feelings verbally rather than in actions.

### Personal Guidelines for Risk Reduction

Attempts to improve personal safety can be realized by following the guidelines below:

- o Walk with a sense of purpose. Be aware of body language.
- o Be alert to people around you. Beware of strangers who approach and speak to you. Keep at a safe distance and keep moving. Do not give money to people who ask for it.
- o Do not walk on the side of the street where people are loitering, walk on the outside of the sidewalk.
- o Be aware of safe places such as stores, library, school, and community centers to use for refuge.

- o Do not carry a purse or bag. If you must carry one, conceal it or use a shoulder bag or backpack.
- o Wear sensible appropriate clothing.
- o Assess multi-story buildings for safety. Observe elevator interior before entering, if unsafe, wait for the next elevator or consider taking the stairs; be aware of who is in the stairwell and how far apart the exits are.

## 2 Field Placement Guidelines For Risk Reduction

Fieldwork sites are expected to provide students with specific orientation to field placement policies and procedures regarding risk management. If the field instructor does not provide this orientation, students must ask for it. Students should also learn about the fieldwork site's informal methods for assessing and handling risky situations. Each situation is different, but the guidelines that follow may generally apply in the management of potentially dangerous situations:

- o Appreciate realistic limitations. Be reasonable about what is and is not possible. Know when to stay and leave. A sound preventive approach is to avoid seeing clients with reputations for unprovoked assaults or those in acute paranoid psychotic distress in an empty office without back-up staff or security available
- o Keep your work area as safe as possible, keeping it clear of items which could be harmful to anyone involved in a physical intervention. For example, keep objects, which can be used as weapons (e.g., ashtrays, sharp objects, and a hot cup of coffee) away from potentially aggressive clients
- o When possible, alert available staff members that assistance may be needed before entering
- o Act calmly. Keep the scream out of your voice. An emotional or aggressive response to a distraught individual is likely to reinforce that person's aggression. Remember, clients and others who are violent are often reacting to feelings of helplessness and loss of control. Therefore, you need to be in control of the situation
- o Take a non-threatening posture to avoid appearing confrontational, but take a protected posture as well. This usually means standing slightly sideways to the individual, at a safe distance away from sudden lunges, punches, and kicks, with arms and hands held near the upper body for possible quick self-protection. Avoid a stare-down by periodically breaking eye contact
- o Don't walk away from the individual who is escalating. Acknowledge the individual's feelings and attempt to talk them down. Encouraging the individual to sit down may sufficiently delay or divert the possibility of attack. Usually, a one-to-one situation with available staff at a distance works well. The most appropriate staff member to be with the individual is the one who has the best rapport with them, not necessarily the staff with the most authority or rank
- o Observe the progress of the aggression and the stages of escalation. Identify those actions on your part which serve to calm and those which serve to inflame the individual, and act accordingly
- o Avoid sudden movements or the issuance of strident commands, as these may only inflame the individual. Whenever possible, allow the individual to make behavioral choices. Directives or alternatives should be stated concretely and in terms of actions, which can be performed immediately
- o Be direct and state clearly and specifically the required or prohibited behavior
- o Allow the individual to choose between two acceptable behavioral alternatives
- o Do not touch the individual unless you are willing to restrain them; and only when you have been trained by the fieldwork site and always act in a manner consistent with all fieldwork site protocols

### What To Do If Attacked or Seriously Threatened During Fieldwork

- o Follow fieldwork site procedures to manage the immediate situation and report the incident.
- o Get any needed medical care, notify, and debrief with your field instructor.
- o **IMMEDIATELY report the incident to your Field Educator/Liaison and/or the Director of Field Instruction in the Office of Field Instruction 734.764.5331, or the Office of the Associate Dean for Educational Programs 734.763.2345.**

Recognize that a physical attack or threatening behavior is frightening and that you may respond emotionally to the stress. Seek help if needed.

### Closing The Loop: Field Placement Issues

Fieldwork sites are encouraged to have policies and procedures regarding employee and student safety. These policies should be reviewed, prioritized, and reinforced on a regular basis.

Students need to be:

- o Exposed to triaging client situations, peer review (where possible), and the importance of seeking consultation in potentially unsafe situations

- o Instructed about cases that are "at risk" and students should receive more intense supervision, consultation and monitoring with these cases
- o Debriefed after any incident

### **3 Field Placement Safety Orientation**

#### Field Placement Safety Orientation Should Include:

- o Information about the prevalence of, or potential for, violence while in the field placement assignments.
- o Orientation to the surrounding community and neighborhoods, or areas where the student may work, and discuss concerns that students may have regarding their work in a community-based setting
- o Opportunities for students to observe and shadow their field instructor on community-based visits
- o Opportunities to observe and mentor students on community-based visits
- o Provide resources such as safety training, pagers, cellular telephones, etc. to students for community-based visits if available to staff
- o Carefully consider all assignments given to students and assess the assignments' potential for risk, as well as the student's ability to perform the assignment
- o Should develop safety protocols, including building and office security, emergency procedures, management of violent clients, and train students in home visit safety procedure and working with high risk clients
- o Infectious disease control procedures and OSHA requirements
- o Discussion and evaluation regarding student's use of their personally owned vehicle specifying that the vehicle is insured and in good working order when it is appropriate to transport clients on fieldwork business. The transportation of clients in personally owned vehicles is highly discouraged due to liability concerns and insurance issues

For additional information, please see the SSW Student Guide, Volume 1, Chapter 21.04: Campus Safety Statement.

#### 4 References & Additional Resources For Safety Preparation

The following web sites have useful information regarding safety issues:

<http://police.umich.edu/docs/clery.pdf> (University of Michigan Campus Safety Handbook).

[http://ssw.unc.edu/fcrp/cspn/vol3\\_no2.htm](http://ssw.unc.edu/fcrp/cspn/vol3_no2.htm) (North Carolina Division of Social Services Resource Book).

##### Additional Resources:

Brown, R., Bute, S., & Ford, P. (1986). *Social workers at risk: The prevention and management of violence*. Hampshire, England: Macmillan Distribution Limited.

DeBecker, G. (1997). *The gift of fear*. New York, NY: Little, Brown & Company.

Dillon, S. (1992). *Social workers: Targets in a violent society*. New York Times, p. F11.

Dillon, S., & Wiernik, J. (1992). *Dangers are rising for social workers*. New York Times, p. A1.

Fernandez, T. (1995). *Stop in your tracks: An alternative to violence*. (Available from Concept Media, P.O. Box 19542, Irvine, California, 92623-9542, 800-233-0727).

Griffin, W., Montsinger, J., & Carter, N. (1995). *Personal safety handbook: Targeting safety in human services*. (Available from Independent Living Resources, Inc., 411 Andrews Road, Suite 230, Durham, North Carolina, 27705, 800-820-0001).

Griffin, W. V. (1994). *Staff safety-Early warning*. Durham, NC: Brendan Associates & ILR, Inc.

Griffin, W. V. (1995). "Social worker and agency safety." *Encyclopedia of Social Work*, 19th ed.

Horehsi, C., Garthwait, C., & Rolando, J. (1994). *A survey of assaults and violence directed against child protection workers in a rural state*. *Child Welfare*, 73, 173-179.

Jayarathne, S., Vinokur-Kaplan, D., Nagda, B. A., & Chess, W. A. (1996). *A national study on violence and harassment of social workers by clients*. *Journal of Applied Sciences*, 20, 1-13.

Jennings, J. (1994). *Personal safety training for empowering social work students*. Paper presented at the 40th Annual Program meeting of the Council on Social Work Education, Atlanta, GA.

Kaplan, S. G., & Wheeler, E. G. (1983). *Survival skills for working with potentially violent clients*. *Social Casework*, 64, 339-46.

Lehmann, L. S., M.D. (1983). *Training personnel in the prevention & management of violent behavior*. *Hospital and Community Psychiatry*, 34, 40-43.

Littlechild, B. (1995). *Violence against social workers*. *Journal of Interpersonal Violence*, 10, 123-130.

MacFadden, R. J. (1980). *Stress, support and the frontline social worker*. Toronto, Canada: University of Toronto.

Mayer, J. E., & Rosenblatt, A. (1975). *Encounters with danger: Social workers in the ghetto*. *Sociology of Work and Occupations*, 2, 227-245.

Newhill, C. E. (1992). *Assessing danger to others in clinical social work practice*. *Social Service Review*, 64-84.

Newhill, C. E. (1995). *Client violence towards social workers: A practice and policy concern for the 1990's*. *Social Work*, 40, 631-636.

Norris, D. (1990). *Violence against social workers: The implications for practice*. London: Unwin Hyman.

Schultz, L. G. (1987). *The social worker as a victim of violence*. *Social Casework*, 68, 240-44.

Schultz, L. G. (1985). *Violence against social workers: Proposed interventions*. Morgantown, WV: School of Social Work, University of West Virginia.

Star, B. (1985). *Patient-violence, therapist safety*. *Social Work*, 29, 225-230.

Street Smarts: *How to Avoid Becoming a Victim with Detective J.J. Bittenbinder*. (1992). (Available from Video Publishing House, Inc., 930 N. National Parkway, Suite 505, Schaumburg, Illinois, 60173-9971, 800-824-8889).

Toscano, G., & Weber, W. (1995). *Violence in the workplace*. U.S. Department of Labor, Bureau of Labor Statistics.

Tupin, J. P. (1983). *The violent patient: A strategy for management & diagnosis*. *Hospital and Community Psychiatry*, 34, 37-40.

Weinger, S. (2001). *Security risk: Preventing client violence against social workers*. Washington, D.C.: NASW Press.

Yelaja, S. A. (1965). *The concept of authority and its use in child protective services*. *Child Welfare*, 514-22.

## 8 Field Instruction Curriculum, Documentation, Evaluation Process, and Grading

### 1 Field Instruction Curriculum, Documentation, Evaluation Process and Grading

This section contains information regarding the field instruction curriculum requirements, explanation about the Educational Agreement/Evaluation forms, the evaluation process, and the field seminars.

## 2 Educational Agreement/Evaluation ~ Documenting the Student Learning Experience

Field instruction strives to address and create opportunities for students to develop a working knowledge of the social work profession while integrating values and ethics. The goal is to encourage students to master their classroom learning and integrate this with their field-based professional practice behaviors/activities under the guidance and supervision of their field instructor. Field-based learning differs from the classroom-based learning in that the experience is more directive, immediate, and personal. Field-based learning is an active, reflective process with a heavy emphasis on participation.

### *General Information*

Students and field instructors are required to use the School's Educational Agreement/Evaluation forms. Each Agreement contains specific field competencies that the student will strive to obtain at the Foundation and Advanced levels. The forms should be downloaded from the Office of Field Instruction's web site ( <http://www.ssw.umich.edu/programs/msw/ofi/agreementsForms.html> ). Students download the form appropriate to their level and practice method if enrolled in advanced field.

### *Field Competencies*

Student's field performance is measured and evaluated utilizing a prescribed set of field instruction competencies relative to Foundation or Advanced practice which have been developed by the School's Curriculum Committee, approved by the governing faculty and meet the CSWE standards ( <http://www.cswe.org/NR/rdonlyres/2A81732E-1776-4175-C4265974E96BE66/0/2008EducationalPolicyandAccreditationStandards.pdf> ). These competencies are found in the respective Educational Agreements/Evaluation instruments pertaining to Foundation and Advanced field instruction.

### *The Process of Completing the Educational Agreement*

Students will be oriented to the use of the Agreements in pre-field orientation sessions where the Field Instruction Skill Inventory ( [http://ssw.umich.edu/programs/msw/ofi/Field\\_Instruction\\_Skill\\_Inventory\\_Instructions.pdf](http://ssw.umich.edu/programs/msw/ofi/Field_Instruction_Skill_Inventory_Instructions.pdf), [http://ssw.umich.edu/programs/msw/ofi/Field\\_Instuction\\_Skill\\_Inventory.pdf](http://ssw.umich.edu/programs/msw/ofi/Field_Instuction_Skill_Inventory.pdf) and Planning Worksheets: Foundation: [http://ssw.umich.edu/programs/msw/ofi/Foundation\\_Educational\\_Agreement\\_Worksheet.pdf](http://ssw.umich.edu/programs/msw/ofi/Foundation_Educational_Agreement_Worksheet.pdf) or Advanced [http://ssw.umich.edu/programs/msw/ofi/Advanced\\_Educational\\_Agreement\\_Worksheet.pdf](http://ssw.umich.edu/programs/msw/ofi/Advanced_Educational_Agreement_Worksheet.pdf) ) will be utilized.

It is the responsibility of the student to initiate with the field instructor, the required Educational Agreement/Evaluation and gather all necessary signatures. On the Agreement, students fill in required demographic data, specify their work schedules, the supervision time, other staff who will be working with the student, etc. Under each field competency, students will identify specific culturally competent professional practice behaviors in conjunction with the field instructor which illustrate how the student plans to achieve the field competency. These should include a professional focus, a personal focus, exhibit classroom knowledge/integration, and include a focus on privilege, oppression, diversity and social justice (PODS). The Professional Development field competency addresses the importance and process regarding student supervision. See Office of Field Instruction Field Manual Chapter 3 Section 12 regarding Student Supervision for further detail about this.

After the student and field instructor complete and sign the Educational Agreement/Evaluation form, the student should make one copy for their record and submit the original to their Field Educator/Liaison for review and approval. The original Agreement is returned to the student to utilize throughout the course of the field placement and is subsequently utilized as the evaluation tool at the end of the term.

Educational Agreement/Evaluations are due at the beginning of each term the student is enrolled and will be reviewed and monitored. Any modifications should be consistent with the student's skills, competencies, and interests; the School's requirements for field instruction; and the agency's expectations regarding fieldwork. Field Educator/Liaisons are unable to determine a grade for the field instruction courses if all evaluative material is not submitted by the established deadline each term. These forms remain part of the student's permanent academic



record and are the primary documents used for licensing and other purposes to verify the student's fieldwork experiences after graduation with written student permission.

### **3 Foundation Field Instruction Educational Agreement/Evaluation Form**

Students enrolled in Foundation field instruction complete the Foundation Field Instruction Educational Agreement/Evaluation Form ( <http://www.ssw.umich.edu/shared/forms/Foundation515.pdf> ). This form reflects the objectives for Foundation field instruction (SW 515), which focuses on generalist practice. As such, students should be exposed to multiple social work roles and skills applicable to different problems, constituencies, settings, and multiple levels of practice. Therefore, assignments must include both micro and macro methods.

The Foundation Educational Agreement/Evaluation form is designed to assist students in gaining competency with generalist level of practice focusing on the following field competencies:

- o Professional Identity
- o Values and Ethics
- o Critical Thinking
- o Diversity
- o Social and Economic Justice
- o Research
- o Human Behavior and the Social Environment
- o Social Policy
- o Organizational Context
- o Engagement
- o Assessment
- o Intervention
- o Evaluation
- o Professional Behavior

In addition, students will identify specific, measurable, professional practice behaviors which will illustrate skill development which are designed to guide and help the student and field instructor focus on the acquisition of the overall competency. While being educationally focused, student assignments must contribute to the actual work of the fieldwork site. Students and field instructors are also encouraged to add comments as appropriate to each competency. The goal is for the student to have field-based opportunities which will assist them in deepening, extending, and applying foundation level knowledge and skills.

For additional information, please refer to the SSW Student Guide, Volume 2, Chapter 3: Foundation Requirements.

#### 4 Advanced Field Instruction Educational Agreement/Evaluation Form

Students enrolled in Advanced field instruction complete one form ( <http://www.ssw.umich.edu/programs/msw/ofi/forms-students.html> ) for their dual concentration (practice method and practice area. This form reflects the field competencies for Advanced field instruction (SW 691), which focuses on developing knowledge and skills in the student's chosen dual concentration. Students are assigned a particular Educational Agreement/Evaluation form based on their practice method (interpersonal practice, community organization, management of human services or social policy and evaluation). This will allow the student to develop specific field-based competencies related to their chosen method as well as to identify specific practice area field-based competencies.

The Advanced Educational Agreement/Evaluations are based on the course statements for the practice methods (interpersonal practice, management of human service, community organization or social policy/evaluation) and the practice areas (children & youth in families and society, aging, health, mental health or communities and social systems). All method area competencies and practice area competencies have been developed by specific faculty work groups, approved by the Curriculum Committee, and approved by the governing faculty.

The Advanced Educational Agreement/Evaluation forms are designed to assist students in gaining competency at the advanced level of practice focusing on the following field competencies:

- o Engagement
- o Assessment
- o Intervention
- o Evaluation
- o Values and Ethics
- o Research
- o Professional Behavior
- o Specific Practice Area Competencies. These will focus on the field competencies listed below as they relate to the student' assigned practice area (aging, children & youth, communities and social systems, health, or mental health)
  - o Professional Identity
  - o Critical Thinking
  - o Diversity
  - o Human Behavior and the Social Environment
  - o Organizational Context
  - o Social and Economic Justice
  - o Social Policy

Students will identify specific, measurable, professional practice behaviors which will illustrate skill development which are designed to guide and help the student and field instructor focus on the acquisition of the overall competency. While being educationally focused, student assignments must contribute to the actual work of the fieldwork site. Students and field instructors are also encouraged to add comments as appropriate to each competency. The goal is for the student to have field-based opportunities which will assist them in deepening, extending, and applying advanced level knowledge and skills.

Students participating in an International Field Placement will utilize the International Educational Agreement form found here: <http://ssw.umich.edu/programs/msw/ofi/forms-students.html>

#### *Minor Practice Method in Field Instruction*

Students who elect a minor method should attach the required minor page to their primary Educational Agreement/Evaluation. The form should include field competencies and professional practice behaviors that will reflect the student's learning related to their minor practice method. These competencies should be taken from the competencies outlined from the Advanced field instruction Educational Agreement-Evaluation form that

matches the student's minor practice method. Students are reminded that the minor method for field instruction cannot be undertaken in Foundation sequence.

For additional information, please refer to the SSW Student Guide Volume 2 Chapter 4: Dual Advanced Concentration, Chapter 5: Advanced Curriculum Objectives, Chapter 6: Practice Method Concentration, and Chapter 7: Practice Area Concentration.

## 5 Field instruction Evaluation Process

Evaluation is both an individual and a shared process and should be considered a springboard for growth. Interaction in each student-field instructor supervisory conference has evaluation components. At the end of the term, the field instructor and the student formalize the evaluation process by utilizing the assigned Educational Agreement/Evaluation form. Positive learning requires constant feedback. Therefore, students should be kept informed as to how they are doing throughout the placement as opposed to receiving feedback at the end of the term. The regular supervisory conference held with the student and the field instructor(s) is a vehicle for feedback. While a formal written midterm evaluation is not required, all students and field instructors should engage in a formal conversation to verbally dialogue about the student's performance at the mid-point in each term.

The longer a problem goes on, the longer the problem will take to solve. Performance expectations vary with Foundation and Advanced field instruction and increase with each term of placement. Beginning competency is expected in Foundation field instruction, while greater mastery is expected in Advanced field instruction. With each successive term, students should be able to work more independently, and with increasingly difficult or complex fieldwork assignments.

If the student disagrees with the content of the evaluation, he or she should feel free to write an addendum to the evaluation, and attach it to the form.

See Field Manual Section 7.21 Evaluation Instrument Performance Criteria for more detailed information on the rating criteria used on the form.

### *Term Hours Page*

Both field instructor and student are required to sign, date and enter the number of hours completed during the term on the Term Hours page of the evaluation form. If the student has both a primary and a secondary field instructor, both signatures are required on the evaluation instrument. **EVALUATIONS WILL BE CONSIDERED INCOMPLETE IF THEY ARE NOT SIGNED BY ALL PARTIES, DATED OR HAVE THE HOURS ENTERED ON THE FORM. INCOMPLETE EVALUATIONS MAY AFFECT THE STUDENT'S GRADE FOR THE TERM.**

### *Written Narrative*

The field instructor is also required to complete a written narrative regarding the student's performance each term. Guidelines for the field instructor narrative are found at <http://ssw.umich.edu/programs/msw/of/agreementsForms.html>. These include specific topics that reflect the field instructor's perception of the student's skill development related to the term of field and are gauged to mirror the student's development utilizing a beginning, middle, and end reflection. This must be signed and dated by the field instructor.

### *Student Self-Assessment*

Students are required to complete a Self-Assessment every term and attach it to the completed Evaluation Form. Guidelines for the Self-Assessment can be found at <http://www.ssw.umich.edu/programs/msw/of/agreementsForms.html>. Students are required to document their goal achievement and provide personal reflections on their fieldwork experience each term utilizing the specific topics that reflect their perception of their individual skill development related to the specific term of field enrolled in. Again, these are written so as to mirror the field instructor's perceptions of the student's development utilizing a beginning, middle, and end reflection. This personalized assessment utilizes a graduated series of questions designed to help the student identify their personal and professional growth throughout their experience in the social work program.

Students participating in an international field placement will be required to utilize the "Students In International Placements" found here:

<http://ssw.umich.edu/programs/msw/of/agreementsForms.html>

## 6 Evaluation Instrument And Rating Scale

At the end of every term, this document serves as the evaluation tool whereby the field instructor will rate the student on the achievement of the overall field competency utilizing the progress students have made on the individual professional practice behaviors. Field instructors and students should note their individual comments on the learning experience in the area provided. Minimally and Does Not Meet scores require a field instructor assessment that supports the score.

It is suggested that copies be made of this instrument so that the student and field instructor can complete their individual preliminary ratings and then discuss/negotiate the final ratings on the permanent instrument. During this conversation, the final ratings can be discussed, which will promote growth and identify areas for continued improvement. The field instructor is responsible for completing the final ratings for each competency on the approved form. Written comments on each competency are encouraged but not required by the student and the field instructor to add depth, clarity, and to personalize the evaluation. **Any rating of Minimally Meets Expectations and Does Not Meet Expectations does REQUIRE however a field instructor comment.**

The Field Educator/Liaison is responsible for issuing a grade each term based on the field site visit, the instructor's written narrative, and the performance criteria ratings completed by the field instructor on the form. These rating scale is as follows:

AC = Advanced Competence (5): Able to skillfully demonstrate awareness, knowledge, and expertise. Practice behaviors are handled in a highly competent manner, and the student demonstrates high levels of understanding and proficiency.

C = Competent (4): Consistently demonstrates awareness, knowledge, and skills. Practice behaviors are handled in a competent manner, and the student demonstrates high levels of understanding and proficiency.

EC = Emerging Competence (3): Inconsistently demonstrates awareness, knowledge, and skills. Practice activities are handled with some difficulty, and the student has not demonstrated a strong level of understanding of proficiency. Additional training may be necessary.

IP = Insufficient Progress (2): Rarely demonstrates awareness, knowledge, and skills. Practice behaviors are handled with many difficulties and the student is unable to demonstrate an adequate level of understanding or proficiency. Corrective action and additional training are required.

UP = Unacceptable Progress (1): Unable to demonstrate awareness, knowledge, and skills. Most practice behaviors are handled with a high degree of difficulty and the student is unable to demonstrate a fundamental level of understanding and proficiency.

NA = Not Applicable: No opportunity this term to complete this practice behavior or competency.

## 7 Grading Policies

As with any course, the grade a student receives is influenced by the quality and the timeliness of turning in assignments. In the case of fieldwork, the Placement Verification Form, the Educational Agreement/Evaluation form and the Student Self-Assessment are required assignments. Students are responsible for knowing the due dates by which assignments are to be submitted for the term. Students cannot qualify for a passing grade if the assignments are not turned in.

The grading system is 'S' (Satisfactory), 'M' (Marginal), and 'U' (Unsatisfactory) for field instruction courses SW 515 Foundation field instruction, SW 531 Foundation Field Instruction Seminar, and SW 691 Advanced field instruction. The student's Field Educator/Field Liaison is responsible for grading. Grades are based upon the student's performance in fieldwork. The Field Educator/Field Liaison determines the grade through examination of the following information sources and documents:

- o Reference to the student's Educational Agreement/Evaluation and appropriate course statements.
- o The field instructor's written evaluation of the student's performance.
- o Records, reports, logs, and other written materials produced by the student.
- o Verbal assessments of specific aspects of the student's performance provided by the field instructor during the site visit and other times as well as input from other fieldwork personnel involved in field instruction.

See the Office of Field Instruction Field Manual Chapter 5 Section 10 for specific grading policies for students placed in the public schools.

Students are expected to adhere to the NASW Code of Ethics, to follow fieldwork site policies and procedures, and to otherwise conduct themselves in a professional manner. Failure to meet these expectations will be reflected in fieldwork grades and/or may result in other action taken by the School.

For students requiring 15 total field instruction credits, no more than 3 credits of a Marginal ('M') grade in Foundation field instruction (SW 515 and SW 531) will count toward the MSW degree. Students who receive a 'M' grade in SW 515 will be placed on academic probation. If the student receives an 'M' in Foundation field instruction, the student may enroll in Advanced field instruction in the following term. The student does not have to repeat the hours or the credits. The student must work closely with their Faculty Advisor and Field Educator/Liaison to develop a plan for removal of probationary status.

All students must receive Satisfactory ('S') grades for the 12 required Advanced (SW 691) field instruction credits. Students who do not meet this requirement (students who receives a marginal ('M') grade in Advanced field instruction) must complete additional fieldwork. The number of credits/hours that will need to be repeated depend on the circumstances involved. Students with a 3 credit exemption from Foundation field instruction (SW 515 and SW 531) will have the exemption revoked if a grade below "S" is received after the completion of the first term of advanced field instruction.

Students receiving an "M" Grade and who complete additional hours of fieldwork in a subsequent term and receive a grade of "S" for this work in this term will be eligible to have the previous "M" grade changed to a grade of "MS".  
Note: A grade of "MS" stays on your academic record permanently.

Students receiving an "M" Grade and who complete additional hours of fieldwork in a subsequent term and receive a grade of "S" for this work in this term will be eligible to have the previous "M" grade changed to a grade of "MS".  
Note: A grade of "MS" stays on your academic record permanently.

No student may receive credit for an Unsatisfactory ('U' ) grade in field instruction.

## 8 Field Instruction Grading Explanations

Grading for field instruction is as follows below. Students placed in a school (K-12) field placement should see the grading policy for school placements found in the Office of Field Instruction Chapter 5 Section 10.

**'S' Grade (Satisfactory)** is used when the quality of performance is acceptable and credit is granted for the course. The student has demonstrated through performance in fieldwork at least 80% proficiency in all of the skills or skill levels identified in the appropriate course statement, as well as those specified in the Educational Agreement/Evaluation.

**'M' Grade (Marginal)** is used when the quality of performance is less than satisfactory, but short of failing. The student has demonstrated through performance in the fieldwork 60% to 79% proficiency in all of the skills and skill levels identified in the appropriate course statement, as well as those specified in the Educational Agreement/Evaluation. Students receiving an "M" Grade and who complete additional hours of fieldwork in a subsequent term and receive a grade of "S" for this work in this term will be eligible to have the previous "M" grade changed to a grade of "MS". Note: A grade of "MS" stays on your academic record permanently.

Students receiving an "M" Grade and who complete additional hours of fieldwork in a subsequent term and receive a grade of "S" for this work in this term will be eligible to have the previous "M" grade changed to a grade of "MS". Note: A grade of "MS" stays on your academic record permanently.

**'U' Grade (Unsatisfactory)** is used when the quality of performance is inadequate and no credit is granted. The student has failed through performance in fieldwork to demonstrate at least 60% proficiency in all of the skills and skill levels identified in the appropriate course statement as well as those specified in the Educational Agreement/Evaluation.

**'I' Grade (Incomplete)** is used when illness or other compelling reasons prevent completion of work, and there is a definite plan and date for completion of course or fieldwork approved by the field instructor/Field Liaison. An 'I' may also be issued when a student fails to submit required field paperwork by the published deadline. Any 'I' grade remaining on a student's record more than two terms after the conclusion of the term in which the grade was awarded reverts to a permanent Incomplete, and credit can be earned only by retaking the course. This limit includes the Spring/Summer term and applies regardless of the student's subsequent enrollment. However, if at the time the instructor agreed to the 'I', an earlier date of submission and/or completion of final work was agreed upon then this date takes precedent over the two-term policy. A change in grade will not be accepted after two terms for any reason other than clerical error. Any exceptions to this policy must be approved by the Associate Dean for Educational Programs. Note: A grade of 'I' stays on your academic record permanently. If you make up the course or fieldwork according to the guidelines stated above, your grade for the course will appear on your academic record as, for example, IB+ or IS.

**'NR' Grade (No Report)** is used when the reason a grade cannot be issued is due to factors related to the Field Educator/Field Liaison or field instructor and not due to any problem on the part of the student. 'NR' grades are rare and are temporary.

**'Y' Grade** is used when the work exceeds the term's time limit rather than when the student is unable to complete work designed to be finished within the term. 'Y' grades are typically issued when lack of completion is due to structural factors, such as placement into an fieldwork site that would not allow for completion within the normal semester time frame. A 'Y' can be issued whether lack of completion is due to late placement or placement in an fieldwork site that is designed to require work beyond the end of the semester. 'Y' grades are not used when work is not completed due to illness, lack of submission of paperwork by deadlines, or other factors related to the student. See 'I' grading above.

**'W' Grade (Withdrawal)** is shown on student transcripts for all courses dropped after the drop/add deadline. Students withdrawing from courses for health-related reasons may petition the Associate Dean for Educational

Programs to have those courses with a 'W' designation removed permanently from the transcript.

**9 SW 515: Foundation Field Instruction Curriculum CREDITS: 2**

PRE-REQ: Only those students admitted to the School of Social of Social Work in good standing to the 16-month, 20-month or extended degree curriculum tracks are eligible to be enroll in Foundation Field Instruction. The procedures for student assignment to a field placement includes the fact that a reasonable amount of time allocated to facilitating the placement, that the selection of the fieldwork site involves matching student interests with fieldwork site capabilities and that the student is accepted after interviewing with a potential field instructor.

APPLIES TO & METHOD TYPE: FOUNDATION FIELD INSTRUCTION (SW 515):

Field Foundation field instruction is intended to help students apply foundation knowledge of social work skills, values, and ethics in a fieldwork setting. The course consists of a field placement and concurrent enrollment in the Foundation Field Seminar. The field instruction experience in conjunction with the Foundation Field Seminar will provide the student with the opportunity to become proficient in applying the required field competencies through the application and development of skill as articulated in professional practice behaviors. The field competencies for Foundation field instruction are indicated below and are found on the Educational Agreement/Evaluation tool that is used in this course.

- o Professional Identity
- o Values and Ethics
- o Critical Thinking
- o Diversity
- o Social and Economic Justice
- o Evidenced-Based Research
- o Human Behavior and the Social Environment
- o Social Policy
- o Organizational Context
- o Engagement
- o Assessment
- o Intervention
- o Evaluation
- o Professional Behavior

Student's field experiences are designed to complement foundation academic courses and provide a basis for generalist practice. 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 will be expected to develop knowledge, understanding, and skills concerning relationships with clients, supervisors, co-workers and external constituencies to name a few. 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, rehabilitation, and behavioral and social science research.

For additional information, please refer to the SSW Student Guide, Volume 2, Chapter 3: Foundation Requirements.



**10 SW 531: Foundation Field Instruction Field Seminar CREDITS: 1**

PRE-REQ: Only those students admitted to the School of Social of Social Work in good standing to the 16-month, 20-month or extended degree curriculum schedules are eligible to be enroll in Foundation Field Seminar. Students must successfully interview and be accepted for a field placement. Only those students who meet the eligibility requirement for SW 515 may enroll in SW 531.

**APPLIES TO & METHOD TYPE: FOUNDATION FIELD INSTRUCTION FIELD SEMINAR (SW 531):**

This is a 1 credit required course that is offered concurrently with Foundation Field (SW 515) in the first term of a student's field placement to begin socialization to the social work profession. Students and Seminar Facilitators will meet for a total of 7 required sessions every other week for 2 hours. A combination of focused conversation and open-ended discussions about field placements will be held during these times. Weekly topics will focus on the Foundation Field Competencies as outlined in the Foundation Educational Agreement/Evaluation tool (Professional Identity, Values and Ethics, Critical Thinking, Diversity, Social and Economic Justice, Evidenced-Based Research, Human Behavior and the Social Environment, Social Policy, Organizational Context, Engagement, Assessment, Intervention, Evaluation, Professional Behavior)

Each enrolled section will be split into two groups of approximately 12-15 students. These groups will meet on alternate weeks with two Seminar Facilitators to problem-solve and build support systems around one another's experiences in their field placements. One Facilitator will be a Field Educator/Field Liaison to provide knowledge and experience from a practitioner and OFI perspective. The other Facilitator is a Student Peer Facilitator-an MSW candidate who will offer peer support and guidance. This pair has received facilitation training and meets not only with the class but with each other to discuss and plan for individual seminar sessions. The entire team of student peers and OFI team members also meets as a large group with the Student Peer Facilitators four times per term.

The purpose of the seminar is to:

- o Provide a forum to integrate classroom learning and field experience
- o Facilitate discussion of field related issues including supervision, self care, and ethical dilemmas
- o Provide opportunities for trouble shooting of pragmatic and procedural aspects of field instruction (e.g. field related paperwork including the Placement Verification Form, Educational Agreement/Evaluation, and Student Self-Assessment)
- o Create a safe space for the discussion, development, and practice of the following:
  - o Peer consultation support networks
  - o Problem solving skills
  - o Reflection
- o Help students develop their identity as social work practitioners
- o Expose students to other agencies, services, and School of Social Work practice methods and areas
- o Introduce the concept of professional practice behaviors as benchmarks for social work success
- o Assist students in developing reflection skills to examine the professional use of self in social work

Seminar Objectives: After completion of the course, students will:

1. Have an established peer support network.
2. Utilize collegial and professional peer consultation as a mechanism for problem solving.
3. Understand and apply critical and creative thinking along with basic problem solving techniques to field placement situations.
4. Understand the fieldwork setting's mission, population served, policies, procedures, relationship to the community.
5. Recognize and assess the impact of the diversity dimensions (i.e. client's ability, age, culture, economic class, ethnicity, family structure, gender, gender identity and expression, race religions, sex, and sexual orientation) as they relate to privilege, oppression, diversity, and social justice in the field placement setting.
6. Develop a self-care plan.
7. Demonstrate the ability to negotiate supervision in a proactive manner.

8. Apply the National Association of Social Workers (NASW) Code of Ethics to their professional practice.
9. Begin to apply and integrate course material with their fieldwork.
10. Identify learning experiences that can be tagged as artifacts for individual portfolios.
11. Know about additional resources—including best practices, other agencies for referrals, and colleagues—to enhance their effectiveness at their placement and in their professional careers.
12. Engage and participate in the ongoing assessment and evaluation of their field placement performance.
13. Understand how the Foundation field competencies relate to the beginning stage of social work practice.
14. Share and discuss individual professional practice behaviors that they have developed in their Foundation Educational Agreement/Evaluation.

For additional information, please refer to the SSW Student Guide, Volume 2, Chapter 3: Foundation Requirements.

**11 SW 691: Advanced Field Instruction Curriculum CREDITS: 1-12**

PRE-REQ: Successful completion of SW 515 AND SW 531

Advanced field instruction will build on the prerequisite SW 515 Foundation field 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 fieldwork placement involving experiential learning and professional supervision that will be supplemented by other educational resources.

Students focus on their dual concentration (practice method: Interpersonal Practice, Community Organization, Management of Human Services, or Social Policy and Evaluation) and their practice area (Aging In Families & Society, Children & Youth and Their Families in Society, Communities & Social Systems, Health, and Mental Health), and have more opportunities to apply their skills in a greater variety of circumstances, in greater depth and breadth over a sustained period of time.

The field competencies for Advanced field instruction are indicated below and are found on the Educational Agreement/Evaluation tool that is used in this course.

- o Professional Identity
- o Organizational Context
- o Engagement
- o Assessment
- o Intervention
- o Evaluation
- o Values and Ethics
- o Research
- o Professional Behavior
- o Specific Practice Area Competencies. Students will reflect, and on the field competencies listed below as these relate to their assigned practice area (aging, children & youth, communities and social systems, health, or mental health). They will develop specific practice behaviors that encompass these competencies related to their individual fieldwork assignments.
  - o Critical Thinking
  - o Diversity
  - o Human Behavior and the Social Environment
  - o Social and Economic Justice
  - o Social Policy

For additional information, please refer to the SSW Student Guide, Volume 2, Chapter 4: Dual Advanced Concentration, Chapter 5: Advanced Curriculum Objectives, Chapter 6: Practice Method Concentration, and Chapter 7: Practice Area Concentration.

**12 SW 631: Advanced Field Seminar in Integrative Learning and SSW e-Portfolio Development**  
**CREDITS: 1**

PRE-REQ: Successful completion of SW 515 and SW 531. Concurrent enrollment in SW 691.

This one credit pilot course focuses on integrative learning and e-portfolio development for students in advanced field work placement. The seminar will meet 7 times during the semester for 2 hours each session.

Students in this course will:

1. Identify, document and link knowledge and skills across educational, professional and personal experiences.
2. Explore their roles as learners, leaders and professionals as they uncover tacit knowledge.
3. Engage in activities that use of integrative learning principles to facilitate knowledge transfer. These activities include generative and appreciative processes, giving and receiving feedback and linking classroom, field work and personal experiences.
4. Create portfolio “artifacts”, a philosophy statement and an inventory of skills using e-portfolio software.
5. Reflect on how social justice principles and processes are reflected in their work and how this can be strengthened.
6. Demonstrate basic skills for generative/integrative learning, giving and receiving feedback, appreciative inquiry, generative interviewing skills and skills in reflection.

Class sessions will consist of short didactic/demonstrations sessions, exercises and activities, including self-assessments, generative interviewing and computer sessions to facilitate the learning the e-portfolio software.

Class members will be assigned to one of three teams. The teams are designed to facilitate small group sharing of e-portfolio products and integrative learning processes.

Assignments:

1. Completion of a solid working draft of a philosophy statement, a minimum of 2-3 e-portfolio artifacts and an inventory/scaffolding framework.
2. Share and participate as a learner and a teacher with your team during each session and in-between sessions—reflecting on complex experiences and formulating key areas of accomplishments & goals, collecting & analyzing learning & examples of work, drafting portfolio elements, compiling & drafting nontraditional, process, and experience-based artifacts
3. Collaborative work between class sessions—generative interviewing, small group feedback and brainstorming sessions
4. Each student will complete a minimum of one formal sessions throughout the term with one of the seminar facilitators. This session is designed to help students receive feedback on their portfolio assignments.
5. Write a brief reflection on this integrative learning experience and next steps for your own continued e-portfolio development.

### **13 Academic Methods Courses That Complement Field Instruction**

For every major and minor method, there are academic methods courses which students take that should be complemented by student assignments in field instruction. While an exact fit between course content and fieldwork assignment may at times be difficult to arrange, major discrepancies should be avoided. This situation can be controlled through careful attention to the composition of the Educational Agreement/Evaluation. Advanced Standing students must be concurrently enrolled in field instruction and methods courses. Therefore, it is especially important that they plan their program carefully when meeting with their Faculty Advisor at the beginning of the Fall term.

By the time most students enter their first full term of field instruction; they are taking or have completed two methods courses. Therefore, all students should be able to move into fieldwork site assignments within one month of field placement. Even more rapid movement into significant assignments in the field placement is essential if the student is in the 16-month curriculum track, as these students will have completed two methods courses and be taking at least one more methods course when they begin their fieldwork.

For additional information, please refer to the SSW Student Guide, Volume 2, Chapter 2: SSW MSW Degree Requirements.

## 9 Performance Learning Plans, Termination Procedures, and Replacement

### 1 Performance Learning Plans, Termination Procedures and Replacement

This section contains information regarding problem solving in the field placement, performance learning plans, field placement termination procedures, returning to field placement after an unnatural break, and grading policies.

### 2 Problem Solving In The Field Placement

Field instruction is a program in which over 600 social work students participate each year with at least as many field placement sites and field instructors involved. When this many people get together with this many fieldwork sites, it is not surprising that a few problems arise from time to time. Most problems, whether personal, academic, or administrative, if identified and acted upon early, can and are resolved by the parties involved in a professional manner. As soon as a problem arises, field instructors and students should discuss these and together attempt to resolve them. If students have questions/concerns, they should first talk to their field instructor and vice versa. It is natural for students to have questions, concerns and anxieties. The student must take the initiative and responsibility for their own learning and utilize the problem-solving model to work on resolving problems in the field placement with their assigned field instructor. Field instructors should contact the Field Educator/Field Liaison right away if they have any questions about the student's participation or other problems related to the field placement.

Problem solving should begin as soon as a potential issue surfaces. Problems should be addressed as soon as possible. The following key points should be followed:

- o Plan ahead, make the Educational Agreement/Evaluation form reflect interests and needs of the student, and review it carefully
- o Frequent and regular performance feedback should be given to the student. Include a mid-term verbal evaluation
- o If students have special constraints, i.e., a documented disability, pregnancy, illness in the family, transportation problems, childcare responsibilities, religious limits, etc. which may create future problems, these issues should be discussed with the field instructor and Field Educator/Field Liaison early in the term
- o Utilize an Agenda during supervision.
- o Students should be sure they clearly understand directions, instructions, and requirements including field placement policies, guidelines, expectations, etc., and ask for assistance when needed.

### 3 Performance Learning Plans

The following steps should be followed with the goal of resolving problems in field placement:

- o The student should first talk to the field instructor(s) about concerns and problems concerning the field placement. A student may choose to obtain advice from the Field Educator/Field Liaison before talking to the field instructor(s).
- o Once the student has talked to the field instructor and problems still remain unresolved, the student may request a meeting with the Field Educator/Field Liaison and together they will develop a plan of action. The Field Educator/Field Liaison may consult with the Director of Field Instruction as needed.
- o If a satisfactory solution is still not found, the Field Educator/Liaison and the student begin the process of terminating the field placement
- o If a student is experiencing problems related to the Field Educator/Liaison, they should first discuss the issues with that person where and when possible. If this does not resolve the problem, the Director of Field Instruction should be consulted and attempts will be made to mediate the problem. If this does not resolve the problem, the student can consult with the Associate Dean for Educational Programs.
- o If there is a dispute over a grade in fieldwork, the normal University procedures will be followed.

At times, informal problem solving isn't successful. At this point, the Field Educator/Field Liaison may recommend the use of the Field Placement Performance Learning Plan ( <http://www.ssw.umich.edu/programs/msw/ofl/PerformanceLearningPlan.pdf> ). An individual Performance Learning Plan will be developed for students in these situations with the goal of improving student performance in the field placement. This plan becomes a contract between the student, the fieldwork site, and the Office of Field Instruction in the School of Social Work.

A performance review meeting will be held with the student, the field instructor, and the assigned field liaison participating in order to develop the plan. The goal of the meeting is to identify the specific concerns/issues in behaviorally specific terms and to outline the tasks/actions that need to be accomplished in order for the student to be considered successful. Failure to accomplish the identified action steps could result in termination of the field placement which could mean receiving a grade of Marginal or Unsatisfactory for the field instruction course. Should the placement be terminated, consultation due to failure to meet the Performance Learning Plan, will be held with the Associate Dean for Educational Programs and could include referral to the Academic Concerns Committee for dispensation.

For additional information, please see the SSW Student Guide, Volume 1, Chapter 14: Definitions, and Chapter 15: Academic Standing and Academic Difficulty.

#### 4 Field Placement Termination

Some students, for various reasons, seek approval to leave their original fieldwork site, which could include withdrawing from the MSW program. Students are not allowed to unilaterally terminate a field placement as terminating from a field placement must be for compelling circumstances only. The student in concert with the Field Educator/Field Liaison and field instructor must work together to professionally terminate the field placement. All students whose field placements are terminated need to complete the Petition To Terminate Placement Form: <http://www.ssw.umich.edu/programs/msw/ofl/PetitionToTerminatePlacement.pdf>

This form allows all parties involved to comment on the termination noting the educational rationale for the proposed change, the steps taken to modify the student's assignments in the original field placement, a termination plan, recommendations for a grade, documentation of the number of hours completed, and the number that need to be made up in the subsequent placement. The form must contain all the required signatures, which means that the student will be required to have a discussion with the field instructor much as would happen if a job were being terminated.

Replacement procedures cannot begin until the student submits this form along with, an updated Goal Statement, an updated Résumé, and a list of fieldwork sites where they want to be considered, to their assigned Field Educator/Field Liaison. While students can obtain information about other field placement options, they cannot interview at other fieldwork sites until the Petition to Terminate and the above documentation have been submitted to the OFI. Students need to be aware that when field placements are terminated, often times there is often a delay in interviewing and starting at a new fieldwork site. All hours missed must be made up or a grade of "I" will be issued until the hours are logged. Finally, information regarding the terminated field placement will be shared with the potential new field instructor and fieldwork site to assist in the development of the student's new Educational Agreement/Evaluation.

## 5 Termination Or Removal From Field Placement

Field instruction is a required course and the field liaison has ultimate responsibility for decisions related to the student's placement. At any point in the field placement, the field instructor or field liaison can request immediate removal of the student from the fieldwork site. Removal could be related to the the student's behavior or performance. The field instructor or the field instructor can request immediate removal of the student should they deem that continuing the student seriously places at risk the quality of services delivered to clients and/or the reputation of the fieldwork site.

The Field Educator/Field Liaison and/or Director of Field Instruction should be contacted immediately whenever there is cause for concern. Students are expected to adhere to the National Association of Social Workers (NASW) Code of Ethics at all times ( <http://www.socialworkers.org/pubs/code/code.asp> ). The Code of Ethics can be utilized for making decisions about whether students have exhibited unethical/unacceptable behavior. Ethical behaviors as designated by the Code of Ethics are part of the requirements and standards for the social work field instruction program. Students are also expected to follow fieldwork site policies and procedures, and to otherwise conduct themselves in a professional manner at all times. Failure to meet these expectations will be reflected in fieldwork grades and/or may result in removal or other action being taken by the School. For additional information please refer to the SSW Student Guide, Volume 1, Chapter 12: Student Code of Academic and Professional Conduct.

Examples of unprofessional performance can include, but are not limited to, lack of commitment to the values and ethics of the social work profession, exhibiting professional inappropriateness, inability to establish and maintain positive and constructive interpersonal relationships with clients and field instructors, inability to perform professional duties due to personal problems, refusal to accept and follow through on field placement assignments, inability to accept constructive feedback from the field instructor and/or Field Educator/Field Liaison, attendance problems or failure to communicate with field instructor about schedule difficulties, consistent lateness, inability to meet deadlines or complete work, inability to apply professional skills and knowledge gained through classroom learning to the field experience, or violating the NASW Code of Ethics. Failure to meet a Field Placement Performance Learning Plan can also be grounds for removing a student from placement. Additional areas may also be identified by either the field instructor, the fieldwork site, or the field liaison.

If a student is terminated from a fieldwork setting, a grade of Marginal ("M") or Unsatisfactory ("U") will be awarded. All students are required to earn Satisfactory ("S") grades for at least 12 required Advanced field instruction (SW 691) credits. Students who do not meet this requirement will be required to enroll in additional field instruction credits (SW 691) which may mean that the student may need to enroll in an additional term(s).

If there is a concern that the student has committed serious misconduct, the situation will be referred to the Director of Field Instruction and/or the Associate Dean for Educational Programs prior to replacement which could result in a referral to the Academic Concerns Committee for dispensation. If a student is subsequently terminated from a second fieldwork site, the student will not be reassigned to a third fieldwork site until a review of the situation has been conducted by the Academic Concerns Committee. If the Committee approves that the student continue in field instruction, the student will be assigned to a third fieldwork site. The student must successfully complete all fieldwork requirements in the third setting or be disenrolled from the School.

For additional information, please see the SSW Student Guide, Volume 1, Chapter 14, Definitions, and Chapter 15: Academic Standing and Academic Difficulty.



## 6 Grading Procedures When Placement is Terminated

If a student is terminating a field placement and leaves the first placement prior to mid-term, the field instructor must provide a brief written performance evaluation on the "Petition to Terminate Placement" Form ( <http://www.ssw.umich.edu/programs/msw/ofi/PetitionToTerminatePlacement.pdf> ). If a student leaves the placement after mid-term, the field instructor evaluates fieldwork performance using the student's Educational Agreement/Evaluation form for that term. The final grade for the term will take into account the evaluations from both the first and second field placements.

If performance was Satisfactory ('S') in the first placement, clock hours completed at the first placement do not need to be repeated in the next placement. Students must repeat the clock hours completed at the first placement if field performance was Unsatisfactory ('U') in Foundation field, or Marginal ('M') or Unsatisfactory ('U') in Advanced field. See the Office of Field Instruction Field Manual Chapter 9 Section 9 Grading Policies for detailed information.

If a student changes placements within the same term and the Field Educator/Field Liaison also changes, the second Field Educator/Liaison grades the student's fieldwork performance for that term. The Field Educator/Field Liaison utilizes the information provided on the Petition To Terminate Placement Form and the information provided on the student's second field placement's Educational Agreement/Evaluation form when determining the grade.

## 7 Return To Field Placement Policy & Procedures

The relationship between the student and the Field Instruction site is a critical component of the learning experience. Students who experience an un-natural break in their field placement may not be able to return to their initial fieldwork site and may need to be reviewed and re-assigned where possible. In order to respond to the student's needs and ensure a smooth transition upon return, the student will be required to prepare an action plan.

If a student experiences an un-natural break in field placement for any reason, they are required to complete a "Return to Field Placement Action Plan." Should the field instructor, student and field liaison agree that the "break" was acceptable/approved, then an Action Plan does not need to be completed. The goal of the action plan is to ensure that the student is ready and able to fulfill the responsibilities and expectations associated with field instruction. This plan must be submitted at least three weeks prior to the posted start date of field instruction for the term.

The student's Action Plan will be reviewed and approved by the assigned Field Educator/Field Liaison and must also have the approval of the Director of Field Instruction. This review will evaluate the student's proposed Action Plan, and if requested, any restrictions and/or accommodations that will involve the fieldwork site. If the fieldwork site is unable to provide the requested accommodation, and an equally effective accommodation is not available, the student will need to work with the Office of Field Instruction to obtain another field placement. Students are strongly encouraged to consult with the UM Office of Services for Students with Disabilities if accommodations or restrictions are anticipated to be part of the student's Action Plan.

If a student has been under the care and/or supervision of a physician or other health care professional during the period of time he/she was unable to participate in field placement, a memo will be sent to the identified health care provider after the student has signed a release of information, requesting that the provider submit a health care release which indicates the student is ready and able to return to the field placement with or without accommodations.

If the release from the health care provider includes any restrictions or need for accommodations, then the statement must include the duration of the restrictions or need for accommodations, and the necessity for any follow up care that may impact the field placement. All documentation will be submitted to the Office of Field Instruction (OFI). If accommodations are indicated, then the information will be sent to the UM Office of Services for Students with Disabilities for review. This office will advise OFI with regard to the implementation of the requested accommodations.

Attached is a copy of the Return to Field Placement Action Plan that students must complete.

Please refer to <http://ssw.umich.edu/programs/msw/ofi/returnFieldPlacement.pdf> for the Return to Field Placement Action Plan that students must complete or see Chapter 9, Section 8 of the Field Manual.



# Volume 8

# Career Services

## 1 About us

### 1.01 About Us

Welcome to Career Services. Our goal is to provide leadership and encourage career exploration and development through innovative workshops, individual counseling, and technical support.

We foster an environment that supports the mission of the school – to prepare students for advanced social work practice and lifelong professional growth and development.

### 1.02 Services and Resources Services

Our Career Center staff are available to help you with:

- Career Assistance for Alumni
- Informational Interviewing Techniques
- Interview Preparation
- Job Search Strategies
- Licensing Questions
- Networking Strategies
- Portfolio Development
- Resume and Cover Letter Reviews
- Salary Negotiation Techniques

### Resources

In the Center:

- Practice Licensing Exams with 700+ Questions on Private Computer Work Stations
- Free Printing Services and Materials for Resumes and Cover Letters
- Use of Fax Machine for Employment-Related Services
- Space for Consultations, Mock Interviews, Workshops, and Activities

Online:

- Printable Career-Related Materials, Examples, and Guidance
- Social Work Job Search Engines
- Employment Postings and Fellowship Opportunities
- Career Services Blog and Twitter

### 3 Calendar of Events

#### 3.01 Winter 2010 Schedule Alumni Luncheon Schedule

February 10, 2010 12:00-1:00 PM - Rachel Hewitt, Community Social Worker.  
Luella Hannan Memorial Foundation (agency providing services for the elderly)

February 18, 2010 12:00-1:00 PM - Dalila Beard, Substance Abuse Treatment coordinator (adolescents and adults) and Lecturer. Ms. Beard will also discuss her work experience within the child welfare arena.

February 22, 2010 12:00-1:00 PM - Resume and Cover Letter Writing with Michelle Woods, Director of the Career Services Center.

March 10, 2010 12:00-1:00 PM - Shoshana Hurand, Associate Director, Project Community, Ginsberg Center. Ms. Hurand's background is in community development and organizing.

March 16th from 12:00-1:30 PM - Job Searching & Interviewing Skills Workshop with Christina Vaduva, UM Career Center will cover job search and interviewing techniques.

March 29, 2010 12:00-1:00 PM - The Skinny on Licensing in Michigan and Other States with Michelle Woods, Director of the Career Center. This workshop will cover the process for obtaining licensure in Michigan and other states.

## 4 Blog

### 4.01 Career Services Blog

The Career Services blog is used to communicate up-to-date career-related information to students regarding workshops, events, employment opportunities, tips, links, and Career Center information.

To receive notifications in real-time when Career Services blog entries are posted, we also have an RSS Feed option available to students.

You can learn more about our blog through visiting: [http://mblog.lib.umich.edu/SSW/archives/career\\_services/index.html](http://mblog.lib.umich.edu/SSW/archives/career_services/index.html) .

## 5 Careers in Social Work

### 5.01 Careers in Social Work

- \* Agency director
- \* Campaign manager
- \* Child abuse investigator
- \* Clinical supervisor
- \* Clinical therapist
- \* College dean
- \* Community organizer
- \* Community relations director
- \* Crisis intervention counselor
- \* Data analyst
- \* Domestic violence counselor
- \* Employee assistance counselor
- \* Employment services coordinator
- \* Family therapist
- \* Federal program administrator
- \* Foster home developer
- \* Geriatric specialist
- \* Human resource manager
- \* Human rights spokesperson
- \* International program supervisor
- \* Mediation counselor
- \* Medical social worker
- \* Mental health worker/therapist
- \* Personnel director
- \* Planner
- \* Policy analyst
- \* Politician
- \* Probation officer
- \* Professor
- \* Program administrator
- \* Program developer
- \* Protective service worker
- \* Psychiatric social worker
- \* Public assistance worker
- \* Quality assurance coordinator
- \* Researcher
- \* Residential care manager
- \* School social worker
- \* Social service worker
- \* Vocational counselor
- \* Substance abuse counselor
- \* Trainer/consultant



## 5.02 Social Work Settings

- \* Advocacy programs
- \* Area Agencies on Aging
- \* Chemical dependency treatment programs
- \* Child and adolescent services
- \* Child and family services
- \* Churches
- \* Colleges and universities
- \* Community action programs
- \* Community crisis centers
- \* Community mental health centers
- \* Correctional facilities
- \* Councils on aging
- \* Councils on alcoholism
- \* County/state/governmental agencies
- \* Court systems
- \* Community crisis centers
- \* Day treatment programs
- \* Domestic violence centers
- \* Employee assistance programs
- \* Foster care agencies
- \* Health care centers
- \* Head start programs
- \* Homeless projects
- \* Hospices
- \* Hospitals and clinics
- \* Human resource development departments
- \* Neighborhood coalition programs
- \* Nonprofit organizations
- \* Nursing care facilities
- \* Organizational development departments
- \* Personnel offices
- \* Private clinical practice
- \* Private companies/corporations
- \* Psychiatric centers
- \* Public health programs
- \* Public schools
- \* Public service agencies
- \* Research institutes
- \* Residential treatment centers
- \* School districts
- \* Social service agencies
- \* Training/vocational centers
- \* Voluntary associations

## 6 Preparing for the Professional Job Market

### 6.02 Professional Development

The decision to enter graduate school is when your professional development begins. Your coursework and fieldwork are designed to prepare you for your goal to become an MSW. Remember this when selecting your coursework and field site. To develop the necessary skill set and participate in useful experiences, choose each according to your professional interests, desired field of practice, and prospective job position

Your professional development also includes your professional identity. At your field site, in the classroom, at volunteer sites, and in professional organizations and committees, your appearance, behavior, communication style, conflict resolution capacities, and ability to work within groups all project your professional image to your colleagues. It is important to keep this in mind, as you want to build positive working relationships.

Beyond this, professional development refers to continuing education in the field of social work, and staying connected to the field of social work. Many social workers do so by joining associations or committees, or through attending conferences and Continuing Education courses. Please refer to Networking with Professional Associations and Continuing Education for further details.

### 6.03 Resume FAQ's

#### RESUME FAQ'S

Where do I start?

What is the difference between a resume and curricula vitae?

What are the accepted formats for resumes?

What is a chronological format?

What is a functional format?

What is a combination format?

How do I know which type of resume format to use: chronological, functional, or combination?

Should I use a template?

Where should I place my internship experiences?

What should I include in my resume?

How long should my resume be?

Should I use a special color or type of paper?

Should I include an objective?

How do I create a well-written objective?

Should I put hobbies/interests on my resume?

Should I include a list of references on my resume?

Are there any guidelines to sending an electronic resume?

What are useful terms to use in my resume?

Which phone number and/or email should I use?

I do not have a great deal of professional experience. What should I do?

What should I do if I do not want to use my past employer as a reference?

What should new graduates know?

What should those who are making a career change to social work know?

What is a portfolio and how can I use one?

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Where do I start?

It is a good idea to start by assessing your strengths/skills, experiences, and professional goal(s), in relation to the desired qualifications of the position that you are seeking. Moreover, consider your audience as you build your resume.

Be sure to create a specialized resume for each job. It can be useful to prepare a resume for your own use that includes all of your experiences; this can then be used to create your specialized resumes. Please refer to our "Helpful Resume Building Materials" to help you evaluate and package your skill set.

Also, be mindful that the job search does not end or begin with the resume...but:

-It should be polished—absolutely no grammatical/spelling errors.

-Think of it as a "snap-shot" of your experiences—it does not have to include everything you've done!

-Resumes should highlight outcomes rather than tasks. It is much more than a list of job duties.

-Make sure to use terminology that is pertinent to your field of interest.

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What is the difference between a resume and curricula vitae?

A curricula vitae is used by those seeking positions in academia. It is typically quite long, as it emphasizes one's experiences in teaching, research, grant awards, publications and presentations.

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What are the accepted formats for resumes?

There are three formats to select from: chronological, functional, and combination. Each should have one-inch

margins, 11 or 12-point font size, and an easy to read font type. It should be no more than 1-2 pages in length.

Include at the top of the page your name, address, phone number, and email address. Think of this part as your own professional letterhead. Enlarge your name and add a bar across the page to separate your heading from the rest of the resume. To keep the pages of your resume together, on the upper right corner of page 2, place your last name and the page number. Another option you have is to use your header on page 2, to make it your own professional letterhead. If your pages become separated, it may be possible that the employer would think page 2 is page 1 of your resume, however, and think you left off information. Use your header on your cover letter, as well.

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What is a chronological format?

A chronological format is the traditional format that most people think of when they imagine what a resume looks like. It is designed in reverse chronological order, meaning you start with your most recent experiences and work your way back. For instance, you begin with your most recent job and end with your oldest job.

Typical headings include: Objective, Education, Professional Experience, Volunteer Experience, Research Experience, Professional Development, Professional Affiliations, and Awards and Honors. You do not need to use every heading; instead, fit the headings to your experiences. Under each heading, highlight your outcomes and accomplishments rather than listing your job description or duties. Please refer to our “Helpful Resume Building Materials” for examples.

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What is a functional format?

A functional format emphasizes skills, rather than employment and professional history. It is optional to begin with an objective. You then follow or begin with a “Summary of Qualifications” or “Professional Summary,” which highlights in 1-2 sentences your skills and experience.

#### **6.04 Your Resume: A Way to Market Yourself**

1. Be mindful that the job search does not end or begin with the resume...but:
  - It should be polished-absolutely no grammatical/spelling errors
  - Think of it as a “snap-shot” of your experiences-it does not have to include everything you’ve done!
  - Resumes should highlight outcomes rather than tasks. It is much more than a list of job duties.
  - Make sure to use terminology that is pertinent to your field of interest.
2. Be sure to tailor the content of your resume to fit each job position.
3. It may be helpful to prepare a resume for your own use that includes all of your experiences, so you can then pick and choose from this resume what you would like to include.
4. Highlight your passion and/or commitment to certain populations and issues.
5. Use noticeable descriptors and numbers, such as the size of groups you have facilitated, the amount of a grant award, and the age groups that you have worked with.
6. Review the “Helpful Resume Building Materials” handouts before writing your resumes to understand what skills and attributes you bring to employers.
7. Please refer to our Resume FAQs for more information.

## 6.05 Cover Letter FAQ's

### COVER LETTER FAQ'S

What is the purpose of a cover letter?

How long is a cover letter supposed to be?

To whom should I address the cover letter?

What information should I include in the cover letter?

When do I submit a cover letter with my resume?

What contact information should I include in the cover letter?

What are some common stylistic errors I should avoid?

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What is the purpose of a cover letter?

A cover letter is submitted with your resume to introduce yourself to potential employers. It will be the first thing employers see when they are considering you for a position and will give them an overview of your skills and qualifications.

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How long is a cover letter supposed to be?

A cover letter should be concise. Typically they are three or four paragraphs long and NEVER more than one page in length. Remember: You do not need to include all of your most important skills in the cover letter because that is what your resume is for.

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To whom should I address the cover letter?

A personally-addressed cover letter is necessary if you want to make a good impression. Do not address your cover letter "To Whom it May Concern" because it may very well become lost in a pile of other anonymously-addressed applications. Instead, find out the name and title of the person accepting the resumes and address your cover letter accordingly.

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What information should I include in the cover letter?

The first paragraph should be a brief introduction that includes your name and credentials, the job title for which you are applying, and where you found the job posting. If you found the position on a job search engine, include the reference number in this paragraph. If you were referred by someone, include his or her name.

The following paragraph(s) will highlight a few key skills or assets you bring to the employer that are directly related to the position. Review the job description and incorporate the language used in the posting. Also, research the organization and tailor the letter to its specific needs, projects, mission, or other key points. Do not feel as if you need to summarize all of your skills here because a cover letter is an introduction to the employer; your resume will provide the necessary information about your work history.

In the last paragraph, thank the employer for reviewing your resume and request an interview. Also, be sure to include an action statement on how you will follow up with the submission of your resume by providing a date in which you will call to inquire about your application.

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When do I submit a cover letter with my resume?

Always! A cover letter is an essential part of the application process so be sure to prepare one for every resume submission. Even if you know the employer or were personally asked to send in a resume for review, include a cover letter.

In addition, your cover letter should be tailored to each specific employer and reflect the thoughtfulness and time you spent preparing it. Do not submit a generic cover letter because employers will be less-likely to take your application seriously.

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What contact information should I include in the cover letter?

Be sure to include your current telephone number and email, if applicable. Consider using the same header on both the cover letter and resume for consistency and to help the employer match them if for some reason the two documents are separated.

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What are some common stylistic errors I should avoid?

- Using "I" too frequently
- Writing a wordy, overly-academic letter: Try to eliminate filler words and write in a natural, conversational manner
- Repeating words: Be aware of your vocabulary usage and avoid repetition
- Writing negative statements: Re-read your letter and be sure terms are positive

## 6.06 Networking Techniques and Strategies

### NETWORKING TECHNIQUES AND STRATEGIES

Why network?

Networking is an important part of the job search process because most jobs are discovered through personal communication rather than traditional postings. It may seem overwhelming to think about networking, especially when life is busy, but building your network does not necessarily mean you have to attend large social functions or continuously meet with potential employers.

In fact, many people do not even realize that they network on a daily basis. Are you in contact with professionals in your field of interest at your job, at your internship, or during social events on the weekends? Do you keep in touch with faculty, employers, or peers from your undergraduate or previous professional career? Most likely—yes. These contacts may be helpful as you enter the job market. It is important to be aware of your growing network and utilize this important resource.

Networking tips for busy people:

- Identify networking opportunities in your daily life: intra-agency meetings, guest speaker presentations, training events and conferences, family, work, or school social events

- Tell your contacts when you are in the job market—your own network may have connections to job openings that you may otherwise not have known about

- Carry business cards with your professional contact information at all times

- The U-M Alumni Association will make 30 free business cards for students:  
<http://alumni.umich.edu/networking-tools/business-cards-for-students>

- Utilize social networking websites such as LinkedIn, Facebook, or inCircle, which may be useful to build and maintain connections with co-workers, classmates, and employers

- Join professional organizations and associations relevant to your field for access to job search databases, employment bulletins, and professional contacts

- Obtain a copy of the U-M School of Social Work Alumni Directory for MSW graduate information—this is especially helpful for out-of-state job searches, as the directory is divided by geographical location

- Conduct informational interviews with contacts directly related to your field of interest

What is informational interviewing?

Informational interviewing is a form of interviewing that is initiated by the job-seeker. The desired result is not to obtain a job but rather to gather as much knowledge as possible about the market in which you are entering. Therefore the job-seeker will ask questions to find out more about a particular job, the necessary credentials or skills for such a position, and other information that will provide additional insight during the job search. Interviews are brief, lasting about 10 to 15 minutes.

Be sure to send a thank-you note immediately after the interview, as the employers/social workers you speak with are generously taking time out of their busy days for you. Informational interviewing is an excellent form of networking because the people you interview will often connect you with additional contacts or provide you with job leads.

Informational interviewing sample questions:

- What is it like to work for this company?
- What is the management philosophy?
- Could you describe the training involved in your position?
- What are the necessary qualifications to be hired for this position?
- What are the work conditions like?
- What type of supervision is involved with this job?
- What type of person fits in best here?
- Do you suggest I speak with anyone else to learn more about this field?



## 6.07 Networking Resources

The School of Social Work Alumni Office

The SSW Alumni Office is a great way for graduates of the program to stay connected with our school.

Contact Information:

-Website: <http://ssw.umich.edu/alumni>

-Email: [ssw.development@umich.edu](mailto:ssw.development@umich.edu)

-Phone: 734-763-6886

The School of Social Work Alumni Directory

This Directory includes names of SSW alumni, their field of practice, and geographical location. If you are planning to move out-of-state, this is an excellent resource for connecting with alumni to make professional contacts, learn about job opportunities, or to become acquainted with your new surroundings. This resource can be found in the SSW Career Center.

University of Michigan Alumni Association

The University of Michigan Alumni Association provides resources and assistance to alumni, including and Alumni Job Board, Alumni NetWorks Mentoring Program, Wolverine Occupational Resource center, professional career counseling, and online career resources. The U-M Alumni Association also hosts career enhancement and networking events, provides students with free business cars, offers information about networking do's and don'ts, and can connect you with other alum through the U-M social networking site, InCircle. For more information, please visit: <http://alumni.umich.edu> .

Social Networking Links

LinkedIn is a online professional social networking website. It is intended to offer professionals an avenue for seeking employment, joining professional groups, linkage between non-profit agencies, staying connected with professionals in different states, and more. You can create an online profile, which includes your resume, related professional interests, and recommendations from other individuals on the site. For more informatino, please visit: <http://www.linkedin.com>

InCircle is an online professional social networking website specific to University of Michigan alumni. It allows U of M alumni to remain in touch with other alumni, as well as provides a job board. For more information, please visit: <http://alumni.umich.edu/networking-tools/social-networking/inCircle> .

## 6.08 Networking with Professional Associations

The following is a list of professional associations, which gives you up-to-date on information regarding your field of practice, as well as allows you to network with other professionals that share your interests.

National Association of Social Workers: <http://www.socialworkers.org>

Council on Social Work Education: <http://www.cswe.org/CSWE>

American Association of Spinal Cord Injury Psychologists and Social Workers: <http://www.aascipsw.org>

American Evaluation Association: <http://www.eval.org>

American Public Health Services Association: <http://www.aphsa.org>

Association for Community Organization and Social Administration: <http://www.acosa.org>

Association for Gerontology Education in Social Work: <http://www.agesocialwork.org>

Association of Oncology Social Work: <http://www.aosw.org>

Association of Pediatric Oncology Social Work: <http://www.aposw.org>

Clinical Social Work Federation: <http://www.cswf.org>

GADE: Group for the Advancement of Doctoral Education: <http://www.web.uconn.edu/gade>

Institute for the Advancement of Social Work Research: <http://www.iaswresearch.org>

International Federation of Social Work: <http://www.ifsw.org>

Latino Social Work Organization: <http://www.lsw.org>

Michigan Association of Community Mental Health Boards: <http://www.macmhb.org>

Michigan Council on Crime and Delinquency: <http://www.miccd.org>

National Association for Addiction Professionals: <http://www.naadac.org>

National Association of Black Social Workers: <http://www.nabsw.org>

National Hospice & Palliative Care Organization: <http://www.nhpco.org>

National Kidney Foundation's Council of Nephrology Social Workers:  
<http://www.kidney.org/professionals/CNSW/index.cfm>

National Membership Committee on Psychoanalysis in Clinical Social Work: <http://www.nmcop.org>

National Network of Social Work Managers: <http://www.socialworkmanager.org>

National Organization of Forensic Social Work: <http://www.nofsw.org>

North American Association of Christians in Social Work: <http://www.nacsw.org>

School Social Work Association of America (SSWAA): <http://sswaa.org>

Society for Social Work Leadership in Health Care: <http://www.sswlhc.org>

## **6.09 Job Search Techniques and Strategies**

### **JOB SEARCH TECHNIQUES & STRATEGIES**

#### **EARLY PREPARATION**

Begin your serious job search at least 4 months in advance. Typically, it takes our graduates just over 3 months to obtain a job.

Begin to think about packaging yourself—what skills, strengths, and attributes do you have? What are your unique experiences? Be sure to draw from the technical skills you have acquired in field and the classroom.

Study the market and salary ranges of the geographic area to guide your job search, looking online and speaking with personal contacts.

#### **NETWORKING**

Networking is the key to finding a job you want and can begin now! Internships, past jobs, family, friends, universities, and other agencies in your field of interest are all excellent resources.

A useful networking strategy is to start early by scheduling informational interviews with employers, which can be performed in-person or over the telephone. Please review our networking hand-out for more information.

#### **CONDUCTING THE JOB SEARCH**

The number one thing to keep in mind is that the majority of people receive job offers through personal contacts, not through websites or newspapers.

Start by researching your state and/or agency's licensing, certification, and supervision requirements, so you are looking for a job that is appropriate for your level of qualifications.

Create a list of agencies for the geographic region you are searching in, and collect key contact names and phone numbers to direct resumes to and/or setting up informational interviews.

Think about the agency's stability, including their reputation, funding sources, and recent hiring or lay-offs.

#### **JOB SOURCES CAN INCLUDE:**

- Associations
- Committees
- Career fairs
- Listservs
- Newspapers & newsletters
- Volunteer opportunities
- Task forces
- Universities & colleges

## 6.10 General Social Work-Specific Job Banks

1. NASW Job Link: <http://www.socialworkers.org/joblinks/default.asp>
2. SocialService.com <http://www.socialservice.com>
3. National Human Services Assembly: [http://www.nassembly.org/nassembly/na\\_job\\_display.cfm](http://www.nassembly.org/nassembly/na_job_display.cfm)
4. ExecSearches.com: <http://www.execsearches.com>
5. Black Collegian Online: <http://www.blackcollegian.com>
6. Social Work p.r.n.: <http://www.socialworkprn.com>
7. SocialWorkJobBank <http://www.socialworkjobbank.com/site>
8. North American Association of Christians in Social Work:  
[http://www.nacsw.org/2008/2008\\_jobnet.htm](http://www.nacsw.org/2008/2008_jobnet.htm)
9. IMDiversity.com: <http://imdiversity.com>
10. Nonprofit Career Network: <http://www.nonprofitcareer.com>
11. United Way: <http://www.liveunited.org/jobs>
12. CareerJET.com: <http://www.careerjet.com>
13. Michigan Comnet: <http://www.comnet.org>
14. Career Builder: <http://www.careerbuilder.com>
15. MLive: <http://www.mlive.com>

### 6.11 Administration and Management Job Banks

1. American Public Human Services Association: <http://www.aphsa.org>
2. Idealist: <http://www.idealist.org>
3. United Jewish Communities: <http://www.ujc.org/index.aspx?page=1>
4. Opportunity Knocks: <http://www.opportunityknocks.org>
5. Feeding America: <http://feedingamerica.org/careers.aspx>
6. Urban Habitat: <http://urbanhabitat.org/uh/newfront>
7. Chinatown Community Development Center:  
<http://www.chinatowncommunitydevelopmentcenter.org/pages/main.php?pageid=28&pagecategory=6>
8. Chronicle of Higher Education: <http://chronicle.com/jobs>
9. NonProfitTimes: <http://www.nptimes.com/careers.html>
10. Philadelphia Association of Community Development Corporations: <http://www.pacdc.org>
11. Alzheimer's Association: <http://www.alz.org/apps/jobs/JobSearch.asp>
12. Finance Project: <http://www.financeproject.org/index.cfm>
13. Center for Disease Control and Prevention: <http://www.cdc.gov/employment/index.htm>
14. National Institutes of Health: <http://www.nih.gov>
15. UM Nonprofit and Public Management Center: <http://nonprofit.umich.edu>

## 6.12 Children, Youth, and Families Job Banks

1. Child Welfare League of America: <http://www.cwla.org/jobs>
2. Seneca Center (CA): <http://www.senecacenter.org/flash.cfm>
3. Amherst H. Wilder Foundation (Saint Paul, MN): <http://www.wilder.org/home.0.html>
4. Alternative Family Services (CA): <http://alternativefamilyservices.org>
5. Association of Jewish Family & Children's Agencies: <http://ajfca.org>
6. Cayuga Home for Children (NY): <http://www.cayugahome.org/index.htm>
7. Chicago Youth Centers: <http://www.chicagoyouthcenters.org>
8. Children's Council of San Francisco: <http://www.childrenscouncil.org>
9. Childserv: <http://www.childserv.org>
10. CORA Services (Philadelphia, PA): <http://www.coraservices.org/index.asp>
11. Cornell Companies: <http://www.cornellcompanies.com/page.cfm?ctid=10>
12. Family Service Agency of San Francisco: <http://www.fsasf.org>
13. Kids Peace: <http://www.kidspeace.org/>
14. Lawrence Hall Youth Services <http://www.lawrencehall.org/index.shtml>
15. NHS Human Services: <http://www.nhsonline.org>
16. The Village: <http://www.villageforchildren.org>
17. UCAN (Chicago, IL): <http://www.ucanchicago.org>
18. Finance Project: <http://www.financeproject.org/index.cfm>
19. Child & Family Guidance Center (CA): <http://www.childguidance.org/index.htm>
20. Department of Human Services (MI): <http://www.michigan.gov/dhs>
21. United Way for Southeastern Michigan: <http://www.uwsem.org/index.html>

### 6.13 Community Organizing Job Banks

1. Idealist.org <http://www.idealist.org>
2. Organizers for America: <http://organizersforamerica.org/page.php?id=89>
3. Urban Habitat (CA): <http://urbanhabitat.org/uh/newfront>
4. Chinatown Community Development Center:  
<http://www.chinatowncommunitydevelopmentcenter.org/pages/main.php?pageid=28&pagecategory=6>
5. Philadelphia Association of Community Development Corporations: <http://www.pacdc.org>

### 6.14 Gerontology Job Banks

1. National Hospice and Palliative Care Organization:  
<http://www.nhpco.org/templates/1/homepage.cfm>
2. Amherst H. Wilder Foundation (Saint Paul, MN): <http://www.wilder.org/home.0.html>
3. Alzheimer's Association: <http://www.alz.org/apps/jobs/JobSearch.asp>
4. American Geriatrics Society: <http://www.americangeriatrics.org/jobs>
5. Geropsychology Central Fellowships: <http://www.premier.net/~gero/fellow.html>
6. Kindred Healthcare <http://www.kindredhealthcare.com>
7. Philadelphia Corporation for Aging: <http://www.pcacareers.org>
8. American Association of Homes and Services for the Aging <http://www.aahsa.org>
9. VITAS Innovative Hospice Care: <http://www.vitas.com>
10. EMQ Children & Family Services (CA): <http://www.emq.org/index.html>

### 6.15 Government Job Banks

1. USA Jobs: <http://www.usajobs.opm.gov>
2. Center for Disease Control and Prevention: <http://www.cdc.gov/employment/index.htm>
3. National Institutes of Health: <http://www.nih.gov>
4. U.S. Department of Health and Human Services: <http://www.hhs.gov/careers/students.html>

### 6.16 Health Job Banks

1. JobScience: <http://jobs.jobscience.com>
2. National Hospice and Palliative Care Organization: <http://www.nhpco.org/templates/1/homepage.cfm>
3. Delta-T Group: <http://delta-tgroup.com/index.cfm>
4. Kindred Healthcare: <http://www.kindredhealthcare.com>
5. Center for Disease Control and Prevention: <http://www.cdc.gov/employment/index.htm>
6. National Institutes of Health: <http://www.nih.gov>
7. AfterCollege Healthcare: <http://www.aftercollege.com/healthcare>
8. Children's Hospital of Philadelphia: <http://www.chop.edu/consumer/jsp/division/generic.jsp?id=76682>
9. American Association of Homes and Services for the Aging: <http://www.aahsa.org>
10. U.S. Department of Health and Human Services: <http://www.hhs.gov/careers/students.html>
11. VITAS Innovative Hospice Care: <http://www.vitas.com>

### 6.17 Higher Education Job Banks

1. Chronicle of Higher Education: <http://chronicle.com/jobs>
2. AgeWork.com: <http://www.agework.com/agework>
3. Columbia University: <http://www.columbia.edu/cu/jobs>
4. Georgia State University: <http://www2.gsu.edu/~wwwhre>
5. University of Michigan: <http://www.umich.edu/~jobs>
6. University of Minnesota: <http://www1.umn.edu/ohr/employment/index.html>
7. University of Washington: <http://www.washington.edu/admin/hr/jobs>
8. Wayne State University: <http://www.hr.wayne.edu>



## 6.18 International Job Banks

1. Eluta Canada: <http://www.eluta.ca/search?order=rank&q=social+worker&l=&qc=>
2. American Refugee Committee International: <http://www.arcrelief.org/site/PageServer>
3. Nonprofit Career Network: <http://www.nonprofitcareer.com>
4. Center for Disease Control and Prevention: <http://www.cdc.gov/employment/index.htm>
5. Society for Social Work Leadership in Health Care: <http://www.sswlhc.org/html/careers.php>

## 6.19 Mental Health Job Banks

1. [com/index.cfm](http://www.deltatgroup.com/index.cfm) Delta-T Group: <http://delta-tgroup.com/index.cfm>
2. Amherst H. Wilder Foundation (Saint Paul, MN): <http://www.wilder.org/home.0.html>
3. Cornell Companies: <http://www.cornellcompanies.com/page.cfm?ctid=10>
4. EMQ Children & Family Services (CA): <http://www.emq.org/index.html>
5. Family Service Agency of San Francisco: <http://www.fsasf.org>
6. Kids Peace: <http://www.kidspace.org>
7. Lawrence Hall Youth Services: <http://www.lawrencehall.org/index.shtml>
8. NHS Human Services: <http://www.nhsonline.org>
9. The Village: <http://www.villageforchildren.org>
10. UCAN (Chicago, IL): <http://www.ucanchicago.org>
11. After College Healthcare: <http://www.aftercollege.com/healthcare>
12. PsycCareers: <http://psycareers.apa.org>
13. Asian American Recovery Services, Inc. (CA): <http://www.aars-inc.org>
14. Central (Montgomery County, PA): <http://www.centralmhmr.org>
15. Child & Family Guidance Center (CA): <http://www.childguidance.org/index.htm>
16. Community Reach Center (CO): <http://www.adamsmentalhealth.org>
17. Job Science: <http://jobs.jobscience.com>
18. Michigan Association of Community Mental Health Boards: <http://www.macmh.org>

19.  
[//www.nih.gov](http://www.nih.gov)

National Institutes of Health: [http:](http://)

## 6.20 Policy and Evaluation Job Banks

1. American Evaluation Association: <http://www.eval.org/programs/careercenter.asp>
2. Idealist: <http://www.idealist.org>
3. Community Career Center (national jobs): <http://www.nonprofitjobs.org>
4. Feeding America: <http://feedingamerica.org/careers.aspx>
5. Urban Habitat: <http://urbanhabitat.org/uh/newfront>
6. Alzheimer's Association: <http://www.alz.org/apps/jobs/JobSearch.asp>
7. Center for Disease Control and Prevention: <http://www.cdc.gov/employment/index.htm>
8. National Institutes of Health: <http://www.nih.gov>

## 6.21 School Social Work Job Banks

1. National Center for Educational Statistics (public school locator): <http://nces.ed.gov/Globallocator/>
2. Eaton Intermediate School District: <https://www.applitrack.com/eaton/onlineapp/> and <http://eaton.k12.mi.us>
3. Ingham Intermediate School District: <http://www.inghamisd.org>
4. Macomb Intermediate School District: <http://www.misd.net>
5. UCAN (Chicago, IL): <http://www.ucanchicago.org>
6. Illinois Association of School Social Workers: <http://www.iassw.org>

## 6.22 Interviewing Preparation

### PREPARATION

Learn as much information about the agency as possible through their website before you interview.

-Whether through email, phone, or an in-person contact, your interview begins during your first contact with the agency. Even if you are not speaking with the person who will be interviewing or hiring you, your conduct will be communicated to the employer.

Be sure to contact your references prior to the interview/submission of your resume, so they know what you are applying for. It is useful to provide your references with:

- \*The name of the agency and individual who will be contacting them

- \*The job posting

- \*Any skills, accomplishments, or experiences you would like them to highlight in their conversation with the employer

Review the list on our website that lists common questions that employers ask during interviews, and consider your responses to these questions. It can be helpful to even practice your responses to these questions.

Be prepared to answer questions that ask you to give examples of times when you have demonstrated key skills pertinent to the position.

Conceptualize how you hope the interviewer to view you. Either describe this in brief or make a list of qualities and skills that will be useful when answering questions for which you have not prepared an answer.

## 6.23 Post-Interview Etiquette

### THANK YOU – POST-INTERVIEW ETIQUETTE

#### PURPOSE

The purpose of a post-interview thank you is to show appreciation for the opportunity to interview for the position, as well as remind the employer why you are a good candidate for the job.

#### STRUCTURE

First, thank the employer for the interview. This is always the beginning sentence.

Now you take the opportunity to remind the interviewer of your qualifications for the position. If you forgot to mention something in the interview, do so now. If you're worried about being redundant you can say: "We discussed..." or "To summarize our conversation..." to help the employer recognize a previous conversation.

Tell the employer that you look forward to hearing from them. This shows your enthusiasm.

Thank them again for their time and consideration.

#### APPEARANCE

Thank you notes should be written on resume paper and formatted as a business letter, with the interviewer's name and information at the top, and your address and contact information below your signature.

If sent electronically, the thank you should be in the body of the email, not sent as an attachment. Also, the interviewer's contact information should not be present but keep your contact information below your signature. (You want to make it as easy as possible for them to contact you about the job).

Always address the person with whom you interviewed. If there were several interviewers, each one should receive a separate thank you.

#### EMAIL OR HARD COPY?

There are pros and cons to sending your thank you electronically or as a hardcopy.

##### Email:

- Received immediately by employer
- Employer can automatically respond to your email
- Easy to ignore electronic messages
- Not as visually appealing

##### Hard-Copy:

- Can be visually appealing on resume paper
- Hard copy letters are harder to ignore once received
- Time delay, could take several days to reach employer
- Employer must look up your information to respond

## 6.23 Interviewing

### What to wear/not wear:

- \* Comfortable clothing and shoes (some interviews involve a tour of the facilities).
- \* Don't make drastic changes in appearance before you go.
- \* Jewelry and perfume should be kept to a minimum. (Consider the setting: you may apply to a health care position where patients may be allergic to perfume.)
- \* For women, wearing your hair up may help prevent you from playing with your hair

### Other Tips:

- \* If asked a question you didn't prepare an answer for you can ask clarifying questions and think about the question before answering. Think of how you can use the question to demonstrate a certain skill or quality that you know to be a good fit for the position.
- \* Remember to keep good posture and avoid nervous habits. Preparing beforehand by practicing these behaviors will help you execute this well in an interview.
- \* Prepare a list of questions that you have for the employer about the agency and position.
- \* Have a practice interview with a friend, but do not memorize your answers. Instead, come up with short bulleted lists about potential examples and strengths you want to highlight according to the questions you might be asked.
- \* Refer to sample interview questions hand-out.

## 6.24 Salary Negotiation

Salary negotiation happens after you are offered the job.

If asked during the actual interview how much you are expecting to make, you do not need to offer a number. Instead, turn the question around and inquire on the salary of other employees in similar positions. Or, simply ask the interviewer if you are being offered the position.

Never accept on the spot. Thank the employer for the offer and clearly state when you will respond with your answer (typically in X days).

Be flexible in negotiation. For instance, some employers may not be able to negotiate your salary, but they may be able to negotiate benefits.

Be realistic about your assets and be honest with yourself about what you can and cannot be flexible about. Do not apply for jobs that you know will likely not be able to meet your needs, as this will reflect poorly on you for taking the employers time if you knew your needs could not fit with the salary and benefits included on the job posting.

## 7 Professional Licensing and Exam Preparation

### 7.01 Understanding Credentials

According to the National Association of Social Worker website:

When social work was developing as a profession, licensure was not established in all states in the U.S. Credentialing for the field of social work grew out of the need to regulate practice and provide social workers with a means to identify their level of expertise. Now all 50 states regulate licensure, however, many social workers still take advantage of the NASW credentials as a means of professional identification.

The National Association of Social Workers (the largest professional organization of social workers) has provided social workers with credentialing services for over 40 years. Some of the credentials that you will see their members obtain are Academy of Certified Social Workers (ACSW), Qualified Clinical Social Worker (QCSW), and Diplomate in Clinical Social Work (DCSW).

Citation: [www.naswdc.org/credentials/default.asp](http://www.naswdc.org/credentials/default.asp).

### 7.02 What is Licensure?

According to the Association of Social Work Board:

All 50 states regulate social work practice. Whatever state you decide to work as a social worker, you should obtain licensure. It is the law and it identifies your level of education and social work experience for the public. The application process often involves submitting an application, school transcripts, passing a state background check, and passing an exam.

The majority of states have several different levels of licensure that correlates with your level of education (BSW, MSW or DSW) and experience (no years of experience to several years of post Master's experience).

The Association of Social Work Boards ( <http://www.aswb.org> ) is the organization that produces the required licensure examinations for 49 states. California contracts with a different vendor. Please review this link for California's specific licensing requirements ( <http://www.bbs.ca.gov> ).

The process of applying for licensure involves:

- 1) Identifying what state you wish to work as every state has a different licensing board and application process. The Association of Social Work Boards ( <http://aswb.org> ) has a searchable database that identifies all 50 states licensing levels and licensing board websites. This database is located on the ASWB website as a link under Laws and regulations.
- 2) Review the state's licensure requirements and application materials.
- 3) Identify if an exam is required and which exam you must pass.
- 4) Determine if you can start the application process while still in school. Approval for licensure takes time and some employers will not hire you if you are not licensed so any early preparation that you can complete helps to make your transition into employment an easier process.

Citation: ( <https://www.datapathdesign.com/ASWB/Laws/Prod/cgi-bin/LawWebRpts2DLL.dll/EXEC/0/1pr46a61wdbz2b169uwfu1hkvv5k> )

### 7.03 Social Work Licensure in the State of Michigan

According to the Michigan Department of Community Health:

The State of Michigan has two different levels of licensure for MSW graduates – the limited license (LLMSW) and full license (LMSW). The State also identifies social workers by area of practice- clinical or macro practice. The Limited License is the first level of licensure for MSW graduates. It is valid for one year and renewable for up to six years. It may take up to 4-6 weeks for the State to approve your application so start the process several weeks prior to graduation.

The requirements to obtain a Limited License in Michigan are:

- \* Application (fee \$40)
- \* Select Distinction (macro or clinical)
- \* School Transcripts with MSW degree granted
- \* Criminal Check including a Fingerprint Background Check (fee \$65.75)

The requirements to obtain Full Licensure in Michigan (which occurs after several years of post MSW experience) are:

- \* Application (fee \$40)
- \* Criminal Check including a Fingerprint Background Check (fee \$65.75) If you received your limited license prior to October 2008, you will need to complete this step if you did not complete a FBI fingerprint check.
- \* 4000 hours of post master's social work experience in your area of practice (macro or clinical). Work at least 16 hrs/week no more than 40 hrs/week.
- \* 100 hours of supervised work under a fully licensed social worker (LMSW) who has their license in the same area of practice you are seeking
- \* Supervision must be at least 4 hrs/month and at least 1 hour of individual review
- \* Pass the required licensing exam administered by the Association of Social Work Boards. The Clinical Exam is required for those seeking the Clinical distinction and the Advanced Generalist is required for those seeking the Macro distinction.

To obtain more information about licensure in the State of Michigan, visit the Department of Community Health's website [www.michigan.gov/healthlicense](http://www.michigan.gov/healthlicense).



## 7.04 Licensing Resources

### Association of Social Work Boards

The ASWB creates the social work licensing exams, provides information about each of the state requirements for licensing and Continuing Education, has resources regarding legal practices, and offers preparation materials for the licensing exam. For more information, please visit: [www.aswb.org](http://www.aswb.org).

### Social Work Examination Services

The SWES is the most popular resource for licensing exam preparation. It offers courses and books to study for the exam. For more information, please visit: [www.swes.net](http://www.swes.net).

### American Board of Examiners in Clinical Social Work

This board offers clinical social workers certification in areas, such as children and families, psychoanalysis, clinical supervision, and advanced generalist practice. For more information, please visit: [www.abecsw.org](http://www.abecsw.org).

## 9 Continuing Education

### 9.01 What is Continuing Education?

Continuing Education refers to courses you must take post-MSW, in order to remain licensed as a social worker. Depending on the state, social workers need to complete a specific number of course credits, termed Continued Education Units (CEUs), every two years. Social Workers are responsible for maintaining records of their CEUs. If a social worker is audited and does not have record of his or her CEUs, the social worker will lose his or her license. For more information about your state requirements, please visit: [www.aswb.org/SWL/conteducation.asp](http://www.aswb.org/SWL/conteducation.asp).

### 9.02 University of Michigan Continuing Education

The U of M School of Social Work has a Continuing Education program that offers a variety of coursework, in which social workers can obtain CEUs. We offer mini-courses, workshops, and certificate programs ranging in topics, such as school social work, child welfare, sexual health, health policy, psychopharmacology, Cognitive Behavioral Treatment, Motivational Interviewing, and more. For further details, please visit: <http://ssw.umich.edu/programs/ce>.

## 10 Job Postings

### 10.01 Job Postings

<http://www.ssw.umich.edu/employment/search1.html>

Job Bulletin: </a>

A searchable collection of social work-related positions around the country compiled by the School of Social Work.

<http://umjobs.org/>

Careers at the U: </a>

Includes currently open positions at the School of Social Work.

[http://sitemaker.umich.edu/doctoral\\_program\\_job\\_postings/current\\_job\\_postings](http://sitemaker.umich.edu/doctoral_program_job_postings/current_job_postings)

Doctoral Job Postings:</a>

Current job postings for doctoral students

## 11 Post-MSW Fellowships

### 11.01 Post-MSW Fellowships

Post-MSW fellowships are programs that allow you to receive further education and social work experience after you have completed your MSW. Often times, you need to apply for the fellowship during the time you are in your MSW program. There are many fellowships that exist, and among them are:

- ACLU of North Carolina, Immigrants' Rights Fellowship: <http://www.acluofnorthcarolina.org/?q=node/55>
- Center for Disease Control and Prevention: <http://www.cdc.gov/employment/index.htm>
- Columbia University Psychiatry, Health and Aging Policy Fellowship: <http://www.healthandagingpolicy.org/index.html>
- Counseling and Consultation Service at Ohio State University: <http://www.ccs.ohio-state.edu/page/training-programs/post-internship-clinical-fellowship>
- Department of Treasury Hamilton Fellows Program: <http://www.treas.gov>
- Geropsychology Central Fellowship: <http://www.premier.net/~gero/fellow.html>
- New York State Senate Fellowship: <http://www.nysenate.gov>
- Post-MSW Internships in Clinical Social Work at the University of California-Berkeley: <http://www.uhs.berkeley.edu/home/joinourteam/cps/mswintern/index.shtml>
- Presidential Management Fellowship: <http://www.pmf.opm.gov>
- PsycCareers: <http://psycareers.apa.org>
- Rose and Jacob Ruderman Post Masters Fellowship in Gerontological Social Work: <http://www.bidmc.org/MedicalEducation/Departments/SocialWork/RoseandJacobRudermanPostMastersFellowshipinGerontologicalSocialWork.aspx>
- Sexual Orientation Public Policy Research Fellowship: <http://www.law.ucla.edu/williamsinstitute/Fellowships/PolicyFellowship.html>
- Social Work Training Program at Children's Hospital Boston: <http://www.childrenshospital.org/clinicalservices/Site2266/mainpageS2266P8sublevel9.html>
- State Policy Fellowship: <http://www.cbpp.org/fellowship>
- University of Minnesota Medical Center, Palliative Care Clinical Social Work Fellowship: <http://www.fairview.org/tlc/socialworkfellowship/index.asp>

## 13 Contact Career Services

### 13.01 Contact Us

**Location:**

University of Michigan  
School of Social Work  
1080 S. University  
Ann Arbor, MI 48109  
Room 1696

**Phone:** 734-763-6259

**Fax:** 734-936-1961

**Hours:**

9:00 AM - 5:00 PM

**Staff**

Michelle Woods, Career Services Director  
micwoods@umich.edu, 734-647-2544

Lindsey Giblin, Graduate Student Staff Assistant  
lgiblin@umich.edu

Ruth Spalding, Graduate Student Staff Assistant  
spaldrut@umich.edu

Please contact us for career questions or employment opportunities, or to set up an appointment.

## 15 Acknowledgments

### 15.01 Acknowledgments

We Would Like to Thank...

# Volume 9

# Health and Wellness

## 1 Introduction

### 1.01 MSW Student Guide to Health and Wellness

The health and wellness of students is a high priority at the University of Michigan School of Social Work. This guide will outline a variety of services and resources available students to help promote wellness while enrolled in programs at the University.

### 1.02 OSS Health and Wellness Resources

To promote wellness within the School, the Office of Student Services has identified Wellness Advocates, Lauren Davis and Nyshourn Price. Students should feel free to contact either Lauren or Nyshourn regarding any health, mental health or wellness issues. This could include need for advocacy and referral to University or community resources, financial resources or counseling.

If Lauren and Nyshourn are not available, please feel free to contact the following members of the Office of Student Services as well:

Erin Zimmer, LMSW - [elpena@umich.edu](mailto:elpena@umich.edu) or 734/936-0961

Tim Colenback, LMSW - [timot@umich.edu](mailto:timot@umich.edu) or 734/764-5332

The Office of Student Services will be announcing health and wellness workshops, events and activities on an ongoing basis. Be sure to check the "MSW Official" announcements from the Ctools site: <https://ctools.umich.edu> as well as the current student blog: <http://mblog.lib.umich.edu/SSW/> for up-to-date information.

### 1.03 Health and Wellness Initiative

Our goal is to provide supportive service to you, the School of Social Work graduate student, to promote wellness, self-care and the maintenance of a healthy school-life balance.

Our objectives are to improve your understanding of health and mental health service options, expand the number of activities to address stress, improve coordination with outside offices and health-related entities, and to improve the services for students with disabilities and/or mental health concerns as a means to support academic success.

To meet these goals, the Office of Student Services provides the following services:

Supportive Services:

- Advocacy
- Resource connection (University and Community-based)
- Wellness and Self Care Awareness

Calendar of events each term:

- Workshops
- Activities

We continue to develop programs and activities that get valuable resources into your hands easily, to provide opportunities to improve wellness, increase awareness, support personal and professional development, and promote better balance. We will continue to do this in partnership with faculty and staff who have an interest in your well-being.

Phone: 734/936-0961, [ndp@umich.edu](mailto:ndp@umich.edu), [laurdavi@umich.edu](mailto:laurdavi@umich.edu), [ssw.wellness@umich.edu](mailto:ssw.wellness@umich.edu)

Location: 1748 School of Social Work



## 2 Academic Support

### 2.01 Tutoring Support

Students in need of tutoring services should contact the Office of Student Services at the following:

Office of Student Services

Phone: 734/936-0961

Location: 1748 School of Social Work

Email: [ssw.msw.info@umich.edu](mailto:ssw.msw.info@umich.edu)

### 2.02 Sweetland Writing Center

The Sweetland Writing Center offers a variety of writing courses and support for graduate students. Among its services and courses, Sweetland Writing Workshop faculty offer skillful, supportive advice to graduate students as they draft their course papers, projects, and theses.

Phone: 734/764-0429

Location: 1139 Angell Hall

Website: <http://www.lsa.umich.edu/swc/>

### 3 Career Services

#### 3.01 The Career Center

The Career Center offers services and resources to aid in the career exploration and job search of Master's and Ph.D. students. Services include workshops, programs, counseling, postings of job opportunities and upcoming campus visits by companies in various fields. Students should also check with their departments for additional career resources.

Phone: 734/764-7460

Location: 3200 Student Activities Building (515 E Jefferson)

Website: <http://www.careercenter.umich.edu/students/gradservices/index.html>

#### 3.02 School of Social Work Career Services

The goal of the School of Social Work Career Center is to provide leadership and encourage career exploration and development. The Career Center provides the following services to students and Alumni, resume and cover letter review, licensure preparation including test modules, interviewing assistance, instructional workshops, networking luncheons and more.

Phone: 734/763-6259

Location: 1696 School of Social Work

Website: <http://www.ssw.umich.edu/employment/index.html>

## 4 Ombuds and Legal Services

### 4.01 Office of the Ombuds

The Ombuds office is a place where student questions, complaints and concerns about the functioning of the University can be discussed confidentially in a safe environment. The Office offers informal dispute resolution services, provides resources and referrals, and helps students consider options available to them.

Phone: 734/763-3545

Location: 6015 Fleming Administration Building

Website: <http://www.umich.edu/~ombuds/>

### 4.02 School of Social Work-Student Union Ombudsman

The Student Union Ombudsman is independent of the School Social Work Student Union officers who shall act as an advocate for individual students in grievance with the Student Union. Should a grievance arise between a student and the School of Social Work, its faculty, staff and/or administrators, that student shall be directed to contact the University, Office of Ombudsman and/or its successor department.

Email: [ssw.studentunion@umich.edu](mailto:ssw.studentunion@umich.edu)

### 4.03 School of Social Work-Student Advisory Board (SAB)

Student Advisory Board provides a formal avenue for student facilitated discussion and input regarding the policies and procedures affecting the overall student experience in the School of Social Work. The SAB is comprised of members of the School of Social Work Student Union, as well as the Associate Dean for Educational Programs, Assistant Dean for Student Services, Director of Field Instruction, Director of Career Services, Assistant Director for Student Services, and the School of Social Work Registrar.

Email: [ssw.studentunion@umich.edu](mailto:ssw.studentunion@umich.edu)

### 4.04 University of Michigan Office of Student Conflict Resolution (OSCR)

The University of Michigan Office of Student Conflict Resolution builds trust by conducting an operation that is educationally focused, student-driven, and community-owned, promotes justice by facilitating conflict resolution for the Michigan community and creating a just and safe campus climate, and teaches peace by serving as a campus resource for conflict management.

Phone: 734/936-6308

Location: G-121 South Quad

Website: <http://www.oscr.umich.edu>

### 4.05 University of Michigan Student Legal Services (SLS)

University of Michigan Student Legal Services provides legal services to U-M students. Resources include landlord/tenant disputes, criminal defense, divorce/family law, notary service and wills.

Phone: 734/763-9920

Location: 2304 Michigan Union

Website: <http://studentlegalservices.dsa.umich.edu/>

## 5 Health Services and Resources

### 5.01 Health Insurance

Health insurance for students is available for purchase through the University Health Service. Information can be found at the following website:

<http://www.uhs.umich.edu/healthinsurance>

Phone: 734-764-5182

### 5.02 Tuition Refund Insurance

Tuition Refund Insurance plan could be useful if students have a health condition that could compromise their ability to complete a term. For details, see the following:

<http://www.uhs.umich.edu/tri/>

### 5.03 University Health Service (UHS)

The University Health Service (UHS) is a health care clinic located on the central campus of the University of Michigan. U-M students, faculty, staff and others affiliated with U-M are eligible to visit UHS. For students who are enrolled for the current semester on the Ann Arbor campus, most UHS services are covered by the health service fee, which is paid as part of tuition. Services that are covered by this fee include:

- Clinic visits (e.g. medical clinics, gynecology, specialty clinics, nurse visits, etc.)
- Eye care for medical problems (does not include routine eye exams, glasses, contact lenses)
- Health education
- Nutrition counseling
- Physical therapy
- Radiology
- Most laboratory tests
- Advice by telephone

The health service fee covers services for approximately one week before and two weeks after the term. These times are called grace periods. Additional services are available for a FEE. It is recommended that you call the Appointment Scheduling Office for advice about the best way to visit.

Phone: 734/764-8325 (appointment scheduling)

Location: 207 Fletcher Street

Website: <http://www.uhs.umich.edu>

### 5.04 University of Michigan Dental School

The University of Michigan School of Dentistry is one of the nation's leading dental schools engaged in oral health care education, research, and patient care. For information regarding services please contact them at the number below.

Phone: 734/763-6933

Location: 1011 North University

Website: <http://www.dent.umich.edu/patientservices>

## 6 Mental Health Services and Resources

### 6.01 Campus Mind Works

The Campus Mind Works website was created to support University of Michigan students who have been diagnosed with an ongoing mental health disorder. This site provides information and resources to help students manage their illness and get the most out of their college experience.

Website: <http://www.umich.edu/~caps>

### 6.02 Center for the Education of Women (CEW)

The Center for the Education of Women (CEW) assists students to complete their education, make career decisions, develop professionally, and balance school with other family and life responsibilities. There is no charge for counseling appointments, which are available to anyone, whether affiliated with the University or not. CEW also serves as an advocate on behalf of campus women. Services provided are:

- Free counseling
- Scholarships
- Emergency Grants

Phone: 734/764-6005

Location: 330 E Liberty Street

Website: <http://www.umich.edu/~cew/>

### 6.03 Counseling & Psychological Services (CAPS)

Counseling and psychological services include crisis intervention, brief personal counseling, and short-term psychotherapy for individuals, couples, and groups. Common reasons people go to CAPS are anxiety, depression, relationship issues, academic stress, and eating disorders. Consultation and workshops on various informational and skill-building topics are also available.

Phone: 734/764-8312

Location: 3100 Michigan Union

Website: <http://www.umich.edu/~caps>

### 6.04 MiTalk

In MiTalk students will find a number of mental health resources including online screenings for depression and anxiety, skill-building tools to help you manage stress and academic life, and digitally recorded workshops, lectures, and some relaxation exercises that you can play on the website or download to your mp3 player. The site is completely free of charge to U-M Students, but if you want to download any videos, you will need to sign-up for a free account.

Website: <http://www.mitalk.org>

### 6.05 Self Care Booklet

The Self-Care booklet is a wellness guide created by former students that provides useful wellness tools and emphasizes the importance of integrating self-care into ones busy schedule during the Masters in Social Work program as well as in the future.

[www.ssw.umich.edu/current/Self-CareBooklet.pdf](http://www.ssw.umich.edu/current/Self-CareBooklet.pdf)

### **6.06 Services for Students with Disabilities (SSWD)**

Services for Students with Disabilities provide assistance regarding academic, economic, social, and recreational activities to students who have documented disabilities. Specific services available through SSWD include counseling, assistance with classroom accommodations, volunteer readers and note takers, sign language and oral interpreters, peer tutors, accessible transportation, orientation and registration assistance, special scholarships, tape recorders and talking calculators, aids for reading and studying, such as Braille and large print materials, adaptive computer technology, and telecommunication devices for the deaf. Staff in SSWD also serve as intermediaries and advocates for students with disabilities.

To register for services, or to volunteer as a reader, note taker, or tutor, contact Services for Students with Disabilities.

Phone: 734/763-3000

Location: G-664Haven Hall

Website: <http://www.umich.edu/~sswd/>

\*Students with disabilities may also contact Nyshourn Price-Reed or Lauren Davis at the School of Social Work, 734/936-0961.

### **6.07 Sexual Assault Prevention & Awareness Center (SAPAC)**

Sexual Assault Prevention & Awareness Center (SAPAC) offers crisis intervention, education/programs on sexual assault, sexual harassment, dating and domestic violence, prevention, awareness, sexism, and related issues. Services are available to U-M students, staff, faculty, and their families from all U-M campuses.

Phone: 734/998-9368

Location: 715 North University, Suite 202

Website: <http://www.umich.edu/~sapac/>

### **6.08 Spectrum Center**

The University of Michigan Spectrum Center provides a comprehensive range of education, information and advocacy services working to create and maintain an open, safe and inclusive environment for lesbian, gay, bisexual, transgender, and similarly-identified students, faculty, and staff, their families and friends, and the campus community at large.

Phone: 734/736-4186

Location: 3200 Michigan Union

Email: [spectrumcenter@umich.edu](mailto:spectrumcenter@umich.edu)

Website: <http://spectrumcenter.umich.edu/>

### **6.09 Student Veterans Assistance Program (SVAP)**

Student Veterans Assistance Program (SVAP) helps students make the transition from military duty to life at the University of Michigan. Whether you're just beginning your college education, transferring from another school or returning to school after your service, SVAP assists in making the most of the U-M experience.

Phone: 734-764-6413

Location: 1100 LSA Building, 500 S. State Street

Website: <http://www.vets.umich.edu>

### **6.10 Psychiatric Crisis Line and Psychiatric Emergency Services (PES)**

Psychiatric Emergency Services provides emergency/urgent walk-in evaluation and crisis phone services available 24 hours a day, 7 days a week, for people of all ages. If you have an emergency, please call the Psychiatric Emergency Room at the emergency numbers below.

Location: Level B1 of the Medical Center—adjacent to the Medical Emergency Department.

Emergency Phone: 9-1-1 or 734/936-5900

Website: <http://www.psych.med.umich.edu/>

### **6.11 University of Michigan Center for the Child and the Family**

The University Center for the Child and the Family is a University of Michigan agency offering a comprehensive range of mental health services for children and families in the community. University affiliation is not required to receive services. Services include comprehensive assessments and therapies for the full range of child, couple, and family concerns, psychological and educational testing, therapy and guidance for children and families experiencing loss, lesbian, gay, and bisexual family services, and support groups in such areas as social skills and parenting.

Phone: 734/764-9466

Location: 530 Church Street, Suite 1465

Website: <http://www.umucf.org>

### **6.12 University of Michigan Depression Center**

The University of Michigan Depression Center is the first ever multi-disciplinary center dedicated to research, education, and treatment of depressive and bipolar illnesses. They bring together world-class resources from the U-M Health System and almost all the University of Michigan Schools and Colleges.

Phone: 1-800-475-6424 or 734/936-4400 (appointment scheduling)

Location: Rachel Upjohn Building, 4250 Plymouth Rd. Ann Arbor, MI 48109-5763

Website: <http://www.depressioncenter.org/>

### **6.13 University of Michigan Mental Health Resources**

Mental Health Resources provides access to mental health care resources for students, parents, faculty, and staff at the University of Michigan. This site is useful to people experiencing difficulty coping with college life.

Website: <http://www.umich.edu/~mhealth>

### **6.14 University of Michigan Psychological Clinic**

The University of Michigan Psychological Clinic provides psychological care for students and residents of Ann Arbor and neighboring communities, including University staff and faculty, and graduate and undergraduate students.

Phone: 734/764-3471

Location: East Hall, Suite 2463

Website: <http://www.psychclinic.org>

## 7 Community Resources

### 7.01 Department of Public Safety (DPS)

The University of Michigan Department of Public Safety (DPS) is a full service law enforcement agency. DPS Police Officers are licensed by the Michigan Commission on Law Enforcement Standards (MCOLES) and have the authority and responsibility to investigate, search, arrest and use reasonable force as necessary to protect persons and property and to enforce the laws of the State of Michigan and the Ordinance of the Regents of the University of Michigan.

Police, Fire and Medical Emergencies dial 9-1-1

For non-emergencies: 734/763-1131

Phone: <http://police.umich.edu/>

### 7.02 Department of Recreational Sports (Rec-Sports)

Rec-Sports offers a wide range of recreational activities designed to meet the interests of students and the University community. Current students have access to all of the recreational facilities (CCRB, NCRB, and Intramural Building) when they pay their student activity fee each semester.

Website: <http://www.recsports.umich.edu/>

### 7.03 Safe House Center

Safe House provides Domestic violence and sexual assault counseling, aid, and shelter—24-hour hotline.

Phone: 734/995-5444

Location: 4100 Clark Road, Ann Arbor, MI 48105

Website: <http://www.safehousecenter.org/>

### 7.04 Students with Children Resources

Students with Children Resources is a one-stop shopping for all parenting needs...the site is dedicated to the needs of students at the University who juggle parenting or elder care, study and work.

Website: <http://www.studentswithchildren.umich.edu/>

### 7.05 Women, Infant and Children Supplemental Food Program (WIC)

Women, Infants and Children (WIC) is a health and nutrition program that helps pregnant women, new mothers, and young children eat well and stay healthy. WIC also provides nutrition education and counseling and help accessing health care. To apply for WIC services phone the number below.

Phone: 734/544-6800



### **7.06 The Women's Center of Southeastern Michigan**

The Women's Center of Southeast Michigan provides affordable counseling, financial, legal, and job-related services. Their goal is to interweave services together as a "safety net" that promotes economic and emotional recovery. Although efforts are primarily by and for women, they also welcome men and boys.

Phone: 734/973-6779

Location: 510 South Maple Road

Website: <http://www.womenscentersemi.org/>