

# **Student Guide to the Master's of Social Work Degree Program 2015-2016\***

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# **Volume I**

# **Academic and Professional Policies**

## CHAPTER 1 ACADEMIC CALENDAR

### Section 1.00 Academic Calendar

The School of Social Work Academic Calendar contains important dates for when classes and field instruction begin and end each term, 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://ssw.umich.edu/events/academic-calendar>

### Section 1.01 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)

## CHAPTER 2 COURSE REGISTRATION POLICIES

### Section 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 website at <https://ssw.umich.edu/my-ssw/class-related-forms>, 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-served basis by adding the course via Wolverine Access.

## Section 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

<https://ssw.umich.edu/sites/default/files/documents/msw/withdrawal-intent-form.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, volume 1, section 2.3).

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/>.

## Section 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 there are 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 never attend a Mini-Course in which enrolled, the student will receive a grade of "NR" (No Report). Partial attendance without dropping the course may result in a grade of "E" which carries no credit and indicates failure. Late drop 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 (see volume 1, section 2.3).

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

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

## **Section 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 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 never attend a Mini-Course in which enrolled, the student will receive a grade of "NR" (No Report). Partial attendance without dropping the course may result in a grade of "E" which carries no credit and indicates failure. Late drop 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.

## **Section 2.04 Policy on Auditing a Course**

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.

## **CHAPTER 3 COURSE EXEMPTION POLICIES**

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

Classroom-based foundation courses (i.e., 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. Courses that are graded by narrative evaluation will also be considered for exemptions. Courses graded as Pass/Fail, Satisfactory/Unsatisfactory, or other evaluative scales will not be eligible for review unless it is for Field Instruction exemption consideration. 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:**

Excluding SW 560, 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 521, SW 522, SW 530, and SW 511 or SW 512. SW 560 will be reviewed according to the policies noted above.

## **CHAPTER 4 TRANSFER CREDIT POLICIES**

### **Section 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 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 four years of the expected MSW graduation
7. A grade of B or better was achieved. Courses that were graded by narrative evaluation will also be considered for transfer credit. Courses graded as Pass/Fail, Satisfactory/Unsatisfactory, or other evaluative scales will not be eligible for transfer credit consideration unless it is transferring for Field Instruction credit.

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.

## **Section 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, 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/sites/default/files/documents/msw/transfer-credit-request.pdf>

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

## **CHAPTER 5**    **BIOLOGICAL DETERMINANTS OF HUMAN BEHAVIOR** **ADMISSION REQUIREMENT**

### **Section 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.

## **CHAPTER 6**    **NON-CANDIDATE FOR DEGREE (NCFD) POLICY**

### **Section 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.

Exchange students will only be admitted from institutions with which the School of Social Work has an official partnership. All exchange students must be recommended and approved to attend the University of Michigan by their home institution before applying. Admitted NCFD exchange students will only be admitted for one term and must return to their home institution upon completion of that term. All tuition and mandatory student fees will be waived for these students in accordance with the memorandum of understanding between the University of Michigan and the home institution.

## CHAPTER 7 TRANSCRIPTS AND GRADES

### Section 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 Student Center, then select Transcript: Order Transcript from the dropdown list. An electronic (PDF) transcript order allows for attachments to be uploaded and sent along with the transcript. Rush processing and expedited delivery options are now available online as well. The order online option is not available to those students who have attachments which must accompany a paper transcript, or to those students who last attended the University of Michigan prior to Fall 1993. There are also non on-line options for ordering a transcript. Additional information may be obtained by contacting the University Office of the Registrar, (734) 763-9066, <http://ro.umich.edu/>

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

## CHAPTER 8 GRADES IN ACADEMIC COURSES AND IN FIELD INSTRUCTION

### Section 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. Due to the brief length of time a mini course meets, partial attendance will likely result in a grade of E.

The grading system for all Field Instruction courses consists of S (satisfactory), M (marginal), and U (unsatisfactory). Field faculty are responsible for grading. Students are expected to adhere to the Social Work Code of Ethics, 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.

The following definitions have been established for grading in field instruction courses. These grades are determined based on the number of points a student earns on the Educational Agreement form, the field instructor narrative, and verbal written input from all parties involved in field instruction. The rating scale for grading is determined by adding the scores for each practice behavior on the student's Educational Agreement.

#### Foundation Field

82 points or more = Satisfactory

81-62 points = Marginal

61 points or below = Unsatisfactory

#### Advanced Field

108 points or more = Satisfactory

107-54 points = Marginal

53 points or below = Unsatisfactory

*Note:* If the ratings on the Educational Agreement form show three (3) or more “NA” scores (not applicable), then the student will automatically receive a grade of Incomplete (“I”) for the term. The field instructor will be required to explain why these scores were given in their narrative. This grade of Incomplete will be changed after the student has completed the assigned work or developed and created a new assignment and completed these. The grade change will indicate the student has earned a grade of Satisfactory (“S”), Marginal (“M”), or Unsatisfactory (“U”). The grade of IS or MS stays permanently on the student’s transcript.

**Satisfactory (S):** is used when the quality of performance is acceptable and credit is granted for the course. The student has demonstrated through performance in fieldwork by obtaining an average score of 82 or higher in foundation field, or 108 points or more in advanced field instruction for all field-based assignments documented on the Educational Agreement form.

**Marginal (M):** is used when the quality of performance is less than satisfactory, but short of failing. The student has demonstrated through performance in fieldwork by obtaining an average score between 81-62 points in foundation field instruction, or 107-54 points in advanced field instruction for all field-based assignments documented on the Educational Agreement form.

**Unsatisfactory (U):** is used when the quality of performance is inadequate and no credit is granted. The student has demonstrated through performance in fieldwork by obtaining an average score below 61 points in foundation field instruction or below 53 in advanced field instruction for all field-based assignments documented on the Educational Agreement form.

All students must receive satisfactory (S) grades for the 12 required Advanced Field Instruction credits. Students who do not meet this requirement (students who receive a marginal (“M”) grade in Advanced field instruction) must complete additional field instruction work. 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 531) will have the exemption revoked if a grade below “S” is received after the completion of the first advanced term of 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.

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. 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 Faculty to develop a plan for removal of probationary status.

No student may receive credit for an unsatisfactory (U) grade in field instruction. This will require that the student repeat the course.

Students should also be aware that once the term is completed and the grade has been issued, adjustment to registration for SW515 or SW691 cannot be changed.

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

## Section 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/field faculty. 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. If the "I" is not made up in the approved time frame the grade is changed to an IPL (Incomplete Permanent Lapse) and is final.

**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 field faculty or field instructor and not due to any problem on the part of the student. "NRs" are rare and usually temporary.

## Section 8.02 Policy on 4 Point Grade System

The University of Michigan, School of Social Work, Masters Program is on a 4.3 grade point system with a maximum term and cumulative GPA of 4.0.

The breakdown of the 4.3 scale is as follows:

4.3 = A+

4.0 = A

3.7 = A-

3.3 = B+

3.0 = B

2.7 = B-

2.3 = C+

2.0 = C

1.7 = C-

1.3 = D+

1.0 = D

0.7 = D-

0.0 = E

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

## **CHAPTER 9** **CLASS ATTENDANCE**

### **Section 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.

Some instructors in the School of Social Work follow what is often referred to as "Michigan time" where classes begin 10 minutes after the scheduled start time. However, some instructors do not follow this schedule and do start promptly on time. Therefore, students who may consistently be 10 minutes late should consult with the instructor about the instructor's class start time.

## **CHAPTER 10** **CHANGING PRACTICE METHOD CONCENTRATION OR PRACTICE AREA**

### **Section 10.00 Changing Practice Method Concentration or Practice Areas Prior to the First Term of Enrollment**

Occasionally, an admitted student wants to change their concentration or practice area prior to beginning their first term as an MSW student. They may request the change by emailing the Office of Student Services at [ssw.oss@umich.edu](mailto:ssw.oss@umich.edu) including an explanation of the desired change. Students should also confirm that their concentration or practice area change will not conflict with the conditions required of any grant or scholarship offered from the School of Social Work.

### **Section 10.01 Changing Concentration or Practice Area After Enrollment in the MSW Program**

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



1. Changing concentration or practice area 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 concentration and practice area.
2. Advanced standing students who change concentration or practice area 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 concentration or practice area 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 concentration or practice area.

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

1. There is room available in the required courses
2. An appropriate field placement can be secured to accommodate concentration or practice area 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 Faculty is obtained

If a student wishes to change either her/his practice method concentration, her/his practice area, or both, 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 should also confirm that their concentration or practice area change will not conflict with the conditions required of any grant or scholarship offered from the School of Social Work.



## **Changing Concentrations and Enrollment in SW 511 or SW 512**

Students that receive approval to change their concentration from a macro concentration (CO, MHS, or SPE) to Interpersonal Practice (IP) will be required to change the Macro Practice Skills Laboratory foundation course (SW 512) currently enrolled in prior to the start of the term in which they are enrolled in the course up through the second week of class. Following the second class a change to the course is not required. If students have already completed the lab course under the previous concentration a change is not required nor expected.

Students that receive approval to change their concentration from Interpersonal Practice (IP) to a macro concentration (CO, MHS, or SPE) will be required to change the Interpersonal Practice Skills Laboratory foundation course (SW 511) currently enrolled in prior to the start of the term in which they are enrolled in the course up through the second week of class. Following the second class a change to the course is not required. If students have already completed the lab course under the previous concentration a change is not required nor expected.

## **CHAPTER 11 CHANGING CURRICULUM SCHEDULE**

### **Section 11.00 Changing Curriculum Schedule**

Occasionally, an admitted student wants to change their curriculum schedule (i.e. advanced standing, 16 month, 20 month, Peace Corps Master's International track, etc.) prior to beginning their first term as an MSW student. They may request the change by e-mailing the Office of Student Services at [ssw.oss@umich.edu](mailto:ssw.oss@umich.edu) including an explanation of the desired change. Students should also confirm that their curriculum schedule change will not conflict with the conditions required of any grant or scholarship offered by the School of Social Work.

If an admitted student with advanced standing status wants to change their curriculum schedule to 16 month or 20 month, then they must submit a *Decline/Renounce Advanced Standing Status form* to the Office of Student Services at [ssw.oss@umich.edu](mailto:ssw.oss@umich.edu). Upon receipt of a signed Decline/Renounce Advanced Standing Status form, the decision is irrevocable. The Decline/Renounce Advanced Standing Status form can be found at <http://ssw.umich.edu/sites/default/files/documents/msw/decline-renounce-advanced-standing-form.pdf>.

#### **Changing Full- or Part-time Enrollment Status**

An admitted applicant who finds that circumstances necessitate a change in their enrollment status (*example*: from Extended Degree Curriculum Schedule to the Full-time Program or from the Full-time Program to the Extended Degree Curriculum Schedule) prior to the beginning of the first term must submit a request to the Office of Student Services at [ssw.oss@umich.edu](mailto:ssw.oss@umich.edu) for review and approval. The request must include the reasons for the desired change in status. These requests will be reviewed and are approved on a space available basis.

#### **Definitions of Full-time status & Part-time status**

**Full-time:** a minimum of 9 credit hours per term.\*

**Part-time:** less than 9 credit hours per term (refer to Extended Degree description for further information)

\* Students receiving financial assistance from the School of Social Work are typically required to be enrolled for a minimum of 12 credit hours per term.

## **CHAPTER 12 POLICY FOR CLASS ASSIGNMENTS THAT INVOLVE COLLECTION EFFORTS WITH SW STUDENTS, STAFF OR FACULTY**

### **Section 12.00 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 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.

## **CHAPTER 13**     **STUDENT CODE OF ACADEMIC AND PROFESSIONAL CONDUCT**

### **Section 13.00 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 faculty. 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

## Section 13.01 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.

## Section 13.02 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>.

## Section 13.03 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.

## Section 13.04 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.

## **Section 13.05 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.

Learn more about responsible use of technology resources by visiting <http://www.itcs.umich.edu/itcsdocs/r1103/>.

## **Section 13.06 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.

## **Section 13.07 Impairment**

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

## **Section 13.08 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.

## **Section 13.09 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.

## **Section 13.10 Criminal Activity**

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

## **Section 13.11 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.

## **Section 13.12 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.

## **Section 13.13 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.

## **Section 13.14 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.

## **Section 13.15 Retaliation**

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

## **Section 13.16 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.

## **Section 13.17 Violation of University Policies**

Violating University policies governing student conduct.

## **CHAPTER 14 THE SOCIAL WORKER'S CODE OF ETHICS**

### **Section 14.00 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 asked to attend a professional review meeting.

[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>

## **CHAPTER 15 DEFINITIONS**

### **Section 15.00 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.

### **Section 15.01 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 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

## **Section 15.02 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

## Section 15.03 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.

## Section 15.04 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 Academic Concerns 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.

## Section 15.05 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.

## Section 15.06 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.

## **Section 15.07 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.

## **Section 15.08 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.

## **CHAPTER 16 ACADEMIC STANDING AND ACADEMIC DIFFICULTY**

### **Section 16.00 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 3.0 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.

### **Section 16.01 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.

## **Section 16.02 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.

## **Section 16.03 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.

## **CHAPTER 17 STUDENT RIGHTS AND STUDENT RECORDS AT THE SCHOOL OF SOCIAL WORK**

## **Section 17.00 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. Students also complete routine evaluations of advisors, field faculty, 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 School and The Student Union at <https://ssw.umich.edu/my-ssw/evaluations/>.

### **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.

## **Section 17.01 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 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.

## **Section 17.02 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.
- c. 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."
- d. Data maintained solely for research purposes should not be identifiable as to person.

## **Section 17.03 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 written request. Address written requests to 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. An appointment is not necessary if you are requesting copies of records. However, an appointment may be necessary for students and alumni to sit and review materials in person.

## **Section 17.04 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.

## **Section 17.05 Student Use of Space in the School of Social Work**

### **Room Reservations for School of Social Work Student Organizations**

School of Social Work organizations registered as Sponsored Student Organizations (SSO) or Volunteer Student Organizations (VSO) with MSA and registered with OSS may utilize space in the School of Social Work. To make a request, students must send an email to [studentroomrequests@umich.edu](mailto:studentroomrequests@umich.edu) at least two weeks prior to the event. The request should include the following information:

- Purpose of the reservation
- Time that the room is needed
- Number of people attending
- Preferred Room
- AV needs
- Any other information that is pertinent to the room reservation.

Reservations will be assigned in order to allow the largest number of students to utilize the space as possible. Please email [studentroomrequests@umich.edu](mailto:studentroomrequests@umich.edu) at the earliest date possible if you need to cancel your reservation.

### **Room Reservations for Individual Usage**

MSW and undergraduate students completing the CASC minor may reserve rooms B742 and B710 in the School of Social Work during open building hours. To make a request, students must send an email to [studentroomrequests@umich.edu](mailto:studentroomrequests@umich.edu) at least one week prior to the event. The request should include the following information:

- Purpose of the reservation
- Time that the room is needed
- Number of people attending
- Preferred Room
- AV needs
- Any other information that is pertinent to the room reservation.

Reservations will be assigned in order to allow the largest number of students to utilize the space as possible. Individual students will need to send separate reservations each week for standing meeting requests (i.e. reservations during the same time/date each week). Please email [studentroomrequests@umich.edu](mailto:studentroomrequests@umich.edu) at the earliest date possible if you need to cancel your reservation.

### **Using B742 & B710 Without a Reservation**

MSW and CASC minor students may use rooms B742 & B710 on a first come, first served basis when they are not reserved. To utilize the room, go to the atrium level information desk to request access. These rooms will eventually have a keypad on the door. The code to the room will be emailed to all MSW and CASC students. To request the code, email [studentroomrequests@umich.edu](mailto:studentroomrequests@umich.edu). Students are asked to share the room and limit usage to a maximum of 2 hours. The room must be vacated if a student or group has reserved the room.

## **Section 17.06 Student Collection of Donations in the School of Social Work**

### **Donation Collection**

MSW, Doctoral, CASC minor students and School of Social Work student organizations may run donation drives in the School of Social Work. Drives must be approved by the Office of Student Services and a maximum of two collection drives may be held simultaneously in the School. Donations drives may include the collection of books, clothing, food, personal care items, etc. Collection bins will be kept in McGregor Commons and items for the drives must be collected frequently by the sponsoring student or organization. To schedule a donation drive, send an email request to [studentroomrequests@umich.edu](mailto:studentroomrequests@umich.edu) at least two weeks prior to the first day of the drive. The request should include the following information:

- Purpose of the drive
- Sponsoring student/organizations' contact information
- Duration of the drive
- Items to be collected
- Intended purposes for donated items
- Any other information that is pertinent to the request

## **CHAPTER 18 STUDENT GRIEVANCES**

### **Section 18.00 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 (which consists of 2 members plus the chair) shall be authorized to act by vote.

#### **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.

## **Section 18.01 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.

## **Section 18.02 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.

## **Section 18.03 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.

## **CHAPTER 19 FINANCIAL AID POLICIES**

### **Section 19.00 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/or 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-seeking 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 (three terms for students with advanced standing status). 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.

### **Section 19.01 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 contact the Dean's office.

## **CHAPTER 20 STUDENTS WITH DISABILITIES – RELEVANT POLICIES**

## Section 20.00 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 accommodations 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. Supportive services available through SSD include assistance with classroom accommodations, volunteer readers and note takers, sign language and oral interpreters, accessible transportation, orientation and registration assistance, special scholarships, and aids for reading and studying, such as Braille and large print materials, Assistive Technology, and telecommunication devices for the Deaf and Hard of Hearing. SSD coordinators also serve as intermediaries and advocates for students with disabilities.

To register or find out more about services, contact Services for Students with Disabilities, G664 Haven Hall, Ann Arbor, MI 48109-1045, (734) 763-3000 or visit <http://ssd.umich.edu/>.

Students with disabilities may also contact Nyshourn Price ([ndp@umich.edu](mailto:ndp@umich.edu)) or Lauren Davis ([laurdavi@umich.edu](mailto:laurdavi@umich.edu)) in the Office of Student Services at (734) 764-3309 or Warren Clark ([clarkw@umich.edu](mailto:clarkw@umich.edu)) at (734) 647-9433 for field related questions.

## CHAPTER 21 SPECIFIC FIELD INSTRUCTION POLICIES

### Section 21.00 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. The School of Social Work will consider field coursework that was graded by letter, narrative evaluation, Pass/Fail, Satisfactory/Unsatisfactory or other evaluative scales.

### Section 21.01 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.

Field credit will be eligible for possible transfer within the following guidelines regardless of the number of clock hours required of the specific program/school:

Social Work programs that require 2 terms of foundation field:

3 credits of foundation and 3 credits of elective may be transferred

For social work programs that require 2 terms of foundation field but only one term is completed:

3 credits of foundation may be transferred with no additional elective credit given

For social work programs requiring 1 term of foundation field:

3 credits of foundation may be transferred with no additional elective credit

A student with designated advanced field in addition to foundation may receive 3 foundation credits, advanced credit not to exceed 4 (per established policy), and possibly additional elective credit (if at least 2 terms of field were completed)

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 is located at <http://ssw.umich.edu/sites/default/files/documents/msw/transfer-credit-request.pdf>.

## **CHAPTER 22 UNIVERSITY POLICIES**

### **Section 22.00 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; (<http://hr.umich.edu/oie/>); School of Social Work Affirmative Action Coordinator, Associate Dean for Educational Programs, Jorge Delva, MSW, Ph.D., or the Spectrum Center, 3200 Michigan Union, (734) 763-4186. Contact the Spectrum Center online at <http://www.spectrumcenter.umich.edu/>.

### **Section 22.01 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, (<http://hr.umich.edu/oie/>). For other University of Michigan information call (734) 764-1817.

## **Section 22.02 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.

## **Section 22.03 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.

## **Section 22.04 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.studentpolicies.dsa.umich.edu/>.

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 (Associate Dean Jorge Delva or Associate Dean Ruth Dunkle).

## **Section 22.05 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.

## **CHAPTER 23** **LAPTOP REQUIREMENT POLICY**

### **Section 23.00** **Laptop Requirement Policy**

The School of Social Work (SSW) requires all Master of Social Work (MSW) students entering in Fall 2015 to obtain a personal laptop computer. Laptops are used in some classes, in group projects outside of class, and can serve your other information processing needs. The SSW utilizes virtual lab technology that all students can access anytime, anywhere, making a laptop essential.

The SSW and U-M are both PC and Mac friendly and specific recommendations are below. A recent version of a modern operating system should allow students to access all necessary software and systems. Students should also consider their own needs when purchasing a laptop. The SSW does not provide support for student-owned laptops.

#### **Computer purchasing recommendations**

Windows laptop/notebook:

- Dual core 1.6 GHz minimum processor
- Minimum of 4 GB RAM
- 128 GB minimum SSD or 500 GB minimum hard drive
- 2.4/5 GHz dual-band 802.11n (or better) Wi-Fi
- Windows 7 or Windows 8.x
- At least one year of extended warranty suggested

Macintosh laptop/notebook:

- Dual core 1.6 GHz minimum processor
- Minimum of 4 GB RAM
- 128 GB minimum SSD or 500 GB minimum hard drive
- 2.4/5 GHz dual-band 802.11n (or better) Wi-Fi

- Mac OS X 10.7 (or newer)
- At least one year of extended AppleCare warranty suggested

One source for purchasing a laptop is through the University of Michigan Computer Showcase (<http://computershowcase.umich.edu/>). The U-M Computer Showcase is on-campus and offers academic pricing on a selection of options. The U-M Computer Showcase Support & Repair centers (<http://www.itcs.umich.edu/repair/>) offer no- and low-cost services for computers purchased in the Showcase and elsewhere.

### **Frequently Used Software**

Due to the nature of assignments in the SSW, students would benefit from having Microsoft Office (or a similar software package) on their computer. Additionally, some professors may require that students purchase SPSS for their personal computers. The University of Michigan Computer Showcase offers this software for students for free or an affordable cost:

- Microsoft Office 365 Education free to UM Students  
(<http://computershowcase.umich.edu/item.php?cat=71&item=000365&id=3504>)
- SPSS can be purchased for \$40  
(<http://computershowcase.umich.edu/item.php?cat=72&id=2972>)

Please note: tablets will not meet the laptop requirement as they are unable to run SPSS.

# **Volume II**

## **MSW Curriculum**

## CHAPTER 1 [SSW MISSION](#)

### Section 1.00 [School of Social Work](#)

#### U-M MSW Program Mission

Advancing the social work profession's vision and values, the University of Michigan School of Social Work seeks to develop a more equitable, caring, and socially just society. Such a society meets basic human needs, eliminates social and economic inequities, and empowers individuals, their communities, and institutions to reach their aspirations and potential. Drawing on an interdisciplinary faculty within a public university seated in a region of enormous need and promise, the School is dedicated to education, research, and service that fosters progressive change at local, national, and global levels.

#### U-M MSW Program Goals

1. The School will provide an excellent education to students and practitioners in the knowledge and skills needed for contemporary and evolving social work practice.
2. The School will create and disseminate knowledge about individual, community, and organizational concerns; social issues; social policy; and practice interventions, within a tradition of multi-disciplinary and multi-professional research.
3. The School will engage in service to the community, the profession, and society through collaboration and leadership.

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.

## CHAPTER 2 [MSW DEGREE REQUIREMENTS](#)

### Section 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 3.0) 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 concentration and Practice Area.

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 online 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. Meeting these deadlines will also help to ensure inclusion in the University Commencement Program publication. The deadline dates are as follows:

- December graduation: August 1;
- May graduation: November 1;
- August graduation: February 15

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/>.

## **CHAPTER 3** **FOUNDATION REQUIREMENTS**

### **Section 3.00** **Foundation Course Content**

The foundation curriculum is designed to provide students with an introduction to the core competencies in order to engage in effective strengths-based, socially-just generalist social work practice, and to prepare students for the advanced practice method concentration curriculum. The foundation curriculum provides students with an introduction to the fundamentals of social policy formulation and program implementation, direct practice methods at multiple system levels (i.e., individual, family, group, organization, and community), social work and social science research, theories of human behavior in the social environment, and concurrent field work experience.

## **Section 3.01 Foundation Curricular Objectives: CSWE Core Competencies & Practice Behaviors**

The School has adopted the Council on Social Work Education (CSWE) core competencies 1–10d (*Educational Policy and Accreditation Standards*, 2008) as its foundation curricular objectives. Each competency has a set of corresponding practice behaviors, which are intended to operationalize the competencies. The competencies and practice behaviors listed below are introduced in the foundation curriculum.

### **COMPETENCY 1: Professional Identity**

Identify as a professional social worker and conduct oneself accordingly.

Social workers serve as representatives of the profession, its mission, and its core values. They know the profession's history. Social workers commit themselves to the profession's enhancement and to their own professional conduct and growth. Social workers

1. advocate for client access to the services of social work;
2. practice personal reflection and self-correction to assure continual professional development;
3. attend to professional roles and boundaries;
4. demonstrate professional demeanor in behavior, appearance, and communication;
5. engage in career-long learning; and
6. use supervision and consultation.

### **COMPETENCY 2: Values & Ethics**

Apply social work ethical principles to guide professional practice.

Social workers have an obligation to conduct themselves ethically and to engage in ethical decision-making. Social workers are knowledgeable about the value base of the profession, its ethical standards, and relevant law. Social workers

1. recognize and manage personal values in a way that allows professional values to guide practice;
2. make ethical decisions by applying standards of the National Association of Social Workers Code of Ethics and, as applicable, of the International Federation of Social Workers/International Association of Schools of Social Work Ethics in Social Work Statement of Principles;
3. tolerate ambiguity in resolving ethical conflicts; and
4. apply strategies of ethical reasoning to arrive at principled decisions.

### **COMPETENCY 3: Critical Thinking**

Apply critical thinking to inform and communicate professional judgments.

Social workers are knowledgeable about the principles of logic, scientific inquiry, and reasoned discernment. They use critical thinking augmented by creativity and curiosity. Critical thinking also requires the synthesis and communication of relevant information. Social workers

1. distinguish, appraise, and integrate multiple sources of knowledge, including research-based knowledge, and practice wisdom;
2. analyze models of assessment, prevention, intervention, and evaluation; and
3. demonstrate effective oral and written communication in working with individuals, families, groups, organizations, communities, and colleagues.

#### **COMPETENCY 4: Diversity**

Engage diversity and difference in practice.

Social workers understand how diversity characterizes and shapes the human experience and is critical to the formation of identity. The dimensions of diversity are understood as the intersectionality of multiple factors including age, class, color, culture, disability, ethnicity, gender, gender identity and expression, immigration status, political ideology, race, religion, sex, and sexual orientation. Social workers appreciate that, as a consequence of difference, a person's life experiences may include oppression, poverty, marginalization, and alienation as well as privilege, power, and acclaim. Social workers

1. recognize the extent to which a culture's structures and values may oppress, marginalize, alienate, or create or enhance privilege and power;
2. gain sufficient self-awareness to eliminate the influence of personal biases and values in working with diverse groups;
3. recognize and communicate their understanding of the importance of difference in shaping life experiences; and
4. view themselves as learners and engage those with whom they work as informants.

#### **COMPETENCY 5: Human Rights & Social Justice**

Advance human rights and social and economic justice.

Each person, regardless of position in society, has basic human rights, such as freedom, safety, privacy, an adequate standard of living, health care, and education. Social workers recognize the global interconnections of oppression and are knowledgeable about theories of justice and strategies to promote human and civil rights. Social work incorporates social justice practices in organizations, institutions, and society to ensure that these basic human rights are distributed equitably and without prejudice. Social workers

1. understand the forms and mechanisms of oppression and discrimination;
2. advocate for human rights and social and economic justice; and
3. engage in practices that advance social and economic justice.

#### **COMPETENCY 6: Research**

Engage in research-informed practice and practice-informed research.

Social workers use practice experience to inform research, employ evidence-based interventions, evaluate their own practice, and use research findings to improve practice, policy, and social service delivery. Social workers comprehend quantitative and qualitative research and understand scientific and ethical approaches to building knowledge. Social workers

1. use practice experience to inform scientific inquiry and
2. use research evidence to inform practice.

#### **COMPETENCY 7: Human Behavior & the Social Environment**

Apply knowledge of human behavior and the social environment.

Social workers are knowledgeable about human behavior across the life course; the range of social systems in which people live; and the ways social systems promote or deter people in maintaining or achieving health and well-being. Social workers apply theories and knowledge from the liberal arts to understand biological, social, cultural, psychological, and spiritual development. Social workers

1. utilize conceptual frameworks to guide the processes of assessment, intervention, and evaluation; and
2. critique and apply knowledge to understand person and environment.

### **COMPETENCY 8: Social Policy**

Engage in policy practice to advance social and economic well-being and to deliver effective social work services.

Social work practitioners understand that policy affects service delivery, and they actively engage in policy practice. Social workers know the history and current structures of social policies and services; the role of policy in service delivery; and the role of practice in policy development. Social workers

1. analyze, formulate, and advocate for policies that advance social well-being; and
2. collaborate with colleagues and clients for effective policy action.

### **COMPETENCY 9: Context**

Respond to contexts that shape practice.

Social workers are informed, resourceful, and proactive in responding to evolving organizational, community, and societal contexts at all levels of practice. Social workers recognize that the context of practice is dynamic, and use knowledge and skill to respond proactively. Social workers

1. continuously discover, appraise, and attend to changing locales, populations, scientific and technological developments, and emerging societal trends to provide relevant services; and
2. provide leadership in promoting sustainable changes in service delivery and practice to improve the quality of social services.

### **COMPETENCY 10(a-d)**

Engage, assess, intervene, and evaluate with individuals, families, groups, organizations, and communities.

Professional practice involves the dynamic and interactive processes of engagement, assessment, intervention, and evaluation at multiple levels. Social workers have the knowledge and skills to practice with individuals, families, groups, organizations, and communities. Practice knowledge includes identifying, analyzing, and implementing evidence-based interventions designed to achieve client goals; using research and technological advances; evaluating program outcomes and practice effectiveness; developing, analyzing, advocating, and providing leadership for policies and services; and promoting social and economic justice.

#### **COMPETENCY 10(a): Engagement**

Social workers:

1. substantively and affectively prepare for action with individuals, families, groups, organizations, and communities;
2. use empathy and other interpersonal skills; and
3. develop a mutually agreed-on focus of work and desired outcomes.

#### **COMPETENCY 10(b): Assessment**

Social workers:

1. collect, organize, and interpret client data;
2. assess client strengths and limitations;



3. develop mutually agreed-on intervention goals and objectives; and
4. select appropriate intervention strategies.

#### **COMPETENCY 10(c): Intervention**

Social workers:

1. initiate actions to achieve organizational goals;
2. implement prevention interventions that enhance client capacities;
3. help clients resolve problems;
4. negotiate, mediate, and advocate for clients; and
5. facilitate transitions and endings.

#### **COMPETENCY 10(d): Evaluation**

Social workers:

1. critically analyze, monitor, and evaluate interventions.

## **Section 3.02 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.

## **Section 3.02 Required 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> .

## **Section 3.03 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.

### **Section 3.04 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.

### **Section 3.05 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.

### **Section 3.06 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.

### **Section 3.07 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.

### **Section 3.08 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.

## Section 3.09 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.

## CHAPTER 4 PRACTICE METHOD CONCENTRATIONS AND PRACTICE AREAS IN THE ADVANCED CURRICULUM

### Section 4.00 Practice Method Concentrations and Practice Areas in the Advanced Curriculum

The School has based its advanced practice method concentrations on the idea that rapidly changing policies, emerging evidence-based practices, and dramatic changes in service delivery patterns and structures require a graduate to be well-grounded in the methodologies of change in order to be prepared for professional social work practice. The advanced curriculum builds on the generalist foundation curriculum and provides students the choice of concentrating on one of four practice method concentrations: **community organization, interpersonal practice, management of human services, and social policy and evaluation.**

The practice method concentrations are derived from different approaches to implementing change at micro, mezzo, and macro levels of intervention. Each practice method has a unique set of skills and knowledge. Advanced practice in a practice method concentration broadens and deepens foundation knowledge and skills, and enhances the specialized skills needed for students to select and implement interventions within their chosen scope of practice.

All students in the School are required to complete a practice method concentration. A student's choice of the practice method concentration determines their advanced program of study.

The program's advanced curriculum is also driven by contextually-specific knowledge in the student's choice of one of five designated practice areas (**aging, children and youth, communities and social systems, health, or mental health**). The School's practice areas are contexts and domains of practice, as well as populations served. Supplementing the practice method concentration with content in a practice area allows students to gain specific knowledge about their desired domain of practice, while concurrently developing the advanced practice behaviors for their practice method concentration. The practice area courses also provide the opportunity for students to be exposed to and collaborate with students in other practice method concentrations around a shared area of interest, emulating the different social work roles of a real-world practice setting.

## CHAPTER 5 ADVANCED CURRICULUM OBJECTIVES

### Section 5.00 Advanced Curriculum Objectives & Practice Behaviors

The MSW program defines its advanced curricular educational objectives according to the Council on Social Work Education's definition of advanced practice in Educational Policy M2.2 (*Educational Policy and Accreditation Standards*, 2008):

*Advanced practitioners refine and advance the quality of social work practice and that of the larger social work profession. They synthesize and apply a broad range of interdisciplinary and multidisciplinary knowledge and skills. In areas of specialization, advanced practitioners assess, intervene, and evaluate to promote human and social well-being. To do so they suit each action to the circumstances at hand, using the discrimination learned through experience and self-improvement. Advanced practice incorporates all of the core competencies augmented by knowledge and practice behaviors specific to a concentration.*

The School of Social Work has adopted the following advanced practice behaviors in each competency for each of its four concentrations (Community Organization, Interpersonal Practice, Management of Human Services, and Social Policy and Evaluation):

## **COMMUNITY ORGANIZATION**

<b><u>Competency</u></b>	<b><u>Advanced Practice Behavior</u></b>
1. Professional Identity	Demonstrate professional use of self with client groups and maintain professional boundaries.
2. Values & Ethics	Demonstrate knowledge and critically analyze ethical issues arising in community organization practice.
3. Critical Thinking	Critically analyze theories and research findings about community organization from relevant academic disciplines and professional fields.
4. Diversity	Understand one's own social and cultural locations within society and related identities and group memberships, and how these relate to working with others at the community level.
5. Social & Economic Justice	Work with others toward social justice goals using socially just processes to build organizational capacity and institutional structures.
6. Research	Identify and apply theories, research, and lessons learned about community organization models and methods of practice.
7. Human Behavior & the Social Environment	Synthesize and differentially apply theories of human behavior and the social environment such as theories of social change to guide community practice decisions.
8. Social Policy	Understand the policymaking process at the local, state, and federal levels and demonstrate the ways advocates can influence it.
9. Context	Undertake leadership in community organizations in the changing context and historical development of community practice.
10a. Engagement	Involve people in institutions and decisions that affect their lives.
10b. Assessment	Assess and diagnose community needs and assets in ways

	that gather information, increase participation, and strengthen social diversity.
10c. Intervention	Formulate plans and strategies that involve individuals and groups in efforts to set goals, generate program ideas, make organizational decisions, respect differences in communication and conflict styles, and take steps for collective action.
10d. Evaluation	Monitor and evaluate activities using techniques that assess activities and outcomes, raise critical consciousness, motivate participation, and contribute to improvement and changes.

## INTERPERSONAL PRACTICE

<u>Competency</u>	<u>Advanced Practice Behavior</u>
1. Professional Identity	Demonstrate professional use of self with client groups and colleagues.
2. Values & Ethics	Apply and articulate social work values, ethical standards, and principles unique to interpersonal interventions involving diverse populations and settings.
3. Critical Thinking	Apply a minimum of two evidence-informed interpersonal practice theories.
4. Diversity	Identify and assess the effects of race/ethnicity, national origin, gender, age, height, weight, marital status, socioeconomic status, sexual orientation, gender identity, gender expression, disability, immigration status, faith/spirituality, veteran status, and the joint and interacting effects of these identities on the client, worker, and client-worker relationship.
5. Social & Economic Justice	Use knowledge of the effects of oppression, discrimination, and historical trauma of client group to guide the development of socially just planning and interventions.
6. Research	Critically use evidence-informed practices.
7. Human Behavior & the Social Environment	Synthesize and differentially apply theories of human behavior and the social environment to guide clinical practice decisions.
8. Social Policy	Communicate and advocate with stakeholders the effects of policies and policy changes on the lives of client groups.
9. Context	Critically appraise social and historical era contexts and are proactive in delivering current and relevant services.
10a. Engagement	Demonstrate the ability to form worker-client alliances,

	communicate empathetically, help enhance the motivation for change, cultivate hope, and address ambivalence and internal/external barriers to change.
10b. Assessment	Synthesize information on clients derived from multi-dimensional, comprehensive assessment.
10c. Intervention	Match intervention methods effectively and ethically with client system problems across diverse backgrounds.
10d. Evaluation	Evaluate the efficacy of interventions.

## **MANAGEMENT OF HUMAN SERVICES**

<b><u>Competency</u></b>	<b><u>Advanced Practice Behavior</u></b>
1. Professional Identity	Demonstrate planned professional use of self with external and internal stakeholders.
2. Values & Ethics	Analyze situational contexts and the interests and priorities of the organization and its external and internal stakeholders, and identify appropriate ethical conduct
3. Critical Thinking	Use organizational/management theories as research evidence to improve human services organizations as they achieve their goals.
4. Diversity	Demonstrate knowledge of management issues regarding human diversity and social inclusion in human service organizations and the communities they serve.
5. Social & Economic Justice	Evaluate and enhance the practices of human service executives and managers as advocates of social change and social justice within their organizations and society.
6. Research	Analyze and apply evidence and theory to improve the practices of executives and managers in human service organizations to effectively achieve their agency's goals.
7. Human Behavior & the Social Environment	Synthesize and differentially apply theories of human behavior and the social environment to guide management practice.
8. Social Policy	Assess the differential impact of organizational/management policies and practices on marginalized groups.
9. Context	Differentially apply management practices to create an informed response to changing environments in order to support the delivery of high quality services.
10a. Engagement	Effectively communicate with and establish culturally appropriate relationships with external and internal organizational stakeholders.

10b. Assessment	Demonstrate the ability to assess stakeholder needs.
10c. Intervention	Demonstrate the ability to plan and execute effective management practices.
10d. Evaluation	Demonstrate the use of appropriate evaluation methods to assess and improve organizational operations and/or client systems.

## **SOCIAL POLICY & EVALUATION**

<b><u>Competency</u></b>	<b><u>Advanced Practice Behavior</u></b>
1. Professional Identity	Demonstrate professional use of self by applying and acquiring knowledge in the areas of policy and evaluation practice.
2. Values & Ethics	Protect human subjects, act ethically, and strive for integrity in all aspects of research, policy analysis and advocacy, and evaluation.
3. Critical Thinking	Use state-of-the-art research knowledge; and demonstrate analytical skills in the consumption, production, and dissemination of results in policy and evaluation practice.
4. Diversity	Address diversity (as indicated above), promote equity, and reduce disparity in the consumption, production, and dissemination of knowledge in research, policy analysis and advocacy, and evaluation.
5. Social & Economic Justice	Address economic justice in the consumption, production, and dissemination of knowledge in research, policy analysis and advocacy, and evaluation.
6. Research	Demonstrate advanced analytical skills in the consumption, production, and dissemination of knowledge in research, policy analysis and advocacy, and evaluation.
7. Human Behavior & the Social Environment	Apply theories of human behavior and social environment to guide policy and evaluation practice decisions.
8. Social Policy	Apply knowledge of the history of public policy, its relationship to social welfare, and its failures and successes.
9. Context	Account for organizational, community, and societal contexts of policy and research practice.
10a. Engagement	Work efficiently with clients and stakeholders before, during, and after policy and evaluation practice.
10b. Assessment	Use state-of-the-art methods in evaluation and policy practice.

10c. Intervention	Use appropriate tools to intervene in policy and evaluation practice.
10d. Evaluation	Use appropriate methods to evaluate their own policy and evaluation practice.

## CHAPTER 6 PRACTICE METHOD CONCENTRATION

### Section 6.00 Practice Method Concentration

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

- 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.

### Section 6.01 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 five required methods courses including the three foundation courses (unless exempted): Interpersonal Practice with Individuals, Families and Small Groups (SW 521); Management, Community Organization and Policy Practice (SW 560); and the Macro Practice Skills Laboratory course (SW 512).

#### *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 enrolled in to meet elective credit requirements.



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

Human Behavior in the Social Environment Requirement for Community Organization:

All students will meet the HBSE requirement for Community Organization by completing Diversity and Social Justice in Social Work (SW 504). Additional advanced HBSE courses may be enrolled in to meet elective requirements.

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.

## **Section 6.02 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 five methods courses, including the three foundation methods courses (unless exempted): Interpersonal Practice with Individuals, Families and Small Groups (SW 521), Management, Community Organization and Policy Practice (SW 560), and the Interpersonal Practice Skills Laboratory course (SW 511).

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 enrolled in to meet elective credit requirements.

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

All students will meet the HBSE requirement for Interpersonal Practice by completing Diversity and Social Justice in Social Work (SW 504). Additional advanced HBSE courses may be enrolled in to meet elective requirements.

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.

## **Section 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 five required methods courses including the three foundation methods courses (unless exempted): Interpersonal Practice with Individuals, Families and Small Groups (SW 521); Management, Community Organization and Policy Practice (SW 560); and the Macro Practice Skills Laboratory course (SW 512).

*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 enrolled in to meet elective credit requirements.

*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 Diversity and Social Justice (SW 504). Additional advanced HBSE courses may be enrolled in to meet elective requirements.

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.

## **Section 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 five required methods courses including the three foundation methods courses (unless exempted): Interpersonal Practice with Individuals, Families and Small Groups (SW 521); Management, Community Organization and Policy Practice (SW 560); and the Macro Practice Skills Laboratory course (SW 512). Social Policy and Evaluation students must also complete 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 enrolled in to meet elective credit requirements.

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

All students will meet the HBSE requirement for Social Policy & Evaluation by completing Diversity and Social Justice in Social Work (SW 504). Additional advanced HBSE courses may be enrolled in to meet elective requirements.

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.

## CHAPTER 7 [PRACTICE AREAS](#)

### Section 7.00 Practice Areas

All students must select a Practice Area 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 nine credit hours of coursework in their Practice Area to meet graduation requirements. In addition, all students must complete the required SW 683 Evaluation course.

### Section 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 care giving, retirement, coping with aging, social isolation and depression, substance abuse, death and/or bereavement.

Students in the Aging in Families and Society practice area 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;

## **Section 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 in the Children and Youth in Families and Society practice area 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 in the Children and Youth in Families and Society practice area 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.

## **Section 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 in the Community and Social Systems practice area 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 in the Community and Social Systems practice area 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.

## **Section 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 in the Health practice area 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.

## Section 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 in the Mental Health practice area 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 in the Mental Health practice area are required to complete one of the following 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.

## CHAPTER 8 FIELD INSTRUCTION

### Section 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 practice method concentration and practice area. 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/program-length> for more information.

### Section 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.

## **Section 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 Practice Method Concentration in their Practice Area.

### **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) Practice Method Concentrations.

-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.

## **CHAPTER 9 RESEARCH AND EVALUATION REQUIREMENTS**

### **Section 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.

## **CHAPTER 10 ELECTIVES**

### **Section 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 U-M SSW also offers intensive skill-based mini-courses. The course numbers are either SW 790: Advanced Topics in Interpersonal Practice; SW 796: Advanced Topics in Micro and Macro Social Work; 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 796 courses present advanced topics in both micro and macro social work practice. The topics may include emerging cross-cutting practice methods, advanced application of methods covered in other required methods 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 2014 can be found at <http://ssw.umich.edu/programs/classes/schedule.html?semester=20142>



## Section 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 <https://ssw.umich.edu/sites/default/files/documents/msw/special-studies-recording-form.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 six (6) credits of special studies coursework per term, and for a maximum of twelve (12) special studies credits overall 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.

## Section 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 website at <http://ssw.umich.edu/courses/other>. 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 their faculty 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 <https://ssw.umich.edu/my-ssw/class-related-forms>.

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

## Section 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 0.5 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 <https://ssw.umich.edu/sites/default/files/documents/msw-apply/language-course-request-for-credit.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.

## **CHAPTER 11 CURRICULAR INTEGRATIVE THEMES AND INTENSIVE FOCUS ON PRIVILEGE, OPPRESSION, DIVERSITY, AND SOCIAL JUSTICE**

### **Section 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

## **CHAPTER 12 MINOR METHOD OPTION**

### **Section 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 six 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 or drop an optional minor. Prior to the first day of classes for a new MSW student, requests to change the minor can be made by emailing the Office of Student Services ([ssw.oss@umich.edu](mailto:ssw.oss@umich.edu)). After the first day of classes (in the first term of enrollment), all requests to add or drop the minor must be made by completing a Request for Change in Concentration and/or Minor Form and submitting it to the School of Social Work Registrar's Office. Following the beginning of coursework in the MSW program, concentration changes require approval from a student's faculty advisor, field faculty (if in field) and the Director of Field Instruction (if in field). Approval of the Director of Field Instruction and the student's field faculty 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. Students wishing to drop a minor are not required to obtain signatures from the faculty advisor, field faculty, or the Director of Field Instruction. The *Request for Change in Concentration and/or Minor Form* can be found at: <https://ssw.umich.edu/sites/default/files/documents/msw/request-for-change-in-dual-concentration-and-or-minor-form.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.

## CHAPTER 13 [DUAL DEGREE OPTIONS](#)

### Section 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

### Section 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.

A student in the MSW program who desires to pursue an additional degree as a dual degree student must seek and receive approval as such prior to their final term in the MSW program. Approval must include matriculation admission status in the additional program. The student must also provide written notification to the School of Social Work Registrar unless the student entered their first term as a dual degree student during the admitting process. Students are also limited to the pursuit of no more than two degree programs or one degree and one certificate program. Any exception that may have a limited chance of approval must go through the Associate Dean For Educational Programs. Such an exception will without exception include no more than double counting of any course credit accepted toward the two programs.

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.

## **Section 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 John Tropman ([tropman@umich.edu](mailto:tropman@umich.edu)).

## Section 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. In fulfillment of the Capstone requirement, students are also required to complete the two-part sequence of courses: HBHE 698: Professional Development in Public Health and HBH 699: Career Development and Capstone in Public Health.

In addition, each student must complete the required department course HBHE 651: Program Development in Health Education, HBHE 622: Program Evaluation, and at least one course from the HBHE 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 from 3 to 6 credit hours 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) or Professor Edith Kieffer at [ekieffer@umich.edu](mailto:ekieffer@umich.edu).

## **Section 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, Assistant Dean for Student Affairs in the School of Law at (734) 615-0019.

## **Section 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 504 Diversity and Social Justice in Social Work (3 Hours)
- SW 511 or SW 512 Interpersonal Practice or Macro Practice Skills Laboratory (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.

## **Section 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, including 15 credits for field placement, at least 33 credit hours in Public Policy, and at least 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 method 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 areas.

In Public Policy, students take core courses in calculus, statistics, micro-economics, the politics of public policy, 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 education policies. They also participate as group members in an Integrated Policy Exercise.

A 10-week summer internship in a policy-related position 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. Policy internship placements include government agencies, nonprofit and volunteer organizations, and urban neighborhood groups.

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

More information available at: <http://fordschool.umich.edu/mpp-mpa/dual-degrees#programs>

## **Section 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 normally 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, although some students take courses concurrently in both schools. 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/>.

## **Section 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.

## **CHAPTER 14 SPECIALIZATIONS, CERTIFICATIONS, AND SPECIAL PROGRAM OPTIONS**

### **Section 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 (JCLP)
- Child Welfare Scholarship Program
- Geriatric Scholarship Program
- National Community Scholars Program
- Community-Based Initiative Program (CBI)
- The Center for Social Impact
- Certificate in Women's Studies
- Certificate in Global Social Work
- Global Activities Scholars Program (GASP)
- Peace Corps Master's International Program (MI)
- Clinical Scholars Program (CSP)
- Detroit Clinical Scholarship Program
- Integrated Health Scholarship Program

## Section 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 Social Work, Public Health, Law, 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 practice. 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://ssw.umich.edu/programs/msw/specialization-and-certification-programs/specialist-in-aging>

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).

Students interested in the Specialist in Aging Certificate should submit the online application:

<https://www.ssw.umich.edu/certificateProgram/app.cfm?certPgm=aging>

## Section 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 and/or Beth Sherman at [shermanb@umich.edu](mailto:shermanb@umich.edu) 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 for the School Social Worker Specialization, per the State of Michigan 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. 500 Field hours of direct practice with families/youth/children.
3. SW 612 - Mental Health and Mental Disorders of Children and Youth.
4. SW 629 - School Social Worker Interventions.
5. SW 642 - School Social Worker Policy and Services.

Students who complete these requirements, will receive their School Social Worker Specialization, at the time of graduation.

The faculty contact for the School Social Worker Specialization is Professor Beth Sherman at [shermanb@umich.edu](mailto:shermanb@umich.edu) or (734) 763-6276.

Form 310 Recommendation for Temporary Approval Request Form, <https://ssw.umich.edu/assets/temporary-approval-request/>

This form is used to request a letter of recommendation for temporary approval as a school social worker in Michigan.

## Section 14.03 Jewish Communal Leadership Program

A collaborative effort of the University of Michigan School of Social Work and the Frankel Center for Judaic Studies, the Jewish Communal Leadership Program (JCLP) offers a distinctive educational opportunity for individuals committed to helping Jewish communities meet 21st-century challenges while also addressing broader social concerns.

The program is open to applicants of all backgrounds interested in approaching social justice and leadership through a Jewish lens.

The Jewish Communal Leadership Program combines a Masters in Social Work, a Certificate in Jewish Communal Leadership from the Frankel Center for Judaic Studies (<http://www.lsa.umich.edu/judaic/>), and supervised field work in a range of regional, national, and international change-making agencies.

JCLP students will be equipped to bring innovative contributions to a wide range of organizations, from local Jewish federations and service organizations, to the emerging sector of Jewish organizations advancing social change and service initiatives, to nonsectarian efforts engaging the varied communities that make up our multi-cultural society.

JCLP students must enroll in the 20-month program. The JCLP curriculum includes a field placement during the Spring/Summer term. Most JCLP students choose a Practice Method in either Community Organization or Management of Human Services and the Community and Social Systems Practice Area. In consultation with the JCLP Director, students may select varied practice method concentrations (including Interpersonal Practice) and practice areas. Many students also pursue practice method minors.

JCLP students earn:

Masters of Social Work (MSW) degree, consisting of at least:

45 graduate-level academic credits (including any Judaic Studies graduate-level credits)

15 credits of professional field placement experience in non-profit settings. These will be earned in a Winter/Fall placement (2 days a week) spanning the first and second years of the program, and a Spring/Summer placement (4 or 5 days a week) after the first year of the program. At least one of these placements must be with an agency identified with the Jewish community. The Spring/Summer field placement may be at regional, national, or international site.

Certificate in Jewish Communal Leadership, consisting of:

A total of 15 credits of Judaic Studies courses. JCLP students may enroll in undergraduate Judaic Studies courses, but at least six Judaic Studies credits must be at the graduate level. Students lacking a substantial background in Judaic Studies will be required to take Judaic Studies 205/505 or Judaic Studies 601.

Four-semester Proseminar in Jewish Communal Leadership

Co-curricular group activities, including team-building, program planning, site visits and other interaction with local Jewish communities and agencies are required as a part of the program.

For more information and course grids, see <http://ssw.umich.edu/offices/jewish-communal-leadership-program>.

## Section 14.04 Child Welfare Scholarship Program

Child Welfare Scholarships are awarded to as many as 15 students who are committed to becoming child welfare specialists. Child Welfare Scholars will concentrate in children and youth, take 9 hours of special child welfare courses, and complete their internships in field placements that offer opportunities for cutting-edge practice in child welfare. Agencies include Washtenaw County Catholic Social Services - Family Assessment Clinic, the University of Michigan Child Protection Team, the Detroit Center of Family Advocacy, Michigan Department of Human Services, and the Guidance Center.

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://ssw.umich.edu/programs/msw/financial-aid/child-welfare-scholarship-program> or contact the Office of Student Services at (734) 936-0961 or [ssw.oss@umich.edu](mailto:ssw.oss@umich.edu).

## **Section 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://archive.ssw.umich.edu/studentguide/course-planning-worksheets/>

For more information about the Geriatric Scholarship Program, please visit the following web site: <http://ssw.umich.edu/programs/msw/financial-aid/geriatric-scholarship-program>.

## **Section 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 usually 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.
- Chicago, where we collaborate with community groups strengthening social justice in neighborhoods and areawide.

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://archive.ssw.umich.edu/studentguide/course-planning-worksheets/>.

For more information about this program please go to <http://ssw.umich.edu/programs/msw/financial-aid/national-community-scholars-program> or contact Dr. Barry Checkoway, [barrych@umich.edu](mailto:barrych@umich.edu) or Katie Richards-Schuster, [kers@umich.edu](mailto:kers@umich.edu).

## Section 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 usually 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.
- Chicago, where we collaborate with community groups strengthening social justice in neighborhoods and areawide.

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://archive.ssw.umich.edu/studentguide/course-planning-worksheets/>.

For more information about this program please go to <http://ssw.umich.edu/programs/msw/financial-aid/national-community-scholars-program> or contact Dr. Barry Checkoway, [barrych@umich.edu](mailto:barrych@umich.edu) or Katie Richards-Schuster, [kers@umich.edu](mailto:kers@umich.edu).

## Section 14.07 Community-Based Initiative Program

The purpose of the Community-Based Initiative program is to train and support new generations of social workers dedicated to transformative community based work in urban cities, neighborhoods, and communities. This is done through courses, projects, and field placements in Detroit, and east Dearborn communities, institutions and organizations. CBI strongly encourages accepted students to participate in international, comparative community practice experiences and travel to the extent possible while in the program.

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

Students accepting CBI positions will complete their internships from a select list of SSW-approved CBI field placements that offer opportunities for community practice in community-based agencies, institutions and organizations. With the exception of the Detroit Initiative placement, all CBI placements must be located in Detroit (which includes Highland Park, Hamtramck, and Middle-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 Orientation and Integrative Seminars and complete community-based field placement in Detroit (includes Highland Park, Hamtramck, and Mid-Eastern communities of East Dearborn that are directly adjacent to Detroit's boundary). Applicants must select from any of the three following practice method concentrations: Community Organization, Management of Human Services, or Social Policy and Evaluation. **Neither an IP method concentration nor minor are available in CBI.**

See special course planning worksheet for scheduling classes: <http://archive.ssw.umich.edu/studentguide/course-planning-worksheets/>

For further information about the Community Based Initiative please visit <http://ssw.umich.edu/programs/msw/financial-aid/community-based-initiative-program> or contact the Office of Student Services at (734) 936-0961.

## Section 14.08 The Center for Social Impact

The Center for Social Impact provides students with practical opportunities and a pathway to social impact leadership. Its mission is to prepare and inspire leaders to tackle complex social challenges, and its action-based programs offer students multidisciplinary and cross-sector opportunities to deliver social impact.

In partnership with the Nonprofit and Public Management Initiative, graduate students in the schools of public policy, business, and social work can collaborate with mission-driven organizations across sectors to develop innovative solutions to pressing social challenges. The Center for Social Impact, in partnership with the Nonprofit and Public Management Initiative, awards competitive grants for nonprofit and public management summer internships (not field placements) to graduate students and the Center's Board Fellowship Program places qualified students on the governing boards of nonprofit organizations in Southeast Michigan. The program prepares graduate students for mission-driven leadership, and provides students with project management and executive skills and the ability to contribute the success of the board and the nonprofit organization. The Center for Social Impact hosts a Social Impact Summit which brings in national speakers and engages interdisciplinary teams in a real world Social Impact Challenge.

The Center also hosts events to promote collaboration and inspire dialogue that accelerates social innovation on campus and in the community. Expert speakers, workshops, career development panels and other events support students' education and training, and public events enrich the community. Additionally, each year, the Center's website lists all graduate courses across campus that pertain to nonprofit and public management, social impact, innovation and entrepreneurship, and related topics.

The Center's administrative office is located in the Executive Residence of the Stephen M. Ross School of Business. Room ER2602. To receive announcements and further information, contact [socialimpact@umich.edu](mailto:socialimpact@umich.edu), or sign up for the newsletter on the website.

Center for Social Impact website: <http://socialimpact.umich.edu>

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## Section 14.09 Certificates in LGBTQ and Women's Studies



The University of Michigan Women's Studies Department offers two graduate certificate program options through the Rackham Graduate School that can be elected by students in the School of Social Work with careful planning.

**General information relevant for both Certificate Programs:**

Each certificate consists of graduate coursework totaling 15 credit hours. Students matriculated in master's programs in the School of Social Work can double count at least 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. Several Social Work courses meet the WS criteria and others can be adapted with certain instructors.

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 required in most terms by Social Work over several terms. This usually requires beginning work on the Certificate during the first term with careful advising. The logistics are easier for students in the 20 month sequence because graduate Women's Studies courses are generally not available during the spring/summer term. Some students who have elected to complete the Certificate have extended their schedule a term and completed the MSW and the Certificate in five terms.

WS 890 (for the Graduate Certificate in Women's Studies) and WS 892 (for the Lesbian, Gay, Bisexual, Transgender and Queer Studies Certificate) are handled like an independent study. They are independently designed by the student, working closely with an advisor. Thus, work towards this project can occur during the spring/summer when other relevant courses for the Certificates may not be available.

An application process must be completed through Women's Studies with an application fee through the Rackham Graduate School. Students must enroll through Rackham Graduate School for one of their terms, but this does not change the mix of courses elected in that term. Beth Glover Reed ([bgr@umich.edu](mailto:bgr@umich.edu)) is the faculty member within the School of Social Work most knowledgeable about this process, and is available to assist students to navigate through the process as is the graduate advisor within Women's Studies. For more information visit <http://www.lsa.umich.edu/women/graduate/graduatecertificateprograms>

**More specific information about the Graduate Certificate in Lesbian, Gay, Bisexual, Transgender, and Queer Studies**

This Certificate aims to:

- < Provide an interdisciplinary analysis of the function of sexuality, and particularly sexual identity, in the construction of individuals, as a form of minority discourse, as a signifier of cultural representations, and as a site of power
- < Examine the processes by which sexual desires, identities, and practices are produced, represented, regulated, and resisted in the U.S. and globally, both in the past and in the present
- < Address sexuality in a way that consistently demonstrates its interconnections to gender, race, ethnicity, and class

Coursework for the Certificate in Lesbian, Gay, Bisexual, Transgender, and Queer Studies involves one core course, Introduction to LGBTQ Studies; one additional course in Women's Studies on sexuality; and two courses, including one outside the discipline, on sexuality or LGBTQ topics. It culminates in an advanced research project designed to incorporate a LGBTQ perspective.

Specifically, 9 hours of credits must be taken from Women's Studies Core courses, including:

- < WS 531 (3 credits): Introduction to LGBTQ Studies
- < WS 892 (3 credits): Advanced Research
- < One Women's Studies course on sexuality (3 credits)
- < Two electives on sexuality or LGBTQ topics (6 credits); one elective should fall

outside the primary discipline

For the 892 course, Every student will carry out a culminating research project from an LGBTQ perspective. The project can be a dissertation chapter, a prelim, a master's thesis, an independent study focused on a research or applied project, or a component of a professional practicum. The final version, submitted to the Chair of the LGBTQ Advisory Committee, should include a framing statement written by the student and a statement from the faculty advisor. Applied projects should also include an exploration of professional practices from an LGBTQ perspective. The deadline for these documents is November 1 for Fall term graduates and March 1 for Winter term graduates. More details are on the Women's Studies website.

### **More specific information about the Graduate Certificate in Women's Studies**

This certificate aims to provide

- ⟨ Analyses of contemporary feminist theoretical frameworks and methodologies, and their implications for academic disciplines and professional practices
- ⟨ An inclusive approach that examines the intersection of gender and other social identities and categories of analysis
- ⟨ An opportunity to broaden and enrich analytical skills in one or more disciplines while drawing on the interdisciplinary perspectives of Women's Studies
- ⟨ A challenge to the traditional separation of academic theory from political and professional practice.

Coursework for the Certificate in Women's Studies (established in 1982) involves core courses in feminist theory and methodology and advanced courses on women and gender in the discipline. It culminates in an advanced research project designed to incorporate a feminist perspective.

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

- ⟨ WS 530 Theories of Feminism (or designated alternative) (3 credits) and
- ⟨ WS 890 Advanced Research Project (3 credits, handled like an independent study)

Plus one from the following:

- ⟨ WS 601 (3 credits) Approaches to Feminist Scholarship in the Humanities
- ⟨ WS 602 (3 credits) Approaches to Feminist Scholarship in the Social Sciences
- ⟨ WS 603 (3 credits) Feminist Scholarship on Women of Color
- ⟨ WS 604 (3 credits) Feminist Practice
- ⟨ WS 606 (3 credits) Transnational and Multicultural Feminisms

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

For the 890 course, every student will carry out a culminating scholarly project that integrates a feminist perspective with the discipline/program. The final version, submitted to the Women's Studies Graduate Office, should include a student framing statement and faculty advisor statement. In the submission to Women's Studies, applied projects should also include an exploration of professional practices from a feminist perspective. The deadline for these documents is November 1 for Fall term graduates and March 1 for Winter term graduates. More details are on the Women's Studies website.

## **Section 14.10 Certificate in Global Social Work**



The Certificate in Global Social Work offers students the opportunity to engage in specialized interdisciplinary graduate study for social work practice in the global arena. The program draws upon the resources and course offerings in the School of Social Work as well as those of LSA, and the Schools of Public Health, Law, and Public Policy, as well as other academic units.

The Certificate in Global Social Work granted by the School of Social Work is awarded upon successful completion of academic course requirements, approved field instruction, and of language proficiency requirement. Course and field requirements for the Certificate in Global Social Work must be completed during the regular University Fall, Winter, and Spring/Summer terms. The requirements for the certificate cannot be met through activities or coursework completed before enrollment in the School of Social Work or after receipt of the MSW degree.

For further information please visit <http://ssw.umich.edu/offices/global-activities/certificate-in-global-social-work> or contact the Office of Global Activities at 734-936-1964 or [ssw.oga@umich.edu](mailto:ssw.oga@umich.edu).

Current MSW students interested in the Certificate in Global Social Work should submit the online application:  
<https://www.ssw.umich.edu/certificateProgram/app.cfm?certPgm=global>

## **Section 14.11 Global Activities Scholars Program (GASP)**

The Global Activities Scholars Program is a unique opportunity for students interested in working with individuals, communities, and organizations in a global context as part of their MSW field placement requirements. The purpose of the program is to provide students committed to global social work practice an opportunity to live in a foreign country while completing a part of their field placement requirements.

The Global Activities Scholars Program is open to students in all practice method concentrations and practice areas except for students who select the Interpersonal Practice and Mental Health combination. Placements for Interpersonal Practice and Social Policy and Evaluation are limited. Students in the program must enroll in the Out-of-Sequence 16-month curriculum schedule.

Please refer to the Special Course Planning Worksheet for scheduling classes at  
<http://archive.ssw.umich.edu/studentGuide/course-planning-worksheets/>

For further information please visit <http://www.ssw.umich.edu/offices/global-activities/scholars-program> or contact the Office of Global Activities at 734-936-1964 or [ssw.oga@umich.edu](mailto:ssw.oga@umich.edu).

## **Section 14.12 Peace Corps Master's International (MI)**

The U-M SSW Peace Corps MI program (MI) allows students interested in working in the areas of youth development or health to incorporate 27 months of Peace Corps service into their MSW program.

Students must be U.S. citizens due to Peace Corps requirements.

Students interested in the MI program must first be accepted to the U-M SSW before applying to the Peace Corps. Applicants must ultimately be accepted both to the U-M SSW and the Peace Corps.

MSW program students must select either the Children and Youth in Families and Society practice area or the Health practice area and must enroll in either the 12-month advanced standing or 20-month curriculum schedule. Students in the MI program will first complete one year of coursework on campus (including a field placement). Afterward they will serve overseas in the Peace Corps for 27 months. Students will then return to campus to complete their last year or semester of coursework depending on their curriculum schedule. Generally, students cannot extend their Peace Corps assignment to a third year (any exception must be approved by the Associate Dean for Educational Programs).

Please refer to the Special Course Planning Worksheet for scheduling classes at

<http://archive.ssw.umich.edu/studentguide/course-planning-worksheets/>

For further information please visit <http://ssw.umich.edu/peacecorps/masters-international> or contact [ssw.peacecorps@umich.edu](mailto:ssw.peacecorps@umich.edu).

## **Section 14.13 Clinical Scholars Program (CSP)**

### Adolescent/Child Mental and Behavioral Health

The University of Michigan School of Social Work is pleased to announce the Clinical Scholars Program. Mental health conditions are among the top five chronic illnesses in the United States. This program aims to address disparities in behavioral health outcomes specifically for racial and ethnic minority youth, which include high incidents of involvement with the juvenile justice system, high rates of school dropout, high levels of suicidal behavior, and economic hardships.

The Clinical Scholars Program addresses a critical need for more mental and behavioral health clinicians. Clinical Scholars will be uniquely prepared for positions in mental health and behavioral health settings, hospitals, health departments, health agencies, schools, or nonprofit agencies.

Upon completion, Clinical Scholars are expected to seek employment in mental and behavioral health settings that primarily serve racial and ethnic minority children and adolescents who are living with mental and/or behavioral health problems in underserved, urban areas.

Initial funding was provided by a generous grant from the 2012 Prevention and Public Health Funds (PPHF-2012) Health Resources & Services Administration.

### Specialized Courses and Training

Clinical Scholars must concentrate in Interpersonal Practice with a focus on Mental Health within the 16-month curriculum schedule. Scholars complete the following specialized coursework:

- Clinical skills development
- Integrative seminars
- Substance abuse practice with racial and ethnic minority youth and families
- Mini-courses focusing on:
  - Strengthening engagement and retention skills in work with high need youth
  - Specialized clinical skills in working with racial and ethnic minority youth who attempt suicide
  - Evidence-based family interventions in work with racial and ethnic minority families
- Clinical Scholars also participate in the interdisciplinary psychotherapy training clinic in evidence-based practice program offered at the U-M Health System Department of Psychiatry

### Special Field Placement Opportunities

Each Clinical Scholar will complete a field placement in a behavioral health agency in Detroit that serves racial and ethnic minority children and adolescents living with health and behavioral health problems.

### Eligibility Criteria

Each Clinical Scholar must:

- Enroll as a full-time MSW student in the 16-month curriculum
- Select the interpersonal practice method concentration

- Choose the mental health practice area with a focus on clinical social work practice with ethnic and racial minority children and adolescents
- Upon completion, work with racial and ethnic minority youth in a mental or behavioral health setting.

For more information about the Clinical Scholars Program contact the Office of Student Services at 734-936-0961 or [ssw.msw.info@umich.edu](mailto:ssw.msw.info@umich.edu).

## **Section 14.14 Detroit Clinical Scholarship Program**

The University of Michigan School of Social Work is pleased to offer the Detroit Clinical Scholars Program. This scholarship program prepares MSW students to work with underserved racial and ethnic minority children, adolescents, and transitional age youth living with physical and behavioral health conditions. The SSW, in collaboration with the Detroit/Wayne County Mental Health Authority, will provide a specialized inter-professional behavioral health education and training program.

The Detroit Clinical Scholars Program addresses a critical need for more mental and behavioral health clinicians serving racial and ethnic minority children, adolescents and/or transitional age youth living in underserved, urban areas. Detroit Clinical Scholars will be uniquely prepared for positions in integrated behavioral health and primary care, mental health and behavioral health settings, hospitals, health departments, health agencies, schools, or nonprofit agencies.

Detroit Clinical Scholars must concentrate in Interpersonal Practice and select the 16-month program. Scholars complete the following specialized coursework:

- an interdisciplinary team-based clinical decision-making course
- mini-courses on engagement and retention of racial and ethnic minority youth and families in behavioral health and primary care settings, an evidence-based practice
- course in working with in working with racial and ethnic minority transitional age youth living with behavioral health conditions and their families, and an course focusing on Latino youth and their families
- a specialized course on integrated behavioral health and primary care practice focusing on children, adolescents and transitional age youth and an integrated behavioral health and health policy course
- additional courses in substance abuse practice with racial and ethnic minority youth and families and one on working with African American families
- an integrative capstone seminar while in your field internship.

The Detroit Clinical Scholars Program also involves participating in the interdisciplinary psychotherapy training program in evidence-based practices offered at the Detroit/Wayne County Mental Health Authority in collaboration with the U- M SSW each term while in your field internship.

Each Clinical Scholar will complete a field placement in a mental or behavioral health agency in Detroit or a surrounding community that serves racial and ethnic minority children, adolescents and/or transitional age youth living with health and behavioral health problems.

For more information about the Detroit Clinical Scholars Program contact the Office of Student Services at (734) 936-0961 or [ssw.msw.info@umich.edu](mailto:ssw.msw.info@umich.edu).

## **Section 14.15 Integrated Health Scholarship Program**

The Integrated Health Scholarship Program serves to promote the integration of health, mental health, and behavioral health services so that individuals, families, and communities receive a continuum of preventive, curative, and palliative care services.

As an Integrated Health scholarship recipient, students will develop skills for social work in integrated health care settings, including hospitals and hospices, long-term care facilities, adult residential settings, health agencies, and community-based non-profit health agencies. This program will prepare students to work within and promote collaborative care models that attend to physical, emotional, and behavioral health issues across a wide range of care settings.

Upon completion, participants will be prepared for employment in medical, psychiatric, mental health, and/or behavioral health settings, as well as in newly-emerging integrative health settings that serve diverse populations confronting physical, emotional, and/or behavioral health problems.

*Objectives of the Integrated Health Scholarship Program:*

- Introduce the direct practice of integrated health, mental health, and behavioral health.
- Develop skills in patient and family engagement, assessment, intervention planning and implementation, practice evaluation, and social work research.
- Develop competencies in engaging and supporting individuals and families confronting a range of chronic and acute health, mental health, and behavioral health (e.g., substance use) conditions.
- Address issues of diversity, inequality, and social justice as they relate to health policies, access to service and service utilization, and health outcomes.
- Advance understanding of health outcomes, service delivery, and policies within the context of organizational, institutional, and societal structures.
- Apply theories of human behavior and the social environment to the development, implementation, and evaluation of integrated health promotion, disease prevention, treatment, and rehabilitation programs, services, and policies.

Program Funding

*As a defined Integrated Health Scholarship Program cohort, students are involved in the following curriculum components:*

- Advanced clinical skills development for integrative health care settings
- Coursework that integrates physical, mental, and behavioral health issues across the life course
- An experiential field-based clinical care program or clinical research project

Special Field Placement Opportunities

*Each participant must:*

- Enroll as a full-time MSW student in the 16-month curriculum
- Select the interpersonal practice method concentration
- Choose the health or mental health practice area
- Agree to accept a field placement within the University of Michigan Health System or in a community-based primary care setting (placement will be determined by Integrated Health Learning Community members)

Application

For more information search "Integrated Health Scholarship Program" on the School of Social Work web site.

## **CHAPTER 15** **OPTIONS FOR SCHEDULING TERMS**

### **Section 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. The advanced standing course planning worksheet indicates the typical course schedule by term.

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. Advanced standing students are typically in field instruction for two days per week for the three terms; however, if students are placed in public school settings they often enroll in field placement for three days per week during the fall and winter terms. 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.

If a student chooses to decline the advanced standing status, they must complete a form through the Office of Student Services (if prior to registration) or indicate this in writing to the School's Registrar early in the first term of enrollment. Upon receipt of this signed agreement, the decision is irrevocable.

Advanced standing eligible with graduate coursework and advanced standing IS renounced:

Advanced standing eligible students may transfer graduate coursework providing their advanced standing status is renounced. In order to transfer graduate coursework, it must meet transfer credit guidelines. Graduate coursework equivalent to the following foundation courses: 511/512, 521, 522, 530, 515/531, and 560, may be transferred. If any transferred graduate coursework does not meet transfer credit guidelines, they may be considered for possible exemption(s) looking at the student's undergraduate coursework.

Advanced standing eligible with graduate coursework and advanced standing is NOT renounced:

Graduate coursework equivalent to the following foundation courses: 511/512, 521, 522, 530, 515/531, and 560, will NOT be transferred. The student already has their MSW program reduced by 15 foundation-level credits due to their advanced standing status.

## **Section 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

## Section 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.

## Section 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://archive.ssw.umich.edu/studentguide/course-planning-worksheets/>.

Of particular importance is the Field Instruction schedule, which starts in the winter term for two days a week (3-credit hours including the field seminar), 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 is completed 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.

## Section 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 second winter term (January through April). In this schedule, Field Instruction is scheduled for two days a week each term (3 credit hours including the field seminar in the first fall term and 4 credit hours in each of the 3 subsequent terms). Course Planning Worksheets are located at <http://archive.ssw.umich.edu/studentguide/course-planning-worksheets/>.

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.

## Section 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 enrolled in 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. In the Extended Degree program, all courses used toward the MSW degree must be completed within a four-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 two to four terms fulfilling their Field Instruction requirements. Students can earn Field Instruction credit prior to enrolling full-time only if they enrolled in 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 two days per week in the fall term, two days per week in the winter term, and four days per week in the spring/summer term.

**PLAN B:** Students beginning Field Instruction in the winter term. Students are in placement for two days per week in the winter term, four days per week in the spring/summer term, and two days per week in the fall term.

**PLAN C:** Students who prefer enrollment according to the 20-month schedule. Students are enrolled in field for two days per week in the fall and winter terms, do not enroll in the spring/summer Term off, and enroll in field for two days per 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.

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

The Fifth Term Option (or Fourth Term Option for students eligible for Advanced Standing) is available to all students who wish to enroll in a somewhat reduced load of coursework but still maintain full time student status. Typically, this means that the student enrolls in 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 enroll in 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, grant and scholarship financial assistance is not available for a fifth term of study or fourth term of study for Advanced Standing Eligible Students.

## **Section 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/ofii/out\\_of\\_sequence.pdf](http://ssw.umich.edu/programs/msw/ofii/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 faculty 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 III**

## **Field Curriculum**

## CHAPTER 1 [INTRODUCTION](#)

### Section 1.00 [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 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 and Katherine Reebel Collegiate Professor of Social Work

Professor of Anthropology

The University of Michigan

### Section 1.01 [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, if not the world. 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 field instruction, 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 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 (Betsy) Voshel, MSW, ACSW, LMSW

Associate Clinical Professor of Social Work and Director of Field Instruction

Lisa Kelley, Administrative Coordinator (734) 764-5331 kelleyl@umich.edu

Emma Rector, Project Coordinator (734) 763-6321 rectorem@umich.edu

Field Faculty:

Warren Clark, MSW, LMSW (734) 647-9433 clarkw@umich.edu

Su Crabb, MSW, LMSW (734) 615-7930 swcrabb@umich.edu

Olivia Alban-Kuester, MSW, LMSW (734) 647-2009 oakuester@umich.edu

Stacy Peterson, MSW, LMSW (734) 763-6573 stacyk@umich.edu

Leigh Robertson, MA, MSW, LMSW, ACSW (734) 763-6254 leigrobe@umich.edu

Bill Vanderwill, MSW, LMSW, ACSW (734) 763-0433 wmvand@umich.edu

Office of Field Instruction Website: <http://ssw.umich.edu/programs/field-instruction>

Office of Field Instruction e-mail: [ssw.ofi@umich.edu](mailto:ssw.ofi@umich.edu)

## Section 1.01.1 Incoming Letter

Congratulations on your admission to the School of Social Work at the University of Michigan!

([Introductions Video](#)) We look forward to working with you over the course of your graduate education as you begin your professional journey.

Visit our [Incoming Field Student](#) webpage for field and placement information.

**EMAIL ACCOUNT:** You will receive all school-wide and field-related correspondence via your umich.edu email account, so you must establish this right away. Refer any questions/concerns to [ssw.msw.info@umich.edu](mailto:ssw.msw.info@umich.edu) or call (734) 936-0961. **YOU WILL NOT BE ABLE TO ACCESS FIELD PLACEMENT INFORMATION WITHOUT LOGGING IN!**

**PLEASE SEE THE FIELD INFORMATION IF YOU'RE ENROLLED OR INTERESTED IN:**

- < A [Scholarship Program](#)
- < A [National Placement](#)
- < A [Placement with Special Requirements](#)

**PLEASE NOTE: Some of these require a Fall term field placement start**

**SUBMITTING YOUR FIELD PLACEMENT APPLICATION:** You will submit your field placement request application online. Please refer to the checklist at the end of this letter for the timeline. SSW Field Faculty must initiate all contact with agencies. **Do NOT contact fieldwork sites independently.** Please review the fieldwork site descriptions and web pages on the [Placement Listings](#) to learn about the services and experiences they offer prior to submitting your request.

⟨ Complete the required items on the [Placement Request Application](#) and select your top six placements choices. You will interview according to the order you indicate if the fieldwork site is available and appropriate for your course of study.

⟨ Once you submit your application, you will be notified via email of your assigned Field Faculty. Your Field Faculty will review your goal statement, resume and placement choices and use this information to facilitate your placement. We encourage you to engage with your Field Faculty during the placement process and seek their advice and input.

⟨ Please remember that each fieldwork site has its own criteria and selection process. Some sites only take students with experience, students in their second year, etc. Please do not get discouraged if you are not selected for your first choice.

⟨ Consider doing something that may allow you to build upon your skills and experience and bring some depth and bread breadth to your resume.

**FIELD PLACEMENT PURPOSE:** Field experience will support you in:

- ⟨ Learning about social work professional values and ethics
- ⟨ Integrating your classroom learning with practice in a fieldwork setting
- ⟨ Developing a teaching relationship with your assigned field instructor
- ⟨ Receiving valuable feedback, supervision, and evaluation from a qualified practitioner
- ⟨ Becoming proficient in the social work competencies

**GOAL STATEMENT AND RÉSUMÉ:** When submitting your online Placement Request Application you must also submit a résumé and goal statement. Review the information on composing a professional [résumé](#) and follow the [goal statement guidelines](#) in the last page of this letter. **Upload PDF or Word doc files only.**

⟨ Field Faculty will review your goal statement and résumé and share it with your field placement choices.

⟨ [The Career Center](#) ([ssw-cso@umich.edu](mailto:ssw-cso@umich.edu)) is also available to review your goal statement and résumé. If interested, students must email these documents to the Career Center by **MONDAY MAY 4, 2015**.

**INTERVIEW PROCESS:**

⟨ Review the [Becoming a Professional Social Worker module](#).

⟨ You will interview with one site at a time. The fieldwork site determines if they will interview you based on your experience (résumé) and knowledge, skills, abilities and interests (goal statement).

⟨ Some sites also require additional criminal background checks, drug screenings or health screenings.

⟨ If you decline an offer, you must notify the fieldwork site and your assigned Field Faculty, who will then arrange for your next interview at another fieldwork site.

**INTERPERSONAL PRACTICE & “CLINICAL” WORK:** Students interested in the Interpersonal Practice method need to understand that “clinical” placements are defined in a multitude of ways and that very few fieldwork sites offer training in long-term therapy.

**TRANSPORTATION REQUIREMENTS:** Your field placement options will be significantly limited if you do not have access to personal transportation. *Be prepared to drive!*

- ⟨ You are responsible for your own transportation to and from your field placement.
- ⟨ Many fieldwork sites are outside Ann Arbor/Washtenaw County with a majority in the Detroit area.
- ⟨ Most students will need to commute at least 30-40 miles to their fieldwork sites.

### **CONTACT US!**

We recognize this is a lot of information, so please contact the Office of Field Instruction at (734) 764-5331 or [ssw.ofi@umich.edu](mailto:ssw.ofi@umich.edu) with questions. We have a Daily Resource Person (DRP) available in the office to assist you. Please note: to ensure equity for all students, we will not begin working to place you prior to the Friday, May 15, 2015 deadline.

Again, welcome to the School of Social Work at the University of Michigan. We hope you have a rewarding graduate school experience, and look forward to meeting you and hearing about your field contributions.

Sincerely,

*Betsy Voshel*

Elizabeth Harbeck Voshel, LMSW, ACSW

Associate Clinical Professor

Director of Field Instruction

## **Section 1.01.2 Incoming Letter Checklist**

*If you need any accommodations, please contact the [Services for Students with Disabilities](#)*

### **Attend one of the Field Information Webinars:**

Field/Career Center Information Session:

**TUESDAY, APRIL 14, 2015 - 3:30-4:30pm (EST)**

School Social Work Placement & Certification Info: 4:30pm-5:00pm

[Register](#)

Field/Career Center Information Session:

**WEDNESDAY, APRIL 22, 2015 - 5:00-6:00pm (EST)**

School Social Work Placement & Certification Info: 6:00pm-6:30pm

[Register](#)

### **Review the [Becoming a Professional Social Worker module](#)**

**(Optional) Email resume and goal statement to Office of Career Services for review and feedback by May 4, 2015**

Contact Office of Career Services at [ssw-ocs@umich.edu](mailto:ssw-ocs@umich.edu) or (734) 763-6259

**Submit Placement Request Application by May 15, 2015**

Includes goal statement and résumé

## **Interview at potential placements starting May 15, 2015**

Your Field Faculty will contact you once they have reviewed your Field Placement Application and set up an interview with an agency

## **Register for section 888 for SW531 or SW691**

You will be assigned to the correct Field Faculty's section at a later date

**Advanced Standing Student Pre-Field Orientation (*including Transfer Students and those exempt from Foundation Field*) on THURSDAY, SEPTEMBER 3, 9AM – 12PM in the Lower Level Atrium**

## **Section 1.01.3 Goal Statement Guidelines**

See the [\*Résumé Tips\*](#) webpage for helpful information for composing your résumé.

The Goal Statement document similar to a cover letter for employment and allows potential field instructors to view a “snapshot” of your self-assessed knowledge, skills, and abilities. The purpose of the Goal Statement is to determine if what you want to learn is a “match” with what the fieldwork site has to offer.

The Goal Statement should:

- < Be written in a narrative format-- it functions as a writing sample
- < Not include personal/private information. This is a public document and is shared electronically with your field instructor and your potential colleagues
- < Be no longer than 2 pages, double spaced, and no smaller than 11 point font

Include the following sections and address all of these items:

### **A. HEADER**

1. Full name
2. Practice method concentration and practice area
3. Curriculum schedule (16-month, 20-month, advanced standing, extended degree)
4. Minor method (if applicable)
5. Special Scholar Program (if applicable)

### **B. CONTENT:**

1. Briefly describe what led you to social work as a career and share some of your career aspirations.
2. Briefly describe 2 skills you hope to develop in your field placement and share how these will help you reach your career goals.

3. Briefly describe your learning style and how you learn best. Share what supervision style works best for you and how you manage conflict.

Reminder: You have the opportunity to have the U-M SSW Career Center review your Goal Statement prior to submission to the Office of Field Instruction. Please contact them directly for assistance at: [ssw-cso@umich.edu](mailto:ssw-cso@umich.edu) or (734) 763-6259.

## Section 1.02 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 function as an advocate for the interests of the community-based fieldwork sites where students are placed. 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.

## Section 1.03 The Council on Social Work Education (CSWE)

(The following information is taken from <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-2008) : Field instruction is the signature pedagogy of social work education.

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. The Educational Policy describes each curriculum feature. The Accreditation Standards 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 March 27, 2010).

## **Section 1.04 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 practice method concentration and practice area. 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:

- Assess unique strengths, resources, and needs of diverse populations.
- Demonstrate sensitivity, respect, and competence in responding to the experiences and needs of socially and economically disadvantaged populations and populations at risk.
- Demonstrate beginning competence in assessing needs and developing interventions, across multiple identified client groups.
- Identify and utilize appropriate professional roles.
- Communicate professionally and participate effectively with colleagues, other professionals, and staff to utilize supervision effectively.
- Assess the policy context and policy documents relevant to the practice setting.
- Compare their practice experiences with other students and integrate knowledge acquired in the classroom.
- Gain technical proficiency in the student's elected practice method concentration (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.
- Apply and test theory and knowledge in social work settings that are transferable from one setting to another, and to a variety of systems.
- 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.
- 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.
- 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 practice method concentration and practice area, have more opportunities to apply their skills in a greater variety of circumstances, in greater depth and breadth over a sustained period of time.

## **Section 1.05 Field Manual Purpose, Professional Mandates, and Prerequisites**

This Field Manual (Volume III of the Student Guide: Field Curriculum) 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, student performance, and the curriculum. All of the forms required for the program can be found on the OFI web site.

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 (SW515) and Foundation Field Seminar (SW531) may enroll in Advanced Field Instruction (SW691).

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 practice concentration method and practice area in which to apply the method. 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 practice method concentration and practice area. This enables the student to have fieldwork assignments that coincide with courses in their practice method concentrations, 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 faculty, 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 faculty member who will work with them to facilitate their field placement. Field faculty also teach the Foundation Field Seminar and monitor each student's placement progress after they are placed.

## Section 1.06 Field Manual Modifications

It is important for the reader to understand that critical Office of Field Instruction (OFI) policies, procedures and guidelines are subject to modifications at any time.

## CHAPTER 2 EDUCATIONAL AND PROFESSIONAL MANDATES

### Section 2.00 Ethics & Values

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 website: <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 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: Adoption of the NASW Social Worker's Code of Ethics for Professional Conduct.**

### Section 2.01 Privilege, Oppression, Diversity and Social Justice (PODS) and 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 interrelated and represent multidimensional matrices.

The following overarching principles are infused in all four clusters of competencies:

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.

Incorporate an understanding of intersectionality. Apply an intersectional perspective to an understanding of one's own and others' positionalities and standpoints, because they work together and must be considered together. It also includes recognizing how dimensions of power, privilege, oppression and difference associated with positionalities influence people's actions, perceptions and choices, and group, organizational, and community structures and processes.

Consider all competencies in relation to their implications for both oppressed and/or privileged positions.

Recognize the importance of contexts on individual, group, and interpersonal dynamics. Recognize how people's identities, positionalities, and sense of power shift and change as they move across different group and institutional contexts.

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.

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.

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.

Engage in praxis. Employ iterative and interactive cycles of theorizing, acting, and reflecting to deepen critical consciousness, 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 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: Curricular Integrative Themes](#)

## **Section 2.02 Disability and 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 (<http://ssd.umich.edu/>) at the beginning of the term, G664 Haven Hall, Ann Arbor, MI 48109-1045, (734) 763-3000 (Voice/TYY/TDD).

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 are strongly urged to contact G. Warren Clark, MSW, LMSW, Field Faculty 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](#).

## **Section 2.03 Student Release of Information for Field Instruction**

Each student signs the following "Student Agreement to Participate in Field Placement/Release of Information" when they submit their online placement request forms.

### **STUDENT AGREEMENT TO PARTICIPATE IN FIELD PLACEMENT RELEASE OF INFORMATION**

I, \_\_\_\_\_, am a student in the School of Social Work at the University of Michigan. I understand and agree, in accordance with the curriculum requirements outlined in the School of Social Work Student Guide that in order to complete the social work program in which I am enrolled, I will be required to complete a field placement with an agency, organization or university affiliated field placement. The Office of Field Instruction (OFI) has over 500 placement slots that provide quality social work experiences for students. These sites range from grass roots organizations to large, multi-program, multi-disciplinary facilities. Students will have placement opportunities that match their method and area of concentration, along with their minor, if they have chosen this option.

I understand that if I do not have transportation or access to transportation that my field placement options will be quite limited. OFI has "local" field locations as far west as Grand Rapids, as far north as Saginaw, as far east as Detroit and as far south as Toledo and I am aware that there are limited public transportation options within and between Washtenaw and other counties. I also understand that a majority of field placements are going to be a minimum of a 30-40 minute commute one-way and some longer. I understand that I am responsible for my own transportation and that the University of Michigan and/or the School of Social Work is not responsible for my travel to and from my field placement.

I understand that as a condition of my field placement, I am required at my own expense, to consent to, complete and pass any or all fieldwork site required background checks such as criminal, child-elder abuse, driving record, sex offender, substance use testing etc. I understand that my background check results may influence my placement options and my future ability to become licensed.

I understand and will comply with all regulations related to the Health Insurance Portability and Accountability Act (HIPAA) as enacted by the fieldwork site where I am placed.

I understand and will accept a field placement that may not be with the population or the fieldwork site I have chosen. For example, if I am an interpersonal practice student, I also understand that "clinical" placements are defined in a multitude of ways and that very few fieldwork sites offer training in learning how to do long term "therapy." The low number of these placement options is due to insurance reimbursement regulations and the fact that this type of work is not usually within the mission/scope of practice of a majority of social work agencies.

I understand and agree that while I am in field placement, I am NOT covered by workman's compensation for any accident/injury that may occur during my time at the fieldwork site doing field placement related business. I understand that I, or my medical insurance plan, are responsible for all expenses incurred while I am working in my field placement and that the University of Michigan and the University of Michigan School of Social Work assume no responsibility or liability for any injury I might sustain. Therefore, I specifically release the University of Michigan, its schools, departments, agencies, officers, directors, and employees from any such responsibility or liability.

### **Special Accommodations**

Any student seeking accommodations is encouraged to contact the Office of Services for Students with Disabilities at the beginning of the term (<http://ssd.umich.edu/>). This office assists students in negotiating disability-related barriers to the pursuit of their education.

### **Release of Information**

As a part of the field placement assignment process, the OFI will need to share student placement materials and other relevant information with potential fieldwork sites and field instructors. This includes discussions with the prospective field instructor, sending a copy of the student's goal statement, resume, student agreement, and prior placement evaluations if applicable/requested. These materials enhance the matching process which generally benefits the student and the field instructor. Without a written release, the Office of Field Instruction is unable to provide the fieldwork site with the information required to make a determination regarding the student's field placement. This release also covers all collaboration between the fieldwork site and the Office of Field Instruction/School of Social Work after the placement has been confirmed.

I hereby give my permission to the Office of Field Instruction, School of Social Work at the University of Michigan, to release any and all information included in my application for field placement to potential fieldwork sites and field instructors for the purposes of arranging field placement(s). This release extends to several fieldwork sites when necessary for confirmation of a mutually agreeable placement site. This release does not apply to my application materials to the School of Social Work, personal references, or transcripts. My signature on this agreement indicates that I have read and understand this agreement and represents that I meet and agree to all criteria listed above.

I have read this Participation Agreement and I understand and agree with it.

## Section 2.04 Background Checks

A majority of fieldwork sites will require that students complete a criminal background check (some at their own expense) 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.

The following question appears on the OFI placement application form:

*Have you ever been convicted of a misdemeanor or felony including alcohol or drug-related driving offenses? Driving convictions such as operating while intoxicated, operating in the presence of drugs, operating without a license, etc., are generally misdemeanors or felonies and should be included. Please provide a short explanation which includes the date(s) of occurrence, what happened, and the outcome.*

Students need to be aware that a large majority of fieldwork sites require 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 on the State of Michigan website (<http://www.michigan.gov>).

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. 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.

This information will not be provided to the fieldwork site but is necessary for the field office to know in order to make informed decisions regarding the placement match as many fieldwork sites require many different types of background checks (criminal, substance use screening, fingerprinting, etc.) and are unable to host students who may have particular criminal histories.

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, but fees may vary. MSW interns should be prepared to provide 3 references during this process.

## Section 2.05 Substance Use Screening Policy

Students need to be aware that many fieldwork sites require 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**. Students are required to comply with the Student Guide.

### OFI 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 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 schedules, 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 found in the **SSW Student Guide Volume 1, Chapter 12: Student Code of Academic and Professional Conduct**.

## Section 2.06 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 at (734) 764-8320 or go to the following website: <http://www.uhs.umich.edu/msa>. There is a link from this site to the Affordable Care Act (ACA) which has additional information.

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. International students should contact the International Center directly for information and forms.

## Section 2.07 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 proper precautions to 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, it is advisable for students to obtain the most up-to-date set of immunizations 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 fieldwork 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.

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.

A variety of immunizations are available through University Health Service, 207 Fletcher Street, (734) 764-8320. Please consult the website for a list of available services: <http://www.uhs.umich.edu/>

## **Section 2.08 Malpractice and Liability 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, (734) 764-2200, or <http://www.finance.umich.edu/treasury/risk>.

## **Section 2.09 Vehicle Insurance: Use of Student Owned Vehicles For Fieldwork Site Business**

**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.

- 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.

- Michigan is a no-fault insurance state. 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.

- 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.

- 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.

## **Section 2.10 Mandatory Reporting and Duty to Warn Laws**

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 as they pertain to the fieldwork site. Students are not allowed 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 policies, 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.

## **Section 2.11 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. Students are required by law to abide by the HIPPA regulations and can be held personally accountability and/or responsible should they violate the law. Fieldwork sites will provide site specific information about their individual requirements during their orientation.

The following information was developed by the University of Michigan Health System Compliance Office:

### **I. WHAT IS HIPAA?**



The Health Insurance Portability and Accountability Act of 1996 (HIPAA) is a Federal law that, in part, established standard requirements for transmitting identifiable patient health information among providers and health/insurance plans within the health care industry to improve efficiency and effectiveness of the health care system while protecting patient privacy.

## **II. WHY HIPAA MATTERS TO ALL HEALTH CARE PROVIDERS?**

Beginning in 2009, new rules were adopted which made modifications to existing HIPAA requirements. For health care providers important changes to be aware of include: 1) all HIPAA violations are now presumed to be a “Breach”, requiring written notice to the individuals affected, the Federal government, and even the media in some cases; 2) criminal penalties were expanded to individuals (meaning individuals can go to jail for violating HIPAA); and 3) the maximum civil penalties for HIPAA violations increased from \$25,000 to \$1,500,000. In other words, beginning in 2009, the Federal government’s enforcement of HIPAA has drastically increased so it is important that you understand some basics to protect your patients *and to protect yourself*.

## **III. WHAT INFORMATION IS PROTECTED UNDER HIPAA?**

Protected Health Information (PHI) is individually identifiable health information about a patient created or received by entities that are subject to HIPAA. The entities are called “Covered Entities” and are primarily health care providers and health plans. PHI includes information:

- Sent or stored in any form (written, verbal or electronic);
- That identifies the patient or can be used to identify the patient;
- That is about a patient’s past, present and/or future treatment and payment of services.

PHI includes any health information that can lead to the identity of the individual or the contents of the information can be used to make a reasonable assumption as to the individual’s identity.

PHI includes **one or more** of the following identifiers:

- Names
- Address including zip codes
- All dates
- Telephone & Fax Numbers
- Email Addresses
- Social Security Numbers
- Medical Record Numbers
- Health Plan Numbers
- Driver License Numbers
- Vehicle Identification Numbers
- Account Numbers
- Biometric identifies
- Full Face Photos
- Any Other Unique Identifying Number or Characteristic, or Code

### ***Take Away For Students:***

If your clinical experience requires a written summary or other type of written documentation (e.g., a written summary for submission to your professor), do not use any of the above patient identifiers.) Instead, think of other mechanisms to keep track of patient(s) with whom you’ve interacted. For example, “Patient #1, Week 1 (Week of September 15, 2014)”. If you cannot completely avoid the use of any of the above identifiers, then use the absolute minimum necessary (e.g., patient initials only, rather than name or patient age rather than date of birth, etc.)

#### **IV. WHAT ARE THE TYPES OF DISCLOSURES OF PHI?**

A major purpose of HIPAA is to define and limit the circumstances in which an individual's protected health information (PHI) may be used or disclosed by a covered entity.

There are 3 types of disclosures:

- A. No authorization required;
- B. No authorization required, but must give opportunity to object; and
- C. Authorization required.

##### **A. When Can Phi Be Disclosed Without Patient Authorizations?**

No authorization is required to make the following disclosures:

- 1. To the patient
- 2. To use for treatment, payment or healthcare operation:
  - Treatment includes the various activities related to patient care.
  - Payment includes the various activities related to paying for or getting paid for health care services rendered.
  - Health Care Operations generally refers to day-to-day activities of a covered entity, such as planning, management, training, improving quality, providing services and education.
- 3. Certain disclosures required by law, such as public health reporting of disease, child abuse, etc.

##### **B. No Authorization is Required, but an Opportunity to Object must be Provided**

In some cases, the patient must be offered an "opportunity to object" before discussing PHI with a patient's family or friend. For example, before discussing patient information in the presence of a family member or friend in an exam room or an inpatient room, the patient must be asked if it is okay to discuss the information in front of the patient's family member or friend that has accompanied the patient in the exam room.

##### ***Take Away For Students:***

If you don't feel comfortable asking the patient if it is okay to discuss information in front of their family or visitors or if you feel that the patient may feel pressured to let the family member or visitor stay, a proactive approach to the situation will help protect the patient's privacy. Take it upon yourself to ask the family/visitor to leave the room and come back in a bit. This will give you the opportunity to discuss highly sensitive information with the patient in private. If the patient does not mind the family or visitor being in the room during the conversation, more than likely, they will tell you it is not necessary for the person to leave.

##### **C. Disclosures that Require an Authorization**

Written authorization is required from the patient for the following:

- 1. To access, use or disclose PHI for research (unless an Institutional Review Board approves a waiver of authorization)
- 2. To conduct certain fundraising activities
- 3. For marketing activities and sale of PHI

#### **V. IMPORTANT THINGS TO BE AWARE OF WHEN DISCLOSING PHI**

Minimum Necessary. The amount of PHI used, shared, accessed or requested must be limited to only what is needed. Workers should access or use only the PHI necessary to carry out their job responsibilities.

The minimum necessary rule does not apply to disclosures of PHI when it is:

- 1. Being shared among health care providers for treatment;
- 2. Being shared with a patient about him/herself; and
- 3. Being shared pursuant to authorized uses or disclosures approved by the patient.

**Incidental Disclosures:** Some unauthorized disclosures of PHI are not completely avoidable. These are permitted under HIPAA and are called “Incidental Disclosures.” An example of an incidental disclosure is when a visitor hears a patient’s name called out in a waiting area or a hospital patient in a 2-bed room hears a physician speaking to the other patient. HIPAA requires reasonable safeguards to be taken to minimize incidental disclosures such as: speaking in soft tones when discussing PHI in open areas such as the recovery room and not discussing PHI in public areas.

***Take away for students:***

Even though “incidental disclosures” are permitted under HIPAA, it is very important that you are aware of your surroundings when discussing PHI. Ask yourself: “Who could potentially hear what I’m saying?” Then take reasonable steps to minimize any incidental disclosure.

## **VI. SECURING COMPUTERS AND MOBILE DEVICES**

It is essential to know, understand and comply with the electronic device policy at your internship. If you are allowed to use personal mobile devices steps must be taken to properly secure the patient data being stored on the device. The key to securing computers and mobile devices is encryption. Encryption is considered a safe harbor under HIPAA. Encryption is a higher level of protection than a password alone. If an electronic device is lost or stolen and it is encrypted then the PHI is considered protected and there is no HIPAA breach.

Other important considerations when storing PHI on mobile electronic devices is to store only minimum necessary information. Only store what you need to do your job. De-identify the data being stored. This is done by removing the patient identifies. Also, delete the PHI as soon as you are done with it. Lastly, know what information you have. You are responsible for protecting the PHI in your possession from inappropriate disclosures.

***Take Away for Student:***

It cannot be stressed enough that even though you are a student, you are expected to adhere to the same standards, rules and regulation as the entire workforce at the institution where you have been placed for your internship. The federal government has been giving a lot of attention to the issue of how computers and mobiles devices are being used when PHI is involved. This is because a majority of HIPAA breaches result from lost or stolen electronic devices. Before using an electronic device, it is your responsibility to determine if such use is permitted and you must ensure that your device is properly encrypted. If you fail do so and the device is lost or stolen, your internship may be jeopardized. Properly protecting PHI will properly protect you as well.

## **VII. SOCIAL MEDIA GUIDELINES AND PROFESSIONALISM**

Social Media is everywhere and seems to be used by everyone for sharing just about everything. However, as a student intern in a health care setting it is imperative to realize that limitations do apply to what can appropriately be shared via social media. It is important to have a good understanding of the institution’s Social Media Guidelines, Code of Conduct and Policies where students are placed for internships. These regulations can and will impact the students’ social media activity.

***Take Away for Students***

Even if you are conducting a social media activity from home, the Institution’s policies on patient confidentiality, respecting co-workers, and handling proprietary information still need to be followed. So, for example, if you post any identifiable patient information on Facebook, this could be considered a breach under HIPAA. It doesn’t matter if the information you post is limited. If the patient’s family or coworkers could identify which patient to whom you are referring, this would be an inappropriate disclosure of PHI.

## **Section 2.12 Faculty/Student Relationships Policy**

Students are required to abstain from engaging in inappropriate conduct or relationships, including those of a romantic or sexual nature, with faculty members/field instructors, staff members, or clients. Inappropriate conduct or relationships 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 and field instructors are expected to comply with the University's policies on appropriate relationships between faculty and staff members. Field instructors are considered "faculty in the field" and therefore are required to abide by this policy.

### **Purpose of the policy**

The teacher-student relationship lies at the foundation of the educational process. As a matter of sound judgment and professional ethics, faculty members and field instructors have a responsibility to avoid any apparent or actual conflict between their professional responsibilities and personal relationships with students.

Romantic and/or sexual relationships between a faculty member/field instructor and a student have the potential to pose risks to the faculty member/field instructor, the student, or third parties. For a variety of reasons, the University strongly discourages romantic and/or sexual relationships between faculty members/field instructors and students.

### **To whom does the policy apply?**

The policy applies to any University or University sanctioned teacher, mentor, or supervisor (field instructor) of students. This includes, but is not limited to, regular instructional faculty, clinical faculty, supplemental and research faculty, postdoctoral fellows, graduate student instructors, graduate student research assistants, preceptors, and graders.

To review the policy (Standard Practice Guide 601.22) and a set of Frequently Asked Questions, visit the Office of the Provost and Executive Vice President website: <http://www.provost.umich.edu>

## **Section 2.13 Social Media and the Social Work Competencies**

In the age of technology and information, social media (Facebook, MySpace, Twitter, YouTube, Blogs, SMS/texting, etc.) can be particularly helpful in building connections with colleagues and maintaining relationships with friends and family; however, as a result, the boundary between personal and professional matters has become increasingly blurry. Due to social work's professional standards and the obligation to follow the *National Association of Social Workers Code of Ethics*, social workers need to continually assess the ethical implications/complications of social media use, not only as practicing social workers but in the training of social work students.

While social media tools obviously present many useful and exciting opportunities, the features that enable these benefits also present potentially serious challenges in a professional setting. Privacy, confidentiality, and the establishment of professional boundaries in particular, can be hindered when the necessary precautions to protect the student/employee and clients have not been taken.

If the fieldwork site/agency already has a policy on social media use, this policy should be shared with social work students as part of their orientation to the fieldwork site. Even without its own formal social media policy, the fieldwork site should have clear guidelines and expectations for students regarding social media use at home and at the fieldwork site.

Because of the diverse needs and settings of fieldwork sites and the perpetually changing nature of the online social media world, the School of Social Work Office of Field Instruction does not have a formal social media policy. In lieu of an overarching social media policy, these guidelines have been developed to aid fieldwork agencies in determining appropriate online conduct within the context of their field work sites.

Here are a few important issues to explore and discuss:

### **1. What type of information is okay to share on a personal social media site?**

- a. It seems that it should be inappropriate for students (or employees) to refer to any fieldwork site/agency, client, or client situation, etc. on their personal social media pages (e.g. Facebook, My Space, Twitter, Blog), no matter how many security settings have been invoked.
- b. Should students/employees share their personal contact information including email, cell number, address, etc. with a current or former client or client group?
- c. While social workers have an ethical obligation to protect the privacy of their clients, no such restrictions prevent a client from searching online for information about a student or employee. Any photos, videos, written comments, and other postings can serve to undermine a social worker's personal safety and/or professional competence.
- d. Students (and employees) should be expected to exercise great care in how they represent the social work profession as a whole in any online activities. It is very easy for an outsider to misinterpret statements or images out-of context. (See *NASW Code of Ethics Section 4.06a: Misrepresentation*.)

**2. When, if ever, is it permissible to conduct an online search for information about a client?**

In a macro setting, this may be common practice when doing evaluation or other work, but in a clinical setting, such searches may lead to boundary violations and other interference with both client trust and the therapeutic process. (See *NASW Code of Ethics Section 1.07a: Privacy and Confidentiality*.)

**3. What is the policy on "friending" current or past clients?** Are there contexts in which this might be acceptable? (See *NASW Code of Ethics Section 1.06c: Conflict of Interest*.)

**4. How can social media be used to further the goals of the fieldwork site?** How does a student or employee present information on a social media page in a professionally-appropriate manner?

**5. What types of information should not be sent via email?** Because the privacy of email can never be completely ascertained, students and employees should take precautions to ensure they are not sending sensitive information in an email. (See *NASW Code of Ethics Section 1.07e: Privacy and Confidentiality*.)

It is in the profession's best interest to remind students that social media sites are public domains and any and all information can be accessed by anyone. Once information is in cyber space, it never goes away.

The challenges of social media use are particularly important as they relate to a few of the established social work competencies listed below:

1. Values and Ethics: Demonstrates how the value base, ethical standards and principles of the social work profession are applied to social work practice.
2. Professional Identity and Professional Behavior: Identifies as a professional social worker and conducts oneself as a representative of the profession, its mission and core values.
3. Organizational Context: Demonstrates an understanding of the organizational structure of the fieldwork setting, how it operates, the services offered, and its service delivery system
4. Critical Thinking: Demonstrates ability to analyze, process and implement decisions within the context of professional social work practice
5. Engagement: Demonstrates ability to connect to a client/constituent base, colleagues, community, etc. in a professional manner

When reflecting upon the importance of preparing students to function as solid, ethical, social work professionals, it seems that supervision/discussion/consultation regarding the social work competencies is critical in navigating the challenges social media presents in practice.

## Section 2.14 Concealed Weapons Permits: Implications for Field Placements

By law, students have the right to have a concealed weapons permit, and the University of Michigan (U-M) and the School of Social Work (SSW) Office of Field Instruction (OFI) do not have the ability or authority to regulate this in field placement; however, SSW/OFI *highly* discourages students from carrying concealed weapons while engaging in field-instruction-related activities.

The U-M Regents' Ordinance position on carrying a concealed weapon on University of Michigan property or when engaging in U-M-affiliated programs is outlined here: <http://spg.umich.edu/policy/201.94>. The U-M Statement of Student Rights and Responsibilities states that it is a student conduct violation to carry a weapon in connection with any University program or activity. Consequently, a student is prohibited from carrying a concealed weapon to any fieldwork site that is located on University of Michigan property.

Even though the University of Michigan has regulations for carrying concealed weapons that govern its locations and programs which are housed on University property, the School of Social Work/OFI cannot enforce these rules at its affiliated fieldwork sites. The student's ability to carry a weapon with a permit is then determined by law (some fieldwork sites may actually be "no carry zones" under Michigan law) or by policies developed by the individual fieldwork site. The student is expected to abide by the law as well as the fieldwork site's policy.

SSW/OFI encourages its fieldwork sites to develop guidelines/policies regarding concealed weapons permits related to social work student field placements. It is imperative that students are informed regarding fieldwork site guidelines and policies related to concealed weapons permits.

## Section 2.15 Internships, Department of Labor Regulations, and Social Work Education Guidelines

In 2010 the U.S. Department of Labor (DOL) established regulations regarding internship programs in relation to the Fair Labor Standards Act (<http://www.dol.gov/whd/regs/compliance/whdfs71.pdf>). Interns at several for-profit companies (Fox Searchlight Pictures, *Harper's Bazaar*, Warner Music Group, and Atlantic Records, to name a few) filed suit for unfair labor practices. A few courts have decided that the companies were out of compliance with Department of Labor regulations and needed to pay interns for their work.

The Council on Social Work Education (CSWE) is aware that this has raised concern among some social work programs. A number of programs have heard from field site supervisors (or agency human relations personnel) that, based on these cases, they cannot afford to allow social work interns because they would be required by law to pay them.

Field education, as articulated in the CSWE Educational Policy and Accreditation Standards, is clearly within the guidelines of the Department of Labor regulations for an educational internship and does not require payment.

Social work field education meets the following stipulations:

- Field education is associated with an academic program at an accredited institution of higher learning.
- Field education is structured around a classroom or academic experience, with articulated learning objectives/competencies.
- The college or university exercises oversight over the internship program and provides educational credit.
- The field education experience is supervised by social work program personnel; there is an agreement between the program and the field site as well as a learning contract between the student and the site.

- The Social Work Field Education program is meant to be solely educational and provide training to prepare the professional social worker. It is not meant to supplant or replace existing employees of social work within the field education program site.

- The field placement is meant to provide an educational and training opportunity to the social worker and is not meant to provide any immediate advantage to the employer or the field site.

Please note that these six criteria included in the DOL regulations must be well documented and defensible for unpaid internship positions. CSWE encourages all field coordinators and program directors to fully understand the Department of Labor fact sheet and share this information liberally with students and field site personnel.

(CSWE *Setting the Record Straight*, February 25, 2014)

## **Section 2.16 Permission to Use Information in Video/DVD and/or Audio Cassettes for Class Assignments**

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 clients to participate, permission must be obtained and documented. The fieldwork site has the final say as to whether or not students can use their fieldwork site for a class assignment that requires recording. Fieldwork sites may require their own permissions as well. Students are required to complete the information below to document 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.

To be completed by the social work student:

Course Title: SW \_\_\_\_\_

Course Professor/Instructor's Name (to be completed by the social work student/intern): \_\_\_\_\_

Term Assignment to Be Completed (Circle One):

Fall: \_\_\_\_\_ Winter: \_\_\_\_\_ Spring/Summer: \_\_\_\_\_

Year: \_\_\_\_\_

Name of Client: \_\_\_\_\_

Address: \_\_\_\_\_

City/State/Zip: \_\_\_\_\_

Telephone: \_\_\_\_\_

E-Mail (if available): \_\_\_\_\_

Date: \_\_\_\_\_

### **To be completed by Adult or Parent / Legal Guardian (Please Check One):**

\_\_\_\_\_ I am an Adult (over 18 and signing for myself)

\_\_\_\_\_ I am the Parent / Legal Guardian of a child under the age of 18 years

If permission is given by Parent / Legal Guardian, please complete the following:

Name of child: \_\_\_\_\_

Address (if different from above): \_\_\_\_\_

Telephone (if different from above): \_\_\_\_\_

E-mail (if available if different from above): \_\_\_\_\_

I give permission to \_\_\_\_\_ (name of social work student), an MSW student intern at the University of Michigan School of Social Work, to release identifiable information about me (or if parent/ legal guardian - my child) captured on a video/DVD and/or audio-cassette during a social work intervention including a counseling/therapy, group or family session held at (insert Fieldwork site's name). I understand that this identifiable information will be shared only with the student intern's instructional course professor/instructor for the purposes of evaluating the MSW student intern's professional skill development. I have been told the video/DVD or audio cassette will be kept in a secure location at the field site until it is submitted to the course instructor for review. I have also been told the course instructor will handle the materials as confidential and not accessible to others.

I understand that participation is voluntary. I am aware that the services provided by the MSW student intern will not change even if I decide not to sign this permission form. .

I have been informed that the MSW student intern will destroy the video/DVD or audio-cassette when the course assignment is graded at the end of the term on the following date: \_\_\_\_\_.

I can decide at any time to withdraw my consent to have information shared with a course instructor. I also understand that the video/DVD or tape will not be shown to other members of the class without my signing an additional permission form.

This permission automatically expires in 160 days .

Signature of Client and/or Parent/Legal Guardian: \_\_\_\_\_

Assent of Minor (if over the age of 12 years) \_\_\_\_\_

Signature of Student Intern's Field Instructor: \_\_\_\_\_

Date: \_\_\_\_\_

#### **To Be Completed by the Fieldwork Site Representative and/or Field Instructor**

I am aware that \_\_\_\_\_ (name of SSW student), a MSW intern from the University of Michigan School of Social Work, as part of course assignment: (enter course number and term enrolled): SOCWK\_\_\_\_\_ in FALL/WINTER/SPRING-SUMMER\_\_\_\_\_, may approach a client(s) to obtain written permission for a social work intervention to be video-taped, made into a DVD and/or audio-taped in our fieldwork site.

I have reviewed the permission form and the steps taken to protect the client's rights are consistent with the fieldwork site's policies/procedures.

I give my approval for the MSW student intern to seek voluntary, written permission from client(s) for this assignment

I confirm that the audio/DVD and/or video tape will be destroyed at the end of the term by the following date:\_\_\_\_\_.

Field Instructor and/or Fieldwork site Representative: \_\_\_\_\_

Fieldwork Site: \_\_\_\_\_

Address: \_\_\_\_\_

City/State/Zip Code: \_\_\_\_\_

Telephone: \_\_\_\_\_

E-mail: \_\_\_\_\_

Date: \_\_\_\_\_

## **CHAPTER 3      ROLES, RESPONSIBILITIES, & FIELDWORK SITE REQUIREMENTS**



## Section 3.00 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 in developing placement opportunities, providing training, and ensuring that standards are met. The Director supervises and oversees the work of the field faculty assigned to the Office of Field Instruction. The Director also functions as a field faculty for a cohort of students and teaches a section of the Foundation Field Seminar and/or an elective e-Portfolio integrative learning 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 faculty, fieldwork sites, coordination and evaluation of all placement related activities, and resource procurement. The Director works to ensure that field instruction objectives are met and classroom curriculum integrated with the field experience, and is responsible for all other matters related to the office as the Associate Dean or Dean may assign.

## Section 3.01 Field Faculty

Full-time field faculty members are assigned to the Office of Field Instruction. In this dual role, this position is responsible for placing an assigned cohort of students and liaising/monitoring those students. In most cases, the field faculty member who placed the student will also monitor the student in placement. Whenever possible, the student will also have the same field faculty for their Foundation Field Seminar course. This provides multiple vehicles for integration of classroom learning, student placement monitoring, relationship building, and problem solving. Field faculty are also responsible for implementing all policies and procedures related to field instruction.

The dual roles of the field faculty have provided the OFI team the opportunity to develop a "wrap-around" or "continuity of care" type of model in which students are assigned to one field faculty member 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 faculty. 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.

During the pre-placement phase, students indicate a desire for a placement in a particular fieldwork site when they complete the on-line Placement Request Application found on the OFI web site.

The student is then assigned to the field faculty member who "owns" the fieldwork site to assess the "fit" between the student and the fieldwork site. The field faculty member 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 on a regular basis to discuss program issues and monitor student placement activity and follow-up. The office has a rotating "Daily Resource Person" (DRP) field faculty member 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, enabling a team member to promptly address student concerns and issues.

Student education and experience in the fieldwork site is monitored by the field faculty. The field faculty responsibilities include:

1. Reviewing and approving the student's Educational Agreement, which is developed by the student and the assigned field instructor. Field faculty ensure that the Educational Agreement is consistent with educational guidelines and recommend revisions when appropriate. This is accomplished prior to the verbal mid-term review held by the field instructor. Students are expected to treat the Educational Agreement as a contract for the learning/work to be accomplished in the field placement.
2. Monitoring student progress by virtue of fieldwork site visits (in person, teleconference, Skype, UM Bluejeans, etc.) and telephone and electronic mail discussions. Field faculty are available for individual meetings to counsel students and/or field instructors relative to field instruction as requested. A minimum of one site visit is held per term (and more if needed). For those students placed out-of-state or globally, students may participate in a web-based course management system (CTools). The site visit may be accomplished by a conference call or a Skype/UM Bluejeans 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 faculty assists the field instructor and/or student in the initiation and development of a Performance Learning Plan for identified placement issues/concerns/problems.
3. Assigning a course grade for field instruction courses that include: SW515, SW531 and SW691.
4. Facilitating closure when placement is terminated and helping the student to secure a new placement.
5. Assisting in the ongoing monitoring and reviewing of fieldwork site's suitability. This is accomplished by virtue of the breadth and depth of the relationship between the fieldwork sites and the field faculty. In this capacity, the field faculty are capable of monitoring field instructor performance very closely. Annual evaluation instruments also help to inform the field faculty/Director of Field Instruction with regard to student experiences in the placement setting.
6. Assisting in identification and development of new fieldwork sites in conjunction with the Director. Participates in training sessions for field instructors.
7. Performing related tasks, maintaining or preparing reports as requested by other School entities, and meeting as a member of the Office of Field Instruction team on a regular basis. Also participates in supervision and/or consultation 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.

## **Section 3.02 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.

## **Section 3.03 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 and their vested interest in the training of students. The goal is to utilize fieldwork sites which agree not to discriminate based on 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). 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: Students With Disabilities-Relevant Policies](#)). 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 information on the process of evaluating fieldwork sites are sent electronically after a request has been made to [ssw.ofi@umich.edu](mailto:ssw.ofi@umich.edu).

## Section 3.04 Fieldwork Site Approval Process

Approval of fieldwork sites is accomplished in several ways. Due to the relationship between the field faculty and fieldwork site during the placement phase and the placement monitoring phase, evaluation of the quality of field instruction is possible in an ongoing fashion. Because field faculty 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 one-to-one contact (in person, telephone, or electronic) with their assigned field faculty. Because field faculty 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:

1. 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 in their particular practice method concentration and practice area).
2. 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); a concurrence with the School's mission, and, to the extent possible, its four curricular themes; to services on behalf of populations at risk, and compatibility with social work values and ethics.
3. A commitment to release time, thus allowing staff members who qualify as field instructors time to participate in the field instructor training sessions, time to provide student supervision, and time to meet with the assigned field faculty. All field instructors must be a MSW post-Masters by two years and possess a State of Michigan license as a Licensed Master Social Work (LMSW). Field instructors with a LLMSW license will be considered as long as they are post-MSW by 2 years and on track to complete the requirements for the full LMSW license. 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 (See Chapter 3, Section 6, 7, and 8).

4. 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.
5. 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, parking and other items as necessary to the student to enhance the agency functioning in conjunction with field instruction.
6. Ability to reimburse students for travel expenses incurred while conducting field placement business, especially if the student's personally-owned vehicle is utilized.
7. Ability to offer students assignments based on educational value in accordance with the student's current stage of learning, their learning objectives, their practice method concentration and practice area, and their required Educational Agreement.
8. 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 faculty, School faculty, and attendance at trainings and/or meetings.
9. 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.
10. Develop formal guidelines for student safety (See Volume 3, Chapter 8).

Once a fieldwork site completes the required paperwork, an approval site visit is set up in order to accomplish a "mini-orientation with the Field Director and the Field Faculty assigned to the site. Prior to the visit, the "Fieldwork Site and Orientation Manual" is sent to the site and the potential field instructors to assist them in preparing for the meeting. During this visit, the paperwork is reviewed, field instruction curriculum and expectations are discussed, and site specific learning opportunities and supervision are reviewed. Staff that will work with the student are encouraged to attend the meeting as well as the secondary field instructor should one be involved.

All field instructors are encouraged to attend the in-person field instructor orientation workshop which are held bi-annually and provide free Continuing Education Units. In addition, field instructors are encouraged to participate in additional online training when available such as the online Field Instruction 101 Modules found on the OFI web page. National and global fieldwork sites are provided additional attention in that the approval site visit involves multiple meetings via teleconference, Skype/UM Bluejeans etc. whereby program expectations are made clear and student training opportunities are explored in depth.

All sites benefit from having a specific Field Faculty assigned to them for the length of time they are an approved site. Field Faculty provide tremendous additional support by way of e-mail, telephone discussions, on-site visits for trouble shooting. The Field Director is the back-up for unusual circumstances that might arise.

## **Section 3.05 Required Forms For New Fieldwork Sites**

All new fieldwork sites must be approved by the Director of Field Instruction. Several forms are required for new fieldwork sites. In addition, there must be an approval site visit with the Field Director and the assigned field faculty prior to students being referred for placement:

All forms can be found on the Prospective Field Instructors page under Field Instruction on the School of Social Work website. Potential field sites can also email [ssw.ofi@umich.edu](mailto:ssw.ofi@umich.edu) to express interest and receive electronic copies of all new agency paperwork.

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

## **Section 3.06 Functions of the Field Instructor**

The functions of a field instructor are multifaceted. The list below provides an outline of some of the most common functions:

- Conducts a structured and well-planned orientation to the field placement's programs, policies, resources, and sociopolitical context for the student.
- Develops the Educational Agreement with the student, which outlines learning objectives, means for their attainment, and criteria for assessment of goal achievement.
- Is accessible to the student and field faculty member for consultation, participates in conferences with the field faculty member and student on a routine basis and/or whenever problems arise, and keeps the field faculty member routinely informed regarding the student's progress and/or problems.
- Holds regularly scheduled supervision conferences (a minimum of one hour per week per student in addition to preparation time), with the student utilizing a Supervision Agenda.
- 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.
- Monitors the student's hours.
- 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.
- Teaches the student the skills and appropriate behaviors needed to accomplish tasks in the field placement.
- 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.
- Helps the student integrate theoretical knowledge and knowledge from previous experiences with present practice.
- Is available and participates in site visits with the field faculty member and student.
- Participates in a formal evaluation process with the student and the field faculty member at the end of every term.
- Provides the student with a verbal midterm evaluation utilizing the student's Educational Agreement instrument.
- Provides feedback to the field faculty member and/or the Director of Field Instruction regarding recommendations for improving the overall field education program, classroom preparation for field, curriculum, etc.
- Field instructors are strongly urged to document concerns, issues, or problems regarding student performance; to communicate concerns to the student and field faculty as they develop; and to suggest recommendations for improvement.

If a field instructor were to leave the fieldwork site prior to the end of the term, another qualified field instructor would be identified who would assume responsibility for the student training. Should another field instructor not be available, then the field faculty would work with the student to facilitate another placement.

## Section 3.07 Field Instructor Criteria and Credentials

The Council on Social Work Education (CSWE) mandates that all field instructors must possess a CSWE accredited Master of Social Work degree, and have completed at least two or more years of post-degree experience (CSWE/EPAS standard 2.1.6). In addition, the School of Social Work mandates that all field instructors be licensed as a LMSW (licensed master social worker) in good standing in the State of Michigan. This applies to all practice method concentrations because the State of Michigan requires a license for micro and macro practice. Field instructors with a LLMSW license will be considered as long as they are post-MSW by 2 years and on track to complete the requirements for the full LMSW license. 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 (See Chapter 3, Section 6, 7, and 8).

When students are placed in other states, the field instructor must meet the CSWE standard and be licensed according to state requirements. When students are placed globally, they need to meet the CSWE requirement or the equivalencies established by the SSW Office of Global Activities which were created in concert with the Office of Field Instruction.

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 practice method concentration and practice area. In settings where there is not a LMSW, the "task," or primary non-LMSW field instructor provides the day-to-day assignment of projects and oversight/direction for students in addition to mentoring and supporting the student throughout their placement which includes all facets of field instruction. In these situations, the fieldwork site will be required to have in place a secondary LMSW field instructor who provides supervision for the student on a weekly basis for an hour to discuss the field placement experience, the student's assignments, and how their experience working in the placement relates to social work. The duties of the secondary LMSW field instructor include providing the student with regular supervision, cosigning the student's Educational Agreement, participation in the evaluation process and being available to meet with the field faculty, primary field instructor, and student during site visits and/or during problem solving. In fieldwork sites with more than one intern, the LMSW often meets with the students in a group. This arrangement does meet the School's credentialing requirements.

The proposed field instructor(s) must

- o Have the ability to provide supervision in foundation and/or advanced field instruction, provide students educational experiences that provide opportunities for the student to become proficient in the designated social work competencies, and have the ability to meet the overall educational objectives of the field instruction program.
- o Possess standards and values which are consistent with those of the social work profession and 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.**

## Section 3.08 Field Instructor Selection



Field instruction requires not only experience and knowledge of the field of social work, but a desire to supervise and mentor students. 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 (see Volume 3, Chapter 3, Section 7). Field instructors select specific student field-based 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 (Foundation and Advanced). Field instructors should be on site and on duty when students are in fieldwork. 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.

Persons nominated to be field instructors should demonstrate:

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

The Office of Field Instruction has developed a fieldwork site orientation manual that field instructors should reference for information regarding field instruction expectations. The field site orientation manual is available under Prospective Field Instructors on the School of Social Work Office of Field Instruction page.

It is expected that field instructors have had formal training and experience in one of the School's practice method concentrations and practice areas because typically, students are assigned to a field instructor on the basis of the student's practice method concentration and practice area. The instruction of students can be shared by various fieldwork site personnel, but the School-appointed field instructor assumes overall responsibility for field instruction. The cornerstone of responsibility for field instructors includes the ability to provide students with orientation, supervision and evaluation.

The field faculty 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 faculty will also work diligently with the proposed field instructor to interpret the Office of Field Instruction's policies and procedures, Educational Agreement, 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 online), fieldwork site visits, field instructor workshops, U-M 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, Uniquename form and resume. All forms are available under Prospective Field Instructors on the School of Social Work Office of Field Instruction page. Attach an updated resume to this form, and submit these to the Office of Field Instruction for review and approval by the Field Director ([ssw.ofi@umich.edu](mailto:ssw.ofi@umich.edu)).

## **Section 3.09 Student Supervision**

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. 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:

- Administrative duties/functions
- Knowledge, skills and professional practice behaviors
- Reflective learning related to PODS (privilege, oppression, diversity, social justice)
- Professional and personal growth and development, skill development and the identification and development of Key Learning/Project Summaries

Students and field instructors should also be utilizing the *WHAT? SO WHAT? NOW WHAT?* Reflection Tool which can be found in the Pre-Field Orientation Workshop materials on the OFI web page.

Students and field instructors will share several of these supervisory agendas with the assigned field faculty member during the required site visit. These agendas should capture and document the student's field experience, their specific field-based assignments, and areas that needed strengthening. This tool forces the student to prepare for field supervision in addition to helping the field instructor prepare.

In situations where there are performance concerns, this tool functions as ready-made documentation regarding concerns. This allows the field faculty member an easy venue to enter into the problem-solving process with the field instructor and the student. Should performance not improve, then a Field Placement Performance Learning Plan could be initiated since the agenda provided a way to track the issues of concern. The Professional Learning Plan is available under Current Field Instructor Resources on the School of Social Work Office of Field Instruction page. (See Volume 3, Chapter 12, Section 1.)

The field instructor is also encouraged to utilize these supervision agendas when they complete the required field instructor narrative during the evaluation process at the end of placement. It is difficult to remember all the things that the student may have accomplished during the term so the supervision agendas assist in tracking the learning process.

## **Section 3.10 Student Orientation To The Fieldwork Site**

The School provides the student with a general orientation to the profession and to field instruction, which occurs before placement starts. The fieldwork site is responsible for fieldwork site-based orientation, which typically occurs during the first few weeks of fieldwork. 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 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., they 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.

Examples of orientation activities include but are not limited to:

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.



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.

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.

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.

The field curriculum utilizes Bloom's Taxonomy of cognitive domains as a reference tool in the development of competent social work professionals. Fieldwork sites should become familiar with these stages of development as they relate to the identification and creation of field-based assignments that allow students to participate in a beginning-, middle-, and end-stage approach to their learning. The assigned field faculty member is always available for consultation to the fieldwork site regarding the identification and development of assignments.

## **Section 3.11 Field Instructor Benefits & Support Services**

The Office of Field Instruction supports the efforts of field instructors in a variety of ways. A biannual workshop is held, whereby field instructors are invited to attend a new field instructor orientation (which covers policies, procedures, roles, responsibilities, expectations, etc.). In addition, other professional development workshops are offered through the School of Social Work (SSW) Department of Continuing Education. There is no fee for the new field instructor orientation and Continuing Education Units (CEUs) are provided.

### Continuing Education Programs

The School of Social Work (SSW) offers numerous continuing professional education opportunities for field instructors and the social work community at large. Effective January 15, 2012, U-M SSW field instructors who maintain "active" status (supervising a student during the current academic year: September-August) may register for any workshop and/or mini-course for FREE. Please note that institutes and certificate programs are not included in this offer.

This is an incredible benefit to help field instructors support lifelong learning goals and fulfill licensing requirements. It is just one way to show our appreciation and thank you for your service to the School and our students.

### **Additional Benefits**

Materials: Field instructors are provided with web-based field instruction materials that include information, guidelines, and policies related to the field instruction program and curriculum. The OFI web site is also an excellent resource.

M-Cards: Field instructors are eligible for M-Cards, which are a University-sponsored benefit that entitles "active" (currently hosting a student in the current academic year) field instructors benefits that include discounts on some University-sponsored events, various bookstore discounts, public transportation discounts, etc. Field instructors are also eligible for on-site privileges from the campus libraries using their M-Card. The application for these cards is available by contacting the Office of Field Instruction ([ssw.ofi@umich.edu](mailto:ssw.ofi@umich.edu))

### UM SSW Library Resources

Field instructors are eligible for various library resources on a limited basis as indicated below. A Field Instructor Library Guide is available under Current Field Instructor Resources on the School of Social Work Office of Field Instruction page:

#### *The U-M Library*

- On-site access to library resources

- Offers resources and tips for keeping current with social work research
- Includes links to many free databases, government information and other resources
- All on-site library resources are solely accessible from terminals in the library and require an MCard for usage

*The University of Michigan Directory of Open Access Repositories, "Open DOAR"*

If you click on the "Search Repository Content" link, it takes you to a custom Google search box that finds full text versions of research materials available for free.

*Reflections Journal:* The SSW is a subscriber to this special purpose online journal and all students and field instructors have access to it for free. This journal available electronically to our students, alumni, and field instructors. The online journal is available: <http://reflections narratives of professional helping.org>

Enter Username: umssw and Password: gobblue

Faculty Collaboration Opportunities: Faculty occasionally conduct research projects in conjunction with fieldwork sites. For further information, contact the Director of Field Instruction or the Associate Dean for Educational Programs.

Cultural/Intellectual 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.

## Section 3.12 SSW Community Advisory Board

The Community Advisory 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 Assistant Dean of Student Services. The Board is responsible for providing the School with consultation and advising on curriculum initiatives, developing and evaluating field opportunities, strengthening the field instruction program/processes, and working on 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 provides consultation in the following areas:

### Office of Field Instruction

- Developing new and innovative field opportunities
- Strengthening the field instruction curriculum and program

### Curriculum

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

Special Projects/Grants: Some previous examples:

- 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)
- Alternative Reaffirmation Project: A school-wide re-accreditation effort focusing on promoting socially just practices in the field

- Others as they are developed

The School's Community Advisory Board meets twice annually. Membership is voluntary and members are appointed on a term basis.

## **CHAPTER 4** **ENROLLMENT & MINOR REQUIREMENTS, EXEMPTIONS, ELECTIVE & TRANSFER CREDITS**

### **Section 4.00 Exemptions**

#### Policy

All students must complete a minimum of 12 credits of Advanced Field Instruction (SW691) and 8 credits of field instruction in their chosen practice method concentration and practice area. If the student has been granted advanced standing status, the exemption is automatic.

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

#### Process

Students with a Bachelor of Social Work (BSW) from a college or university accredited by CSWE may apply for a field instruction exemption. A maximum of 3 credits of field instruction representing Foundation Field Instruction (SW515) and the Foundation Field Seminar (SW531) 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 the student's course selection/registration process.

The School of Social Work will consider field instruction courses that were graded by letter, narrative evaluation, Pass/Fail, or Satisfactory/Unsatisfactory or other evaluative scales when evaluating exemption requests.

Advanced standing status students are automatically exempt from SW515 and SW531. Information regarding the exemptions from field instruction is contained in the letter sent to all newly admitted students with information about the placement application process. Students must complete a "Exemption from SW 515" and "Exemption from SW531" form found under Class-Related forms on the School of Social Work website. This form must be completed by the time the student submits their Field Placement Application form.

#### Field Credit Requirement

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 field instruction requirements and therefore do not register for Foundation Field Instruction (SW515) or the Foundation Field Seminar (SW531). The three credits can be taken in elective course work. The student is required to earn 12 credits of Advanced Field Instruction (SW691), with at least 8 credits in their practice method concentration and practice area.

Students whom have not been granted advanced standing status and whom are not eligible for field instruction exemptions are allowed to register for a maximum of 21 total field instruction credits consisting of 2 required credits of SW515, 1 required credit of SW531 and 12 required credits of SW691. Students may elect to add 6 additional credits of Advanced Field Instruction (SW691) credits for a maximum of 21 total field instruction credits.

#### Revocation of Exemption

The exemption will be revoked if the student receives a grade below Satisfactory in SW691 at the completion of the first advanced term of field instruction.

For additional information please see the SSW Student Guide, Volume 1, Chapter 20.00: Exemption from Foundation Field Instruction for BSW without Advanced Standing.

## Section 4.01 Elective & Transfer Field Credits

### Elective Field Credit

Additional credit hours for field instruction may be elected by the student upon the approval of the student's field faculty member, faculty advisor, and field instructor under the following conditions:

1. Students who have not been granted advanced standing status and who are not eligible for field instruction exemptions are allowed to register for a maximum of 21 total field instruction credits consisting of 2 required credits of SW515, 1 required credit of SW531 and 12 required credits of SW691. Students may elect to add 6 additional credits of advanced field instruction (SW691) credits for a maximum of 21 total field credits.
2. Students who have been granted advanced standing status are allowed to register for a maximum of 18 credits of advanced field instruction (SW691).
3. Students with field instruction exemptions or who declined advanced standing status are allowed to register for a maximum of 18 credits of advanced field instruction (SW691).

Students wishing to add field credits must submit an out-of-sequence petition found in the MySSW portion of the School of Social Work website. Students are not allowed to register for more than 10 total credits of field instruction per term without the permission of the Field Director.

### Transfer Credit Policy

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.

**Field credit will be eligible for possible transfer within the following guidelines regardless of the number of clock hours required of the specific program/school:**

*Social Work programs that require 2 terms of foundation field:*

3 credits of foundation and 3 credits of elective may be transferred

*For social work programs that require 2 terms of foundation field but only one term is completed:*

3 credits of foundation may be transferred with no additional elective credit given

*For social work programs requiring 1 term of foundation field:*

3 credits of foundation may be transferred with no additional elective credit

A student with designated advanced field in addition to foundation may receive 3 foundation credits, advanced credit not to exceed 4 (per established policy), and possibly additional elective credit (if at least 2 terms of field were completed)

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 is located at <http://ssw.umich.edu/sites/default/files/documents/msw/transfer-credit-request.pdf>.

For additional information please see the SSW Student Guide, Volume 1, Chapter 20, Section 20.01: Transfer Credit Policy for Field Instruction.

## Section 4.02 Enrollment Requirements & Out-of-Sequence Field Plans

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 requesting an out-of-sequence schedule must complete a petition form: [http://ssw.umich.edu/programs/msw/ofi/out\\_of\\_sequence.pdf](http://ssw.umich.edu/programs/msw/ofi/out_of_sequence.pdf)

Advanced standing students who wish to alter their program plan as it relates to field instruction must also submit an out-of-sequence petition.

Any student who changes his/her curriculum schedule for field instruction such that it does not follow either the 16-month, 20-month, or advanced standing standard curriculum schedule must submit an out-of-sequence Petition, indicating the reasons for the requested change. Such a petition must be signed by the field faculty and approved by the Director of Field Instruction. The signature of the Director of Field Instruction is required to ensure that the field 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. **Students cannot start field instruction during the Spring/Summer term.**

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. Out-of-sequence petitions are required for any other schedule that is considered a deviation.

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 days per term, respectively. Students who need to enroll for 5 credits during the first term due to the requirements of the fieldwork site, should register for SW515 and SW531 for 3 credits (2 credits of SW515 and 1 credit of SW531), and SW691 for 2 credits. Students are required to complete 228 field hours utilizing the Foundation Educational Agreement form and include advanced field-based assignments for a minimum of 2 competencies. Once the foundation hours are completed, the student then must utilize the Advanced Educational Agreement form appropriate to their practice method concentration and practice area and all field work activities must be at the advanced level.

For additional information, please see the SSW Student Guide, Volume 2, Chapter 15, Section 15.07: Out of Sequence Plans for Field Instruction.

## Section 4.03 Required Field Credits & Hours

### Requirements

**The School of Social Work cannot grant fieldwork credit for current or past work experience or life experience** (see CSWE-EPAS Standard 3.2.5: <http://www.cswe.org/File.aspx?id=13780>). 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, Section 8.01: Field Credit Requirements.**

Field instruction constitutes 15 of the 60 credits, with 3 credits earned at the Foundation level (SW515: 2 credits; and SW531: 1 credit seminar) and 12 credits earned at the advanced level (SW691) 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 that must be adhered to from the Council on Social Work Education (CSWE) .

Each credit of Foundation Field Instruction equals 114 clock hours. A total of 2 credits of SW515 or a total of 228 clock hours of onsite Foundation Field Instruction are required. Each Advanced Field Instruction credit equals 57 clock hours. A total of 12 credits of SW691 or a total of 684 onsite clock hours of Advanced Field Instruction are required.

The number of days per week that a student logs in the field placement setting is based on the number of credits for which the student is registered and is calculated 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 so that they are in attendance at the fieldwork site for a minimum of 2 days per week. Exceptions to this will be reviewed by the Director of Field Instruction on a case-by-case basis.

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.

The student earns fieldwork credits sequentially by electing one of the three curriculum schedules depicted in the next section, unless the student has permission to elect an Out-of-Sequence placement schedule (see Volume 3, Chapter 4, Section 3 and 4). Once the student begins fieldwork, that elected schedule must be followed until completion.

Students are not allowed to register for more than 10 total credits of field instruction per term without the permission of the Field Director.

## **Section 4.04 Changing Practice Method Concentration and/or Practice Area After Enrollment**

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 concentration or practice area 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 faculty advisor is obtained
6. Permission of the field faculty is obtained

If a student wishes to change either her/his practice method concentration, her/his practice area, or both, 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 under Class-Related forms on the School of Social Work website. The form is called "Request for Change in Concentration and/or Minor".

Students should also confirm that their concentration change will not conflict with the conditions required of any grant or scholarship offered from the School of Social Work .

## Section 4.05 Minor Requirements

Students have the option of electing a minor in a different practice method concentration while enrolled in the School of Social Work. Students cannot minor in a practice area. **The minor cannot be completed in Foundation Field Instruction (SW515).** Students who wish to elect a minor method should do so prior to beginning field instruction to ensure they are assigned to a fieldwork site that provides learning opportunities for both the practice method concentration and minor methods. Students should discuss their plans for a minor with their assigned Field Faculty member 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 should also discuss their plans with their assigned faculty advisor to ensure that they enroll in the required coursework for their minor.

Students must earn 12 hours of Advanced Field Instruction credits (SW691) in order to graduate and at least 8 hours of Advanced Field Instruction credits must be in the student's practice method concentration and practice area. Students who elect a minor spend 25% or 3 of 12 advanced field credits in field assignments in the minor practice method concentration. 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 who must complete 684 hours) and 171 of those hours can be devoted to a minor.

Minor fieldwork assignments must be documented on students' online Educational Agreement and signed off on by the field instructor. Students are required to identify three suitable competencies on the online Advanced Educational Agreement that coincide with their chosen method concentration (excluding competencies 1.0, 2.0, and 3.0). Students and field instructors collaborate on the development of assignments that are behaviorally specific and measurable focused specifically on their minor method.

Hours for an optional minor method must be logged on Tab 3 End of Term on the online Educational Agreement.

In order to receive field credit for hours logged for the minor, students must receive a score of 3 or higher on each minor assignment. Minor scores are not included in the total term scores.

SSW Student Guide Volume 2, Chapter 4: Dual Advanced Concentrations, Chapter 5: Advanced Curriculum Objectives, Chapter 6: Practice Method Concentration, Chapter 7: Practice Area and Chapter 12: Minor Method Option.

## **CHAPTER 5** **FIELD ABSENCES AND EMPLOYMENT-BASED POLICIES & PROCEDURES**

### **Section 5.00 Absences, Schedule Conflicts, & Emergency Policies**

#### Classroom Schedule Conflicts

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.

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 absences is not. 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.

#### Absences From Field Placement

Attendance is a beginning benchmark of the developing professional social worker. Students should treat their fieldwork as they would a formal job. In keeping with professional standards, 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 should be initiated. **All absences/hours 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 Faculty member where the student will be making the absences up in a subsequent term, then a grade of "I" (Incomplete) will be entered by the Field Faculty member and replaced by a letter grade once the absences are made up. The grade of "IS" will remain permanently on the student's transcript. Students and field instructors are encouraged to notify the Field Faculty immediately if there are issues surrounding the attendance of the student.

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. This calendar can be printed from the Office of Field Instruction webpage.



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.

Students who miss fieldwork, including students who start field late at the beginning of a term, should have a plan in their Educational Agreement 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 faculty. Absences taken for religious holidays that occur when school is in session must be made up. The schedule to make up the missed days is the responsibility of the student and must be approved by the field instructor and the field faculty.

### Employment Conflicts

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 because students need to accommodate the fieldwork site's scheduling requirements in order to allow the student to participate as fully as possible in the life of their fieldwork site which includes attending staff/team meetings, client contacts, community functions, 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 MSW program than the standard four terms such as is offered in the extended degree program.

### Emergency Policy

1. If the School of Social Work/University of Michigan is closed due to an emergency, the student should follow the School's policies related to attendance and notification.
2. If the fieldwork site is closed due to an emergency, the student should follow the fieldwork site's policies related to attendance and notification.

## **Section 5.01 Employment-Based Field Placements Policy**

The relationship between education and employment is central to the evaluation of an employment-based field placement proposal. The achievement of learning, attainment of social work competencies, and overall 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/File.aspx?id=13780>) must be followed at all times.

### Requirements

If a student wishes to request a field placement in which he/she will be simultaneously employed, the following requirements must be met:

- 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 Volume 3, Chapter 3, Section 6: Fieldwork Site Selection).

- o The field instructor must have an MSW degree, a minimum of two years' post-masters experience, hold a Licensed Master Social Work (LMSW) license, and have been employed at the agency a minimum of one-year. Field instructors with a LLMSW license will be considered as long as they are post-MSW by 2 years and on track to complete the requirements for the full LMSW license. The State of Michigan licensing law requires anyone who calls him/herself a social worker (micro AND macro practice levels) to be licensed (see Volume 3, Chapter 3, Sections 9 -10: Field Instructor Criteria and Credentialing Requirements and Field Instructor Selection).
- o The student's field placement must be in a different program than that in 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. 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/File.aspx?id=13780>).
- o Retroactive approvals for employment-based field placement proposals will not be granted.

Signatures indicate that all parties have read and understood all stated policies, and requirements.

### Proposal Guidelines

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. The Employment-based Proposal and Guidelines can be found in the MySSW section of the School of Social Work website. All inquiries regarding employment-based field placement proposals should be directed to the Director of Field Instruction.

Each proposal 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 other field placement options. 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 faculty and Director of Field Instruction.**

All proposals will be reviewed prior to each term of fieldwork by the field faculty and revised as needed in conjunction with the student's Educational Agreement. All revisions to the proposal are subject to the review and approval of the student's assigned field faculty. Students are required to submit an "Employment Based Field Placement Schedule Documentation for Subsequent Term" form to their assigned field faculty each term which clearly delineates their field instruction and their employment schedules for the term. This form can be found under MySSW on the School of Social Work web site. 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.

Because the planning process for an approval of an employment-based field placement proposal can take several months, students are strongly encouraged to complete these forms early. All fieldwork sites must complete the required paperwork including an Affiliation Agreement.

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: May 13

16-month students: October 21

Second year 20-month students: February 8

## **CHAPTER 6 FIELD EXPENSES & FINANCIAL AID**

### **Section 6.00 Stipends, Supplemental Financial Aid, Work-Study Stipulations and Graduate Student Instructor (GSI) Policies**

#### Fieldwork Site Stipends

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 in the form of a stipend. 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. Students can also discuss stipend availability with the assigned Field Faculty member during the field placement process.

#### Fieldwork Site Stipend Program For Designated Sites

##### *Introduction and Purpose*

In order to complete requirements for the MSW degree, students are required to complete 912 hours of field placement (advanced standing students must complete 684 hours of fieldwork). In order to encourage students to participate in quality fieldwork sites largely focused on training in the interpersonal practice method, in under-served areas outside of the Ann Arbor/Washtenaw County geographic area, the School provides a stipend for participation at selected fieldwork sites. Should a student be placed in one of such sites and meet the requirements below they will be eligible for the stipend.

##### *Stipend Program Guidelines*

- This program is limited to fieldwork sites that have been identified and approved by the Director of Field Instruction and are designated in the OFI Placement Listings.
- The stipend amount for each qualified site is determined by the Director of Field Instruction in concert with U-M SSW administration.
- Students who are enrolled in the SSW Scholarship Programs (Child Welfare, Clinical Scholar, Geriatric, Global Activities, Integrated Health Scholar, National Community, Community Based Initiative in Detroit, Jewish Communal Leadership, National Program, etc.) are not eligible for funding under this program.

- Funding is a predetermined amount provided for a set number of term(s) based on the standard curriculum tracks. Extending the field placement past the standard number of terms will NOT result in an increase or continuation of the stipend. Students completing less than 15 weeks of fieldwork at the specified fieldwork site in a given term will have the amount of the stipend prorated.
- If the student's field placement is terminated, a refund to University of Michigan School of Social Work (U-M SSW) will be required and processed by the U-M SSW Office of Student Services
- Final approval for funds is at the discretion of the Director of Field Instruction.
- Funds for approved applicants are dispersed through the U-M SSW Office of Student Services (OSS) in conjunction with the University Office of Financial Aid.

#### *Stipend Program Procedures*

Funds will be distributed only when ALL of the following conditions are met. Students must

- Complete the required online Placement Verification Form (PVF). The form is not considered complete unless it is signed by the student's field instructor and received by the due date.
- The OFI Project Coordinator will generate an e-mail to the student and OSS, with an attached letter documenting approval from the Director of Field Instruction for this stipend.
- Funds distributed as a result of this policy are considered stipends. Students who are fully funded will need to have their financial aid budget expanded by the U-M Office of Financial Aid (OFA) or this stipend may reduce their loan eligibility.
- Students are required to contact the U-M SSW Office of Student Services to determine if a University Office of Financial Aid budget expansion is necessary. It is the student's responsibility to pursue a budget increase, if necessary.

#### 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:

- Fieldwork sites that provide stipends to students must include this information on the agency forms they complete for the Office of Field Instruction.
- 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.

#### 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 can be found under the MySSW section of the Office of Field Instruction web site.

#### Work Study Stipulations

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.

#### Graduate Student Instructor (GSI) Field Policy

Students are not permitted to work as a graduate student instructor (GSI) for the same person who is their assigned field instructor in the same fieldwork site where they are placed. The role of a student learner must be separate from that of a student employee.

**PLEASE NOTE: ANY ADDITIONAL FINANCIAL SUPPORT A STUDENT RECEIVES IS REPORTABLE TO THE U-M OFFICE OF FINANCIAL AID.**

## Section 6.01 Fieldwork and Transportation Responsibilities

### Field 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.

### Transportation Responsibilities of the Student

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 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.

Students with only occasional need for their own transportation for field activities might consider getting a Zipcar membership through U-M. Please see the Zipcar website under "For Universities".

## CHAPTER 7 FIELD CURRICULUM SCHEDULES & REQUIREMENTS

### Section 7.00 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, Section 8.02.](#)

#### Field Credit Structure

*Foundation Field Instruction* (SW515 and SW531): 3 of total of 15 required field instruction credits; includes a 1 credit field seminar which is a total of 228 clock hours of fieldwork.

*Advanced Field Instruction* (SW691): 2 of a total of 15 required field instruction credits which is 912 clock hours of fieldwork. (684 hours if granted advanced standing.)

#### *Fieldwork Goals*

*Foundation Field Instruction* (SW515 and SW531): Students attains generalist perspective and fundamental skills through exposure to multiple roles and practice approaches while being introduced to the required social work competencies.

*Advanced Field Instruction* (SW691): Student deepens knowledge, skills and proficiency in the social work competencies of their chosen practice method concentration and practice area.

#### Skill Level

*Foundation Field Instruction* (SW515 and SW531): Beginning competency.

*Advanced Field Instruction* (SW691): Level of mastery.

### Fieldwork

*Foundation Field Instruction* (SW515 and SW531): Assignments are based on the course statements for SW515 and SW531 found in Volume 3, Chapter 8, Sections 9-10 respectively. Fieldwork assignments are in both micro (IP) *and* macro (MHS, CO, SP & E) methods.

*Advanced Field Instruction* (SW691): Advanced fieldwork assignments are based on the SW691 Course Statement that pertains to the student's practice method concentration and practice area linked in Volume 3, Chapter 8, Section 11. Assignments are in student's practice method concentration, Interpersonal Practice, Management of Human Services, Community Organization, or Social Policy & Evaluation. At least 80% of assignments should involve practice in student's practice method concentration and practice area.

### Elective Minor Method

*Foundation Field Instruction* (SW515 and SW531): Neither classroom nor field instruction in the minor occurs during the foundation term.

*Advanced Field Instruction* (SW691): Minor method assignments = 3 of 12 advanced credits, or 171 total clock hours. Minor field-based assignments must be designated on the student's Educational Agreement.

## **Section 7.01 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 (SW691) for each term. Advanced standing students are exempt from SW515 and SW531 (Foundation Field Instruction and the Foundation Field Seminar).

Advanced standing students placed in public school settings should enroll in 6 credits of SW691 for Fall and Winter terms. These students will be in field instruction 3 days a week for both terms (see Volume 3, Chapter 7, Section 7: 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 found under the MySSW section of the School of Social Work web site. Students' field schedules are designed to be congruent with academic coursework.

### ADVANCED STANDING CURRICULUM SCHEDULE (684 Fieldwork Hours)

Term 1 (Fall) - Classes and 2 fieldwork days per week = 4 credits of SW691 (228 hours)

Term 2 (Winter) - Classes and 2 fieldwork days per week = 4 credits of SW691 (228 hours)

Term 3 (Spring/Summer) - Classes and 2 fieldwork days per week = 4 credits of SW691 (228 hours)

The minor method can be completed in 12 hours a week during one of the terms; or in 6 hours a week for two terms; or in 4 hours a week for three terms, totaling 171 hours.

## **Section 7.02 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 (SW515) in the first term, students are also enrolled in the Foundation Field Seminar (SW531), which convenes usually biweekly for 2 hours.



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 faculty 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 faculty member 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 Continuing Placement Request Application in February of their first year to inform the Office of Field Instruction regarding their second placement decision.

#### 20-MONTH CURRICULUM SCHEDULE (912 Fieldwork Hours)

Term 1 (Fall) - Classes and 2 fieldwork days per week + biweekly field seminar = 3 credits (2 of SW515, 1 of SW531) (228 hours)

Term 2 (Winter) - Classes and 2 fieldwork days per week = 4 credits of SW691 (228 hours)

Term 3 (Fall) - Classes and 2 fieldwork days per week = 4 credits of SW691 (228 hours)

Term 4 (Winter) - Classes and 2 fieldwork days per week = 4 credits of SW691 (228 hours)

The minor method cannot be completed in foundation field instruction. It can be completed logging 12 hours per week during one of the terms; or logging 6 hours per week for two of the terms; or logging 4 hours per week for three of the terms, totaling 171 hours on assignments in elective minor method.

For additional information please see the SSW Student Guide, Volume 2, Chapter 15, Section 15.04: The 20-Month Curriculum Schedule.

## **Section 7.03 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 (SW515) and Foundation Field Seminar (SW531) during the Winter term. The Field Seminar convenes for a total of 14 hours (for two hours, usually biweekly). Students cannot enroll in foundation field work starting in the Spring/Summer term.

In the Spring/Summer terms and the second Fall term, students enroll in SW691 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 Volume 3, Chapter 4, Section 11 Elective & Transfer Field Credits), which requires an out-of-sequence Petition.

16-month curriculum schedule students who desire two placements must change to the 20-month track. 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 also be required to submit an out-of-sequence petition form found under MySSW on the School of Social Work web site. Students' field schedules are designed to be congruent with academic coursework.

#### 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 credits (2 of SW515, 1 of SW531) (228 hours)

Term 3 (Spring/Summer) - Classes and 4 fieldwork days per week = 8 credits of SW691 (456 hours)



Term 4 (Fall) - Classes and 2 fieldwork days per week = 4 credits of 691 (228 hours)

The minor method can be completed logging 12 hours per week during one of the advanced field instruction terms; or in 6 hours per week for two 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 16-month Curriculum Schedule](#).

## Section 7.04 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.** Extended degree students are required to start their fieldwork after completing 15 credit hours of academic work. Students elect the 16-month or 20-month fieldwork schedule outlined in Volume 3, Chapter 7, Sections 2 and 3. Students cannot start fieldwork in the Spring/Summer term.

Those who have completed 15 credit hours of coursework may elect the pattern below for their fieldwork schedule:

Fall: 2 credits of SW515, 1 credit of SW531 = 2 days per week (228 hours)

Winter: 4 credits of SW691 = 2 days per week (228 hours)

Spring/Summer: 8 credits of SW691 = 4 days per week (456 hours)

All extended degree candidates are required to submit an out-of-sequence Petition prior to completing 15 credits of coursework that informs the Office of Field Instruction about their desired fieldwork plan. The Out-of-Sequence petition can be found under MySSW on the School of Social Work website.

For additional information please see the [SSW Student Guide, Volume 2, Chapter 15.05: Extended Degree Program](#).

## Section 7.05 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 Doctoral Program. They must complete all required coursework and satisfy requirements for field 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.

All Pre-MSW Doctoral students are scheduled to start field placement in the Winter term. The field application deadline for the Winter term placement start is in October. All students must enroll in SW515 (2 credits) and SW531 (1 credits) and SW691 (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. Should a Doctoral student decide to start field in the Fall term, they must consult with the Director of Field Instruction who will assist them in completing the required Out of Sequence Petition. The Out of Sequence petition can be found under MySSW on the School of Social Work website. Students are also required to seek consultation from the SSW Doctoral Office regarding their schedule and commitments.

### Winter -Spring-Summer Term Field Placement Schedule and Credits

SW515: 2 credits foundation fieldwork = 228 hours or 2 days per week in the fieldwork setting-Winter term.

SW531: 1 credit Foundation Field Seminar (meets biweekly for 2 hours) required concurrent with SW515-Winter term.

SW691: 4 credits advanced fieldwork = 228 hours or 2 days per week-Spring/Summer Term

## CHAPTER 8 STUDENT SAFETY

### Section 8.00 General Guidelines

#### Safety Training Webinar

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 strives to make students aware of safety issues and to prepare them to handle potentially dangerous situations. A safety orientation webinar is available on the OFI web site for all incoming students to view "Student Safety: Identifying & Reducing Risk" 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. Because safety issues relate to fieldwork, campus life, and 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 Webinar

- Provide content that is consistent with social work values and principles and congruent with the School's curriculum.
- Help students develop a framework and various options for responding to potential dangers.
- Raise student consciousness about potential violence and place such violence in a contextual frame so that students maintain empathy with clients.
- 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.
- Encourage students to assume responsibility for their own safety and to trust their feelings and intuition.

#### Guidelines for Risk Management

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:

- Protect the client, staff, and others in the environment
- Help the individual gain control with the least amount of pain and guilt
- Help the individual focus on the source of anger, fear, frustration, etc.
- Assist the individual to express these feelings verbally rather than in actions

**STUDENTS ARE RESPONSIBLE FOR THEIR OWN SAFETY! REMEMBER: ALWAYS HAVE A PLAN!**

### Section 8.01 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:

- 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.
- 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.
- When possible, alert available staff members that assistance may be needed before entering.
- 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.
- 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.
- 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.
- 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.
- 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.
- Be direct and state clearly and specifically the required or prohibited behavior.
- Allow the individual to choose between two acceptable behavioral alternatives.
- 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 Injured During Fieldwork

- Follow fieldwork site procedures to manage the immediate situation and report the incident.
- Get any needed medical care, notify, and debrief with your field instructor.
- **IMMEDIATELY report the incident to your field faculty and 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 an injury or threatening behavior is frightening and that you may respond emotionally to the stress. Seek help if needed.

## **Section 8.02 Fieldwork Site Safety Orientation Recommendations**

### Field Placement Safety Orientation Should Include

- Information about the prevalence of, or potential for, violence while in the field placement assignments.

- 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.
- Opportunities for students to observe and shadow their field instructor on community-based visits.
- Opportunities to observe and mentor students on community-based visits.
- Resources such as safety training, pagers, cellular telephones, etc. to students for community-based visits if available to staff.
- Careful consideration of all assignments given to students and assess the assignments' potential for risk, as well as the student's ability to perform the assignment.
- Safety protocols, including building and office security, emergency procedures, management of violent clients, and training students in home visit safety procedure and working with high risk clients.
- Infectious disease control procedures and OSHA requirements.
- 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.

#### 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:

- Exposed to triaging client situations, peer review (where possible), and the importance of seeking consultation in potentially unsafe situations.
- Instructed about cases that are "at risk" and students should receive more intense supervision, consultation and monitoring with these cases.
- Debriefed after any incident.

For additional information, please see the SSW Student Guide, Volume 1, Chapter 21.03: Campus Safety Statement.

## **Section 8.03 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 content on safety training and classroom content on safety issues. Volume 3, Chapter 8, Section 1-3 of this manual, "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 faculty 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 the field faculty member to determine if these activities are appropriate learning activities for students as these require an added element of preparation, support and possibly back-up:

- Community-based home visits
- Client transportation
- Treatment of client with a history of violence (particularly unsupervised or in areas where other staff are not present)
- 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. For example, if staff are issued cell phones 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 ensure student safety. It is the responsibility of the fieldwork site to ensure that student's safety at all times during field placement hours.

**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 faculty member 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, Section 21.03: Campus Safety Statement](#).

## **CHAPTER 9 [SPECIAL PROGRAMS](#)**

### **Section 9.00 [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 search "Specialist in Aging Certificate" on the School of Social Work web site.

For additional information, please refer to the [SSW Student Guide, Volume 2, Chapter 14.01: Specialist in Aging Certificate Program](#).

### **Section 9.01 [Child Welfare Scholarship \(CWS\) & Certificate Program](#)**

The Child Welfare Scholarship

The University of Michigan School of Social Work Child Welfare Scholarships are awarded to 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.

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.

When students apply for admission to the MSW program, they can request to be considered for the Child Welfare Specialist Scholarship and elect any method but must select the Children and Youth practice area. The Admissions Office screens applicants and the final selection is made by the child welfare faculty. Taking into account students' methods concentrations and interests, the Office of Field Instruction make students' fieldwork site selection, consulting as needed with the child welfare faculty. Fellows will complete their field placements in areas that offer opportunities for cutting edge practice in child welfare.

It should be noted that students must elect the 16-month curriculum schedule and if admitted as advanced standing students, must give up this status and switch to the 16-month schedule.

#### The Child Welfare Certificate

The certificate curriculum is the same as the scholarship curriculum but students may elect any curriculum schedule and they will be placed in a fieldwork setting that focuses on services to children, youth, and families with a child welfare focus. Find details and application information by searching "Child Welfare Scholarship" on the School of Social work web site.

For additional information:

[SSW Student Guide, Volume 2, Chapter 14.04: Child Welfare Scholarship Program](#)

## **Section 9.02 Clinical Scholars Program (CSP)**

### Adolescent/Child Mental and Behavioral Health

The University of Michigan School of Social Work is pleased to announce the Clinical Scholars Program. Mental health conditions are among the top five chronic illnesses in the United States. This program aims to address disparities in behavioral health outcomes specifically for racial and ethnic minority youth, which include high incidents of involvement with the juvenile justice system, high rates of school dropout, high levels of suicidal behavior, and economic hardships.

The Clinical Scholars Program addresses a critical need for more mental and behavioral health clinicians. Clinical Scholars will be uniquely prepared for positions in mental health and behavioral health settings, hospitals, health departments, health agencies, schools, or nonprofit agencies.

Upon completion, Clinical Scholars are expected to seek employment in mental and behavioral health settings that primarily serve racial and ethnic minority children and adolescents who are living with mental and/or behavioral health problems in underserved, urban areas.

Initial funding was provided by a generous grant from the 2012 Prevention and Public Health Funds (PPHF-2012) Health Resources & Services Administration.

### Specialized Courses and Training

Clinical Scholars must concentrate in Interpersonal Practice with a focus on Mental Health within the 16-month curriculum schedule. Scholars complete the following specialized coursework:



- Clinical skills development
- Integrative seminars
- Substance abuse practice with racial and ethnic minority youth and families
- Mini-courses focusing on:
  - Strengthening engagement and retention skills in work with high need youth
  - Specialized clinical skills in working with racial and ethnic minority youth who attempt suicide
  - Evidence-based family interventions in work with racial and ethnic minority families
- Clinical Scholars also participate in the interdisciplinary psychotherapy training clinic in evidence-based practice program offered at the U-M Health System Department of Psychiatry

#### Special Field Placement Opportunities

Each Clinical Scholar will complete a field placement in a behavioral health agency in Detroit that serves racial and ethnic minority children and adolescents living with health and behavioral health problems.

#### Eligibility Criteria

Each Clinical Scholar must:

- Enroll as a full-time MSW student in the 16-month curriculum
- Select the interpersonal practice method concentration
- Choose the mental health practice area with a focus on clinical social work practice with ethnic and racial minority children and adolescents
- Upon completion, work with racial and ethnic minority youth in a mental or behavioral health setting.

For more information about the Clinical Scholars Program contact the Office of Student Services at 734-936-0961 or [ssw.msw.info@umich.edu](mailto:ssw.msw.info@umich.edu).

## **Section 9.03 Community-Based Initiative Scholarship Program (CBI)**

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 field placements in areas 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. Additional information can be found by searching "Community-Based Initiative Program" on the School of Social Work web site.

Also refer to the SSW Student Guide, Volume 2, Chapter 14.07: Community-Based Initiative in Program.

## **Section 9.04 Geriatric 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.



The University of Michigan Geriatric Scholarship to strengthen geriatric social work was originally developed by a grant from the John A. Hartford Foundation (1999-2003) and was funded in part by the McGregor Foundation from 2005 to 2007. The School of Social Work has continued the funding. The program aims to address the increasing 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.

Students awarded the geriatric scholarship must choose the 16-month curriculum schedule (advanced standing students must give up their advanced standing status) and the aging practice area. Fieldwork rotations at 2 or 3 sites that expose students to the continuum of care for well-to-frail elderly are required. Students will have the flexibility to move between "anchor sites" and "satellite sites" that provide a variety of services to older adults. Agencies in the geriatric consortium represent a diverse range of populations served, services offered, and methods of intervention. Prior to completion of the online Placement Request Application, students will need to know the fieldwork options and rotations as they will be required to select them when applying for field placement.

Fieldwork rotations begin in the fall term. During the program each student will be placed at two or three sites, with at least one required in Detroit. Fieldwork is designed to expose students to a range of practice interventions on behalf of elderly in rural and urban settings and in direct service, policy, and management environments.

Find more information by searching "Geriatric Scholarship Program" on the School of Social Work web site or the [SSW Student Guide, Volume 2, Chapter 14.05: Geriatric Scholarship Program](#).

## **Section 9.05 Global Activities Scholarship Program (GASP)**

The Global Activities Scholars Program is a unique opportunity for students interested in working with individuals, communities, and organizations in a global context as part of their MSW field placement requirements. The purpose of the program is to provide students committed to global social work practice an opportunity to live in a foreign country while completing a part of their field placement requirements.

The Global Activities Scholars Program is open to students in all practice method concentrations and practice areas, though placements for Interpersonal Practice and Social Policy and Evaluation students are limited. Students in the program must enroll in the out-of-sequence 16-month curriculum schedule.

Please refer to the Course Planning Worksheets which can be found by searching "Course Planning Worksheets" on the School of Social Work web site. For further information about field requirements, please search "Global Activities Scholarship Program" on the School of Social Work web site or contact the Office of Global Activities at (734) 936-1964 or [ssw.oga@umich.edu](mailto:ssw.oga@umich.edu).

## **Section 9.06 Jewish Communal Leadership Program (JCLP)**

The University of Michigan's Jewish Communal Leadership Program (JCLP) offers a distinctive educational opportunity for emerging leaders committed to helping Jewish communities meet twenty-first century challenges while also addressing broader social concerns. Students combine study of community systems, theories of social change, and Jewish history and community, with training and experience in community organizing, nonprofit management, dialogue facilitation, and coalition building within and across groups.

The JCLP is a five-semester program conducted over 20 consecutive months combining:

- A Master in Social Work.
- A Certificate in Communal Jewish Service and Judaic Studies from the Jean and Samuel Frankel Center for Judaic Studies.
- Experience and training in nonprofit management through participation in the University of Michigan's Nonprofit and Public Management Center's Board Fellowship Program.

- Supervised field work in a range of local, national, and international change-making agencies. JCLP students have supervised fieldwork opportunities in local, national, and international agencies, and serve as nonvoting board members at a range of Jewish communal, service, and educational agencies in Michigan and Ohio.

Find more information by searching "Jewish Communal Leadership Program" on the School of Social Work web site.

For additional information please see the SSW Student Guide, Volume 2, Chapter 14.03: Jewish Communal Leadership Program.

## **Section 9.07 National Community Scholarship Program (NCS)**

The purpose of the National Community Scholars Program (NCS) 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 program offers unique opportunities for students to collaborate with leading practitioners and potentially complete a Spring/Summer term field placement in one of the following areas:

- Mississippi Delta, an area rich with history and significant roles in the civil rights movement.
- Central Appalachia, with strong cultural and activist traditions in the mountains of eastern Kentucky.
- 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, complete an out-of-sequence petition, and complete a local/domestic placement during the Fall and Winter terms. Find more information by searching "National Community Scholarship Program" on the School of Social Work website.

For additional information please refer to the SSW Student Guide, Volume 2, Chapter 14.06: National Community Scholarship Program.

## **Section 9.08 Peace Corps Master's International (MI)**

The U-M SSW Peace Corps MI program (MI) will allow students interested in working with children and youth to incorporate 27 months of Peace Corps service into their MSW program. Students must be U.S. citizens due to Peace Corps requirements. Students interested in the MI program must first be accepted to the U-M SSW before applying to the Peace Corps. Applicants must be accepted both to the U-M SSW and the Peace Corps.

Students must select the children and youth in families and society practice area and must enroll in either the 12-month advanced standing or 20-month curriculum schedule. Students in the program will first complete one year of coursework on campus (including field placement). Afterward they will serve overseas in the Peace Corps for 27 months in a youth development assignment. Students will then return to campus to complete their last year or semester of coursework depending on their curriculum schedule. Generally, students cannot extend their Peace Corps assignment to a third year (any exception must be approved by the Associate Dean for Educational Programs).

Please refer to the Special Course Planning Worksheet for scheduling classes. You can find this by searching "Special Course Planning Worksheet" on the School of Social Work web site. For further information please search "Peace Corps" on the School of Social Work web site, or contact [ssw.peacecorps@umich.edu](mailto:ssw.peacecorps@umich.edu).

## **Section 9.09 School (K-12) Social Work Field Placements**

### Requirements

Students interested in school (K-12) social work should consult with the School's assigned faculty advisor who provides information about the practice of social work in schools and the temporary approval requirements during their first term of the program to ensure that the requirements can be met. Information can also be found in the [SSW Student Guide, Volume 2, Chapter 14.02: Social Work in the Public Schools](#).

Because requirements vary from state to state and these are not all covered by the UM 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.

Based on public school requirements and schedules for students, advanced standing and continuing 2nd year 20-month students are eligible for placement in public school settings. Rarely does a school placement accept a foundation level student.

All MSW students interested in school-based field placements should be aware that they will be required to complete and pass a criminal background check. Fees are determined independently. MSW students should also be prepared to provide three references during the placement process.

While the University's Winter term ends in April or May, public schools are usually in session until June. Most school settings will require that students remain in their assigned school field placement until June as a qualification for the placement. Students placed in a school setting cannot register for field instruction credits during the Spring/Summer term.

Students should be aware as well that many 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:

- The schedule arrangement between the student and the field instructor must be approved by the field faculty in the first Fall term.
- The student completes and submits an out-of-sequence petition, which must be approved by the Director of Field Instruction.
- The student will be assigned a "Y" grade at the end of the Winter term by the field faculty. The "Y" grade will be replaced by the appropriate fieldwork grade by the field faculty when the fieldwork hours for that term are completed .
- 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.
- 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.

### Grading Policy

The majority of all school placements will require that MSW interns remain in field placement until the end of the K-12 school year. 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.

Please note that the School of Social Work and the Office of Field Instruction grading policies must also be adhered to and explanations for these can be found in [Volume 3, Chapter 11, Sections 8-9](#). The following policies relate to the timetable for those students placed in a K-12 school as this relates to the submission of the required evaluation materials.

The following applies to the MSW students who are planning on graduating in MAY:

1. MSW students planning on graduating in May will be issued a grade of "Y" (if they have been successful thus far in placement). MSW students will be required to turn in ALL evaluation materials by May 15th.
2. Once all the completed evaluation paperwork has been received and indicates that the student has been successful, the grade will be changed to an "S" grade with the understanding that the student will remain in field placement until the end of the public 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 faculty must be notified in writing so that this can be entered into the field instruction database.

The following applies to students who are planning on graduating in AUGUST (typically Advanced Standing students):

1. Students planning on graduating in August will be issued a grade of "Y" (if they have been successful thus far in placement). Students will be required to turn in ALL evaluation materials by July 1st.
2. It is assumed that students will commit to remaining in field placement until the end of the public school year and that they will have completed all required hours prior to July 1st.

## **Section 9.10 Integrated Health Scholarship Program**

The Integrated Health Scholarship Program serves to promote the integration of health, mental health, and behavioral health services so that individuals, families, and communities receive a continuum of preventive, curative, and palliative care services.

As an Integrated Health scholarship recipient, students will develop skills for social work in integrated health care settings, including hospitals and hospices, long-term care facilities, adult residential settings, health agencies, and community-based non-profit health agencies. This program will prepare students to work within and promote collaborative care models that attend to physical, emotional, and behavioral health issues across a wide range of care settings.

Upon completion, participants will be prepared for employment in medical, psychiatric, mental health, and/or behavioral health settings, as well as in newly-emerging integrative health settings that serve diverse populations confronting physical, emotional, and/or behavioral health problems.

### **Objectives of the Integrated Health Scholarship Program**

- Introduce the direct practice of integrated health, mental health, and behavioral health.
- Develop skills in patient and family engagement, assessment, intervention planning and implementation, practice evaluation, and social work research.
- Develop competencies in engaging and supporting individuals and families confronting a range of chronic and acute health, mental health, and behavioral health (e.g., substance use) conditions.
- Address issues of diversity, inequality, and social justice as they relate to health policies, access to service and service utilization, and health outcomes.
- Advance understanding of health outcomes, service delivery, and policies within the context of organizational, institutional, and societal structures.
- Apply theories of human behavior and the social environment to the development, implementation, and evaluation of integrated health promotion, disease prevention, treatment, and rehabilitation programs, services, and policies.

### **Program Funding**

As a defined Integrated Health Scholarship Program cohort, students are involved in the following curriculum components:

- Advanced clinical skills development for integrative health care settings

- Coursework that integrates physical, mental, and behavioral health issues across the life course
- An experiential field-based clinical care program or clinical research project

#### Special Field Placement Opportunities

Each participant must:

- Enroll as a full-time MSW student in the 16-month curriculum
- Select the interpersonal practice method concentration
- Choose the health or mental health practice area
- Agree to accept a field placement within the University of Michigan Health System or in a community-based primary care setting (placement will be determined by Integrated Health Learning Community members)

#### Application

For more information search "Integrated Health Scholarship Program" on the School of Social Work web site.

## Section 9.11 Detroit Clinical Scholarship Program

The University of Michigan School of Social Work is pleased to offer the Detroit Clinical Scholars Program. This scholarship program prepares MSW students to work with underserved racial and ethnic minority children, adolescents, and transitional age youth living with physical and behavioral health conditions. The SSW, in collaboration with the Detroit/Wayne County Mental Health Authority, will provide a specialized inter-professional behavioral health education and training program.

The Detroit Clinical Scholars Program addresses a critical need for more mental and behavioral health clinicians serving racial and ethnic minority children, adolescents and/or transitional age youth living in underserved, urban areas. Detroit Clinical Scholars will be uniquely prepared for positions in integrated behavioral health and primary care, mental health and behavioral health settings, hospitals, health departments, health agencies, schools, or nonprofit agencies.

Detroit Clinical Scholars must concentrate in Interpersonal Practice and select the 16-month program. Scholars complete the following specialized coursework:

- an interdisciplinary team-based clinical decision-making course
- mini-courses on engagement and retention of racial and ethnic minority youth and families in behavioral health and primary care settings, an evidence-based practice
- course in working with in working with racial and ethnic minority transitional age youth living with behavioral health conditions and their families, and an course focusing on Latino youth and their families
- a specialized course on integrated behavioral health and primary care practice focusing on children, adolescents and transitional age youth and an integrated behavioral health and health policy course
- additional courses in substance abuse practice with racial and ethnic minority youth and families and one on working with African American families
- an integrative capstone seminar while in your field internship.

The Detroit Clinical Scholars Program also involves participating in the interdisciplinary psychotherapy training program in evidence-based practices offered at the Detroit/Wayne County Mental Health Authority in collaboration with the U- M SSW each term while in your field internship.

Each Clinical Scholar will complete a field placement in a mental or behavioral health agency in Detroit or a surrounding community that serves racial and ethnic minority children, adolescents and/or transitional age youth living with health and behavioral health problems.

## CHAPTER 10 FIELD PLACEMENT PROCEDURES & POLICIES

### Section 10.00 Field Placement Application 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. Learning takes place in settings that provide services to children and youth in families and society, aging, people with health and mental health issues. Field placements typically occur in a fieldwork site setting under the direct supervision of an approved, credentialed, and licensed field instructor. Students are assigned to a field placement based on their practice method concentration and practice area. 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. 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 FACULTY.**

Students sometimes request a change of placement for one term only. The Office of Field Instruction and a majority of fieldwork sites are unable to accommodate students for a one term placement. 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, Volume 3, Chapter 4.05 for detailed information).

### Section 10.01 Placement Calendar and Deadlines

Student placements are facilitated three times during the academic year. Placement request applications are due for incoming students in May, 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 resume) which are utilized to determine the fieldwork site assignment.

Second-year continuing 20-month curriculum schedule students are required to complete the "Continuing Placement Request Form" by the February deadline. Forms received after the deadlines will have lower priority than those received on time, could affect the availability of a placement slot in a desired fieldwork site, and also could delay the student's field placement start date.

### Section 10.02 Placement Request Process

The placement process is completed online and students are e-mailed the welcome letter with links to the field placement materials in the summer before school starts.



Students are required to *upload* a written goal statement and an updated, professional resume with their placement application. Guidelines for writing a goal statement and a resume can be found by searching "Goal Statement" on the [School of Social Work web 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 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 SSW Career Center is available to support incoming students who would like feedback on their goals statements or resumes.

Students are assigned to a field faculty member who is responsible for implementing the placement plan once the online 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 faculty 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. Students utilize a web-based 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, practice method concentration, practice area, curriculum schedule that can be accommodated, and URL links to web sites. The placement listing is updated daily.

Information about the student's curriculum schedule and practice method concentration and practice area are the major factors that influence placement decisions. The student and field faculty member 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, 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 increase proficiency in the student's elected practice method concentration and practice area. Additional exposure and experience beyond the BSW experience is required to accomplish this goal.

## **Section 10.03 Field Placement Assignment**

Field faculty are assigned a cohort of fieldwork sites. They are responsible for referring students for placement in their assigned group and they also monitor students in their fieldwork sites. Because they are working with these sites during the placement phase and the monitoring phase, the field faculty 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 faculty member to forecast the number of students and the methods that can be accommodated by the fieldwork site for the upcoming academic year. The field faculty 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 resume) are reviewed to ascertain if they meet the fieldwork site expectations. The assigned field faculty member 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 additional application procedures and/or letters of reference as part of the routine of applying for field placement. Students will be notified of these requirements by the assigned field faculty member during the placement process or the fieldwork site will inform them. 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.

In addition, many sites will require a criminal history background check, drug screening, and/or particular immunizations. [See Volume 3, Chapter 2, Sections 4 and 5.](#)

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 faculty member will work with them to secure an appropriate placement.

## **Section 10.04 Interviewing for Field Placement**

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 faculty and/or field placement contact person will call the student to arrange the interview. When contacted, students should return the call promptly. Students should also mention that they are enrolled at the University of Michigan School of Social Work and give the name of the field faculty 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 the "Becoming a Professional Social Worker" in the MySSW section of the School of Social Work web site.

The field faculty 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 resume 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.

## **Section 10.05 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 (SW515, SW531 and SW691). Occasionally, a student is not accepted for placement after the initial interview because the fieldwork site thinks that the student has displayed inappropriate professional behavior. 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 faculty, 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. Outcomes of meetings at this level will be decided on a case-by-case basis. 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 additional terms.

For additional information please see the SSW Student Guide Volume 1, Chapter 14: Definitions and Chapter 15: Academic Standing and Academic Difficulty.

## Section 10.06 Global and National Field Placement Guidelines

The Office of Field Instruction (OFI) develops limited global 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 ensure that the Council on Social Work Education (CSWE) accreditation and field curriculum standards are met and that 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 expected to typically commit 5 days per week (8-10 advanced field instruction credits). Students must begin their local/domestic field placement in the fall and winter terms and complete the global or national placement during the spring-summer term.

Extensive course planning and scheduling is involved and students need to be aware that the majority of these placements are for those with a macro method (Community Organization, Social Policy & Evaluation, Management of Human Services). There are limited Interpersonal Practice (IP) sites due to the nature of IP learning, and the need to have breadth and depth treatment-related experiences.

Global and national 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 a global experience are required to work closely with the Office of Global Affairs 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.

Special field schedules are required for those considering a global or national field placement:

### Out-of-Sequence 16-month Curriculum Schedule

Must submit an Out-of-Sequence Petition that indicates the total number of field credits planned.

*Incoming Fall:* 2 credits (2 days/week) Foundation Field Instruction - SW515, 1 credit of Foundation Field Seminar - SW531. In a local/domestic field placement.

*Winter:* 4 credits (2 days/week) Advanced Field Instruction - SW691. In a local/domestic field placement.

*Spring/Summer:* National or global field placements occur during this term 8-10 credits (5 days/week) Advanced Field Instruction - SW691.

*Fall:* Not enrolled in field instruction. Classes only.

### Advanced Standing Curriculum Schedule

Must submit an Out-of-Sequence Petition that indicates the total number of field credits planned.

*Incoming Fall:* 4 credits (2 days/week) Advanced Field Instruction - SW691. In a local field placement.

*Winter:* 4 credits (2 days/week) Advanced Field Instruction - SW691. In a local field placement.

*Spring/Summer:* Global option not available for Advanced Standing students. National field placements occur during this term 8-10 credits (5 days/week) Advanced Field Instruction - SW691. 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.

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.

Students have the option of participating in a global or national experience as a special studies enrollment but they will not receive field instruction course credit and they must follow all special studies requirements and work with their faculty advisor.

## **Section 10.07 Global Field Placements**

The Office of Field Instruction (OFI) and the Office of Global Activities (OGA) work together to develop limited global 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:

- CSWE accreditation standards are met
- Field curriculum standards are met
- Students receive professional level credentialed (licensed where applicable) supervision

Students will be selected based on placement slot availability, current academic standing, and the strength of their application. All students participating in an global field experience will be required to enroll in a mandatory 1-credit transition seminar that will meet the term prior to departure (winter 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/domestic fieldwork site for fall and winter terms, while freeing up the spring/summer term for the global experience. It should be noted that selecting the appropriate field plan does not guarantee an global field placement. If students do not secure a global field placement, they will remain in their local field placement during their third term.

Students must accept that all arrangements for funding, travel, lodging, food, and other living expenses related to the global field experience are the responsibility of the student. We recommend that students begin research funding opportunities as soon as possible.

Students must decide their commitment to securing an global field placement before they register for fall term classes. To review the requirements, deadlines for applications, and approval process find the Office of Global Activities by search "Office of Global Activities" on the School of Social Work web site.

## **Section 10.08 National Field Placements**

### Introduction

The Office of Field Instruction (OFI) develops limited national field placements throughout the year to ensure that the School of Social Work has an array of field experiences to offer. These placements need to provide advanced fieldwork practice experiences, reflect the rich, emerging trends of the social work profession, and allow the School of Social Work to build sustainable relationships with fieldwork sites across the country.

These field placements are approved by the Director of OFI to ensure that:

- The Council on Social Work Education (CSWE) accreditation and field curriculum standards are met.
- Students receive professional level, credentialed supervision by a Licensed Masters Social Worker (LMSW) if the state requires or by a social worker with at least 2 years post-MSW experience.

### Requirements

Students should:

1. Participate in extensive course planning with their faculty advisor to ensure that course requirements can be met. Participating in a national field placement has implications for financial aid and the student's curriculum schedule. Students must decide to pursue a national field placement before they register for incoming Fall term classes. Most national field placements take place in the Spring/Summer term and require that the student enroll in 8-10 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 on the out-of-sequence 16-month curriculum schedule and start their field placement locally/domestically in the Fall-Winter terms. Spring/Summer terms are designated for the 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. Use the online placement listings and select from a list of approved fieldwork sites. Students may request that new field placements be developed particularly if there are student hardships, field opportunities that are generally recognized as "cutting edge" programs or programs that offer exceptional educational opportunities not available in the local/domestic 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 in October. Sites not currently approved will be evaluated on a case-by-case basis.
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 interpersonal practice sites due to the nature of IP learning and the need for comprehensive treatment related experiences.
5. Understand and accept that all arrangements for travel, lodging, food, and other living expenses related to the national 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. The SSW Board of Governors offers a merit-based scholarship for which students are encouraged to apply. PLEASE NOTE: *The Office of Field Instruction does not make nor is responsible for any logistical arrangements related to the national field experience.*
6. Work with the Director of Field Instruction or other OFI field faculty member during the course of the placement which may include teleconferences, Skype communication, and possibly participation in a CTools site experience.

### Application Deadline:

All applications for national field placement must be submitted to the Director of Field Instruction by the October deadline. Students are encouraged to submit applications earlier if possible particularly if they are requesting a new site because final approval takes time.

### References Deadline:

One reference is required from the student's current field instructor and must be submitted by December deadline.

### Approval and Notification

In order for the fieldwork site to be approved and the student accepted for placement, the following must be met:

- The fieldwork site must qualify as an approved site and the field instructor must meet the requirements.

- The fieldwork site must complete all required paperwork and agree to sign the U-M Affiliation Agreement.
- The student must apply and be accepted by the fieldwork site based on the site's application process.
- Students must agree to utilize the appropriate Educational Agreement form that corresponds to their method for their field placement.
- Students must have earned passing grades for all previous terms including a grade of Satisfactory for SW515 and SW531.
- Students must have strong reference scores on their application form.

After applications are reviewed, students will be interviewed and informed of provisional acceptance by January.

## **Section 10.09 Application Process for Washington, D.C. Placements**

### **INTRODUCTION**

The Office of Field Instruction has quality macro field placement experiences in the Washington, D.C. area. As the result of its commitment to building sustainable professional relationships with our alumni base in the Washington, D.C. area, OFI has established excellent placement opportunities for students in the Spring-Summer term. These placements provide advanced fieldwork practice experiences (SW691 only), and reflect emerging trends in the social work profession.

These field placements are approved by the Director of the SSW Office of Field Instruction (OFI) to ensure that:

- The Council on Social Work Education (CSWE) accreditation and field curriculum standards are met.
- Students receive professional-level, credentialed supervision by Licensed Masters Social Workers (LMSWs) (if the state requires licensure) or supervision by a social worker with a minimum of two years post-MSW experience.

### **REQUIREMENTS**

Field placements in Washington, D.C. have been developed for students with macro practice method concentrations (community organization, management of human services, or social policy/evaluation). Students collaborate with the Director of Field Instruction and/or other OFI field faculty during the course of the placement which may include teleconferences, Skype communication, and possibly participation in a CTools site experience.

Participating students must meet the following requirements:

1. Engage in extensive course planning with their academic advisor to ensure that course requirements can be met. Participating in an approved Washington DC field placement has implications for financial aid and the student's curriculum schedule. Students will need to decide to pursue a Washington, D.C. field placement before they register for incoming Fall term classes. (See the table below for specific curriculum guidelines.) Most Washington, D.C. field placements take place in the Spring/Summer term and require that the student enroll in 8-10 credits of SW691 and plan to log hours 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. Enroll in advanced field instruction (SW691) on the out-of-sequence 16-month curriculum schedule and start their field placement locally in the Fall and Winter terms. Spring/Summer terms are designated for the Washington, D.C. field experience. Students not selected for placement in Washington, D.C., will be required to remain at their Fall-Winter term assigned field placement for the remainder of their field hours.
3. Use the online placement listings and choose from a designated, approved list of Washington, D.C. area fieldwork sites. Students must meet the deadline for placement request submission (see below). Students should NOT contact these agencies independently. All communication will be handled by the OFI field faculty.
4. Accept that all arrangements for travel, lodging, food, and other living expenses related to the

Washington, D.C. field experience are the responsibility of the student. Some of the approved fieldwork sites offer stipends, but the amount varies and will most likely not cover all expenses.

## **CHAPTER 11** **REQUIRED DOCUMENTATION, EVALUATION, & GRADING**

### **Section 11.00** **Placement Verification Form**

Students are required to submit an online Field Placement Verification Form after their field placement is finalized and they have begun field. 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 Faculty member with the student's placement schedule so that the required site visit can be scheduled. The signatures of the student and the field instructor document that everyone has reviewed sections of the Office of Field Instruction Field Manual Volume 3, Chapter 1, Section 4: Field Manual Purpose, Professional Mandates (including HIPAA), and Prerequisites; and Chapter 8: Student Safety.

This form must be submitted online each term students are enrolled in field instruction. Field instructors must use their umich email account in order to verify the information on the form. Should students fail to submit this form by the deadline may be informed that they cannot continue their placement and the hours won't count until they submit it. In addition, their grade for field instruction may be impacted as this form is considered a course assignment.

### **Section 11.01** **Educational Agreement: Overview**

#### Goals

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/assignments 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.

The Council on Social Work Education (CSWE) has established specific competencies for social work education. Students are required to develop assignments, specific to their fieldwork site, each term, to show how they will achieve proficiency in each competency. Fieldwork site assignments must be individualized using the identified practice behaviors as abilities toward which to strive. Practice behaviors are defined as a blend of activities, knowledge and skills. Because students will complete an Educational Agreement form every term, and assignments should be behaviorally-specific, measurable, and developmentally-focused. The field curriculum utilizes Bloom's taxonomy of cognitive development as a reference tool in the development of competent social work professionals. Students will become familiar with these stages of development as they relate to the identification and creation of field-based assignments that allow them to participate in a beginning-, middle-, and end-stage approach to their learning.

#### General Information

Students and field instructors are required to use the School's online Educational Agreement forms. These forms are accessed from the Office of Field Instruction's web site.

#### Social Work Competencies

Student's field performance is measured and evaluated utilizing a prescribed set of social work competencies relative to foundation or advanced practice which have been developed by the Council on Social Work Education (CSWE) and approved by the the School's Curriculum Committee. These competencies are found in the respective foundation- and advanced-level field instruction Educational Agreement forms (see Volume 3, Chapter 11, Section 2 and 3)

#### Using the Educational Agreement

It is the responsibility of the student to initiate with their field instructor, the required Educational Agreement each term. On the agreement, students complete the required demographic data, specify their work schedules, the supervision time, other staff who will be working with the student, etc. Under each competency, students will identify specific culturally competent, professional practice focused, fieldwork site specific related assignments in conjunction with the field instructor which illustrate how the student plans to achieve the 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). See Office of Field Instruction Field Manual Volume 3, Chapter 3, Section 9 regarding "Student Supervision" for information related to supervision which is required for one hour per week and using the supervision agenda.

After the student and field instructor complete the online Educational Agreement form, they will submit it online to their Field Faculty for review and approval. The online Educational Agreement is utilized throughout the course of the field placement by the student and field instructor and is subsequently utilized as the evaluation tool at the end of the term.

The Educational Agreement online form is due at the beginning of each term the student is enrolled for an initial review. Any modifications should be consistent with the student's skills, competencies, practice behaviors, and interests; the School's requirements for field instruction; and the fieldwork site's expectations regarding fieldwork. At the end of the term, Field Faculty members 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 online 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. Students will also have access to their online Educational Agreement post-graduation when using their UM Unique Name and kerborized password.

#### Field Instruction Learning Process after Pre-Field Orientation

- A. The student and field instructor set up a meeting and start the orientation process to the fieldwork setting.
- B. The student shares their Practice Behavior Inventory (completed in pre-field orientation) and their course syllabi with the field instructor with the goal of identifying applicable classroom assignments that can be designated as fieldwork site assignments, thus helping to integrate the student's learning.
- C. The student, in concert with the field instructor, develops behaviorally specific fieldwork site assignments for each competency. Students are required to focus on developing the identified practice behaviors which are defined as a blend of activities, knowledge, and skill.
- D. The student sets up a weekly supervision meeting with their field instructor and establishes a supervision agenda template. The following are the suggested categories for the supervision agenda:
  - o Administrative issues
  - o Progress related to fieldwork site assignments
  - o Reflection on Privilege, Oppression, Diversity, and Social Justice issues (PODS)
  - o Reflection on personal and professional growth and development
  - o Identification and development of Key Learning Experience/Project Summaries.

#### Submission Protocol for the Initial Review of the Educational Agreement Form

- A. The form must be completed each term and becomes contract for field placement.



- B. At the beginning of each term, the student and the field instructor complete the online form by the posted due date for review by the assigned Field Faculty member.
- C. Upon review of the online form, the Field Faculty will make comments and return these electronically to the student and field instructor.
- D. Students may be expected to revise their Educational Agreement based on Field Faculty feedback and recommendations.
- E. The Educational Agreement form becomes a part of the student's permanent record upon graduation and can be utilized, with the student's permission, by licensing boards and employers after graduation.

Students and field instructors should contact the OFI Project Coordinator or Field Faculty member if they have any questions about how to use the online Educational Agreement forms.

## **Section 11.02 Foundation Educational Agreement**

Students enrolled in Foundation Field Instruction complete the online Foundation Field Instruction Educational Agreement Form. This form reflects the competencies for Foundation Field Instruction (SW515), 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 field curriculum utilizes Bloom's taxonomy of cognitive development as a reference tool in the development of competent social work professionals. Students will become familiar with these stages of development as they relate to the identification and creation of field-based assignments that allow them to participate in a beginning, middle and end stage approach to their learning.

The Foundation Educational Agreement form is designed to assist students in gaining competency with generalist level of practice focusing on the following field competencies and developing proficiency in the established practice behaviors:

1. Professional Identity
2. Values and Ethics
3. Critical Thinking
4. Diversity
5. Social and Economic Justice
6. Research
7. Human Behavior and the Social Environment
8. Social Policy
9. Organizational Context
- 10a. Engagement
- 10b. Assessment
- 10c. Intervention
- 10d. Evaluation

Students will identify in conjunction with their assigned field instructor, specific culturally competent professional practice focused, fieldwork site specific related assignments that are behaviorally-specific and measurable which will illustrate skill development that are designed to guide and help the student and field instructor focus on the acquisition of the overall competency. Students strive to become proficient in the practice behaviors for each competency.

While being educationally focused, student assignments must contribute to the actual work of the fieldwork site. Students are encouraged to share their course syllabi and identify where a course-based assignment could be completed in the field setting. The goal is for the student to have field-based learning 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.

## Section 11.03 Advanced Educational Agreement

Students enrolled in Advanced Field Instruction complete an Educational Agreement each term for their practice method concentration and practice area. This form reflects the competencies and practice behaviors for Advanced Field Instruction (SW691), and focuses on developing knowledge and skills in the student's chosen practice method concentration and practice area. Students are assigned a particular Educational Agreement form based on their practice method concentration (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 practice method concentration that focus on their chosen practice area (aging, children and youth, health, mental health, and communities and social systems).

The Educational Agreement is based on the course statements for the practice method concentrations (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).

The field curriculum utilizes Bloom's taxonomy of cognitive development as a reference tool in the development of competent social work professionals. Students will become familiar with these stages of development as they relate to the identification and creation of field-based assignments that allow them to participate in a beginning, middle and end stage approach to their learning.

The Educational Agreement is designed to assist students in gaining competency at the advanced level of practice focusing on the following competencies and developing proficiency in the established method-based practice behaviors:

1. Professional Identity
2. Values and Ethics
3. Critical Thinking
4. Diversity
5. Social and Economic Justice
6. Research
7. Human Behavior and the Social Environment
8. Social Policy
9. Organizational Context
- 10a. Engagement
- 10b. Assessment
- 10c. Intervention
- 10d. Evaluation

Students, in conjunction with their assigned field instructor, will identify specific culturally-competent professional-practice-focused, fieldwork-site-specific related assignments that are behaviorally specific and measurable and illustrate advanced skill development. These fieldwork specific assignments are designed to guide and help the student and field instructor focus on the acquisition of the overall competency *at an advanced level*. Students strive to become proficient in the practice behaviors for each competency. While being educationally focused, student assignments must contribute to the actual work of the fieldwork site. Students are encouraged to share their course syllabi and identify where a course-based assignment could be completed in the field setting. The goal is for the student to have field-based learning opportunities which will assist them in deepening, extending, and applying *advanced level knowledge and skills*.

#### Minor Practice Method Concentration in Field Instruction

Students have the option of electing a minor in a different practice method concentration while enrolled in the School of Social Work. Students cannot minor in a practice area. **The minor cannot be completed in Foundation Field Instruction (SW515).** Students who wish to elect a minor method should do so prior to beginning field instruction to ensure they are assigned to a fieldwork site that provides learning opportunities for both the practice method concentration and minor methods. Students should discuss their plans for a minor with their assigned Field Faculty member 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 should also discuss their plans with their assigned faculty advisor to ensure that they enroll in the required coursework for their minor.

Students must earn 12 hours of Advanced Field Instruction credits (SW691) in order to graduate and at least 8 hours of Advanced Field Instruction credits must be in the student's practice method concentration and practice area. Students who elect a minor spend 25% or 3 of 12 advanced field credits in field assignments in the minor practice method concentration. 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 who must complete 684 hours) and 171 of those hours can be devoted to a minor.

Minor fieldwork assignments must be documented on students' online Educational Agreement and signed off on by the field instructor. Students are required to identify three suitable competencies on the online Advanced Educational Agreement that coincide with their chosen method concentration (excluding competencies 1.0, 2.0, and 3.0). Students and field instructors collaborate on the development of assignments that are behaviorally specific and measurable focused specifically on their minor method.

Hours for an optional minor method must be logged on Tab 4 End of Term on the online Educational Agreement.

In order to receive field credit for hours logged for the minor, students must receive a score of 3 or higher on each minor assignment. Minor scores are not included in the total term scores.

For additional information, please refer to the [SSW Student Guide Volume 2, Chapter 4: Dual Advanced Concentrations, Chapter 5: Advanced Curriculum Objectives, Chapter 6: Practice Method Concentration, Chapter 7: Practice Area and Chapter 12: Minor Method Option.](#)

## **Section 11.04 Site Visit and Key Learning Experience/Project Summary**

#### Required Field Faculty Site Visit

Each term, the assigned Field Faculty contacts the field instructor and the student to arrange a required fieldwork site visit to evaluate the student's progress to date. To prepare for the site visit, students and field instructors discuss and reflect on:

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

- The fieldwork site assignments as related to developing proficiency with the corresponding practice behaviors.

- Their Key Learning Experience/Project Summary Worksheet that was introduced in the Pre-field Orientation Workshop and in SW531 Foundation Field Seminar.
- How PODS issues have impacted their placement experience.
- The progress they have made with regard to their personal and professional growth and overall skill development.
- Additional topics for the site visit may include:
  - Review several Supervision Agenda's used during the term
  - How the *WHAT? SO WHAT? NOW WHAT* Reflection Tool is being utilized
  - How critical thinking is being utilized in field practice
  - Concerns or issues that have emerged during the term
  - Ethical questions or challenges that may have been encountered
  - How course work and field work are being integrated
  - Discussion on the use of social media
  - PODS Reflections
  - Review of self-care plan
  - Review of the end of term evaluation

Key Learning Experience/Project Summary: Students will be encouraged to view the e-Portfolio Module 3 and complete Exercise 1 Worksheet in their SW531 Foundation Field Seminar Class Session 3 and during advanced field instruction. These training materials are on the OFI web page and the instructor's UM CTools course site. Using the worksheet and the provided template, students will prepare a Key Learning Experience/Project Summary that will be reviewed during the Field Faculty site visit. The Key Learning Experience/Project must follow the required headings on the worksheet and is submitted with the final online Educational Agreement Tab 4 End of Term evaluation process. The focus of the Key Learning Experience/Project will change depending on what term of field the student is in field placement. Please see the table below.

### 16-MONTH & ADVANCED STANDING STUDENTS

**1st term:** Create a Key Learning Experience/Project Summary that focuses on something *specific* that was accomplished, completed, developed in the field placement this term.

**2nd term:** Create a Key Learning Experience/Project Summary that focuses on something *specific* that was accomplished, completed, developed in the field placement this term.

**3rd term:** Create a Key Learning Experience/Project Summary that is *all-encompassing* related to what was learned looking back over the last two terms of the field placement.

### 20-MONTH STUDENTS

**1st term 1st placement:** Create a Key Learning Experience/Project Summary that focuses on something *specific* that was accomplished, completed, developed in the field placement this term.

**2nd term 1st placement:** Create a Key Learning Experience/Project Summary that is *all-encompassing* related to what was learned looking back over the last two terms of the field placement.

**1st term 2nd placement:** Create a Key Learning Experience/Project Summary that focuses on something *specific* that was accomplished, completed, developed in the field placement this term.

**2nd term 2nd placement:** Create a Key Learning Experience/Project Summary that is *all-encompassing* related to what was learned looking back over the last two terms of the field placement.

## Section 11.05 Educational Agreement: Evaluation Procedures

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 every term, the Educational Agreement form serves as the evaluation tool whereby the field instructor will score the student on the student's level of competence with the practice behaviors. Positive learning requires constant feedback. Therefore, students should be kept informed as to how they are doing throughout the placement as opposed to receiving all feedback at the end of the term. The regular supervisory conference held with the student 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 midpoint in each term. The field faculty member is always available to assist in the midterm discussion.

#### End of the Term Evaluation Process Using the online Educational Agreement Form: Tab 3 End of Term

At the end of the term, the field instructor scoring the student on the practice behaviors related to the identified assignment and mastery of the corresponding competency, using the scoring system below.

#### The Scoring System on the Educational Agreement Form

**Mastery (5):** Student demonstrates depth of understanding of social work as a discipline; ability to use knowledge fluently and poses appropriate questions for consultation; ability to anticipate challenges and problems before they arise; ability to deal with complex situations holistically and confidently; sound judgment over time; and the ability to take full responsibility for own work/tasks and seeks supervision as consultation appropriately.

**Advance Competence/Proficient (4):** Student demonstrates good working knowledge of practice and sees the "big" picture; awareness of appropriate questions to ask and able to access resources to address questions; ability to apply solutions and assess the effectiveness of approaches; capacity to cope with complex situations through deliberate analysis and planning; capacity to use own judgment and see actions in terms of longer range goals and ability to excel with minimal supervision for overall work/tasks.

**Competent/Skilled (3):** Student demonstrates a working knowledge of key aspects of practice; beginning understanding of questions to ask; limited ability to break down, examine information and recommend solutions; appreciation for the complexity of situations but only able to achieve partial resolution; beginning ability to use own judgment, and the need for continuous supervision for overall work/tasks.

**Beginning/Emerging Competence (2):** Student demonstrates capacity to build knowledge related to practice; limited understanding of what questions to ask; developing awareness of how problems and solutions are connected; little capacity to deal with complexity; minimal or "textbook" knowledge to inform judgment and the need for direct supervision for tasks and overall work.

**Did Not Demonstrate (1):** Student unable to demonstrate ability to ask relevant questions; unable to demonstrate the ability to build knowledge related to practice and unable to demonstrate awareness, knowledge, and skills.

**NA = No Opportunity (0):** Student did not have an opportunity to address this practice behavior and therefore proficiency could not be determined. If the scores on the Educational Agreement form show 3 or more "NA" scores (no opportunity), then the student will automatically receive a grade of Incomplete ("I") for the term. The field instructor will be required to explain why these scores were given in their narrative. This grade of Incomplete will be changed after the student has completed the assigned work or developed and created a new assignment and completed this.

#### Tab 4 End of Term on the Online Educational Agreement Form

The student and field instructor must complete The End of Term requirements on the online Educational Agreement form. Submission of the requirements provides an official record of the date submitted, the hours logged and the evaluation scores. If the student has both a primary and a secondary field instructor, both field instructors are required to evaluate the student using the online Educational Agreement. **EVALUATIONS WILL BE CONSIDERED INCOMPLETE IF ALL REQUIRED ELEMENTS ARE NOT SUBMITTED. INCOMPLETE EVALUATIONS MAY AFFECT THE STUDENT'S GRADE FOR THE TERM.**

If the student disagrees with the content of the evaluation, he or she should feel free to write an addendum to the evaluation.

For information on grading, see Volume 3, Chapter 11, Sections 9 and 10.

## Section 11.06 Field Instructor Narrative

***In the last term of placement***, field instructors are required to submit a written narrative. This final narrative should focus on summarizing the student's performance over the course of the placement related to how the field instructor perceives them as thinking and performing like a social worker. Students have worked to attain proficiency in competencies found on the online Educational Agreement. The six professional competence domains listed below (Bogo, Marion. (2010). *Achieving competence in social work through field education*. Toronto, CA: University of Toronto, Press, Inc.) have been established to assist the field instructor in writing the narrative which is a reflection on the student's overall performance as a developing professional. The bullets illustrate/describe the attributes for each domain. This feedback should, in the field instructor's own words and reflect their opinion about the student's capacity to use and/or transfer their knowledge, skills, abilities, attitudes, and values into action in the domains listed below:

### PROFESSIONAL COMPETENCY DOMAINS

1. *Personal Qualities*: The field instructor's perception of the student's

- motivation
- time management abilities
- independence
- energy
- commitment
- flexibility
- adaptability
- accountability

2. *Behavior in the Organization*: The field instructor's perception of the student's

- recognize the importance of context
- work in an organization with rules, procedures, and a hierarchy
- carry out basic procedures of role
- use strong communication skills (verbal and written)
- entertain perspectives of others in a respectful manner ability

3. *Approach to Learning*: The field instructor's perception of the student's

- engage in the learning process
- initiate, seek out , and learn
- generalize learning
- create an approach using knowledge and skill

- seek appropriate consultation
  - be self-directed
4. *Conceptualization of Practice*: The field instructor's perception of the student's
- identify the values, principles and ideas that underlie judgments and actions
  - use analytical and critical thinking skills
  - use theories and approaches consistent with social work knowledge
  - make sound ethical decisions and has a clear understanding of the value base of social work
5. *Relational Abilities*: The field instructor's perception of the student's
- exhibits appropriate empathy
  - connects, supports, collaborates as well as confronts and challenges appropriately
  - manages professional boundaries
6. *Quality of Relationships*: The field instructor's perception of the student's
- engage and form relationships with variety of personnel
  - build alliances
  - work with diverse populations
  - be receptive to and able to apply feedback
  - reflect on practice and exhibit self-awareness

## Section 11.07 Grading Policies

The student's final grade for field instruction is determined by the field faculty and is based on the following sources and documents:

1. The student's final evaluation on the online Educational Agreement form. Grades for field instruction are Satisfactory ("S"), Marginal ("M"), or Unsatisfactory ("U"). Grades will take into consideration a number of factors that include the points earned on the practice behavior ratings which are as follows:
  - a. SW515 Foundation Field Instruction Grading Scale: There are 41 core Practice Behaviors on the Foundation Educational Agreement with ratings from 0-5. The grade will be determined as follows: Satisfactory = 82 points or more, Marginal = 62-81 points, Unsatisfactory = 61 points or lower.
  - b. SW691 Advanced Field Instruction Grading Scale: There are 54 Practice Behaviors (41 core + 13 advanced method) on the Advanced Educational Agreement with ratings from 0-5. The grade will be determined as follows: Satisfactory = 108 points or more, Marginal = 104-54 points, Unsatisfactory = 53 points or lower.
2. The field instructor's end of placement written narrative regarding the student's performance.
3. Records, reports, logs, and other written materials produced by the student.
4. Verbal assessments of specific aspects of the student's performance provided by the field instructor and/or secondary field instructor during the site visit and other times, as well as input from other fieldwork personnel involved in field instruction.
5. Grades are also determined by evaluating the student's professional behavior in the fieldwork setting. Students



are required to:

- a. Maintain appropriate professional behaviors such as attendance, time management, meeting deadlines, professional appearance, and professional demeanor at all times.
  - b. Maintain open relationships with their field instructor(s), their field faculty, colleagues, client groups, the community, the School of Social Work, and learn to give and receive constructive feedback.
  - c. Exhibit personal responsibility, accountability and the ability to collaborate, and follow through on commitments.
  - d. Demonstrate active listening, professional communication (oral and written) that is timely, responsible, expressed in a sensitive manner and exhibits self-awareness and self-correction.
6. If the student has elected to complete a minor during advanced field instruction (SW691) they must earn a score of 3 or higher on each minor assignment in order to receive field credit for the optional minor. Minor scores are not included in the total term score.
7. The final evaluation should be shared with the student so that a discussion can ensue regarding identified strengths and areas for improvement as the student moves forward towards graduation.

#### IMPORTANT:

- If the scores on the online Educational Agreement show three or more "NA" scores (no opportunity), then the student will automatically receive a grade of Incomplete ("I") for the term. The field instructor will be required to explain why these scores were given. The grade of Incomplete ("I") will be changed after the student has completed the assigned work and/or developed new assignments and completed these successfully. Note: A grade of "IS" stays on the academic record permanently.
- Students receiving a grade of Marginal ("M") grade and who complete additional hours of fieldwork in a subsequent term and receive a grade of Satisfactory ("S") for this work, will be eligible to have the previous Marginal ("M") grade changed to a grade of "MS". Note: A grade of "MS" stays on the academic record permanently.
- An incomplete online Educational Agreement will affect the student's grade.
- Students should also be aware that once the term is completed and the grade has been issued, adjustments to registration for SW515 and SW691 cannot be made.

## **Section 11.08 Grading Definitions**

Grades are determined based on the number of points a student earns on the Educational Agreement form in addition to the field instructor narrative, and verbal and written input from all parties involved in field instruction. The following definitions have been established for grading in field instruction courses.

**"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 by obtaining an average score of 82 or higher in foundation field, or 108 points or more in advanced field instruction for all field-based assignments documented on the Educational Agreement form.

**"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 fieldwork by obtaining an average score between 81-62 points in foundation field instruction, or 107-54 points in advanced field instruction for all field-based assignments documented on the Educational Agreement form. 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 the academic record permanently.

**"U" Grade (Unsatisfactory)** is used when the quality of performance is inadequate and no credit is granted. The student has demonstrated through performance in fieldwork by obtaining an average score below 53 points in foundation field instruction or below 107 in advanced field instruction for all field-based assignments documented on the Educational Agreement form.

**"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 faculty. 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 the academic record permanently. If a student makes up the course or fieldwork according to the guidelines stated above, the grade for the course will appear on the academic record as, for example, "IB+" or "IS". If the "I" is not made up in the approved time frame the grade is changed to an IPL (Incomplete Permanent Lapse) and is final.

**"NR" Grade (No Report)** is used when the reason a grade cannot be issued is due to factors related to the field faculty 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 personal or health-related reasons may petition the Associate Dean for Educational Programs to have those courses with a "W" designation removed permanently from the transcript. When a student withdraws from field instruction, any hours of fieldwork they have earned will become void. A student cannot apply fieldwork hours from a withdrawal term to another term. Students should be aware that any hours logged in placement during the term the withdrawal occurred will need to be repeated.

All students must receive satisfactory (S) grades for the 12 required Advanced field instruction credits. Students who do not meet this requirement (students who receive a marginal ("M") grade in Advanced field instruction) must complete additional field instruction work. 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 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. 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 faculty to develop a plan for removal of probationary status.

No student may receive credit for an unsatisfactory (U) grade in field instruction. This will require that the student repeat the course.

Students should also be aware that once the term is completed and the grade has been issued, adjustment to registration for SW515 or SW691 cannot be changed.

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

## **CHAPTER 12 FIELD CHALLENGES, PLACEMENT TERMINATION, AND RE-PLACEMENT POLICIES**

### **Section 12.00 Problem Solving and the Professional Decision-Making Tool**

#### Problem-Solving

Field instruction is a program in which over 700 social work students participate each year with at least as many field placement sites and field instructors involved. When this many people get together, 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. Should problems arise, remember that the longer it goes on, the longer it 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. Bloom's taxonomy of learning is utilized and thus a developmental learning approach in field instruction is applied.

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 faculty right away if they have any questions about the student's participation or other problems related to the field placement.

The following key strategies are recommended:

- o Plan ahead, make the online Educational Agreement form reflect interests and needs of the student, and review it carefully.
- o Utilize an agenda during supervision.
- 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 Faculty member early in the term.
- 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.

#### Professional Decision-Making Tool: Reviewing Choices, Weighing Options, and Evaluating Consequences

It is natural to experience conflict within ourselves related to the choices we need to make and options we need to explore in our professional and personal lives. Balancing these choices and options so that we take full responsibility for our decisions requires having a vision, setting goals and taking some risk. We are in control of the way we think, the way we behave and the choices we make. Even a "non-decision" is a decision as it is choosing not to take action. The following steps should be helpful as you attempt to reconcile your options with their inherent consequences and with your values:

I. *WHAT?*

- a. What is driving you/this situation/issue now?
- b. What 4 things are the most important to you now as you reflect on this?
- c. What factors, beliefs, assumptions impact the decision you need to make?

II. *SO WHAT?* Now think about and reflect on the questions below and jot a few notes:

- a. What am I currently doing that supports/hinders achieving my goal(s)?
- b. Who else do I need to talk to in order to solicit support?
- c. What options do I have and what are the consequences and what are the benefits of acting upon each option? Remember, sometimes your option is not about what to “do” but rather how to “react.”

III. *NOW WHAT?*

- a. Change involves taking risks. Jot down the risks associated with each option you have identified.
- b. After carefully weighing each option and the consequences, write down your decision and the next steps.

References:

Burton, Valerie. 2007. *How did I get so busy?* New York. Broadway Books

Wetmore, Donald. February 20, 2010. Top five time management practices. The Productivity Institute 1999.

## **Section 12.01 Performance Learning Plan: Problem Resolution**

The following steps should be followed with the goal of resolving problems in field placement. If the issues are not resolved, the Field Faculty member should be contacted and a performance learning plan initiated.

### Steps in the Process

- 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 faculty member before talking to the field instructor(s).

- Once the student has talked to the field instructor(s) and problems still remain unresolved, the student may request a meeting with the Field Faculty member and together they will develop a plan of action. The Field Faculty may consult with the Director of Field Instruction as needed.

- If a satisfactory solution is still not found, the Field Faculty member and the student may begin the process of terminating the field placement or initiating a performance learning plan 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 Faculty member 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 in placement.

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.

o If a student is experiencing problems related to the assigned Field Faculty member, 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 field instruction, the normal University procedures will be followed.

For additional information, please see the SSW Student Guide, Volume 1, Chapter 14: Definitions and Chapter 15: Academic Standing and Academic Difficulty.

## **Section 12.02 Field Placement Termination, Replacement Protocol, and Grading**

### 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 Faculty and field instructor must work together to professionally terminate the field placement.

Re-Placement Protocol: Students are required to read and follow this protocol. Find this protocol by searching "Replacement Policy" on the School of Social Work web site.

Students are encouraged to utilize the "Professional Decision Making Tool" to help them decide if terminating from their field placement is the best option for them given their individual circumstances. If a student decides to terminate from their field placement they are required to complete and turn in the following paperwork within 10 working days. Should students fail to turn in the paperwork by the established deadline, re-placement planning will be delayed and could mean the student may need to wait until the next term to start the new placement.

A. Petition to Terminate: This form allows all parties involved to comment on the termination noting the following:

1. Educational rationale for the proposed change.
2. The steps taken to modify the student's assignments in the original field placement.
3. A termination plan.
4. Recommendations for a grade.
5. Documentation of the number of hours completed.
6. The number of hours that need to be made up in the subsequent placement.
7. 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.

The Petition to Terminate can be found by searching "Petition to Terminate" on the School of Social Work web site.

8. Updated goal statement
9. Updated resume

Once the paperwork has been logged into the database, the field faculty will contact the student informing them that they will be consulting with the OFI Team about potential placement slots ensuring that the fieldwork site can start a student in the middle of the term, accommodate the number of hours needed etc.

If a slot is identified, the field faculty member will provide the student with the re-placement option and facilitate an interview with the fieldwork site. If the student is accepted, the placement start date, the assignment of the field faculty member, and the due date for the new placement verification form and the initial review of the new Educational Agreement will be established.

Should the student not be accepted, they would be moved on to a second placement slot ONLY IF ONE IS AVAILABLE. Should there only be one re-placement slot available and the student was not accepted, then the student's program plan will need to be adjusted with the goal being to replace them at the beginning of the following term when more placement slots will become available due to graduation, etc.

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 form.

#### Grading When Placements Are 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. If a student leaves the placement after mid-term, the field instructor evaluates fieldwork performance using the student's Educational Agreement 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 (SW531), or Marginal ("M") or Unsatisfactory ("U") in advanced field (SW691). See the Office of Field Instruction Field Manual Volume 3, Chapter 11 Section 8 and 9: School of Social Work Grading Policies In Field Instruction and Field Instruction Grading Definitions for detailed information.

If a student changes placements within the same term and the Field Faculty member also changes, the second Field Faculty member grades the student's fieldwork performance for that term. The field faculty utilizes the information provided on the petition to terminate placement form and the information provided on the student's second field placement's online Educational Agreement form when determining the grade.

## **Section 12.03 Removal from Field Placement**

Field instruction consists of several required courses and the Field Faculty has ultimate responsibility for decisions related to the student's placement. At any point in the field placement, the field instructor or Field Faculty can request immediate removal of the student from the fieldwork site. Removal could be related to the student's behavior or performance. The field instructor or the Field Faculty 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 Faculty 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. 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 in addition to the U-M Student Code of Conduct, 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 Faculty, 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, violating the NASW Code of Ethics or the U-M Student Code of Conduct. 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 Faculty.



If a student is terminated from a fieldwork setting, a grade of Marginal ("M") or Unsatisfactory ("U") may be awarded. All students are required to earn Satisfactory ("S") grades for at least 12 required advanced field instruction (SW691) credits. Students who do not meet this requirement will be required to enroll in additional field instruction credits (SW691) 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.

## **Section 12.04 Return to Field Placement Policy and Procedures**

The relationship between the student and the fieldwork site is a critical component of the learning experience. Students who experience an unnatural break in their field placement may not be able to return to their initial fieldwork site and may need to be reviewed and reassigned 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 unnatural 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 Faculty 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 Faculty member 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 U-M 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 healthcare 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 U-M Office of Services for Students with Disabilities for review. This office will advise OFI with regard to the implementation of the requested accommodations.

Please refer to the return to field placement action plan by searching "Return to Field" on the School of Social Work web site, or see Volume 3, Chapter 12, Section 5.





Foundation field instruction assists students applying and integrating *Foundation* knowledge of social work skills, values, and ethics with practice and in developing a professional social work identity. The course is a field placement which is taken concurrently with the required *Foundation* field seminar. The fieldwork experience provides students with a series of supervised field-based assignments and tasks selected to complement *Foundation* academic courses. Students will be exposed to a variety of social work roles such as case manager, counselor, advocate, organizer, administrator, facilitator, mediator, educator, and planner. In this context, students are expected to develop knowledge, understanding, and skills concerning relationships with clients, supervisors, co-workers and external constituencies. In addition, students will be expected to develop a *Foundation* understanding of the context of social work practice as it relates to multiculturalism and diversity; social justice and social change; prevention, promotion, treatment and rehabilitation and research-based practice. The field curriculum utilizes Bloom's taxonomy of cognitive development as a reference tool in the development of competent social work professionals. Students will become familiar with these stages of development as they relate to the identification and creation of field-based assignments that allow them to participate in a beginning, middle and end stage approach to their learning.

### **COURSE CONTENT**

This course will provide *Foundation* field-based experiences. Students will be exposed to a range of essential skills that can be applied to different problems across a variety of settings and client groups and can be used at different levels of intervention, including individuals, families, groups, and communities. Students will focus on learning *Foundation* level skills through experiential learning opportunities, professional, credentialed supervision, supplemental readings, case-based discussions/conferences, meetings, and other learning opportunities available in the assigned fieldwork setting. These field-based assignments are designed to help students become proficient in the established social work competencies and practice behaviors (a blend of activities, knowledge and skills), at the *Foundation* level of practice. The student's proficiency related to the practice behaviors will be evaluated each term by their assigned field instructor and they will complete a self-efficacy rating as well. A developmentally focused narrative is also required by the field instructor and the student at the end of the term using the established guidelines. Students can enroll in advanced field instruction (SW691) upon earning a grade of Satisfactory ("S") or a grade of Marginal ("M") in *Foundation* field instruction.

The social work competencies and core practice behaviors for *Foundation* field instruction are indicated below and are found on the *Foundation* Educational Agreement form. The goal is for students to achieve proficiency in each competency and practice behavior and to find means to integrate classroom knowledge with field-based experiences.

### **COURSE OBJECTIVES, COMPETENCIES, AND PRACTICE BEHAVIORS**

Students will demonstrate beginning proficiency in the following competencies and practice behaviors upon successful completion of fieldwork site assignments that are behaviorally specific and measurable and focus on developing proficiency at the foundation level:

#### ***COMPETENCY 1.0 – PROFESSIONAL IDENTITY***

Definition: Identifies as a professional social worker and conducts oneself accordingly.

Demonstrates the following foundation practice behaviors:

- 1.1 Advocate for client access to the services of social work
- 1.2 Practice person reflection and self-correction to assure continual professional development
- 1.3 Attend to professional roles and boundaries
- 1.4 Demonstrates professional demeanor in behavior, appearance, and communication
- 1.5 Engage in career-long learning
- 1.6 Use supervision and consultation

#### ***COMPETENCY 2.0 – VALUES & ETHICS***

Definition: Apply social work ethical principles to guide practice. As applicable, apply standards found in the International Federation of Social Workers/International Association of Social Work Ethics in Social Work Statement of Principles.

Demonstrates the following foundation practice behaviors:

- 2.1 Recognize and manage personal values in a way that allows professional values to guide practice
- 2.2 Make ethical decisions by applying standards of the National Association of Social Workers Code of Ethics and, as applicable, of the International Federation of Social Workers/International Association of Schools of Social Work Ethics in Social Work Statement of Principles
- 2.3 Tolerate ambiguity in resolving ethical conflicts
- 2.4 Apply strategies of ethical reasoning to arrive at principled decisions

### *COMPETENCY 3.0 – CRITICAL THINKING*

Definition: Apply critical thinking to inform and communicate professional judgments.

Demonstrates the following foundation practice behaviors:

- 3.1 Distinguish, appraise, and integrate multiple sources of knowledge, including research-based knowledge, and practice wisdom
- 3.2 Analyze models of assessment, prevention, intervention, and evaluation
- 3.3 Demonstrate effective oral and written communication in working with individuals, families, groups, organizations, communities, and colleagues

### *COMPETENCY 4.0 – DIVERSITY*

Definition: Engage diversity in practice.

Demonstrates the following foundation practice behaviors:

- 4.1 Recognize the extent to which a culture's structures and values may oppress, marginalize, alienate, or create or enhance privilege and power
- 4.2 Gain sufficient self-awareness to eliminate the influence of personal biases and values in working with diverse groups
- 4.3 Recognize and communicate their understanding of the importance of difference in shaping life experiences
- 4.4 View themselves as learners and engage those with whom they work as informants

### *COMPETENCY 5.0 – SOCIAL AND ECONOMIC JUSTICE*

Definition: Advance human rights and social and economic justice.

Demonstrates the following foundation practice behaviors:

- 5.1 Understand the forms and mechanisms of oppression and discrimination
- 5.2 Advocate for human rights and social and economic justice
- 5.3 Engage in practices that advance social and economic justice

### *COMPETENCY 6.0 – RESEARCH*

Definition: Engage in research-informed practice and practice-informed research

Demonstrates the following foundation practice behaviors:

- 6.1 Use practice experience to inform scientific inquiry
- 6.2 Use research evidence to inform practice

### *COMPETENCY 7.0 – HUMAN BEHAVIOR AND THE SOCIAL ENVIRONMENT*

Definition: Apply knowledge of human behavior and the social environment.

Demonstrates the following foundation practice behaviors:

- 7.1 Utilize conceptual frameworks to guide the processes of assessment, intervention, and evaluation
- 7.2 Critique and apply knowledge to understand person and environment

#### *COMPETENCY 8.0 – SOCIAL POLICY*

Definition: Engage in policy practice to advance social and economic well-being and to deliver effective social work services.

Demonstrates the following foundation practice behaviors:

- 8.1 Analyze, formulate, and advocate for policies that advance social well-being
- 8.2 Collaborate with colleagues and clients for effective policy action

#### *COMPETENCY 9.0 – ORGANIZATIONAL CONTEXT*

Definition: Respond to contexts that shape practice.

Demonstrates the following foundation practice behaviors:

- 9.1 Continuously discover, appraise, and attend to changing locales, populations, scientific and technological developments, and emerging societal trends to provide relevant services
- 9.2 Provide leadership in promoting sustainable changes in service delivery and practice to improve the quality of social services

#### *COMPETENCY 10.a – ENGAGEMENT*

Definition: Engage with individuals, families, groups, organizations, and communities.

Demonstrates the Following Foundation Practice Behaviors:

- 10.a.1 Substantively and affectively prepare for action with individuals, families, groups, organizations, and communities
- 10.a.2 Use empathy and other interpersonal skills
- 10.a.3 Develop a mutually agreed-on focus of work and desired outcomes

#### *COMPETENCY 10.b – ASSESSMENT*

Definition: Assess individuals, families, groups, organizations, and communities.

Demonstrates the following foundation practice behaviors:

- 10.b.1 Collect, organize, and interpret client data
- 10.b.2 Assess client strengths and limitations
- 10.b.3 Develop a mutually agreed-on intervention goals and objectives
- 10.b.4 Select appropriate intervention strategies

#### *COMPETENCY 10.c – INTERVENTION*

Definition: Intervene with individuals, families, groups, organizations, and communities.

Demonstrates the following foundation practice behaviors:

- 10.c.1 Initiate actions to achieve organizational goals
- 10.c.2 Implement prevention interventions that enhance client capacities
- 10.c.3 Help clients resolve problems
- 10.c.4 negotiate, mediate, and advocate for clients
- 10.c.5 Facilitate transitions and endings

#### *COMPETENCY 10.d – EVALUATION*

Definition: Evaluate individuals, families, groups, organizations, and communities.

Demonstrates the following foundation practice behaviors:

10.d.1 Critically analyze, monitor, and evaluate interventions

### **COURSE DESIGN**

The course will use structured, experiential learning which is outlined in the student's individualized Educational Agreement form. Field placement learning experiences are developed in concert with the field instructor and are linked to the competencies outlined on the *Foundation* Educational Agreement form. Students strive to develop field-based assignments which will exhibit that they have become proficient in the social work competencies. The field placement hours are logged at a fieldwork site and all student related activities are supervised by an approved, credentialed field instructor. The field placement is facilitated and monitored by the Office of Field Instruction Field Liaison who assigns the final grade. Each credit hour of field placement at the *Foundation* level is 114 clock hours of work. Students are required to log a total of 228 hours in *Foundation* field instruction.

### **Relationship of the Course to Four Curricular Themes**

- *Multiculturalism and Diversity:* Students will be able to assess similarities and differences between themselves and the people they work with utilizing *Foundation* skills as well as set specific goals and objectives which incorporate these factors into their practice. Differences to be taken into account will include gender, race, ethnicity, social class, age and other forms of social stratification and disenfranchisement
- *Social Justice and Social Change:* Students will demonstrate competence in: a) assessing the causes and consequences of social and economic oppression on people represented in the in the group of people they are assigned to work with; b) analyzing, developing, implementing, and evaluating opportunities for growth and change to alter the situation(s); and c) building on the resources and strengths of socially and economically oppressed groups and working with them to strengthen their circumstances through utilization of *Foundation* skill sets
- *Promotion, Prevention, Treatment, and Rehabilitation:* Students will be exposed to experiences that evaluate and incorporate promotion, prevention, treatment and rehabilitation principles at the *Foundation* level
- *Social Science Theory and Research:* Students will be expected to incorporate social science and research findings in the field placement, whenever possible

### **SOCIAL WORK ETHICS AND VALUES**

Ethical standards of social work practice (as presented in the NASW Code of Ethics) will be used to address ethical issues commonly confronted by those practicing *Foundation* level social work. The ethical standards of client confidentiality and appropriate roles, conduct and behavior of social workers and their colleagues, inter-professional/disciplinary collaboration, advocacy for oppressed individuals, and social justice will be particularly relevant to this course. The ethical themes of autonomy, beneficence, nonmaleficence [do no harm], fidelity, and justice will also be addressed.

**Faculty Approved:** October 17, 2012

In addition to field instruction, students will also be expected to attend a foundation field seminar that runs concurrently with their first term of field placement. Please refer to the course statement for this class found in Volume 3, Chapter 13, Section 1.

Please also refer to the SSW Student Guide, Volume 2, Chapter 3: Foundation Requirements.

## **Section 13.01 SW531: Foundation Field Instruction Field Seminar**

### **PREREQUISITES**

Only those students admitted to the School of Social Work in good standing to the 16-month, 20-month or extended degree curriculum schedules are eligible to be enrolled in Foundation field seminar (SW531). Students must successfully interview and be accepted for a field placement. Only those students who meet the eligibility requirement for SW515 may enroll in SW531.

### **COURSE DESCRIPTION**

Foundation Field Seminar (SW531) is a 1 credit required course that is offered concurrently with the Foundation Field (SW515) in the first term of a student's field placement. The seminar will meet for a total of 7 required sessions which are two hours each. Each section will be split into two groups of approximately 15 students: the Maize group and the Blue group. These groups will meet on alternate weeks with two seminar facilitators. One facilitator will be a Field Faculty who will provide knowledge and experience from a practitioner and OFI perspective. The other facilitator is a student peer who is an advanced field MSW candidate. This pair has received facilitation training and meets 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.

### **COURSE CONTENT**

The course is designed to allow students a forum whereby they have opportunities to integrate their coursework and fieldwork in a safe setting using reflection tools and case-based situations from their field placement. The purpose of the seminar is as follows:

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The course is designed to allow students a forum whereby they have opportunities to integrate their coursework and fieldwork in a safe setting using reflection tools and case-based situations from their field placement. The purpose of the seminar is as follows:

- Introduce the SW competencies and practice behaviors
- Introduce Bloom's Taxonomy and the beginning, middle and end stages of learning
- Facilitate discussion of field related issues including supervisions, self-care, and ethical dilemmas
- Provide opportunities for troubleshooting of pragmatic and procedural aspects of field instruction (e.g. field related paperwork including the Placement Verification form, Educational Agreement form, and Student Narrative)
- Create a safe space for the discussion, development and practice of:
  - Peer consultation
- Problem solving skills and professional decision making skills
- Expose students to other fieldwork sites, services, and School of Social Work practice methods and areas
- Learn to use the Self-Reflective Tool (WHAT? SO WHAT? NOW WHAT?)
- Share and discuss individual professional skill focused assignments related to Council on Social Work Education (CSWE) identified social work competencies and practice behaviors that they have developed in their Foundation Educational Agreement

### **COURSE COMPETENCIES AND PRACTICE BEHAVIORS**

#### ***1.0 Professional Identity***

- 1.1 Advocate for client access to the services of social work
- 1.2 Practice personal reflection and self-correction to assure continual professional development
- 1.3 Attend to professional roles and boundaries
- 1.4 Demonstrate professional demeanor in behavior, appearance, and communication
- 1.5 Engage in career-long learning
- 1.6 Use supervision and consultation
- 2.0 *Values and Ethics*
- 2.1 Recognize and manage personal values in a way that allows professional values to guide practice
- 2.2 Make ethical decisions by applying standards of the National Association of Social Workers  
Code of Ethics and, as applicable, or the International Federation of Social Workers/ International Association of  
Schools of Social Work Ethics in Social Work Ethics in Social Work Statement of Principles
- 2.3 Tolerate ambiguity in resolving ethical conflicts
- 2.4 Apply strategies of ethical reasoning to arrive at principled decisions
- 3.0 *Critical Thinking*
- 3.1 Distinguish, appraise, and integrate multiple sources of knowledge, including research-based knowledge,  
and  
practice wisdom
- 3.2 Analyze models of assessment, prevention, intervention, and evaluation
- 3.3 Demonstrate effective oral and written communication in working with individuals, families,  
groups, organizations, communities, and colleagues
- 4.0 *Diversity*
- 4.1 Recognize the extent to which a culture's structures and values may oppress, marginalize, alienate, or  
create or  
enhance privilege and power
- 4.2 Gain sufficient self-awareness to eliminate the influence of personal biases and values in working with  
diverse  
groups
- 4.3 Recognize and communicate their understanding of the importance of difference in shaping life experiences
- 4.4 View themselves as learned and engage those with whom they work as informants
- 5.0 *Social and Economic Justice*
- 5.1 Understand the forms and mechanisms of oppression and discrimination
- 5.2 Advocate for human rights and social and economic justice
- 5.3 Engage in practices that advance social and economic justice
- 6.0 *Research*
- 6.1 Use practice experience to inform scientific inquiry
- 6.2 Use research evidence to inform practice
- 7.0 *Human Behavior and the Social Environment*
- 7.1 Utilize conceptual frameworks to guide the processes of assessment, intervention, and evaluation



- 7.2 Critique and apply knowledge to understand person and environment
- 8.0 *Social Policy*
  - 8.1 Analyze, formulate, and advocate for policies that advance social well-being
  - 8.2 Collaborate with colleagues and clients for effective policy action
- 9.0 *Organizational Context*
  - 9.1 Continuously discover, appraise, and attend to changing locales, populations, scientific and technological developments, and emerging societal trends to provide relevant services
  - 9.2 Provide leadership in promoting sustainable changes in service delivery and practice to improve the quality of social services
- 10.a.0 *Engagement*
  - 10.a.1 Social workers substantively and affectively prepare for action with individuals, families, groups, organizations, and communities
  - 10.a.2 Use empathy and other interpersonal skills
  - 10.a.3 Develop mutually agreed-on focus of work and desired outcomes
- 10.b.0 *Assessment*
  - 10.b.1 Collect, organize, and interpret client data
  - 10.b.2 Assess client strengths and limitations
  - 10.b.3 Develop mutually agreed-on intervention goals and objectives
  - 10.b.4 Select appropriate intervention strategies
- 10.c.0 *Intervention*
  - 10.c.1 Initiate actions to achieve organizational goals
  - 10.c.2 Implement prevention interventions that enhance client capacities
  - 10.c.3 Help clients resolve problems
  - 10.c.4 Negotiate, mediate, and advocate for client
  - 10.c.5 Facilitate transitions and endings
- 10.d.0 *Evaluation*
  - 10.d.1 Critically analyze, monitor, and evaluation interventions

## **COURSE OBJECTIVES**

After completion of the course, students will:

1. Demonstrate the ability to negotiate supervision in a proactive manner (1.2, 1.3, 1.4, 1.6).
2. Identify appropriate self-care strategies for emerging social work professionals (1.2, 1.5).
3. Utilize collegial and professional peer consultation as a mechanism for problem solving and apply it to field practice and establish a peer support network (1.6).
4. Prepare for and develop a focus for their work, along with goals and outcomes (10.a.1, 10.a.3, 10.b.3).
5. Demonstrate the use of empathy and interpersonal skills in class and in field (10.a.2).
6. Begin to apply and integrate course material with their fieldwork practice (3.1).
7. Understand and apply critical and creative thinking (3.1, 3.3).
8. Begin to analyze social work models and frameworks of assessment, intervention and evaluation (3.2, 7.1).

9. Understand the fieldwork setting's missions, population served, policies, procedures, relationship to the community (1.1, 9.1, 9.2).
10. 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 (PODS) in the fieldwork setting (4.1, 4.2, 4.3, 4.4).
11. Understand oppression and discrimination, advocate and engage in human rights and social and economic justice (5.1, 5.2, 5.3, 10.c.4).
12. Begin to analyze social and will learn to collaborate with colleagues and clients for social action (8.1, 8.2).
13. Apply the National Association of Social Workers (NAWS) Code of Ethics to their professional practice (2.1, 2.2, 2.3, 2.4).
14. Learn to collect client data, and how to assess client strengths and weakness and how to develop an intervention strategy (10.b.1, 10.b.2, 10.b.4, 10.c.1, 10.c.2).
15. Identify a problem solving model and use it (10.c.3).
16. Demonstrate the ability to enter and exit with clients, organizations and communities (10.c.5).
17. Understand how to analyze, monitor and evaluate interventions (10.d.1).
18. Begin to develop resource and referral networks (6.1, 6.2).
19. Develop an understanding of person in environment (7.2).

### **COURSE DESIGN**

A combination of focuses activities, generative interviews, and open-ended discussions about field placements will be held during these times focusing on a theme related to the required social work competencies and practice behaviors (from Council on Social Work Education Standards- CSWE) found in the Foundation Educational Agreement form. Class discussion requires all participants to review and openly discuss examples from their field placement experiences and to participate in providing and receiving constructive feedback from their student colleagues with the goal of developing peer consultation skills. Attendance is required and will be taken at each session.

### **RELATIONSHIP OF THE COURSE TO FOUR CURRICULAR THEMES**

- Multiculturalism and Diversity Issues will be a part of the field instruction experience and the field seminar will offer a context for the discussion of these issues. Attention will be given to service access and "at risk" populations. The PODS (Privilege, Oppression, Diversity, and Social Justice) lens will be applied to practice situations and students will have an opportunity to discuss relevant field issues related to the diversity dimensions (ability, age, culture, economic class, ethnicity, family structure, gender, gender identity and expression, race, religion, sex, and sexual orientation)

- Social Justice and Social Change issues will be addressed by helping students to critically assess fieldwork setting policy manuals, procedures, and the impact of social forces on the fieldwork setting and its clients. Relevant legislation and policies that seek to promote an equalitarian view will be reviewed and discusses. The role of the social worker as a "change agent" will also be reviewed and discusses. The field seminar will offer a forum for the discussion of these issues

- Promotion, Prevention, Treatment, and Rehabilitation approaches will be addressed within the context of the field assignments and through supervision between the student and the field instructor. The field seminar will offer an opportunity to discuss, review, compare, and contrast alternative approaches and frameworks

- Behavioral and Social Science Research will provide the knowledge base and theory for the application of interventions and analytic methods being employed in the field. Relevant theories and outcomes regarding accountability, empirical validation of interventions and evaluation of best practice will be discusses

### **SOCIAL WORK ETHICS AND VALUES**

Social work ethics and values will be addressed within the seminar as they pertain to the delivery of services and the application of fieldwork setting policies and procedures. The NASW Code of Ethics will be used to inform students about professional conduct expectations and comportment as a social worker. Each social worker's ethical responsibility to clients, to colleagues, in practice settings, as professionals, to the social work profession, and to the broader society as a whole will be reviewed. The seminar will provide a vehicle for the discussion of field related value laden issues and ethical dilemmas. Students are required to abide by the NASW Code of Ethics as a student in the program.

**Faculty Approved:** October 17, 2012

For additional information, please refer to the SSW Student Guide, Volume 2, Chapter 3: Foundation Requirements.

## **Section 13.02 SW691: Advanced Field Instruction: Community Organization Curriculum**

Prerequisites: Successful completion of SW515 and SW531.

### **COURSE DESCRIPTION**

Advanced field instruction (SW691) builds on the prerequisite SW515 Foundation field instruction course. Students can enroll in advanced field instruction with a grade of Satisfactory ("S") or a grade of Marginal ("M") in SW515 Foundation field instruction. Students choose the practice method concentration of **Community Organization** and also choose a practice area in which to apply this method (Aging in Families & Society-AG, Children & Youth and Families in Society-C & Y, Communities & Social Systems-CSS, Health-H, and Mental Health-MH).

In advanced field instruction, students will engage in tasks and assignments that reflect a higher level mastery of knowledge and increased independence in functioning which is designed to facilitate growth as a social work practitioner while strengthening professional identity. Students in this course will focus on learning *Community Organization* skills through experiential learning opportunities, professional, credentialed supervision, supplemental readings, case-based discussions/conferences, meetings, and other learning opportunities available in the assigned fieldwork setting. These field-based assignments are designed to help students become proficient in the established social work competencies by developing professional practice behaviors (a blend of activities, knowledge and skills), focusing on the *Community Organization* method.

Students will acquire and develop skills and practice behaviors that exhibit the attainment/proficiency of each social work competency in the *Community Organization* method through direct service responsibilities with individuals, families, groups and the service environment. These will be evaluated through the development of specific field-based assignments focusing on the *Community Organization* method and practice behaviors related to each social work competency found on the *Community Organization* Education Agreement form. These assignments will be rated at the end of each term using the established scale. A developmentally focused narrative is also required by the field instructor and the student at the end of the term using the established guidelines.

Students in advanced field instruction have opportunities to apply their skills in a greater variety of circumstances, with greater depth and breadth over a sustained period of time with the goal of increasing the rigor and complexity in the assignments as well as independence. The social work competencies for advanced field instruction are indicated below and are found on the *Community Organization* Educational Agreement form. The goal is for students to achieve proficiency in each competency indicated below and to find ways to integrate classroom knowledge with practice experiences.

### **COURSE CONTENT**

This course will build on the generalist practice skills learned in the foundation level field instruction course. Field instruction is intended to develop mastery of practice skills through advanced responsibilities and supervised experiential learning in: a) organizing individuals and groups for social and political action; b) planning programs at the local level in accordance with social justice values;

- c) developing community-based resources/ services for and by underserved areas or groups; and/or
- d) motivating people to participate in the decisions that affect their lives. This course will present the major approaches to community organization. Each of the approaches will include skills that students will use to: a) prepare for practice; b) analyze community conditions; c) build structure and organization; d) formulate plans and strategies; e) implement plans, programs or actions; and f) monitor and evaluate activities.

Specific assignments will increase students' knowledge about the ways in which mechanisms of oppression and privilege affect community organization practice for various groups in culturally diverse communities. Differences to be taken into account will consist of the diversity dimensions; ability, age, culture, economic class, ethnicity, family structure, gender, gender identity and expression, race, religion, sex, and sexual orientation, as appropriate. By applying knowledge about privilege, oppression, and strengths-based perspectives, students will have an opportunity to engage in and demonstrate competence in responding to community needs and strengths.

The field curriculum utilizes Bloom's taxonomy of cognitive development as a reference tool in the development of competent social work professionals. Students will become familiar with these stages of development as they relate to the identification and creation of field-based assignments that allow them to participate in a beginning, middle and end stage approach to their learning.

### **COURSE OBJECTIVES, COMPETENCIES, & PRACTICE BEHAVIORS**

Students will demonstrate proficiency in the following competencies and practice behaviors, upon successful completion of specific fieldwork site assignments in the chosen practice area (AG, C&Y, H, MH or CSS) in the *Community Organization* practice method concentration:

#### **COMPETENCY 1.0 – PROFESSIONAL IDENTITY**

*Definition:* Identifies as a professional social worker and conducts oneself as a representative of the profession, its mission and core values.

*Demonstrates the Following Community Organization Practice Behaviors:*

- 1.1 Student advocates for client access to the services of social work
- 1.2 Student practices personal reflection and self-correction to assure continual professional development
- 1.3 Student attends to professional roles and boundaries
- 1.4 Student demonstrates professional demeanor in behavior, appearance, and communication
- 1.5 Student engages in career-long learning
- 1.6 Student uses supervision and consultation
- 1.7 Advanced students** in the method area of *Community Organizing* demonstrate professional use of self with client groups and maintain professional boundaries

#### **COMPETENCY 2.0 – VALUES & ETHICS**

*Definition:* Demonstrates how the value base, ethical standards and principles of the social work profession are applied to social work practice.

*Demonstrates the Following Community Organization Practice Behaviors:*

- 2.1 Student recognizes and manages personal values in a way that allows professional values to guide practice
- 2.2 Student makes ethical decisions by applying standards of the National Association of Social Workers Code of Ethics and, as applicable, of the International Federation of Social Workers/International Association of Schools of Social Work Ethics in Social Work Statement of Principles
- 2.3 Student tolerates ambiguity in resolving ethical conflicts
- 2.4 Student applies strategies of ethical reasoning to arrive at principled decisions
- 2.5 Advanced students** in the method area of *Community Organizing* demonstrate knowledge and critically analyze ethical issues arising in community organization practice

### COMPETENCY 3.0 – CRITICAL THINKING

*Definition:* The intellectually disciplined process of actively and skillfully conceptualizing, applying, analyzing, synthesizing, and/or evaluating information gathered from, or generated by, observation, experience, reflection, reasoning or communication.

*Demonstrates the Following Community Organization Practice Behaviors:*

- 3.1 Student distinguishes, appraises, and integrates multiple sources of knowledge, including research-based knowledge, and practice wisdom
- 3.2 Student analyzes models of assessment, prevention, intervention, and evaluation
- 3.3 Student demonstrates effective oral and written communication in working with individuals, families, groups, organizations, communities, and colleagues
- 3.4 Advanced students** in the method area of *Community Organizing* critically analyze theories and research findings about community organization from relevant academic disciplines and professional fields

### COMPETENCY 4.0– DIVERSITY

*Definition:* Demonstrates knowledge, skill, sensitivity, self-awareness and respect when working with client groups across all dimensions of diversity (i.e.: clients' abilities, age, culture, economic class, ethnicity, family structure, gender, gender expression, race, religion, and sexual orientation).

*Demonstrates the Following Community Organization Practice Behaviors:*

- 4.1 Student recognizes the extent to which a culture's structures and values may oppress, marginalize, alienate, or create or enhance privilege and power
- 4.2 Student gains sufficient self-awareness to eliminate the influence of personal biases and values in working with diverse groups
- 4.3 Student recognizes and communicates their understanding of the importance of difference in shaping life experiences
- 4.4 Student views themselves as learners and engages those with whom they work as informants
- 4.5 Advanced students** in the method area of *Community Organizing* understand one's own social and cultural locations within society and related identities and group memberships, and how these relate to working with others at the community level

### COMPETENCY 5.0 – SOCIAL AND ECONOMIC JUSTICE

*Definition:* Identifies strategies and advocates advancement of social and economic justice within the context of the fieldwork setting.

*Demonstrates the Following Community Organization Practice Behaviors:*

- 5.1 Student understands the forms and mechanisms of oppression and discrimination
- 5.2 Student advocates for human rights and social and economic justice
- 5.3 Student engages in practices that advance social and economic justice
- 5.4 Advanced students** in the method area of *Community Organizing* work with others toward social justice goals using socially just processes to build organizational capacity and institutional structures

### COMPETENCY 6.0 – RESEARCH

*Definition:* Research practices to improve and/or increase knowledge relevant to the fieldwork setting and populations served.

*Demonstrates the Following Community Organization Practice Behaviors:*

- 6.1 Student uses practice experience to inform scientific inquiry
- 6.2 Student uses research evidence to inform practice

**6.3 Advanced students** in the method area of *Community Organizing* identify and apply theories, research, and lessons learned about community organization models and methods of practice.

#### COMPETENCY 7.0 – HUMAN BEHAVIOR AND THE SOCIAL ENVIRONMENT

*Definition:* Explores and identifies the theoretical frameworks utilized in the fieldwork setting to understand individual and organizational behavior.

*Demonstrates the Following Community Organization Practice Behaviors:*

7.1 Student utilizes conceptual frameworks to guide the processes of assessment, intervention, and evaluation

7.2 Student critiques and applies knowledge to understand person and environment

**7.3 Advanced students** in the method area of *Community Organizing* synthesize and differentially apply theories of human behavior and the social environment such as theories of social change to guide community practice decisions

#### COMPETENCY 8.0 – SOCIAL POLICY

*Definition:* Demonstrates awareness and understanding of social policy's impact on practice by identifying policies that impact the fieldwork setting and the populations served.

*Demonstrates the Following Community Organization Practice Behaviors:*

8.1 Student analyzes, formulates, and advocates for policies that advance social well-being

8.2 Student collaborates with colleagues and clients for effective policy action

**8.3 Advanced students** in the method area of *Community Organizing* understand the policymaking process at the local, state, and federal levels and demonstrate the ways advocates can influence it

#### COMPETENCY 9.0 – ORGANIZATIONAL CONTEXT

*Definition:* Demonstrates an understanding of the organizational structure of the field placement setting, how it operates, the services offered, and its service delivery system.

*Demonstrates the Following Community Organization Practice Behaviors:*

9.1 Student continuously discovers, appraises, and attends to changing locales, populations, scientific and technological developments, and emerging societal trends to provide relevant services

9.2 Student provides leadership in promoting sustainable changes in service delivery and practice to improve the quality of social services

**9.3 Advanced students** in the method area of *Community Organizing* undertake leadership in community organizations in the changing context and historical development of community practice

#### COMPETENCY 10.a – ENGAGEMENT

*Definition:* Communicates effectively and establishes collaborative relationships, rapport and alliances with individuals, families, groups, communities and other professionals while setting aside personal biases, values and beliefs to achieve the mission of the fieldwork site.

*Demonstrates the Following Community Organization Practice Behaviors:*

10.a.1 Student substantively and affectively prepares for action with individuals, families, groups, organizations, and communities

10.a.2 Student uses empathy and other interpersonal skills

10.a.3 Student develops mutually agreed-on focus of work and desired outcomes

**10.a.4 Advanced students** in the method area of *Community Organizing* involve people in institutions and decisions that affect their lives

#### COMPETENCY 10.b – ASSESSMENT

*Definition:* Demonstrates the ability to apply assessment strategies and other data collection methods used in the fieldwork setting.

*Demonstrates the Following Community Organization Practice Behaviors:*

- 10.b.1 Student collects, organizes, and interprets client data
- 10.b.2 Student assesses client strengths and limitations
- 10.b.3 Student develops mutually agreed-on intervention goals and objectives
- 10.b.4 Student selects appropriate intervention strategies

**10.b.5 Advanced students** in the method area of *Community Organizing* assess and diagnose community needs and assets in ways that gather information, increase participation and strengthen social diversity

#### COMPETENCY 10.c – INTERVENTION

*Definition:* Demonstrates the ability to apply goal-based, culturally competent, developmentally appropriate intervention strategies that reflect fieldwork site protocol and practice informed research, which are best suited to meet the needs of the fieldwork setting and population served.

*Demonstrates the Following Community Organization Practice Behaviors:*

- 10.c.1 Student initiates actions to achieve organizational goals
- 10.c.2 Student implements prevention interventions that enhance client capacities
- 10.c.3 Student helps clients resolve problems
- 10.c.4 Student negotiates, mediates, and advocates for clients
- 10.c.5 Student facilitates transitions and endings

**10.c.6 Advanced students** in the method area of *Community Organizing* formulate plans and strategies that involve individuals and groups in efforts to set goals, generate program ideas, make organizational decisions, respect differences in communication and conflict styles and take steps for collective action

#### COMPETENCY 10.d – EVALUATION

*Definition:* Demonstrates the ability to critically analyze, monitor and effectively evaluate specific interventions which were applied within the fieldwork setting and develop a revised intervention strategy.

*Demonstrates the Following Community Organization Practice Behaviors:*

- 10.d.1 Student critically analyzes, monitors, and evaluates interventions

**10.d.2 Advanced students** in the method area of *Community Organizing* monitor and evaluate activities using techniques that assess activities and outcomes, raise critical consciousness, motivate participation, and contribute to improvement and changes

#### COURSE DESIGN

The course will use structured, experiential learning which is outlined in the student's individualized Educational Agreement form and assigned based on the student's chosen practice method concentration and practice area. Field placement learning experiences are developed in concert with the field instructor and are linked to the competencies outlined on the student's assigned Educational Agreement form. Students strive to develop field-based assignments which will exhibit that they have become proficient in the social work competencies. The field placement hours are logged at a fieldwork site and all student related activities are supervised by an approved, credentialed field instructor. The field placement is facilitated and monitored by the Office of Field Instruction Field Liaison who assigns the final grade.

If a student elects a specialization or minor, these will be established during the placement phase. Each credit hour of field placement at the advanced level is 57 clock hours of work. Advanced students are required to log a total of 684 hours. Students electing a minor will complete a total of 171 clock hours out of the 684 total in their minor area and complete the required documentation for the minor field-based assignments related to the assigned competencies.



### Relationship of the Course to Four Curricular Themes

· *Multiculturalism and Diversity:* Students will be able to assess similarities and differences between themselves and the people represented in the community organization arena as well as set specific objectives which incorporate these factors into their practice at the community organization level. Differences to be taken into account will include gender, race, ethnicity, social class, age and other forms of social stratification and disenfranchisement.

· *Social Justice and Social Change:* Students will demonstrate competence in: a) assessing the causes and consequences of social and economic oppression on people represented in the community organization; b) analyzing, developing, implementing, and evaluating community organization to alter the situation(s); and c) building on the resources and strengths of socially and economically oppressed groups and working with them to strengthen their circumstances through community organization.

· *Promotion, Prevention, Treatment, and Rehabilitation:* Students will be exposed to experiences that evaluate and incorporate promotion, prevention, treatment and rehabilitation principles at the community level.

· *Social Science Theory and Research:* Students will be expected to incorporate social science and research findings in the field placement, whenever possible.

### **SOCIAL WORK ETHICS AND VALUES**

Ethical standards of social work practice (as presented in the NASW Code of Ethics) will be used to address ethical issues commonly confronted in community organizing. The ethical standards of client confidentiality and appropriate roles, conduct and behavior of social workers and their colleagues, inter-professional/disciplinary collaboration, advocacy for oppressed individuals, and social justice will be particularly relevant to this course. The ethical themes of autonomy, beneficence, non-maleficence [do no harm], fidelity, and justice will also be addressed.

**Faculty Approval Date:** December 2, 2012

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.

## **Section 13.03 SW691: Advanced Field Instruction: Interpersonal Practice Curriculum**

Prerequisites: Successful completion of SW515 and SW531.

### **COURSE DESCRIPTION**

Advanced field instruction (SW691) builds on the prerequisite SW515 Foundation field instruction course. Students can enroll in advanced field instruction with a grade of Satisfactory ("S") or a grade of Marginal ("M") in SW515 Foundation field instruction. Students choose the practice method concentration of *Interpersonal Practice* and also choose a practice area in which to apply this method (Aging in Families & Society-AG, Children & Youth and Families in Society-C & Y, Communities & Social Systems-CSS, Health-H, and Mental Health-MH).

In advanced field instruction, students will engage in tasks and assignments that reflect a higher level mastery of knowledge and increased independence in functioning which is designed to facilitate growth as a social work practitioner while strengthening professional identity. Students in this course will focus on learning *Interpersonal Practice* skills through experiential learning opportunities, professional, credentialed supervision, supplemental readings, case-based discussions/conferences, meetings, and other learning opportunities available in the assigned fieldwork setting. These field-based assignments are designed to help students become proficient in the established social work competencies by developing professional practice behaviors (a blend of activities, knowledge and skills), focusing on the *Interpersonal Practice* method.

Students will acquire and develop skills and practice behaviors that exhibit the attainment/proficiency of each social work competency in the *Interpersonal Practice* method through direct service responsibilities with individuals, families, groups and the service environment. These will be evaluated through the development of specific field-based assignments focusing on the *Interpersonal Practice* method and practice behaviors related to each social work competency found on the *Interpersonal Practice* Education Agreement form. These assignments will be rated at the end of each term using the established scale. A developmentally focused narrative is also required by the field instructor and the student at the end of the term using the established guidelines.

Students in advanced field instruction have opportunities to apply their skills in a greater variety of circumstances, with greater depth and breadth over a sustained period of time with the goal of increasing the rigor and complexity in the assignments as well as independence. The social work competencies for advanced field instruction are indicated below and are found on the *Interpersonal Practice* Educational Agreement form. The goal is for students to achieve proficiency in each competency indicated below and to find ways to integrate classroom knowledge with practice experiences.

### **COURSE CONTENT**

This course will build on the generalist practice skills learned in the foundation level field instruction course. The student will directly assume the position of social worker, in which she or he will develop skills specific to working with client groups. The student will be expected to learn about various promotions, prevention, treatment, and rehabilitation service methods performed in the fieldwork setting, to engage in all phases of these service methods, to develop proficiency in their use, and to be able to evaluate the effectiveness of these service methods with individuals, families, and groups. The student will become familiar with associated ethical and value issues that emerge as these service methods are applied. Each term of fieldwork aims to broaden and deepen the students' skills and understanding, and evidence of students' cumulative learning is expected.

Specific assignments will increase students' knowledge about the ways in which mechanisms of oppression and privilege affect *Interpersonal Practice* for various groups in culturally diverse communities. Students will build upon their understanding of any key similarities and differences between themselves and client population they serve and take these similarities and differences into account when engaging clients, assessing problems, setting goals, and applying change interventions. Differences to be taken into account will consist of the diversity dimensions; ability, age, culture, economic class, ethnicity, family structure, gender, gender identity and expression, race, religion, sex, and sexual orientation, as appropriate. By applying knowledge about privilege, oppression, and strengths-based perspectives, students will have an opportunity to engage in and demonstrate competence in responding to client needs and client strengths.

The field curriculum utilizes Bloom's taxonomy of cognitive development as a reference tool in the development of competent social work professionals. Students will become familiar with these stages of development as they relate to the identification and creation of field-based assignments that allow them to participate in a beginning, middle and end stage approach to their learning.

### **COURSE OBJECTIVES, COMPETENCIES, AND PRACTICE BEHAVIORS**

Students will demonstrate proficiency in the following competencies and practice behaviors, upon successful completion of specific fieldwork site assignments in the chosen practice area (AG, C&Y, H, MH or CSS) in the *Interpersonal Practice* practice method concentration:

#### **COMPETENCY 1.0 – PROFESSIONAL IDENTITY**

*Definition:* Identifies as a professional social worker and conducts oneself as a representative of the profession, its mission and core values.

*Action:* Identifies a specific fieldwork site assignment that focuses on the chosen practice area (AG, C&Y, H, MH or CSS).

*Demonstrates the Following Interpersonal Practice Behaviors:*

- 1.1 Student advocates for client access to the services of social work
- 1.2 Student practices personal reflection and self-correction to assure continual professional development

- 1.3 Student attends to professional roles and boundaries
- 1.4 Student demonstrates professional demeanor in behavior, appearance, and communication
- 1.5 Student engages in career-long learning
- 1.6 Student uses supervision and consultation
- 1.7 Advanced students** in the method area of *Interpersonal Practice* demonstrate professional use of self with client groups and colleagues

#### COMPETENCY 2.0 – VALUES & ETHICS

*Definition:* Demonstrates how the value base, ethical standards, and principles of the social work profession are applied to social work practice.

*Action:* Identifies a specific fieldwork site assignment that focuses on the chosen practice area (AG, C&Y, H, MH or CSS).

*Demonstrates the Following Interpersonal Practice Behaviors:*

- 2.1 Student recognizes and manages personal values in a way that allows professional values to guide practice
- 2.2 Student makes ethical decisions by applying standards of the National Association of Social Workers Code of Ethics and, as applicable, of the International Federation of Social Workers/International Association of Schools of Social Work Ethics in Social Work Statement of Principles
- 2.3 Student tolerates ambiguity in resolving ethical conflicts
- 2.4 Student applies strategies of ethical reasoning to arrive at principled decisions
- 2.5 Advanced students** in the method area of *Interpersonal Practice* apply and articulate social work values, ethical standards, and principles unique to interpersonal interventions involving diverse populations and settings

#### COMPETENCY 3.0 – CRITICAL THINKING

*Definition:* The intellectually-disciplined process of actively and skillfully conceptualizing, applying, analyzing, synthesizing, and/or evaluating information gathered from, or generated by, observation, experience, reflection, reasoning, or communication.

*Action:* Identifies a specific fieldwork site assignment that focuses on the chosen practice area (AG, C&Y, H, MH or CSS).

*Demonstrates the Following Interpersonal Practice Behaviors:*

- 3.1 Student distinguishes, appraises, and integrates multiple sources of knowledge, including research-based knowledge, and practice wisdom
- 3.2 Student analyzes models of assessment, prevention, intervention, and evaluation
- 3.3 Student demonstrates effective oral and written communication in working with individuals, families, groups, organizations, communities, and colleagues
- 3.4 Advanced students** in the method area of *Interpersonal Practice* apply a minimum of two evidence-informed interpersonal practice theories

#### COMPETENCY 4.0 – DIVERSITY

*Definition:* Demonstrates knowledge, skill, sensitivity, self-awareness and respect when working with client groups across all dimensions of diversity (i.e.; clients' abilities, age, culture, economic class, ethnicity, family structure, gender, gender expression, race, religion, and sexual orientation).

*Action:* Identifies a specific fieldwork site assignment that focuses on the chosen practice area (AG, C&Y, H, MH or CSS).

*Demonstrates the Following Interpersonal Practice Behaviors:*

- 4.1 Student recognizes the extent to which a culture's structures and values may oppress, marginalize, alienate, or create or enhance privilege and power

- 4.2 Student gained sufficient self-awareness to eliminate the influence of personal biases and values in working with diverse groups
- 4.3 Student recognizes and communicates their understanding of the importance of difference in shaping life experiences
- 4.4 Student views themselves as learners and engages those with whom they work as informants
- 4.5 Advanced students** in the method area of *Interpersonal Practice* identify and assess the effects of race/ethnicity, national origin, gender, age, height, weight, marital status, socioeconomic status, sexual orientation, gender identity, gender expression, disability, immigration status, faith/spirituality, veteran status, and the joint and interacting effects of these identities on the client, worker, and client-worker relationship

#### COMPETENCY 5.0 – SOCIAL AND ECONOMIC JUSTICE

*Definition:* Identifies strategies and advocates the advancement of social and economic justice within the context of the fieldwork setting.

*Action:* Identifies a specific fieldwork site assignment that focuses on the chosen practice area (AG, C&Y, H, MH or CSS).

*Demonstrates the Following Interpersonal Practice Behaviors:*

- 5.1 Student understands the forms and mechanisms of oppression and discrimination
- 5.2 Student advocates for human rights and social and economic justice
- 5.3 Student engages in practices that advance social and economic justice

**5.4 Advanced students** in the method area of *Interpersonal Practice* use knowledge of the effects of oppression, discrimination, and historical trauma of client group to guide the development of socially-just planning and interventions

#### COMPETENCY 6.0 – RESEARCH

*Definition:* Research practices to improve and/or increase knowledge relevant to the fieldwork setting and populations served.

*Action:* Identifies a specific fieldwork site assignment that focuses on the chosen practice area (AG, C&Y, H, MH or CSS).

*Demonstrates the Following Interpersonal Practice Behaviors:*

- 6.1 Student uses practice experience to inform scientific inquiry
- 6.2 Student uses research evidence to inform practice
- 6.3 Advanced students in the method area of Interpersonal Practice critically use evidence-informed practices

#### COMPETENCY 7.0 – HUMAN BEHAVIOR AND THE SOCIAL ENVIRONMENT

*Definition:* Explores and identifies the theoretical frameworks utilized in the fieldwork setting to understand individual and organizational behavior.

*Action:* Identifies a specific fieldwork site assignment that focuses on the chosen practice area (AG, C&Y, H, MH or CSS).

*Demonstrates the Following Interpersonal Practice Behaviors:*

- 7.1 Student utilizes conceptual frameworks to guide the processes of assessment, intervention, and evaluation
- 7.2 Student critiques and applies knowledge to understand person and environment
- 7.3 Advanced students** in the method area of *Interpersonal Practice* synthesize and differentially apply theories of human behavior and the social environment to guide clinical practice decisions

#### COMPETENCY 8.0 – SOCIAL POLICY

*Definition:* Demonstrates awareness and understanding of social policy's impact on practice by identifying policies that impact the fieldwork setting and the populations served.

*Action:* Identifies a specific fieldwork site assignment that focuses on the chosen practice area (AG, C&Y, H, MH or CSS).

*Demonstrates the Following Interpersonal Practice Behaviors:*

8.1 Student analyzes, formulates, and advocates for policies that advance social well-being

8.2 Student collaborates with colleagues and clients for effective policy action

**8.3 Advanced students** in the method area of *Interpersonal Practice* communicate and advocate with stakeholders the effects of policies and policy changes on the lives of client groups

#### COMPETENCY 9.0 – ORGANIZATIONAL CONTEXT

*Definition:* Demonstrates an understanding of the organizational structure of the field placement setting, how it operates, the services offered, and its service delivery system.

*Action:* Identifies a specific fieldwork site assignment that focuses on the chosen practice area (AG, C&Y, H, MH or CSS).

*Demonstrates the Following Interpersonal Practice Behaviors:*

9.1 Student continuously discovers, appraises, and attends to changing locales, populations, scientific and technological developments, and emerging societal trends to provide relevant services

9.2 Student provides leadership in promoting sustainable changes in service delivery and practice to improve the quality of social services

**9.3 Advanced students** in the method area of *Interpersonal Practice* critically appraise social and historical era contexts and are proactive in delivering current and relevant services

#### COMPETENCY 10.a – ENGAGEMENT

*Definition:* Communicates effectively and establishes collaborative relationships, rapport, and alliances with individuals, families, groups, communities, and other professionals while setting aside personal biases, values and beliefs to achieve the mission of the fieldwork site.

*Action:* Identifies a specific fieldwork site assignment that focuses on the chosen practice area (AG, C&Y, H, MH or CSS).

*Demonstrates the Following Interpersonal Practice Behaviors:*

10.a.1 Student substantively and affectively prepares for action with individuals, families, groups, organizations, and communities

10.a.2 Student uses empathy and other interpersonal skills

10.a.3 Student develops mutually agreed-on focus of work and desired outcomes

**10.a.4 Advanced students** in the method area of *Interpersonal Practice* demonstrate the ability to form worker-client alliances, communicate empathetically, help enhance the motivation for change, cultivate hope, and address ambivalence and internal/external barriers to change

#### COMPETENCY 10.b – ASSESSMENT

*Definition:* Demonstrates the ability to apply assessment strategies and other data collection methods used in the fieldwork setting.

*Action:* Identifies a specific fieldwork site assignment that focuses on the chosen practice area (AG, C&Y, H, MH or CSS).

*Demonstrates the Following Interpersonal Practice Behaviors:*

10.b.1 Student collects, organizes, and interprets client data

10.b.2 Student assesses client strengths and limitations

10.b.3 Student develops mutually agreed-on intervention goals and objectives

10.b.4 Student selects appropriate intervention strategies

**10.b.5 Advanced students** in the method area of *Interpersonal Practice* synthesize information on clients derived from multi-dimensional, comprehensive assessment

#### COMPETENCY 10.c – INTERVENTION

*Definition:* Demonstrates the ability to apply goal-based, culturally competent, and developmentally appropriate intervention strategies that reflect fieldwork site protocol and practice informed research which are best suited to meet the needs of the fieldwork setting and population served.

*Action:* Identifies a specific fieldwork site assignment that focuses on the chosen practice area (AG, C&Y, H, MH or CSS).

*Demonstrates the Following Interpersonal Practice Behaviors:*

10.c.1 Student initiates actions to achieve organizational goals

10.c.2 Students implements prevention interventions that enhance client capacities

10.c.3 Student helps clients resolve problems

10.c.4 Student negotiates, mediates, and advocates for clients

10.c.5 Student facilitates transitions and endings

**10.c.6 Advanced students** in the method area of *Interpersonal Practice* match intervention methods effectively and ethically with client system problems across diverse backgrounds

#### COMPETENCY #10d – EVALUATION

*Definition:* Demonstrates the ability to critically analyze, monitor, and effectively evaluate specific interventions which were applied within the fieldwork setting and develop a revised intervention strategy.

*Action:* Identifies a specific fieldwork site assignment that focuses on the chosen practice area (AG, C&Y, H, MH or CSS).

*Demonstrates the Following Interpersonal Practice Behaviors:*

10.d.1 Student critically analyzes, monitors, and evaluates interventions

**10.d.2 Advanced students** in the method area of *Interpersonal Practice* evaluate the efficacy of interventions.

#### COURSE DESIGN

The course will use structured, experiential learning which is outlined in the student's individualized Educational Agreement form and assigned based on the student's chosen practice method concentration and practice area. Field placement learning experiences are developed in concert with the field instructor and are linked to the competencies outlined on the student's assigned Educational Agreement form. Students strive to develop field-based assignments which will exhibit that they have become proficient in the social work competencies. The field placement hours are logged at a fieldwork site and all student related activities are supervised by an approved, credentialed field instructor. The field placement is facilitated and monitored by the Office of Field Instruction Field Liaison who assigns the final grade.

If a student elects a specialization or minor, these will be established during the placement phase. Each credit hour of field placement at the advanced level is 57 clock hours of work. Advanced students are required to log a total of 684 hours. Students electing a minor will complete a total of 171 clock hours out of the 684 total in their minor area and complete the required documentation for the minor field-based assignments related to the assigned competencies.

#### Relationship of the Course to Four Curricular Themes

- **Multiculturalism and Diversity:** Students will be able to assess similarities and differences between themselves and the people they work with utilizing *Interpersonal Practice* skills as well as set client-centered specific goals and objectives which incorporate these factors into their *Interpersonal Practice*. Differences to be taken into account will include gender, race, ethnicity, social class, age and other forms of social stratification and disenfranchisement.

- **Social Justice and Social Change:** Students will demonstrate competence in: a) assessing the causes and consequences of social and economic oppression on people represented in the in the group of people they are assigned to work with; b) analyzing, developing, implementing, and evaluating opportunities for client growth and change to alter the situation(s); and c) building on the resources and strengths of socially and economically oppressed groups and working with them to strengthen their circumstances through *Interpersonal Practice* skills.

- **Promotion, Prevention, Treatment, and Rehabilitation:** Students will be exposed to experiences that evaluate and incorporate promotion, prevention, treatment and rehabilitation principles at the interpersonal level.

- **Social Science Theory and Research:** Students will be expected to incorporate social science and research findings in the field placement, whenever possible.

### **SOCIAL WORK ETHICS AND VALUES**

Ethical standards of social work practice (as presented in the NASW Code of Ethics) will be used to address ethical issues commonly confronted in *Interpersonal Practice*. The ethical standards of client confidentiality and appropriate roles, conduct and behavior of social workers and their colleagues, inter-professional/disciplinary collaboration, advocacy for oppressed individuals, and social justice will be particularly relevant to this course. The ethical themes of autonomy, beneficence, nonmaleficence [do no harm], fidelity, and justice will also be addressed.

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themes of autonomy, beneficence, non-maleficence [do no harm], fidelity, and justice will also be addressed.

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.

## **Section 13.04 SW691: Advanced Field Instruction: Management of Human Services Curriculum**

**Prerequisites:** Successful completion of SW515 and SW531.

### **COURSE DESCRIPTION**

Advanced field instruction (SW691) builds on the prerequisite SW515 Foundation field instruction course. Students can enroll in advanced field instruction with a grade of Satisfactory ("S") or a grade of Marginal ("M") in SW515 Foundation field instruction. Students choose the practice method concentration of **Management of Human Services** and also choose a practice area in which to apply this method (Aging in Families & Society-AG, Children & Youth and Families in Society-C & Y, Communities & Social Systems-CSS, Health-H, and Mental Health-MH).

In advanced field instruction, students will engage in tasks and assignments that reflect a higher level mastery of knowledge and increased independence in functioning which is designed to facilitate growth as a social work practitioner while strengthening professional identity. Students in this course will focus on learning *Management of Human Services* skills through experiential learning opportunities, professional, credentialed supervision, supplemental readings, case-based discussions/conferences, meetings, and other learning opportunities available in the assigned fieldwork setting. These field-based assignments are designed to help students become proficient in the established social work competencies by developing professional practice behaviors (a blend of activities, knowledge and skills), focusing on the *Management of Human Services* method.



Students will acquire and develop skills and practice behaviors that exhibit the attainment/proficiency of each social work competency in the *Management of Human Services* method through direct service responsibilities with organizations, groups, individuals, and the human service environment. These will be evaluated through the development of specific field-based assignments focusing on the *Management of Human Services* method and practice behaviors related to each social work competency found on the *Management of Human Services* Education Agreement form. These assignments will be rated at the end of each term using the established scale. A developmentally focused narrative is also required by the field instructor and the student at the end of the term using the established guidelines.

Students in advanced field instruction have opportunities to apply their skills in a greater variety of circumstances, with greater depth and breadth over a sustained period of time with the goal of increasing the rigor and complexity in the assignments as well as independence. The social work competencies for advanced field instruction are indicated below and are found on the *Management of Human Services* Educational Agreement form. The goal is for students to achieve proficiency in each competency and to find ways to integrate classroom knowledge with practice experiences.

### **COURSE CONTENT**

This course will build on the generalist practice skills learned in the foundation level field instruction course. Students will directly assume the position of social worker, in which she or he will develop skills specific to working with client groups within organizations and communities. Students will learn particular skills to understand and assess an organization and its programs in terms of the fieldwork site's current mission and relationship to its environment. Additionally, students will acquire skills in the application of the methods and techniques to plan, design, and operationalize organizations and programs regarding personnel, supervision, budgeting, monitoring, and evaluating contemporary human service organizations and their programs. Each term of field work aims to broaden and deepen the students' skills and understanding, and evidence of students' cumulative learning is expected.

Specific assignments will increase students' knowledge about the ways in which mechanisms of oppression and privilege affect *Management of Human Services* for various groups in culturally diverse communities and in social welfare administration practice. Students will build upon their understanding of any key similarities and differences between themselves and client population they serve and take these similarities and differences into account when engaging organizations, groups, assessing problems, setting goals, and applying management interventions. Differences to be taken into account will consist of the diversity dimensions; ability, age, culture, economic class, ethnicity, family structure, gender, gender identity and expression, race, religion, sex, and sexual orientation, as appropriate. By applying knowledge about privilege, oppression, and strengths-based perspectives, students will have an opportunity to engage in and demonstrate competence in responding to organizational needs and strengths.

The field curriculum utilizes Bloom's taxonomy of cognitive development as a reference tool in the development of competent social work professionals. Students will become familiar with these stages of development as they relate to the identification and creation of field-based assignments that allow them to participate in a beginning, middle and end stage approach to their learning.

### **COURSE OBJECTIVES, COMPETENCIES, & PRACTICE BEHAVIORS**

Students will demonstrate proficiency in the following competencies and practice behaviors, upon successful completion of specific fieldwork site assignments in the chosen practice area (AG, C&Y, H, MH or CSS) in the *Management of Human Services* practice method concentration:

#### **COMPETENCY 1.0 – PROFESSIONAL IDENTITY**

*Definition:* Identifies as a professional social worker and conducts oneself as a representative of the profession, its mission and core values.

*Demonstrates the Following Management of Human Services Practice Behaviors:*

- 1.1 Student advocates for client access to the services of social work

- 1.2 Student practices personal reflection and self-correction to assure continual professional development
- 1.3 Student attends to professional roles and boundaries
- 1.4 Student demonstrates professional demeanor in behavior, appearance, and communication
- 1.5 Student engages in career-long learning
- 1.6 Student uses supervision and consultation
- 1.7 Advanced students** in the method area of *Management of Human Services* demonstrate planned professional use of self with external and internal stakeholders

#### COMPETENCY 2.0 – VALUES & ETHICS

*Definition:* Demonstrates how the value base, ethical standards and principles of the social work profession are applied to social work practice.

*Demonstrates the Following Management of Human Services Practice Behaviors:*

- 2.1 Student recognizes and manages personal values in a way that allows professional values to guide practice
- 2.2 Student makes ethical decisions by applying standards of the National Association of Social Workers Code of Ethics and, as applicable, of the International Federation of Social Workers/International Association of Schools of Social Work Ethics in Social Work Statement of Principles
- 2.3 Student tolerates ambiguity in resolving ethical conflicts
- 2.4 Student applies strategies of ethical reasoning to arrive at principled decisions
- 2.5 Advanced students** in the method area of *Management of Human Services* analyze situational contexts and the interests and priorities of the organization and its external and internal stakeholders, and identify appropriate ethical conduct

#### COMPETENCY 3.0 – CRITICAL THINKING

*Definition:* The intellectually-disciplined process of actively and skillfully conceptualizing, applying, analyzing, synthesizing, and/or evaluating information gathered from, or generated by, observation, experience, reflection, reasoning, or communication.

*Demonstrates the Following Management of Human Services Practice Behaviors:*

- 3.1 Student distinguishes, appraises, and integrates multiple sources of knowledge, including research-based knowledge, and practice wisdom
- 3.2 Student analyzes models of assessment, prevention, intervention, and evaluation
- 3.3 Student demonstrates effective oral and written communication in working with individuals, families, groups, organizations, communities, and colleagues
- 3.4 Advanced students** in the method area of *Management of Human Services* use organizational/management theories and research evidence to improve human services organizations and they achieve their goals

#### COMPETENCY 4.0 – DIVERSITY

*Definition:* Demonstrates knowledge, skill, sensitivity, self-awareness and respect when working with client groups across all dimensions of diversity (i.e. clients' abilities, age, culture, economic class, ethnicity, family structure, gender, gender expression, race, religion, and sexual orientation).

*Demonstrates the Following Management of Human Services Practice Behaviors:*

- 4.1 Student recognizes the extent to which a culture's structures and values may oppress, marginalize, alienate, or create or enhance privilege and power
- 4.2 Student gained sufficient self-awareness to eliminate the influence of personal biases and values in working with diverse groups

4.3 Student recognizes and communicates their understanding of the importance of difference in shaping life experiences

4.4 Student views themselves as learners and engages those with whom they work as informants

**4.5 Advanced students** in the method area of *Management of Human Services* demonstrate knowledge of management issues regarding human diversity and social inclusion in human service organizations and the communities they serve

#### COMPETENCY 5.0 – SOCIAL AND ECONOMIC JUSTICE

*Definition:* Identifies strategies and advocates the advancement of social and economic justice within the context of the fieldwork setting.

*Demonstrates the Following Management of Human Services Practice Behaviors:*

5.1 Student understands the forms and mechanisms of oppression and discrimination

5.2 Student advocates for human rights and social and economic justice

5.3 Student engages in practices that advance social and economic justice

**5.4 Advanced students** in the method area of *Management of Human Services* evaluate and enhance the practices of human service executives and managers as advocates of social change and social justice within their organizations and society

#### COMPETENCY 6.0 – RESEARCH

*Definition:* Research practices to improve and/or increase knowledge relevant to the fieldwork setting and populations served.

*Demonstrates the Following Management of Human Services Practice Behaviors:*

6.1 Student uses practice experience to inform scientific inquiry

6.2 Student uses research evidence to inform practice

**6.3 Advanced students** in the method area of *Management of Human Services* analyze and apply evidence and theory to improve the practices of executives and managers in human service organizations to effectively achieve their agency's goals

#### COMPETENCY 7.0 – HUMAN BEHAVIOR AND THE SOCIAL ENVIRONMENT

*Definition:* Explores and identifies the theoretical frameworks utilized in the fieldwork setting to understand individual and organizational behavior.

*Demonstrates the Following Management of Human Services Practice Behaviors:*

7.1 Student utilizes conceptual frameworks to guide the processes of assessment, intervention, and evaluation

7.2 Student critiques and applies knowledge to understand person and environment

**7.3 Advanced students** in the method area of *Management of Human Services* synthesize and differentially apply theories of human behavior and the social environment to guide management practice

#### COMPETENCY 8.0 – SOCIAL POLICY

*Definition:* Demonstrates awareness and understanding of social policy's impact on practice by identifying policies that impact the fieldwork setting and the populations served.

*Demonstrates the Following Management of Human Services Practice Behaviors:*

8.1 Student analyzes, formulates, and advocates for policies that advance social well-being

8.2 Student collaborates with colleagues and clients for effective policy action

**8.3 Advanced students** in the method area of *Management of Human Services* assess the differential impact of organizational/management policies and practices on marginalized groups.

## COMPETENCY 9.0 – ORGANIZATIONAL CONTEXT

*Definition:* Demonstrate an understanding of the organizational structure of the field placement setting, how it operates, the services offered, and its service delivery system.

*Demonstrates the Following Management of Human Services Practice Behaviors:*

9.1 Student continuously discovers, appraises, and attends to changing locales, populations, scientific and technological developments, and emerging societal trends to provide relevant services

9.2 Student provides leadership in promoting sustainable changes in service delivery and practice to improve the quality of social services

**9.3 Advanced students** in the method area of *Management of Human Services* differentially apply management practices to create an informed response to changing environments in order to support the delivery of high quality services

## COMPETENCY 10.a – ENGAGEMENT

*Definition:* Communicates effectively and establishes collaborative relationships, rapport, and alliances with individuals, families, groups, communities, and other professionals while setting aside personal biases, values and beliefs to achieve the mission of the fieldwork site.

*Demonstrates the Following Management of Human Services Practice Behaviors:*

10.a.1 Student substantively and affectively prepares for action with individuals, families, groups, organizations, and communities

10.a.2 Student uses empathy and other interpersonal skills

10.a.3 Student develops mutually agreed-on focus of work and desired outcomes

**10.a.4 Advanced students** in the method area of *Management of Human Services* effectively communicate with and establish culturally appropriate relationships with external and internal organizational stakeholders

## COMPETENCY 10.b – ASSESSMENT

*Definition:* Demonstrates the ability to apply assessment strategies and other data collection methods used in the fieldwork setting.

*Demonstrates the Following Management of Human Services Practice Behaviors:*

10.b.1 Student collects, organizes, and interprets client data

10.b.2 Student assesses client strengths and limitations

10.b.3 Student develops mutually agreed-on intervention goals and objectives

10.b.4 Student selects appropriate intervention strategies

**10.b.5 Advanced students** in the method area of *Management of Human Services* demonstrate the ability to assess stakeholder needs

## COMPETENCY 10.c – INTERVENTION

*Definition:* Demonstrate the ability to apply goal-based, culturally competent, developmentally appropriate intervention strategies that reflect fieldwork site protocol and practice informed research, which are best suited to meet the needs of the fieldwork setting and population served.

*Demonstrates the Following Management of Human Services Practice Behaviors:*

10.c.1 Student initiates actions to achieve organizational goals

10.c.2 Students implements prevention interventions that enhance client capacities

10.c.3 Student helps clients resolve problems

10.c.4 Student negotiates, mediates, and advocates for clients

10.c.5 Student facilitates transitions and endings

**10.c.6 Advanced students** in the method area of *Management of Human Services* demonstrate the ability to plan and execute effective management practices

#### COMPETENCY 10.d – EVALUATION

*Definition:* Demonstrates the ability to critically analyze, monitor, and effectively evaluate specific interventions which were applied within the fieldwork setting and develop a revised intervention strategy.

*Demonstrates the Following Management of Human Services Practice Behaviors:*

10.d.1 Student critically analyzes, monitors, and evaluates interventions

**10.d.2 Advanced students** in the method area of *Management of Human Services* demonstrate the use of appropriate evaluation methods to assess and improve organizational operations and/or client systems

#### COURSE DESIGN

The course will use structured, experiential learning which is outlined in the student's individualized Educational Agreement form and assigned based on the student's chosen practice method concentration and practice area. Field placement learning experiences are developed in concert with the field instructor and are linked to the competencies outlined on the student's assigned Educational Agreement form. Students strive to develop field-based assignments which will exhibit that they have become proficient in the social work competencies. The field placement hours are logged at a fieldwork site and all student related activities are supervised by an approved, credentialed field instructor. The field placement is facilitated and monitored by the Office of Field Instruction Field Liaison who assigns the final grade.

If a student elects a specialization or minor, these will be established during the placement phase. Each credit hour of field placement at the advanced level is 57 clock hours of work. Advanced students are required to log a total of 684 hours. Students electing a minor will complete a total of 171 clock hours out of the 684 total in their minor area and complete the required documentation for the minor field-based assignments related to the assigned competencies.

#### Relationship of the Course to Four Curricular Themes

· *Multiculturalism and Diversity:* Students will be able to assess similarities and differences between themselves and the people they work with utilizing *Management of Human Services* skills as well as set specific goals and objectives which incorporate these factors into their *Management of Human Services* practice. Differences to be taken into account will include gender, race, ethnicity, social class, age and other forms of social stratification and disenfranchisement.

· *Social Justice and Social Change:* Students will demonstrate competence in: a) assessing the causes and consequences of social and economic oppression on people represented in the in the group of people they are assigned to work with; b) analyzing, developing, implementing, and evaluating opportunities for growth and change to alter the situation(s); and c) building on the resources and strengths of socially and economically oppressed groups and working with them to strengthen their circumstances through strategies and using a *Management of Human Services* skill set.

· *Promotion, Prevention, Treatment, and Rehabilitation:* Students will be exposed to a wide continuum of care provided by the fieldwork site and other organizations in their area of service. Students will routinely learn to address human needs in terms of intervention modalities which incorporate promotion, prevention, treatment and rehabilitation principles and establish fieldwork site systems, structures, and procedures which help institutionalize such modalities.

· *Social Science Theory and Research:* Students will be expected to incorporate social science and research findings in the field placement, whenever possible. *Management of Human Services* students will examine ways in which social science data is translated into current social policies and the consequences (both positive and negative) which emerge for the fieldwork site and program functioning.

#### SOCIAL WORK ETHICS AND VALUES

Ethical standards of social work practice (as presented in the NASW Code of Ethics) will be used to address ethical issues commonly confronted by those practicing *Management of Human Services*. The ethical standards of client confidentiality and appropriate roles, conduct and behavior of social workers and their colleagues, inter-professional/disciplinary collaboration, advocacy for oppressed individuals, and social justice will be particularly relevant to this course. The ethical themes of autonomy, beneficence, nonmaleficence [do no harm], fidelity, and justice will also be addressed.

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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.

## **Section 13.05 SW691: Advanced Field Instruction: Social Policy and Evaluation Curriculum**

Prerequisites: Successful completion of SW515 and SW531.

### **COURSE DESCRIPTION**

Advanced field instruction (SW691) builds on the prerequisite SW515 Foundation field instruction course. Students can enroll in advanced field instruction with a grade of Satisfactory ("S") or a grade of Marginal ("M") in SW515 Foundation field instruction. Students choose the practice method concentration of ***Social Policy and Evaluation*** and also choose a practice area in which to apply this method (Aging in Families & Society-AG, Children & Youth and Families in Society-C & Y, Communities & Social Systems-CSS, Health-H, and Mental Health-MH).

In advanced field instruction, students will engage in tasks and assignments that reflect a higher level mastery of knowledge and increased independence in functioning which is designed to facilitate growth as a social policy and evaluation specialist social work practitioner while strengthening social work professional identity. Students in this course will focus on learning *Social Policy and Evaluation* skills through experiential learning opportunities, professional, credentialed supervision, supplemental readings, case-based discussions/conferences, meetings, and other learning opportunities available in the assigned fieldwork setting. These field-based assignments are designed to help students become proficient in the established social work competencies by developing professional practice behaviors (a blend of activities, knowledge and skills), focusing on the *Social Policy and Evaluation* method.

Students will acquire and develop skills and practice behaviors that exhibit the attainment/proficiency of each social work competency in the *Social Policy and Evaluation* method through direct service responsibilities with individuals, families, groups, communities, organizations and the wider service environment. These will be evaluated through the development of specific field-based assignments focusing on the *Social Policy and Evaluation* method and practice behaviors related to each social work competency found on the *Social Policy and Evaluation* Education Agreement form. These assignments will be rated at the end of each term using the established scale. A developmentally focused narrative is also required by the field instructor and the student at the end of the term using the established guidelines.

Students in advanced field instruction have opportunities to apply their skills in a greater variety of circumstances, with greater depth and breadth over a sustained period of time with the goal of increasing the rigor and complexity in the assignments as well as independence. The social work competencies for advanced field instruction are indicated below and are found on the *Social Policy and Evaluation* Educational Agreement form. The goal is for students to achieve proficiency in each competency indicated below and to find ways to integrate classroom knowledge with practice experiences.

### **COURSE CONTENT**

This course will build on the generalist practice skills learned in the foundation level field instruction course. The student will directly assume the position of social worker, in which she or he will develop skills specific to working with client groups within organizations and communities. Field instruction is intended to develop practice skills in social policy analysis, development and implementation, as well as practice skills in evaluation methodology. Each term of field work aims to broaden and deepen the students' skills and understanding, and evidence of students' cumulative learning is expected.

This course will build on the generalist practice skills learned in the foundation level field instruction course. The student will directly assume the position of social worker, in which she or he will develop skills specific to working with client groups applying *Social Policy and Evaluation* skill sets. The student will be expected to learn about various promotions, prevention, treatment, and rehabilitation service modalities performed in the fieldwork setting, to learn how to evaluate all phases of service methods, to develop proficiency in analysis and policy guidelines their use, and to be able to establish outcome measures for the populations served. Students will be exposed and learn skills in the application of methods and techniques of evaluation, including assessing, monitoring, and determining the impact and outcome of interventions, programs, and policies and dissemination of findings to decision makers. The student will become familiar with associated ethical and value issues that emerge as these evaluation measures are applied.

Specific assignments will increase students' knowledge about the ways in which mechanisms of oppression and privilege affect *Social Policy and Evaluation* for various groups in culturally diverse communities. Students will build upon their understanding of any key similarities and differences between themselves and client population they serve and take these similarities and differences into account when engaging constituent groups, assessing problems, evaluating outcome and making policy recommendations. Differences to be taken into account will consist of the diversity dimensions; ability, age, culture, economic class, ethnicity, family structure, gender, gender identity and expression, race, religion, sex, and sexual orientation, as appropriate. By applying knowledge about privilege, oppression, and strengths-based perspectives, students will have an opportunity to engage in and demonstrate competence in responding to organization needs and strengths.

The field curriculum utilizes Bloom's taxonomy of cognitive development as a reference tool in the development of competent social work professionals. Students will become familiar with these stages of development as they relate to the identification and creation of field-based assignments that allow them to participate in a beginning, middle and end stage approach to their learning.

### **COURSE OBJECTIVES, COMPETENCIES, AND PRACTICE BEHAVIORS**

Students will demonstrate proficiency in the following competencies and practice behaviors, upon successful completion of specific fieldwork site assignments in the chosen practice area (AG, C&Y, H, MH or CSS) in the *Social Policy and Evaluation* practice method concentration:

#### **COMPETENCY 1.0 – PROFESSIONAL IDENTITY**

*Definition:* Identifies as a professional social worker and conducts oneself as a representative of the profession, its mission and core values.

*Action:* Identifies a specific fieldwork site assignment that focuses on the chosen practice area (AG, C&Y, H, MH or CSS).

*Demonstrates the Following Social Policy and Evaluation Practice Behaviors:*

- 1.1 Student advocates for client access to the services of social work
- 1.2 Student practices personal reflection and self-correction to assure continual professional development
- 1.3 Student attends to professional roles and boundaries
- 1.4 Student demonstrates professional demeanor in behavior, appearance, and communication
- 1.5 Student engages in career-long learning
- 1.6 Student uses supervision and consultation



**1.7 Advanced students** in the method area of *Social Policy and Evaluation* demonstrate professional use of self by applying and acquiring knowledge in the areas of policy and evaluation practice

#### COMPETENCY 2.0 – VALUES & ETHICS

*Definition:* Demonstrates how the value base, ethical standards and principles of the social work profession are applied to social work practice.

*Action:* Identifies a specific fieldwork site assignment that focuses on the chosen practice area (AG, C&Y, H, MH or CSS).

*Demonstrates the Following Social Policy and Evaluation Practice Behaviors:*

- 2.1 Student recognizes and manages personal values in a way that allows professional values to guide practice
- 2.2 Student makes ethical decisions by applying standards of the National Association of Social Workers Code of Ethics and, as applicable, of the International Federation of Social Workers/International Association of Schools of Social Work Ethics in Social Work Statement of Principles
- 2.3 Student tolerates ambiguity in resolving ethical conflicts
- 2.4 Student applies strategies of ethical reasoning to arrive at principled decisions
- 2.5 Advanced students** in the method area of *Social Policy and Evaluation* protect human subjects, act ethically, and strive for integrity in all aspects of research, policy analysis and advocacy, and evaluation

#### COMPETENCY 3.0 – CRITICAL THINKING

*Definition:* The intellectually-disciplined process of actively and skillfully conceptualizing, applying, analyzing, synthesizing, and/or evaluating information gathered from, or generated by, observation, experience, reflection, reasoning, or communication.

*Action:* Identifies a specific fieldwork site assignment that focuses on the chosen practice area (AG, C&Y, H, MH or CSS).

*Demonstrates the Following Social Policy and Evaluation Practice Behaviors:*

- 3.1 Student distinguishes, appraises, and integrates multiple sources of knowledge, including research-based knowledge, and practice wisdom
- 3.2 Student analyzes models of assessment, prevention, intervention, and evaluation
- 3.3 Student demonstrates effective oral and written communication in working with individuals, families, groups, organizations, communities, and colleagues
- 3.4 Advanced students** in the method area of *Social Policy and Evaluation* use state-of-the-art research knowledge; and demonstrate analytical skills in the consumption, production, and dissemination of results in policy and evaluation practice

#### COMPETENCY 4.0 – DIVERSITY

*Definition:* Demonstrates knowledge, skill, sensitivity, self-awareness and respect when working with client groups across all dimensions of diversity (i.e. clients' abilities, age, culture, economic class, ethnicity, family structure, gender, gender expression, race, religion, and sexual orientation).

*Action:* Identifies a specific fieldwork site assignment that focuses on the chosen practice area (AG, C&Y, H, MH or CSS).

*Demonstrates the Following Social Policy and Evaluation Practice Behaviors:*

- 4.1 Student recognizes the extent to which a culture's structures and values may oppress, marginalize, alienate, or create or enhance privilege and power
- 4.2 Student gained sufficient self-awareness to eliminate the influence of personal biases and values in working with diverse groups
- 4.3 Student recognizes and communicates their understanding of the importance of difference in shaping life experiences

4.4 Student views themselves as learners and engages those with whom they work as informants

**4.5 Advanced students** in the method area of *Social Policy and Evaluation* address diversity (as indicated above), promote equity and reduce disparity in the consumption, production, and dissemination of knowledge in research, policy analysis and advocacy, and evaluation

#### COMPETENCY 5.0 – SOCIAL AND ECONOMIC JUSTICE

*Definition:* Identifies strategies and advocates the advancement of social and economic justice within the context of the fieldwork setting.

*Action:* Identifies a specific fieldwork site assignment that focuses on the chosen practice area (AG, C&Y, H, MH or CSS).

*Demonstrates the Following Social Policy and Evaluation Practice Behaviors:*

5.1 Student understands the forms and mechanisms of oppression and discrimination

5.2 Student advocates for human rights and social and economic justice

5.3 Student engages in practices that advance social and economic justice

**5.4 Advanced students** in the method area of *Social Policy and Evaluation* address economic justice in the consumption, production, and dissemination of knowledge in research, policy analysis and advocacy, and evaluation

#### COMPETENCY 6.0 – RESEARCH

*Definition:* Research practices to improve and/or increase knowledge relevant to the fieldwork setting and populations served.

*Action:* Identifies a specific fieldwork site assignment that focuses on the chosen practice area (AG, C&Y, H, MH or CSS).

*Demonstrates the Following Social Policy and Evaluation Practice Behaviors:*

6.1 Student uses practice experience to inform scientific inquiry

6.2 Student uses research evidence to inform practice

**6.3 Advanced students** in the method area of *Social Policy and Evaluation* demonstrate advanced analytical skills in the consumption, production, and dissemination of knowledge in research, policy analysis and advocacy, and evaluation

#### COMPETENCY 7.0 – HUMAN BEHAVIOR AND THE SOCIAL ENVIRONMENT

*Definition:* Explores and identifies the theoretical frameworks utilized in the fieldwork setting to understand individual and organizational behavior.

*Action:* Identifies a specific fieldwork site assignment that focuses on the chosen practice area (AG, C&Y, H, MH or CSS).

*Demonstrates the Following Social Policy and Evaluation Practice Behaviors:*

7.1 Student utilizes conceptual frameworks to guide the processes of assessment, intervention, and evaluation

7.2 Student critiques and applies knowledge to understand person and environment

**7.3 Advanced students** in the method area of *Social Policy and Evaluation* apply theories of human behavior and social environment to guide policy and evaluation practice decisions

#### COMPETENCY 8.0 – SOCIAL POLICY

*Definition:* Demonstrates awareness and understanding of social policy's impact on practice by identifying policies that impact the fieldwork setting and the populations served.

*Action:* Identifies a specific fieldwork site assignment that focuses on the chosen practice area (AG, C&Y, H, MH or CSS).

*Demonstrates the Following Social Policy and Evaluation Practice Behaviors:*

8.1 Student analyzes, formulates, and advocates for policies that advance social well-being

8.2 Student collaborates with colleagues and clients for effective policy action

**8.3 Advanced students** in the method area of *Social Policy and Evaluation* apply knowledge of the history of public policy, its relationship to social welfare, and its failures and successes

#### COMPETENCY 9.0 – ORGANIZATIONAL CONTEXT

*Definition:* Demonstrate an understanding of the organizational structure of the field placement setting, how it operates, the services offered, and its service delivery system.

*Action:* Identifies a specific fieldwork site assignment that focuses on the chosen practice area (AG, C&Y, H, MH or CSS).

*Demonstrates the Following Social Policy and Evaluation Practice Behaviors:*

9.1 Student continuously discovers, appraises, and attends to changing locales, populations, scientific and technological developments, and emerging societal trends to provide relevant services

9.2 Student provides leadership in promoting sustainable changes in service delivery and practice to improve the quality of social services

**9.3 Advanced students** in the method area of *Social Policy and Evaluation* account for organizational, community, and societal contexts of policy and research practice

#### COMPETENCY 10.a – ENGAGEMENT

*Definition:* Communicates effectively and establishes collaborative relationships, rapport, and alliances with individuals, families, groups, communities, and other professionals while setting aside personal biases, values and beliefs to achieve the mission of the fieldwork site.

*Action:* Identifies a specific fieldwork site assignment that focuses on the chosen practice area (AG, C&Y, H, MH or CSS).

*Demonstrates the Following Social Policy and Evaluation Practice Behaviors:*

10.a.1 Student substantively and affectively prepares for action with individuals, families, groups, organizations, and communities

10.a.2 Student uses empathy and other interpersonal skills

10.a.3 Student develops mutually agreed-on focus of work and desired outcomes

**10.a.4 Advanced students** in the method area of *Social Policy and Evaluation* work efficiently with clients and stakeholders before, during, and after policy and evaluation practice

#### COMPETENCY 10.b – ASSESSMENT

*Definition:* Demonstrates the ability to apply assessment strategies and other data collection methods used in the fieldwork setting.

*Action:* Identifies a specific fieldwork site assignment that focuses on the chosen practice area (AG, C&Y, H, MH or CSS).

*Demonstrates the Following Social Policy and Evaluation Practice Behaviors:*

10.b.1 Student collects, organizes, and interprets client data

10.b.2 Student assesses client strengths and limitations

10.b.3 Student develops mutually agreed-on intervention goals and objectives

10.b.4 Student selects appropriate intervention strategies

**10.b.5 Advanced students** in the method area of *Social Policy and Evaluation* use state-of-the-art methods in evaluation and policy practice

#### COMPETENCY 10.c – INTERVENTION

*Definition:* Demonstrate the ability to apply goal-based, culturally competent, developmentally appropriate intervention strategies that reflect fieldwork site protocol and practice informed research which are best suited to meet the needs of the fieldwork setting and population served.

*Action:* Identifies a specific fieldwork site assignment that focuses on the chosen practice area (AG, C&Y, H, MH or CSS).

*Demonstrates the Following Social Policy and Evaluation Practice Behaviors:*

10.c.1 Student initiates actions to achieve organizational goals

10.c.2 Students implements prevention interventions that enhance client capacities

10.c.3 Student helps clients resolve problems

10.c.4 Student negotiates, mediates, and advocates for clients

10.c.5 Student facilitates transitions and endings

**10.c.6 Advanced students** in the method area of *Social Policy and Evaluation* use appropriate tools to intervene in policy and evaluation practice

#### COMPETENCY 10.d – EVALUATION

*Definition:* Demonstrates the ability to critically analyze, monitor, and effectively evaluate specific interventions which were applied within the fieldwork setting and develop a revised intervention strategy.

*Action:* Identifies a specific fieldwork site assignment that focuses on the chosen practice area (AG, C&Y, H, MH or CSS).

*Demonstrates the Following Social Policy and Evaluation Practice Behaviors:*

10.d.1 Student critically analyzes, monitors, and evaluates interventions

**10.d.2 Advanced students** in the method area of *Social Policy and Evaluation* use appropriate methods to evaluate their own policy and evaluation practice

#### COURSE DESIGN

The course will use structured, experiential learning which is outlined in the student's individualized Educational Agreement form and assigned based on the student's chosen practice method concentration and practice area. Field placement learning experiences are developed in concert with the field instructor and are linked to the competencies outlined on the student's assigned Educational Agreement form. Students strive to develop field-based assignments which will exhibit that they have become proficient in the social work competencies. The field placement hours are logged at a fieldwork site and all student related activities are supervised by an approved, credentialed field instructor. The field placement is facilitated and monitored by the Office of Field Instruction Field Liaison who assigns the final grade. If a student elects a specialization or minor, these will be established during the placement phase. Each credit hour of field placement at the advanced level is 57 clock hours of work. Advanced students are required to log a total of 684 hours.

Students electing a minor will complete a total of 171 clock hours out of the 684 total in their minor area and complete the required documentation for the minor field-based assignments related to the assigned competencies.

#### Relationship of the Course to Four Curricular Themes

· *Multiculturalism and Diversity:* Students will be able to assess similarities and differences between themselves and the people they work with utilizing *Social Policy and Evaluation* skills as well as set specific goals and objectives which incorporate these factors into their *Social Policy and Evaluation* practice. Differences to be taken into account will include gender, race, ethnicity, social class, age and other forms of social stratification and disenfranchisement.

- *Social Justice and Social Change:* Students will demonstrate competence in: a) assessing the causes and consequences of social and economic oppression on people represented in the in the group of people they are assigned to work with; b) analyzing, developing, implementing, and evaluating opportunities for growth and change to alter the situation(s); and c) building on the resources and strengths of socially and economically oppressed groups and working with them to strengthen their circumstances through utilization of *Social Policy and Evaluation* skill sets and strategies.

- *Promotion, Prevention, Treatment, and Rehabilitation:* Students will be exposed to experiences that evaluate and incorporate promotion, prevention, treatment and rehabilitation principles and address these using design sensitivity analysis strategies, empowerment evaluations, and content analysis. Statistical techniques will be used to analyze and evaluate to better inform policy issues and/or initiatives.

- *Social Science Theory and Research:* Students will be expected to incorporate social science and research findings in the field placement, whenever possible and to identify models of policy evaluation and program development. Students will examine ways in which social science data is translated into current policy and practice and the consequences (both positive and negative) which emerge.

### **SOCIAL WORK ETHICS AND VALUES**

Ethical standards of social work practice (as presented in the NASW Code of Ethics) and evaluation practice (Program Evaluation Standards) will be used to address ethical issues commonly confronted in the statistical analysis of policy and evaluation. The ethical standards of utility, feasibility, accuracy and propriety relevant to evaluation are emphasized for those whose method is *Social Policy and Evaluation*. The ethical standards of client confidentiality and appropriate roles, conduct and behavior of social workers and their colleagues, inter-professional/disciplinary collaboration, advocacy for oppressed individuals, and social justice will be particularly relevant to this course. The ethical themes of autonomy, beneficence, nonmaleficence [do no harm], fidelity, and justice will also be addressed.

**Faculty Approval Date:** December 2, 2012

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.