# 0.00 Table of Contents

<table>
<thead>
<tr>
<th>Section</th>
<th>Title</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>0.10</td>
<td>President’s Welcome</td>
<td>5</td>
</tr>
<tr>
<td>0.20</td>
<td>University Regent’s Statement</td>
<td>6</td>
</tr>
<tr>
<td>0.30</td>
<td>Dean’s Welcome</td>
<td>8</td>
</tr>
<tr>
<td>0.40</td>
<td>Office of Field Instruction Welcome</td>
<td>9</td>
</tr>
<tr>
<td>0.50</td>
<td>University of Michigan School of Social Work Vision &amp; Mission Statement/Office of Field Instruction Mission Statement</td>
<td>10</td>
</tr>
<tr>
<td>0.60</td>
<td>Council on Social Work Education (CSWE) Educational Policy and Accreditation Standards (EPAS)</td>
<td>11</td>
</tr>
<tr>
<td>1.00</td>
<td>Introduction</td>
<td>12</td>
</tr>
<tr>
<td>2.00</td>
<td>Professional mandates</td>
<td>15</td>
</tr>
<tr>
<td>2.10</td>
<td>Ethics, Values and the National Association of Social Workers (NASW) Code of Ethics</td>
<td>15</td>
</tr>
<tr>
<td>2.20</td>
<td>The Health Insurance Portability and Accountability Act (HIPAA)</td>
<td>15</td>
</tr>
<tr>
<td>2.30</td>
<td>Placement Prerequisites</td>
<td>15</td>
</tr>
<tr>
<td>2.31</td>
<td>Medical Insurance</td>
<td>15</td>
</tr>
<tr>
<td>2.32</td>
<td>Student Agreement/Release of Information</td>
<td>16</td>
</tr>
<tr>
<td>2.33</td>
<td>Safe Health Practices: Immunizations/Vaccinations</td>
<td>16</td>
</tr>
<tr>
<td>2.34</td>
<td>Malpractice Insurance</td>
<td>18</td>
</tr>
<tr>
<td>2.35</td>
<td>Vehicle Insurance</td>
<td>18</td>
</tr>
<tr>
<td>2.36</td>
<td>Criminal History Record Checks/Drug Screening</td>
<td>19</td>
</tr>
<tr>
<td>2.40</td>
<td>PODS (Privilege, Oppression, Diversity and Social Justice) and Affirmative Action</td>
<td>20</td>
</tr>
<tr>
<td>2.50</td>
<td>Disability and Compliance with the Americans with Disabilities Act (ADA)</td>
<td>21</td>
</tr>
<tr>
<td>2.60</td>
<td>Mandatory Reporting and Duty to Warn</td>
<td>21</td>
</tr>
<tr>
<td>2.70</td>
<td>Faculty/Staff/Student Relationship Policy</td>
<td>21</td>
</tr>
<tr>
<td>2.80</td>
<td>Guidelines for Student Safety</td>
<td>23</td>
</tr>
<tr>
<td>3.00</td>
<td>Field Instruction Roles and Responsibilities</td>
<td>30</td>
</tr>
<tr>
<td>3.10</td>
<td>Director of Field Instruction</td>
<td>30</td>
</tr>
<tr>
<td>3.20</td>
<td>Field Educator/Liaison</td>
<td>30</td>
</tr>
<tr>
<td>3.30</td>
<td>Fieldwork Site Selection</td>
<td>32</td>
</tr>
<tr>
<td>3.31</td>
<td>Fieldwork Orientation</td>
<td>34</td>
</tr>
<tr>
<td>3.32</td>
<td>Student Supervision</td>
<td>35</td>
</tr>
<tr>
<td>3.33</td>
<td>Fieldwork Safety Requirements</td>
<td>35</td>
</tr>
</tbody>
</table>
# 0.00 TABLE OF CONTENTS

<table>
<thead>
<tr>
<th>Section</th>
<th>Title</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>3.40</td>
<td>Field Instructor Selection</td>
<td>36</td>
</tr>
<tr>
<td>3.41</td>
<td>Supportive Services/Field Instructor Benefits</td>
<td>39</td>
</tr>
<tr>
<td>3.50</td>
<td>Student</td>
<td>40</td>
</tr>
<tr>
<td>3.60</td>
<td>Faculty Advisor</td>
<td>41</td>
</tr>
<tr>
<td>3.70</td>
<td>Field Advisory Committee</td>
<td>41</td>
</tr>
<tr>
<td>3.80</td>
<td>Community Advisory Board</td>
<td>41</td>
</tr>
<tr>
<td>4.00</td>
<td>FIELD INSTRUCTION PROCEDURES</td>
<td>43</td>
</tr>
<tr>
<td>4.10</td>
<td>Exemption Process</td>
<td>43</td>
</tr>
<tr>
<td>4.11</td>
<td>Policy</td>
<td>43</td>
</tr>
<tr>
<td>4.12</td>
<td>Credit Hours After Exemption</td>
<td>43</td>
</tr>
<tr>
<td>4.13</td>
<td>Advanced Standing and Exempt Students with a Minor Method</td>
<td>43</td>
</tr>
<tr>
<td>4.14</td>
<td>Revoking the Exemption</td>
<td>43</td>
</tr>
<tr>
<td>4.20</td>
<td>Transfer Credits</td>
<td>44</td>
</tr>
<tr>
<td>4.30</td>
<td>Credit Requirements</td>
<td>44</td>
</tr>
<tr>
<td>4.31</td>
<td>Distinctions Between Foundation and Advanced Field Instruction</td>
<td>45</td>
</tr>
<tr>
<td>4.32</td>
<td>Enrollment Requirements</td>
<td>46</td>
</tr>
<tr>
<td>4.33</td>
<td>Credit Hour Distribution</td>
<td>46</td>
</tr>
<tr>
<td>4.34</td>
<td>Elective Field Instruction Credits</td>
<td>46</td>
</tr>
<tr>
<td>4.40</td>
<td>Tracks</td>
<td>46</td>
</tr>
<tr>
<td>4.41</td>
<td>16-Month Track</td>
<td>47</td>
</tr>
<tr>
<td>4.42</td>
<td>20-Month Track</td>
<td>47</td>
</tr>
<tr>
<td>4.43</td>
<td>Advanced Standing Track</td>
<td>48</td>
</tr>
<tr>
<td>4.44</td>
<td>Extended Degree Track</td>
<td>49</td>
</tr>
<tr>
<td>4.45</td>
<td>Doctoral Student (Pre-MSW) Field Requirements</td>
<td>49</td>
</tr>
<tr>
<td>4.50</td>
<td>Minor Requirements</td>
<td>50</td>
</tr>
<tr>
<td>4.60</td>
<td>Fieldwork Schedules</td>
<td>50</td>
</tr>
<tr>
<td>4.61</td>
<td>Classroom Conflicts</td>
<td>51</td>
</tr>
<tr>
<td>4.62</td>
<td>Absences</td>
<td>51</td>
</tr>
<tr>
<td>4.63</td>
<td>Employment</td>
<td>52</td>
</tr>
<tr>
<td>4.70</td>
<td>Deviations from Standard Field Instruction Schedules ~ Out-of-Sequence Petitions</td>
<td>52</td>
</tr>
<tr>
<td>4.80</td>
<td>Changing Dual Concentration After Enrollment in the MSW Program</td>
<td>53</td>
</tr>
<tr>
<td>4.90</td>
<td>Field Placement Process and Required Forms</td>
<td>54</td>
</tr>
<tr>
<td>4.91</td>
<td>Placement Request Materials/Agency Placement Listings</td>
<td>55</td>
</tr>
<tr>
<td>4.92</td>
<td>Field Placement Assignment</td>
<td>56</td>
</tr>
<tr>
<td>4.93</td>
<td>Field Placement Verification Form</td>
<td>57</td>
</tr>
<tr>
<td>4.94</td>
<td>Placement Calendar/Deadlines</td>
<td>57</td>
</tr>
<tr>
<td>4.95</td>
<td>Vehicle Availability/Driver’s License</td>
<td>57</td>
</tr>
<tr>
<td>4.96</td>
<td>Field Placement Related Expenses</td>
<td>58</td>
</tr>
<tr>
<td>4.97</td>
<td>Field Placement Interview</td>
<td>58</td>
</tr>
<tr>
<td>4.98</td>
<td>Policy on Unsuccessful Field Placement Interviews</td>
<td>58</td>
</tr>
</tbody>
</table>
# TABLE OF CONTENTS

## 5.00 SPECIAL PROGRAMS/CERTIFICATES/STIPENDS
- 5.10 The Specialist in Aging Certificate Program
- 5.20 Geriatric Social Work Fellowship Program
- 5.30 Child Welfare Fellowship Program
- 5.40 School Social Work Field Placement Requirements
- 5.50 State of Michigan Department of Human Service Title IV-E Program
- 5.60 Certificate in Jewish Communal Services and Judaic Studies
- 5.70 Financial Supports/Stipends/Supplemental Field-Related Financial Aid

## 6.00 ADDITIONAL FIELD INSTRUCTION POLICIES AND PROCEDURES
- 6.10 Employment-Based Field Placement
- 6.20 Student Generated Proposal Request For Out-of-State & International Field Placement Development
- 6.30 Freedom of Information-Placement Materials

## 7.00 EDUCATIONAL AGREEMENT/EVALUATION AND STUDENT PERFORMANCE
- 7.10 Educational Agreement
- 7.11 Foundation Field Instruction Educational Agreement & Evaluation
- 7.12 Advanced Field Instruction Educational Agreement & Evaluation
- 7.20 Evaluation
- 7.30 Problems in the Field Placement
- 7.31 How to Avoid Problems
- 7.32 Problem Solving Procedures
- 7.33 Field Placement Termination
- 7.34 Termination Due to Unprofessional Performance
- 7.35 Grading When Placement Is Terminated
- 7.40 Grading Policies
- 7.50 Student Code of Academic and Professional Conduct

## 8.00 CURRICULUM
- 8.10 Practice Areas and Practice Methods
- 8.20 Optional Minor Method
- 8.30 Academic Methods Courses That Complement Field Instruction
- 8.40 Human Behavior and the Social Environment
- 8.50 Research and Evaluation
- 8.60 Diversity
- 8.70 Social Work Foundation Field Instruction (SOCWK 515)
- 8.80 Social Work Foundation Field Seminar (SOCWK 531)
- 8.90 Social Work Advanced Field Instruction (SOCWK 691)

## 9.00 APPENDICES
Welcome to the University of Michigan!

We are a University rich in history, academic excellence and leadership. The heart of Michigan’s success resides in our dedicated staff, robust student body and outstanding faculty members, including distinguished composers, novelists and poets, scientists, engineers, physicians, social scientists, artists, and filmmakers. The quality, breadth, and depth of this University’s intellectual resources create a remarkable community of scholars—from our national leadership in the social sciences, medicine, engineering, law, and business to our community’s robust cultural offerings. This is the Michigan Difference.

I am particularly enthusiastic about our campus-wide work in the life sciences, including the Life Sciences Institute, the Michigan Nanotechnology Institute for Medicine and the Biological Sciences, our cross-disciplinary research programs and our premier Medical School. As in so many fields, the benefits of Michigan’s work in health care and life sciences research are felt across the state and around the world—fulfilling the mission and role of a great public university dedicated to advancing the public good.

Ours is a campus of remarkably wide-ranging experiences, cultures and opportunities. In the coming academic year, we will present “One Hundred Years Beyond Einstein,” a semester-long commemoration of Albert Einstein’s theory of relativity. We will offer an engaging theme semester on biological evolution, complemented by the National Science Foundation-funded display “Explore Evolution” at the Exhibit Museum. The year will also see the University break ground on the much-anticipated Walgreen Drama Center and Arthur Miller Theatre, a marvelous tribute to one of our most illustrious alumni. Of course we will continue our many efforts to make the University’s educational and research programs ever stronger and more meaningful.

The University of Michigan family shares a deep tradition. It is a tradition known to the new student who walks into her first history class, to the student-athlete who takes the field, and to our dedicated alumni around the world. We are called upon to be leaders, and to do our very best. I am grateful to work closely with the thousands of people who are part of this tradition and welcome those of you who want to learn more about it.

Sincerely,

[Signature]

President
THE REGENTS OF THE UNIVERSITY OF MICHIGAN: David A. Brandon, Ann Arbor; Laurence B. Deitch, Bingham Farms; Olivia P. Maynard, Goodrich; Rebecca McGowan, Ann Arbor; Andrea Fischer Newman, Ann Arbor; Andrew C. Richner, Grosse Pointe Park; S. Martin Taylor, Grosse Pointe Farms; Katherine E. White, Ann Arbor; and Mary Sue Coleman (ex officio)

AFFIRMATIVE ACTION STATEMENT

The University of Michigan, as an Equal Opportunity/Affirmative Action employer, complies with applicable federal and state laws prohibiting discrimination, including Title IX of the Education Amendments of 1972 and Section 504 of the Rehabilitation Act of 1973. It is the policy of the University of Michigan that no person, on the basis of race, sex, color, religion, national origin or ancestry, age, marital status, handicap, or Vietnam-Era Veteran status, shall be discriminated against in employment, education programs and activities, or admissions. Inquiries or complaints may be addressed to the University’s Director of Affirmative Action, Title IX and Section 504 Compliance, 2012 Fleming Administration Building, Ann Arbor, Michigan 48109-1340. 734.763.0235. Students may also contact the School of Social Work Affirmative Action Coordinator, Associate Dean Mary C. Ruffolo, 1080 South University Avenue, Ann Arbor, MI 48109-1106, 734.763. 2345.

UNIVERSITY OF MICHIGAN NONDISCRIMINATION POLICY NOTICE

The University of Michigan, as an equal opportunity/affirmative action employer, complies with all applicable federal and state laws regarding nondiscrimination and affirmative action, including Title IX of the Education Amendments of 1972 and Section 504 of the Rehabilitation Act of 1973. The University of Michigan is committed to a policy of nondiscrimination and equal opportunity for all persons regardless of race, sex, color, religion, creed, national origin or ancestry, age, marital status, sexual orientation, disability, or Vietnam-era veteran status in employment, educational programs and activities, and admissions. The University policy of nondiscrimination based on sex includes protection for gender identity and gender expression. Inquiries or complaints may be addressed to the Senior Director for Institutional Equity and Title IX/Section 504 Coordinator, Office of Institutional Equity, 2072 Administrative Services Building, Ann Arbor, Michigan 48109-1432, 734.763. 0235, TTY 734.647. 1388. For other University of Michigan information call 734.764. 1817.

PRESIDENTIAL POLICY 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 that have no connection with academic abilities or job performance. Among the traditional factors that 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 obtain further information, or to file complaints, please contact one of these offices: University Affirmative Action Office, 2012 Fleming Administration Building, 734.763.0235; School of Social Work Affirmative Action Coordinator, Associate Dean Mary C. Ruffolo, 1080 South University Avenue, 734.763. 2345; or Lesbian-Gay Male Program Office, 3116 Union, 734.763. 4186.
STUDENTS WITH DISABILITIES

The University of Michigan complies with federal and state laws which affect qualified persons with disabilities. It is the policy and practice of the School of Social Work to provide equitable educational opportunities for students with documented disabilities in all programs and activities, including internships or field placements. Students with disabilities who require academic adjustments are encouraged to contact their instructors at the beginning of the semester to discuss their specific needs. The University's Office of Services for Students with Disabilities (SSD) provides assistance regarding academic, economic, social and recreational activities to students who have documented disabilities. Specific services available through SSD include counseling, assistance with classroom accommodations, volunteer readers and note takers, sign language and oral interpreters, peer tutors, accessible transportation, orientation and registration assistance, special scholarships, tape recorders and talking calculators, and aids for reading and studying, such as Braille and large print materials, adaptive computer technology, and telecommunication devices for the deaf. Staff in SSD also serve as intermediaries and advocates for students with disabilities. To find out more about services, or to volunteer as a reader, note taker or tutor, contact Services for Students with Disabilities, Location: G-664 Haven Hall 505 South State Street, Ann Arbor, MI 48109-1045, 734.763.3000 (Voice/TDD). Students with disabilities may also contact Mr. G. Warren Clark at the School of Social Work, Office of Field Instruction, 1080 S. University Ave., Ann Arbor, MI 48109-1106, 734.647.9433.
On behalf of the University of Michigan School of Social Work, I would like to welcome you to what I hope will be a rewarding and enlightening experience. As a Masters in Social Work student, you will spend a large portion of your education participating in field placements at various agencies and organizations. This is an important part of the total package for your training that will, along with your class work, prepare you for the many challenges and wonderful opportunities you will face in your future professional life. The field placement process can seem daunting, but here at the School we have excellent field staff and field faculty who are available to assist you from the beginning of the process through to its completion.

The field is constantly growing and changing, and in response we are working to expand placement options to include more national and international organizations. As one of the best Schools of Social Work in the country, our mission is to prepare you to serve society at the local, state, national and international levels. We hope that a variety of placements and experiences will prepare you to take on this role as you work towards making society a better place for all through individual and social change.

Sincerely,

Paula Allen-Meares, Dean
Norma Radin Collegiate Professor of Social Work and
Professor of Education
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 a 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 that you are excited and looking forward to your fieldwork experiences.

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

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

Most Sincerely,

Betsy Voshel, MSW, LMSW, ACSW
Assistant Clinical Professor
Director of Field Instruction

OFFICE OF FIELD INSTRUCTION TEAM MEMBERS:

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Office of Field Instruction Web Site: http://www.ssw.umich.edu/ofi
VISION STATEMENT

A Better Society Through Individual and Social Change

SCHOOL OF SOCIAL WORK MISSION STATEMENT

The Mission of the School of Social Work is to

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

OFFICE OF FIELD INSTRUCTION MISSION STATEMENT

To serve as both a representative of the University of Michigan School of Social Work and its students as well as an advocate for the community-based fieldwork sites where students are accepted. Our intent is to establish and maintain continuous and viable representative links between the School and its surrounding communities where quality student learning, training, and service to said communities can occur. Equally important, our goal is to highlight the integral role of the student in utilizing University resources to complement the educational, financial, and social development of the community.
The Council on Social Work Education (CSWE) is a nonprofit national association representing over 3,000 individual members as well as graduate and undergraduate programs of professional social work education. Founded in 1952, this partnership of educational and professional institutions, social welfare agencies, and private citizens is recognized by the Council for Higher Education Accreditation as the sole accrediting agency for social work education in this country.

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

Educational Policy and Accreditation Standards (EPAS)

Preamble

Social work practice promotes human well-being by strengthening opportunities, resources, and capacities of people in their environments and by creating policies and services to correct conditions that limit human rights and the quality of life. The social work profession works to eliminate poverty, discrimination, and oppression. Guided by a person-in-environment perspective and respect for human diversity, the profession works to effect social and economic justice worldwide. Social work education combines scientific inquiry with the teaching of professional skills to provide effective and ethical social work services. Social work educators reflect their identification with the profession through their teaching, scholarship, and service. Social work education, from baccalaureate to doctoral levels, employs educational, practice, scholarly, inter-professional, and service delivery models to orient and shape the profession's future in the context of expanding knowledge, changing technologies, and complex human and social concerns. The Council on Social Work Education (CSWE) Educational Policy and Accreditation Standards (EPAS) promotes academic excellence in baccalaureate and master's social work education. The EPAS specifies the curricular content and educational context to prepare students for professional social work practice. The EPAS sets forth basic requirements for these purposes. Beyond these basic requirements of EPAS, individual programs focus on areas relevant to their institutional and program mission, goals, and objectives. The EPAS permits programs to use time-tested and new models of program design, implementation, and evaluation. It does so by balancing requirements that promote comparability across programs with a level of flexibility that encourages programs to respond to changing human, professional, and institutional needs. The EPAS focuses on assessing the results of a program’s development and its continuous improvement. While accreditation is ultimately evaluative, in social work education it is based on a consultative and collaborative process that determines whether a program meets the requirements of the EPAS1 (Appendix 9.10).

---

1.00 INTRODUCTION

This Field Manual is the standard guide for the Office of Field Instruction. It presents policies and procedures to assist students, field instructors, and faculty. Readers are encouraged to discuss and review this manual with all parties involved in field instruction in the School of Social Work at the University of Michigan. The Field Instruction Manual is intended to assist readers with content related to professional mandates, field instruction roles and responsibilities, field instruction procedures, the Educational Agreement/Evaluation, student performance, and the curriculum. Most of the forms required for the program can be found in the links available in the Appendices of this Manual or on the Office of Field Instruction (OFI) web site: http://www.ssw@umich.edu/ofi.

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.

Field instruction is an integral part of the MSW Degree Program. Opportunities to integrate classroom knowledge and to practice social work, and develop professional skills in different fieldwork settings are provided through the fieldwork experience. The experience is closely supervised by professional staff members of the approved fieldwork sites participating in field instruction. Only those students who are admitted and remain in good standing to the Advanced Standing, 16-month, 20-month, or extended degree program are eligible to be admitted to the courses in the field instruction in the Social Work program.

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. In addition, the Director collaborates with fieldwork sites/field instructors developing placement experiences and training. The Director supervises and oversees the work of the Field Educators/Liaisons, who are assigned a cohort of fieldwork sites to work with based on geography and practice area interest and experience. Students are assigned to a Field Educator/Liaison who will work with them to facilitate their field placement. Field Educators/Liaisons also teach the Foundation Field Seminar and function as a liaison monitoring the student's placement progress after they are placed.

The primary purpose of field instruction is to provide students with educational opportunities that lead to competent practice. The field instruction experience is intended to complement MSW curricular objectives. The provision of generalist practice opportunities for all students in both macro and micro practice methods are mandatory in field instruction. Generalist practice pertains to problem solving at multiple levels of intervention. It is not considered a discrete methodology, but a perspective that involves a variety of methods, strategies, and roles for social work intervention. The field experience also provides for the acquisition of in-depth knowledge and skills in social work roles in a concentration method and practice area called the dual concentration. For those students who choose a minor practice method, the field experience also provides for the acquisition of basic competency in knowledge and skills in social work roles in the selected minor practice method and practice area.

Graduates of the School are expected to be able to apply knowledge and skills of a generalist social work perspective to practice with systems of all sizes, and apply knowledge and skills of advanced social work practice in their chosen dual concentration. Specifically, the goals for competency training in field instruction include:
• Offering Foundation level, structured learning opportunities which enable student to:
  o Assess unique strengths, resources, and needs of diverse populations
  o Demonstrate sensitivity, respect, and competence in responding to the experiences and needs of socially and economically disadvantaged populations and populations at risk
  o Demonstrate beginning competence in assessing needs and developing interventions, across multiple identified client groups
  o Identify and utilize appropriate professional roles
  o Communicate professionally and participate effectively with colleagues, other professionals, and staff to utilize supervision effectively
  o Assess the policy context and policy documents relevant to the practice setting
  o Compare their practice experiences with other students and integrate knowledge acquired in the classroom

• Technical proficiency in the student’s elected dual concentration which includes a major practice method (interpersonal practice, management of human services, community organization and social policy and evaluation), and in one of the five practice areas (children & youth in families and society, aging, mental health, health and communities and social systems). Fieldwork opportunities are also available for those students who choose to elect a minor

• Application and testing of theory and knowledge in social work settings that are transferable from one setting to another, and to a variety of systems

• Acquisition of knowledge and skills necessary for understanding and utilizing social work ethics, values, in day-to-day practice and refinement of professional awareness, judgment, and decision-making abilities

• Understanding of the interdependence of the range of social work roles and skills, from interpersonal to macro levels, within various settings and fields of service, and engaging in these roles and skills, wherever possible

• 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)

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. Advanced field instruction builds on Foundation field instruction in that students will have exposure to a variety of different roles and skills in Foundation fieldwork and in Advanced, they focus on their dual concentration, have more opportunities to apply their skills in a greater variety of circumstances, in greater depth and breath over a sustained period of time. Only those students who have successfully completed Foundation field instruction (SOCWK 515) and Foundation Field Seminar (SOCWK 531) may enroll in Advanced field instruction (SOCWK 691).

Fieldwork is closely integrated with classroom courses so students are enrolled concurrently in classes and in fieldwork that coincide with their dual concentration (practice method and practice area). This enables the student to have fieldwork assignments that coincide with courses in their practice methods, practice areas, and research interests. See the following sections for more information:

Section 4.31: Distinctions Between Foundation and Advanced Field Instruction
Section 4.33: Credit Hour Distribution
Section 4.41: 16-Month Track
Section 4.42: 20-Month Track
Section 4.43: Advanced Standing Track
Section 4.44: Extended Degree Track
Section 4.45: Doctoral Student (Pre-MSW) Field Requirements
2.00 PROFESSIONAL MANDATES

2.10 ETHICS, VALUES, AND THE NATIONAL ASSOCIATION OF SOCIAL WORKERS (NASW) CODE OF ETHICS
http://www.socialworkers.org

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 in Appendix 9.20 and downloaded from the NASW website: http://www.socialworkers.org. The development of ethical standards should also be an integral part of each student’s Educational Agreement/Evaluation and incorporated into supervision sessions. Students are to learn the intrinsic principles of the Code and have opportunities to operationalize these principles in their field placement. Part of professional social work training includes commitment to the NASW Code of Ethics, which states in part that social workers’ primary goal is to help people in need and to address social problems.

2.20 THE HEALTH INSURANCE PORTABILITY AND ACCOUNTABILITY ACT (HIPAA)
http://en.wikipedia.org/wiki/Health_Insurance_Portability_and_Accountability_Act

In response to federal guidelines regarding occupational health and safety in health care settings, many fieldwork sites will require that the student (regardless of their dual concentration) participate in training with regard to The Health Insurance Portability and Accountability Act (HIPAA) which was enacted by the U. S. Congress in 1996. Fieldwork sites will inform students of this requirement during the placement process.

2.30 PLACEMENT PREREQUISITES

2.31 Medical Insurance

Students are strongly encouraged to have health insurance. Students should become familiar with how their health insurance works, and carry their insurance card with them at all times. If students need health insurance, they should call the University of Michigan Health Service Managed Care/Student Health Insurance Office at 734.764. 5182 or 866. 368. 0002 or go to the following web site: http://www.uhs.umich.edu/insurbill/insurance.html.

The University of Michigan plan offers coverage to help meet hospital, surgical and medical costs which students, spouses/domestic partners, and their dependent children may incur. If students do not have adequate health insurance coverage for the treatment of sickness and injuries, or if they lack eligibility for continued coverage under a current policy, it is strongly recommended that they consider enrolling in the University of Michigan plan. A separate plan is also available for international students through the International Center. Please refer to the following web site for more information: http://www.umich.edu/~iinet. International students should contact the International Center directly for information and forms. Application forms, for the next academic year are available in late July and are mailed directly to incoming students.
2005-06 POLICY YEAR INFORMATION

<table>
<thead>
<tr>
<th>Coverage Period</th>
<th>A. Annual</th>
<th>B. Winter</th>
<th>C. Spring/Summer</th>
</tr>
</thead>
<tbody>
<tr>
<td>(See also Installment payments)</td>
<td>8/24/05-8/23/06</td>
<td>1/1/06-8/23/06</td>
<td>5/1/06-8/23/06</td>
</tr>
</tbody>
</table>

COSTS

- Student only: $1,998, $1,335, $673
- Student + Adult: $6,735, $4,496, $2,260
- Student + Adult + Child(ren): $9,649, $6,442, $3,238
- Student + Child(ren): $4,912, $3,281, $1,652

http://www.uhs.umich.edu/insurbill/msa.html#costs

Additionally, Basic Dental Services/Benefits are available to Ann Arbor students, their spouses/domestic partners and dependent children at the University Dental School through the M-DENT Dental Plan. Further information is available at: http://www.dent.umich.edu/M-Dent/faqs 734.763. 6933 or toll-free 888.707. 2500.

2.32 Student Agreement-Release of Information

Each student signs a “Student Agreement to Participate in Field Placement/Release of Information Form” (Appendix 9.30 Field Placement Request Materials or http://www.ssw.umich.edu/ofi - Forms For Students).

A copy of this is forwarded to the fieldwork site when the student is interviewed for placement. This statement indicates that students are not covered by workman’s compensation in the State of Michigan for any accident/injury that may occur during the field placement. The student’s individual medical insurance plan is responsible for all expenses incurred during field placement time. The University and the School of Social Work assume no responsibility or liability for any injury that may be sustained during field placement. This form also stipulates that if students are required to utilize their personal vehicle for field placement related business, they are responsible for arranging appropriate vehicle insurance, they have a valid driver’s license, and that they release the University of Michigan from any liability.

2.33 Safe Health Practices: Immunizations/Vaccinations

There are established Federal guidelines regarding occupational health and safety in health care (OSHA). These guidelines are established to protect the working public and have been developed to help employees become knowledgeable so that they can take the proper precautions, which will enhance their well-being. Certain immunizations/vaccinations 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 many of our students may be working with may not have access to or utilize the health care options available to them so obtaining the most up-to-date set of immunizations/vaccinations is advisable before fieldwork begins.

The Office of Field Instruction offers an orientation session in the Fall term open to all students regarding safe health practices. All students are encouraged to attend in order to learn about the steps that can take to protect themselves. 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/vaccinations before they begin the field placement. The guidelines are interpreted very differently in the practice settings, so students are required to find out from the fieldwork site which immunizations/vaccinations are required during the
The following immunizations/vaccinations are being recommended for all students who are entering their field placement. A variety of these are available through University Health Service. Please consult the website for a list of available services and current prices: [http://www.uhs.umich.edu/students](http://www.uhs.umich.edu/students). Vaccines can be obtained at the University of Michigan Health Service, but they are not covered under the Health Services fee that students pay each term.

Prices Effective 7/06

### University of Michigan Health Service, 207 Fletcher Street: 734.764.8304
- Tuberculosis skin test and/or vaccination: $10
- MMR (Measles/Mumps/Rubella) vaccination: $68
- Hepatitis B vaccination: $129 (3 at $43 each)

In addition, the Washtenaw County Department of Public Health offers immunizations/vaccinations as well. More information can be obtained from:
Human Services Building, Room 121
555 Towner St.
P.O. Box 915
Ypsilanti, MI 48197
Phone: 734.544.6700
Fax: 734.544.6705

The Washtenaw County Health Department immunization fees include an administration fee of $10 per injection. If students have any questions about fees, they need to discuss them with the clinic nurse. If students are eligible for Medicaid, the administration fee will be billed to Medicaid. Cash or checks are accepted, no credit cards. The Public Health Department does not bill private insurance but receipts are issued. Students should contact their insurance company to determine coverage and request reimbursement if applicable.

Prices Effective: 6/6/06

### WASHTENAW COUNTY HEALTH DEPARTMENT IMMUNIZATIONS

<table>
<thead>
<tr>
<th>VACCINE:</th>
<th>COST FOR CHILD:</th>
<th>COST FOR ADULT:</th>
</tr>
</thead>
<tbody>
<tr>
<td>DTaP</td>
<td>$25</td>
<td>NA</td>
</tr>
<tr>
<td>Hepatitis A** (2 shot series, per shot)</td>
<td>$20</td>
<td>$30</td>
</tr>
<tr>
<td>Hepatitis B (3 shot series, per shot)</td>
<td>$20</td>
<td>$40</td>
</tr>
<tr>
<td>Hib/Hepatitis B</td>
<td>$50</td>
<td>NA</td>
</tr>
<tr>
<td>Hib</td>
<td>$30</td>
<td>NA</td>
</tr>
<tr>
<td>Flu***</td>
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<td>$15</td>
</tr>
<tr>
<td>MMR</td>
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<td>$40</td>
</tr>
<tr>
<td>Menactra</td>
<td>$90</td>
<td>$90</td>
</tr>
<tr>
<td>Pneumonia</td>
<td>$20</td>
<td>$20</td>
</tr>
<tr>
<td>Prevnar</td>
<td>$70</td>
<td>NA</td>
</tr>
</tbody>
</table>
2.34 Malpractice Insurance

Social work students are covered for malpractice under the University of Michigan's policy, but NOT general liability insurance. Malpractice insurance protects and covers the student in cases of professional negligence or misconduct which results in mental or physical injury to a client. It is focused on the student's professional interactions with client systems. Students pay for this coverage in their fees when they register for field instruction courses. Coverage applies to all enrolled students while acting within the scope of University sponsored activities including course-related activity to complete their degrees. The University’s self-insurance program is permanently funded, non-cancelable, and provides limits in excess of $1,000,000 each occurrence and $3,000,000 annual aggregate. General liability insurance covers one for personal negligence or misconduct which results in injury to another. Examples are auto insurance, homeowners insurance, or business (agency) insurance, which covers the individual or fieldwork site for injuries occurring as a result of the failure to meet reasonable standards of care and conduct. If the fieldwork site does not provide general liability insurance for student interns, it is the student's responsibility to obtain this insurance, if so desired. Questions regarding this policy should be directed to the University of Michigan Risk Management Services, Argus II Building, 400 S. Fourth Street, Ann Arbor, MI, 48103-2200, 734.764. 2200.

2.35 Vehicle Insurance

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 should also be aware that under the Michigan no-fault vehicle insurance law, collision coverage takes on added meaning. Students coming into the state with vehicles registered out-of-state should pay particular attention to the Michigan no-fault auto insurance laws. Simply stated, no-fault means that, with some exceptions, each person who is involved in an auto accident is responsible of 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 personal owned vehicles without adequate insurance coverage**

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

• 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

2.36 Criminal History Record Checks/Drug Screening
Students need to be aware that some fieldwork sites will require students to 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 and adolescents require criminal history record checks. The criminal history record check is a process whereby the student completes a set of forms that are sent to the State of Michigan and reviewed for previous criminal activities and convictions that would prevent the student from working with a specified group of people (children for example). Information obtained through a criminal history record check includes registered home address, driving status, aliases, criminal history (including drug possession arrests), and personal protection orders.

Students also need to be aware that many fieldwork sites are now requiring routine or random drug screenings for all employees and as a prerequisite for acceptance in a field placement. Students should know that a positive drug test result could be grounds for not accepting them for the field placement. Students are encouraged to also review the School of Social Work Student Guide To The MSW Degree Program: Section 4.03: Student Code of Academic and Professional Conduct and understand that they must comply with this code.

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

2.40 PODS AND AFFIRMATIVE ACTION (Privilege, Oppression, Diversity, and Social Justice)

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

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

- **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 ones’ own and others’ positionalities and standpoints, since they work together and must be considered together. It also includes recognizing how dimensions of power, privilege, oppression and difference associated with positionalities influence peoples’ actions, perceptions and choices, and group, organizational, and community structures and processes
- **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.** This recognizes 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 multi-level 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 in order to deepen critical consciousness, in order to increase insights about social justice, and identify and reduce barriers to justice

The University of Michigan School of Social Work certifies that it will agree to comply with all state and federal laws on discrimination and specifically agree not to discriminate in acceptance of students and against any student in field placement based on the diversity. It is the expectation that all field fieldwork sites will agree to comply as well.
The faculty, staff, and student body of the School of Social Work will reflect the diversity of our society. The School will maintain an atmosphere in which there is an appreciation of human diversity and where people of varied backgrounds and characteristics feel supported, valued, and empowered to pursue their individual professional development.

2.50 DISABILITY AND COMPLIANCE WITH THE AMERICANS WITH DISABILITIES ACT (ADA) (http://www.umich.edu/~sswd)

The American With Disabilities Act (ADA) of 1990 extends and implements civil rights protections for disabled individuals on the basis of race, color, age, religion, gender, sexual orientation, national origin, veteran status, or disability. The University of Michigan complies with federal and state laws which affect qualified persons with disabilities. It is the policy and practice of the School of Social Work to provide equitable educational opportunities for students with documented disabilities in all programs and activities, including field instruction. The University’s Office of Services for Students with Disabilities (SSD) provides assistance regarding academic, economic, social, and recreational activities to students who have documented disabilities. Staff in SSD serve as intermediaries and advocates for students with disabilities. Any student seeking accommodations is encouraged to contact the Office of Services for Students with Disabilities at the beginning of the term, G664 Haven Hall, Ann Arbor, MI 48109-1045, 734.763.3000 (Voice/TYY/TDD) (http://www.umich.edu/~sswd).

The Office of Field Instruction strongly encourages students with a disability to contact the field office well before the field placement process begins in order to discuss any special considerations that may be requested and to help arrange for aids or services that students may need to negotiate fieldwork. The Office of Field Instruction team, in cooperation with the Office of Services for Students with Disabilities, and the student's Faculty Advisor, are available throughout the academic year to assist students with disabilities and the respective field instructors in fieldwork related matters. Students with disabilities, particularly those with physical impairments and learning disabilities, are strongly urged to contact the Office of Field Instruction, 734.647.9433, at least one month before their placement process begins.

2.60 MANDATORY REPORTING AND DUTY TO WARN

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

2.70 FACULTY/STAFF/STUDENT RELATIONSHIP POLICY
http://www.provost.umich.edu/faculty/FSRP/fsrp.html

Policy

The teacher-student relationship lies at the foundation of the educational process. As a matter of sound judgment and professional ethics, faculty members 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 and a student have the potential to pose risks to the faculty member, the student, or third parties. In such
relationships, voluntary consent by the student is suspect because of the inherently unequal
type of the relationship. A romantic and/or sexual relationship between a faculty member
and a student can lead to a complaint of sexual harassment when the student feels that he
or she has been exploited. In addition, other faculty members, staff members, or students
may express concerns about undue access or advantage, favoritism, restricted
opportunities, or unfavorable treatment as a result of the relationship. These concerns are
damaging whether the favoritism is real or perceived. They also arise in cases where the
relationship between the faculty member and the student remains amicable, as well as in
cases that lead to accusations of exploitation. For all these reasons, the University strongly
discourages romantic and/or sexual relationships between faculty members and students.

In spite of these warnings, the University recognizes that sometimes such relationships
occur. If a romantic and/or sexual relationship occurs or has occurred between a faculty
member and a student for whom the faculty member has supervisory responsibility, an
inherent conflict of interest arises. When a conflict of this nature occurs, the faculty member
must disclose the relationship so that a resolution to the conflict can be sought.

This policy applies to any University or University-sanctioned teacher, mentor, or
supervisor 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 (which includes Field
Instructors), and graders. Throughout this policy, the term “faculty member” is used to
refer to all regular instructional faculty and to all other individuals with supervisory
responsibility for students in an educational setting. Please refer to the above web site for
the comprehensive document (Appendix 9.20).

Finally, students and field placement-based field instructors should be aware of the following
sections of the National Association of Social Workers (NASW) Code of Ethics ² as it relates to
this policy and students:

1.06 Conflicts of Interest (b) Social workers should not take unfair advantage of any
professional relationship or exploit others to further their personal, religious, political, or
business interests.

2.07 Sexual Relationships (a) Social workers who function as supervisors or educators
should not engage in sexual activities or contact with supervisees, students, trainees, or
other colleagues over whom they exercise professional authority.

2.08 Sexual Harassment Social workers should not sexually harass supervisees,
students, trainees, or colleagues. Sexual harassment includes sexual advances, sexual
solicitation, requests for sexual favors, and other verbal or physical conduct of a sexual
nature.

3.02 Education and Training (a) Social workers who function as educators, field
instructors for students, or trainers should provide instruction only within their areas of
knowledge and competence and should provide instruction based on the most current
information and knowledge available in the profession.

(b) Social workers who function as educators or field instructors for students should
evaluate students' performance in a manner that is fair and respectful.

² National Association of Social Workers. 1999. Code of Ethics of the National Association of Social
(c) Social workers who function as educators or field instructors for students should take reasonable steps to ensure that clients are routinely informed when services are being provided by students.

(d) Social workers who function as educators or field instructors for students should not engage in any dual or multiple relationships with students in which there is a risk of exploitation or potential harm to the student. Social work educators and field instructors are responsible for setting clear, appropriate, and culturally sensitive boundaries.

2.80 GUIDELINES FOR STUDENT SAFETY

Safety Training Workshop
Many students arrive at their field placement with concerns about personal safety that can significantly impact their learning opportunities and their experiences. Due to increasing incidents of violence against social workers, the School is attempting to make students aware of safety issues and to be better prepared to handle potentially dangerous situations. A required Safety Training Workshop is held for all incoming/new students during the week of orientation. 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. Students will get a chance to process safety scenarios in small group discussions during the workshop and handouts are provided. Because safety issues relate to fieldwork, campus life, and many other settings, general information about risk assessment and reduction is important. This information can be used to assess environmental risk levels, determine if a client or another individual could be dangerous, make decisions about managing risky situations, or protect oneself or clients. The goals of the Safety Training Workshop include:

• To raise student consciousness about potential violence and place such violence in a contextual frame so that students maintain empathy with clients

• To 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

• To encourage students to assume responsibility for their own safety and to trust their feelings and intuition

• To help students develop a framework and various options for responding to potential danger

• To provide activities for students to demonstrate how safety information is relevant in practice situations

• To provide content that is consistent with social work values and principles and congruent with the School’s curriculum

Handling Dangerous Behavior
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.

Risk Prevention and Management Goals:
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

Personal Guidelines for Risk Reduction
Attempts to improve personal safety can be realized by following the guidelines below:

- Walk with a sense of purpose. Be aware of body language
- Be alert to people around you. Beware of strangers who approach and speak to you. Keep at a safe distance and keep moving
- Do not walk on the side of the street where people are loitering. Walk on the outside of the sidewalk, away from possible hiding places
- Be aware of safe places such as stores, library, school, and community centers to use for refuge
- Do not carry a purse or bag. If you must carry one, conceal it or use a shoulder bag or backpack
- Wear sensible appropriate clothing, low-heeled shoes, and no jewelry, which could be snatched off or wrapped around your neck
- Do not give money to people who ask for it
- Assess multi-story buildings for safety. If you take the elevator, observe elevator interior before entering. If the elevator appears unsafe, wait for the next elevator or consider taking the stairs; but be aware of who is in the stairwell and how far apart the exits are. If a suspicious person enters the elevator after you have entered it, exit before the door closes. Stand next to the control panel. If accosted, press all buttons

Field Placement Guidelines for Risk Reduction
Fieldwork sites are expected to provide students with specific orientation to field placement
policies and procedures regarding risk management. If the field instructor does not provide this
orientation, students must ask for it. Students should also learn about the fieldwork site’s
informal methods for assessing and handling risky situations. Each situation is different, but the
guidelines that follow may generally apply in the management of potentially dangerous situations:

- 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

• Where possible, alert available staff members that assistance may be needed before entering the crisis situation

• 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 Attacked or Seriously Threatened 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 Educator/Liaison and/or the Director of Field Instruction in the Office of Field Instruction 734.764.5331, or the Office of the Associate Dean for Educational Programs 734.763.2345

Recognize that a physical attack or threatening behavior is frightening and that you may respond emotionally to the stress. Seek help if needed
Considerations and Guidelines When Working With Persons Living With Mental Illness (Griffin, W., et al., 1995)

Fear of persons living with mental illness to a great extent, is unfounded. Persons living with mental illness usually exhibit fear and confusion rather than assaultive or aggressive behavior. The following may be helpful when working with persons with mental illness:

- State clearly who you are and the purpose of your contact
- Be empathetic, non-threatening, and sincere in your intention to help
- Give honest, factual answers whenever necessary
- If you do not know, say so
- Do not belittle any concerns which the client raises
- Particularly on the first contact, do not give advice
- Be supportive in all comments and gestures and remember that nonverbal communication is extremely important
- Assumptions are dangerous. Don’t assume that individuals with mental illness should “know better” and are in need of a good lecture
- Keep all your promises, especially about appointments and following up. Your credibility is on the line
- Know how to activate emergency backup and use it if the client appears to be a danger to themselves or others

Pre-Incident Indicators That Pose a Safety Risk (DeBecker, G., 1997)

Gavin DeBecker has identified several pre-incident indicators that will help determine the level of precaution that should be taken into consideration:

- Is the person emotionally healthy?
- Is the person competent?
- Is the person substance free?
- Is the person trustworthy?
- Will the client or member of the family unit be removed from the family situation on this visit?
- Is the geographical location potentially dangerous (rural, isolated, neighborhood concerns, alcohol/drug involvement)?
- Will the visit occur after normal working hours?
- Does the client have a life-threatening or serious injury?
- Are there animals present?
- Are weapons involved?

Warning Signs (Griffin, W., et al., 1995)

The following warning signs can be exhibited by clients who are in distress:

- Increased physical activity
- A sudden cessation of activity or forced eye contact
- Acting in a bizarre manner (active state of mental illness/drunk/high?)
- Non-communicative, sullen, holding back
- Client physically moves back or tells you to move back
- Clenched fists, glaring eyes, coiled posture
- Dress that is inappropriate for the weather
- Nonverbals do not match verbals
- Carrying a visible weapon
Community Based Social Work: Personal Safety, Car and Street Safety, and the Home Visit
(Street Smarts, 1992)

When making community-based visits, the following guidelines should be taken into consideration:

- Anticipate the unexpected and always have a PLAN: Be a tough target, deny privacy, attract attention, and take action
- Pace yourself and don't schedule too many visits in one day
- Be cautious of entering environments with large groups of people
- Note all exits and stay near the door if possible
- Allow people to “blow off steam,” use verbal ploys, and create cooling off time
- Be vigilant for signs of escalation such as clenched fists, dilated pupils, etc.
- If the person has been “using” any substances, end the meeting and return another time

Tips for Safety (Griffin, W., et al., 1995)

The following tips are provided as guidelines when working in community-based settings:

- Familiarize yourself with the area prior to leaving the office. Know where you are going, plan your route and become familiar with unknown geographic areas
- Check out your car prior to entering it. Park in well-lit areas, lock your car, and leave all valuables in the trunk prior to leaving the office
- Wear sensible clothing and limit use of jewelry. Carry your purse across your body and drive with your belongings on the floor of your car
- Look alert, assertive, self-confident, and in control
- Rely on your instincts
- Do whatever will increase your chances of a safe escape
- Refuse to go to a secondary crime scene

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
- Assisted in understanding how a client’s cultural background and ethnicity could be vital to personal safety
- Assisted in understanding individual and group differences when it comes to accurately interpreting behavior
- Debriefed after any incident

Field Placement 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
- Allow field instructors opportunities to observe and mentor students on community-based visits
- Provide resources (such as safety training, pagers, cellular telephones, etc.) to students for community-based visits if available to staff
• Carefully consider all assignments given to students and assess the assignments’ potential for risk, as well as the student’s ability to perform the assignment

Student Requirements:
Students are expected to comply with fieldwork site standards regarding:
• Personal safety
• Safety protocols, including building and office security, emergency procedures, management of violent clients, and home visit safety procedures
• Infectious disease control procedures and OSHA requirements
• Working with high-risk clients
• Use of a personally owned vehicle specifying that the vehicle is insured and in good working order when making community-based visits and/or transporting clients on fieldwork business

References And Additional Resources For Safety Preparation

MacFadden, R.J. (1980). Stress, support and the frontline social worker. Toronto, Canada: University of Toronto.


3.00 FIELD INSTRUCTION ROLES AND RESPONSIBILITIES

3.10 Director of Field Instruction

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

3.20 Field Educator/Liaison

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

Field Educator Role
During the pre-placement phase, students indicate a desire for a placement in a particular fieldwork site when they fill out the Placement Request Materials (Appendix 9.30 or http://www.ssw.umich.edu/ofi –Incoming Student Packet). The student is then assigned to the Field Educator who “owns” the fieldwork site to assess the “fit” between the student and the fieldwork site. The Office of Field Instruction operates in a team format meeting weekly to discuss program issues and monitor student placement activity and follow-up. The office has a “Daily Resource Person” (DRP) available to meet with any student who “walks in” requiring assistance. By virtue of the database system available, the ability to track student field activity is available to the team thus affording a team member prompt opportunities to address student concerns and issues.

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

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

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

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

- Reviews, monitors, and assigns a course grade field placement experiences (SOCWK 515) for those students assigned to their section of Foundation Field Seminar (SOCWK 531).

- If a placement is terminated, works closely with the student and the field instructor to professionally “close the loop”, and works with the student to facilitate a new field placement.

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

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

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

The School of Social Work has established standards for selecting fieldwork sites. The ability of the School to provide sound, educationally focused field experiences relies heavily on a partnership with the community by their vested interest in the training of students. The goal is to utilize fieldwork sites which do not discriminate based on the diversity dimensions (ability, age, class, color, culture, ethnicity, family structure, gender (including gender identity and gender expression). The motivation to participate as a training site may stem from a number of sources. 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. The 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. These forms are linked in Appendix 9.40 or http://ww.ssw.umich.edu/of -Forms for Agencies and Instructors. The following forms are included in the fieldwork site selection packet and must be completed and the fieldwork site approved prior to students being referred for placement.

- Instructions For Completing Forms
- Agency Field Placement Form
- Program Information Form
- Agency Field Instructor Application (need to attach a current résumé)
- Affiliation Agreement

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

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

The fieldwork site should:

- Demonstrate the ability to provide a supportive atmosphere that is conducive to learning and opportunities for students in the foundation level (committed to helping students with a beginning level of professional competence with generalist perspective and fundamental skills through exposure to multiple roles and practice approaches with diverse populations) and the advanced level (committed to helping students deepen their knowledge and/or skills of their particular dual concentration)

- Demonstrate a commitment to the diversity dimensions (ability, age, class, color, culture, ethnicity, family structure, gender [including gender identity and gender expression], marital status, national origin, race, religion, sex, and sexual orientation) and concurrence with the School’s mission and to the extent possible, its four curricular themes; and to services on behalf of populations at risk

- Have a philosophy of service that is compatible with social work values and ethics, the mission of the School of Social Work, and the goals and objectives of field instruction. The administrator and staff must have respect for and commitment to professional social work education

- Have one or more staff members who qualify as field instructors and allow all new field instructors time to attend the School’s Field Instructor Workshop, provide student supervision, and time to meet with the assigned Field Educator/Liaison

- Have administrative policies regarding service to clients, to 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

- Exhibits interest and accessibility for participation in the educational process and the staff should be of such a size as to maintain and develop the basic program of the agency without reliance on students. The fieldwork site is encouraged to make available and provide access to suitable workspace, telephones, computers, supplies, and other items as necessary to the student to enhance the agency functioning in conjunction with field instruction

- Reimburse students for travel expenses incurred while conducting field placement business, especially if the student’s personally owned vehicle is utilized

- Be able to offer students assignments based on educational value in accordance with the student’s current stage of learning, their learning objectives, their dual concentration, and their required Educational Agreement/Evaluation

- Provide qualified field instructors who possess commitment, sound practice skills, ability to work with a secondary field instructor if indicated, and an interest and competence in teaching (Section 3.40: Field Instructor Selection). It is expected 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. The fieldwork site must allow all field instructors time for preparation for student instruction, for regular conferences with the student, consultation with Field Educator/Liaison, School faculty, and attendance at trainings/meetings

- Be committed 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
- Have formal safety policies and procedures (Section 2.33: Safe Health Practices: Immunizations/Vaccinations and Section 2.80: Guidelines for Student Safety)
- Have potential for School/fieldwork site cooperative efforts (joint research projects, consultation, and in-service training)

3.31 Fieldwork Orientation
The School provides the student with a general orientation to the profession and to field instruction, which occurs during orientation week in August. The fieldwork site is responsible for fieldwork site-based orientation, which typically occurs during the first few weeks of fieldwork. See Appendix 9.51 for an example of a Student Orientation Checklist. In general, the orientation should consist of acquainting the student with the various services offered by the fieldwork site and the range and scope of possible assignments. Planning for these assignments should begin right after the orientation period, and specific initial assignments should be identified. The student should use the orientation period to begin developing a written Educational Agreement, which will serve as a guide for the current and subsequent terms of fieldwork experience (Appendix 9.60 Educational Agreements/Evaluations).

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

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

<table>
<thead>
<tr>
<th>Fieldwork Site Documents and Demographics</th>
<th>Fieldwork Site Meetings and Conferences</th>
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<tbody>
<tr>
<td>Review: Annual reports</td>
<td>Attend: Staff, board, committee,</td>
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<tr>
<td>Policy Manuals</td>
<td>department, and team meetings</td>
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<tr>
<td>Special reports, grant applications</td>
<td>City Council, County Commissioners'</td>
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<tr>
<td>Characteristics of the service population</td>
<td>meetings</td>
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<td>Relevant legislation</td>
<td>Inter-agency meetings</td>
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<td>Census data on community</td>
<td>Consultations</td>
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<td>Professional conferences</td>
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<td>Staff development sessions</td>
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<tr>
<th>Community Visits</th>
<th>Preparing for Direct Service</th>
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<tr>
<td>Neighborhood and community organizations</td>
<td>Shadow multiple experiences</td>
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<tr>
<td>Schools, police agencies, human services</td>
<td>Assist in intake</td>
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<tr>
<td>offices</td>
<td>Assist with group work</td>
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<tr>
<td>Accompany/shadow visits of staff</td>
<td>Begin client assessment</td>
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<tr>
<td>Other departments/units with in the</td>
<td>Review case records</td>
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<tr>
<td>fieldwork site</td>
<td>Review project guidelines</td>
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<tr>
<td>Referral agencies and programs</td>
<td>Learn about fieldwork site funding</td>
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<td>Contract agencies</td>
<td>sources</td>
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<td></td>
<td>Review organizational charts</td>
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<td></td>
<td>Receive supervision/feedback</td>
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#### 3.32 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. The choice of which activity best fits the student and the assignments is left to the field instructor. 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. The plan should bear a direct relationship to the objectives of the relevant fieldwork course statement and the student's goals as expressed in their Educational Agreement/Evaluation.

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 encouraged to utilize an agenda for supervision sessions as this can stimulate learning experiences and serve to document them as well.

#### 3.33 Fieldwork Safety Requirements

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

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

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

If a student is threatened or injured while in field instruction, or involved in an incident where their safety is compromised, the incident should be reported immediately to the Field Educator/Liaison or the Director of Field Instruction in the Office of Field Instruction 734.764. 5331, or to the Office of the Associate Dean for Educational Programs 734.763. 2345.

3.40 Field Instructor Selection

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

- 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 have the time available, for the regular instruction of students

During time periods when the field instructor’s availability is not possible, other qualified staff members must be available for back up or consultation to the students. The Office of Field Instruction has developed an on-line power point training that field instructors should reference for information regarding field instruction expectations (see http://www.ssw.umich.edu/ofi - Field Instruction Orientation – Field Instructor Orientation).

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

The Field Educator/Liaison in concert with the Office of Field Instruction team will insure that the proposed field instructor receives mandatory field instruction training which insures the social work perspective. The Field Educator/Liaison will also work diligently with the proposed field instructor interpreting the Office of Field Instruction’s policies and procedures, Educational Agreement/Evaluation, and providing 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, UM Course Tools, and communication by telephone, e-mail, and regular field office newsletters and School publications. All field instructors are required to fill out the Agency Field Instructor Application Form (Appendix 9.44 or http://www.ssw.umich.edu/ofi – Forms for Agencies and Instructors), attach an updated résumé to this form, and submit these to the Office of Field Instruction for review and approval.

Field instructors should meet the following criteria:

• The field instructor should possess a CSWE accredited master of social work degree, and at least two or more years of post-degree experience (CSCOE/EPAS standard 2.1.4). In cases where a MSW social worker is not available, the goal is to identify a human service professional that possesses the requisite skills and experiences and desires to function as the student’s primary field instructor (task assignments, daily involvement, etc.) based on the student’s dual concentration. Many times these individuals are recommended to the Office of Field Instruction by faculty in the School who has an established, long-term relationship with the proposed field instructor by virtue of their joint work. Secondary supervision from a credentialed MSW social worker who will work in concert with the primary field instructor will be determined in cases where the primary field instructor does not possess a MSW degree. In some cases this may be a faculty member with the appropriate credentials. The duties of the secondary MSW field instructor include providing the student with regular supervision, co-signing the student’s Educational Agreement/Evaluation, and being available to meet with the Field Educator/Liaison, primary field instructor, and student during site visits and/or during problem solving

• The proposed field instructor must have the ability to provide supervision in foundation and/or advanced field instruction, and otherwise provide students
educational experiences that meet the educational objectives of the field instruction program

- The proposed field instructor must possess standards and values which are consistent with those of the social work profession and must demonstrate a competent and reasonable level of successful practice with appropriate experience

- The proposed field instructor should 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

Functions of the Field instructor

- Conducts a structured and well-planned orientation to the field placement's programs, policies, resources, and sociopolitical context for the student (Appendix 9.51: Student Orientation Check List)

- Develops with the student their Educational Agreement/Evaluation, which outlines learning objectives, means for their attainment, and criteria for assessment of goal achievement

- Is accessible to the student and Field Educator/Liaison for consultation, participates in conferences with the Field Educator/Liaison and student on a routine basis and/or whenever problems arise, and keeps the Field Educator/Liaison routinely informed regarding the student's progress and/or problems

- Holds regularly scheduled conferences with the student (a minimum of one hour per week per student in addition to preparation time) and is usually present during the hours when the student is in field placement

- 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 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 Educator/Liaison and student

- Participates in a formal evaluation process with the student and the Field Educator/Liaison at the end of every term

- Provides the student with a verbal midterm evaluation utilizing the student’s Educational Agreement/Evaluation instrument

- Provides feedback to the Field Educator/Liaison and/or the Director of Field Instruction regarding recommendations for improving the overall field education program, classroom preparation for field, curriculum, etc.

- Field instructors are strongly urged to document concerns, issues, or problems regarding student performance; to communicate concerns to the student and Field Educator/Liaison as they develop; and to suggest recommendations for improvement
3.41 Supportive Services/Field Instructor Benefits

Course of Field Instructors
The Office of Field Instruction supports the efforts of field instructors in a variety of ways. A biannual training event is held whereby new field instructors are required to attend a new field instructor orientation (policies, procedures, roles, responsibilities, expectations, etc.) and returning field instructors choose from a variety of break-out sessions focused on a variety of issues in the micro and macro practice areas. There is no fee for the field instructor’s registration in these workshops. These conferences are an important means of facilitating communication between the School and the fieldwork site. In addition to business matters, such meetings ordinarily include intellectual and/or professional content, including theoretical or practical topics to which students are exposed in their academic program or cutting edge social work research.

Continuing Education Credits
The School also offers other training on a variety of professional development topics for field instructors and the social work practice community. Field instructors who maintain an “active” status (currently hosting students September - August) are eligible for continuing education credits for training or development events (where available) when their attendance is required. The School will also provide, when possible, continuing education credits for School-sponsored events that are open to the social work community without charge (i.e., the annual Fauri Lecture). Active field instructors are also provided a 50% tuition reduction for a School-sponsored continuing education event. The tuition benefit is limited to $200.00 in any academic year. This benefit generally will provide support for 15-30 hours of continuing education.

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

Benefits:
- Materials: Field instructors are provided with field instruction materials (such as a Field Instruction Manual) that include uniform information and guidelines about the field instruction program
- M-Cards: Field instructors are eligible for M-Cards, which are a University sponsored benefit which entitles active (currently hosting a student) field instructors benefits that include discounts on some University sponsored events, bookstore discounts, public transportation discounts and the like. Field instructors are also eligible for borrowing privileges from the campus libraries
- Bookstore Discount: The Shaman Drum bookstore in Ann Arbor, MI has generously offered a 10% discount card to active field instructors
- Faculty Collaboration Opportunities: Faculty, on occasion, conduct research projects in conjunction with fieldwork sites. For further information, contact the Director of Field Instruction or the Associate Dean for Educational Programs
- Cultural Events: Field instructors may attend a variety of cultural and intellectual events on the campus; and, on an individually arranged basis, may attend specific sessions of courses offered by the School of Social Work
• Comnet: “Connecting Non-Profits, Technology & Community”
Michigan Comnet is a partnership of the United Way of Southeastern Michigan and the University of Michigan School of Social Work. It is designed for nonprofit organizations and professionals. In addition to the resources available to nonprofit organizations, Comnet also serves as an information resource to the community at large. Michigan Comnet offers numerous online tools to nonprofit organizations including a Community Calendar, Nonprofit Employment listings and a directory of online resources. To learn more about Comnet, visit the website at http://comnet.org or contact the United Way of Southeastern Michigan, 1212 Griswold, 7th Floor, Detroit, Mi 48226 or call 313.226.9291. Fax: 313.226.9386 or Dr. Larry Gant, School of Social Work, 734.763.5990 or lmgant@umich.edu

3.50 Student

Expectations of the Student
Each student carries responsibilities for providing services in accordance with the policies of the fieldwork site, the School, the values of the social work profession, and the NASW Code of Ethics (Appendix 9.20). All students are expected to develop professional discipline, identification with the role of the social worker, and competence in assuming this role. All students are expected to be active seekers in the development of their professional capacities.

Expectations of the Student:

• Read and being familiar with the University of Michigan School of Social Work Office of Field Instruction Field Manual and meet all field instruction policies, procedures, requirements, and curriculum guidelines including fieldwork hours

• Be respectful and engage professionally with all parties involved in field instruction

• Meet all School and Office of Field Instruction deadlines regarding the fieldwork experience. Failure to meet deadlines can impact student grades

• Develop in conjunction with the field instructor, the Educational Agreement/Evaluation. As well as to take the initiative in choosing challenging tasks and in informing the field instructor when they are being under or over utilized

• Communicate on a regular basis with all participants involved in their field experience including but not limited to the field instructor, Field Educator/Liaison, faculty, and other significant parties related to their successes and problems

• Come prepared to supervisory conferences by preparing an agenda which lists questions and issues to be discussed. Students are responsible for taking an active role in the conferences and the evaluation process

• Be responsible for integrating and applying theoretical knowledge

• Be responsible for evaluating the field placement experience and the field seminar when assigned

• To comply with fieldwork site requirements that may include but are not limited to standards regarding:
  o Personal safety
  o Building, office safety, and security
  o Infectious disease control procedures and OSHA requirements
  o Working with high-risk clients
Policies related to the use of a personally owned vehicle specifying that the vehicle is insured and in good working order and that students possess a valid driver’s licensee when making community-based visits and/or transporting clients on field placement “business”

Safety protocols, including building and office security, emergency procedures, management of violent clients, and home visit safety procedures

3.60 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.

3.70 Field Advisory Committee

This Field Advisory Committee is a standing committee within the School of Social Work and is responsible for assessing, reviewing, and proposing policies regarding field instruction and Field Educator/Liaison activities, providing advice and consultation as requested by the Dean and the Associate Dean of Educational Programs, and assisting the Office of Field Instruction in developing strategies for field placement, development, and enhancement. This committee receives annual charges from the School of Social Work’s Executive Committee. This committee is made up of members of the School of Social Work faculty and student representatives. This committee is also responsible for managing other field instruction issues as assigned by the Dean, the Associate Dean for Educational Programs, and the School’s Executive Committee.

3.80 Community Advisory Board

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

The Board has the following divisions and responsibilities:

- Office of Field Instruction
- Developing new and innovative field opportunities
- Strengthening the field instruction program
- Collaborating with the School’s (Standing) Field Advisory Committee
• **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**
  • 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 overall Community Advisory Board meets 2 times per year and the individual divisions of the Board meet as needed. Membership is voluntary and members will be appointed for a period of 3 years.
4.00 FIELD INSTRUCTION PROCEDURES

The following procedures are established to provide students, field instructors, and faculty tools to assist them with issues regarding field instruction. These are School based procedures that are designed to facilitate field placement planning.

4.10 Exemption Process

Students with a Bachelor of Social Work (BSW) fieldwork from a college or university accredited by CSWE may apply for a fieldwork exemption. A maximum of 3 credits of field instruction representing Foundation field instruction and the Foundation Field Seminar (SOCWK 515/531) may be filled by such an exemption, thereby reducing from 15 to 12 the total number of required field instruction credits. Information regarding the exemptions from field instruction is mailed to all newly admitted students as part of the Placement Request Materials (Appendix 9.30). Students must complete and submit an “Application For Exemption From Foundation Field Instruction” Form (Appendix 9.36 or http://www.ssw.umich.edu/ofi - Forms For Students) to the Director of Field Instruction by the deadline for submitting the Field Placement Request Materials.

4.11 Policy

All students must complete a minimum of 12 credits of Advanced fieldwork (SOCWK 691) and 8 credits of fieldwork in their practice method and practice area concentration. If the student has been granted Advanced Standing status, the exemption is automatic because CSWE accredited BSW programs provide students with Foundation field instruction experiences (SSW Student Guide to the MSW Program Section 6.0171 and 6.0411).

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

4.12 Credit Hours After Exemption

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

4.13 Advanced Standing and Exempt Students with a Minor Method

Advanced Standing and exempt students who choose to elect a minor method must use 3 out of their 12 advanced field instruction credits (SOCWK 691) toward the minor assignments in a field setting (see Section 4.50: Minor Requirements).

*An Out-of-Sequence Petition must be completed if this option is elected (Appendix 9.52 or http://www.ssw.umich.edu/ofi - Forms For Students).

4.14 Revoking the Exemption

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

Foundation field instruction credits transferred to the University of Michigan cannot exceed the credits earned for Foundation field instruction at another institution. Therefore, the maximum credits transferred for Foundation field instruction cannot exceed 3 credit hours.

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

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

Students should request that transcripts be sent to the School at the time of admission or when acquired. Students should make arrangements through their Faculty Advisors for a request to grant such credit via the Transfer of Credit Request Form (http://www.ssw.umich.edu/registrar/forms.html). See the SSW Student Guide To The MSW Degree Program Sections 6.045 and 6.046 for more information.

4.30 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 (SOCWK 515/531), in which students register for 2 credits of SOCWK 515 and 1 credit of SOCWK 531—Foundation Field Seminar and 12 credits earned at the Advanced level (SOCWK 691) unless the student has been granted an exemption. Students must complete a total of 912 hours of fieldwork unless Advanced Standing status has been approved. If students are granted Advanced Standing status, they must complete 684 hours of fieldwork. The field placement offers an opportunity for students to add depth and breadth to their previous experience and is also a time to explore a new area or field of study. The field placement is an integral part of the MSW program and has strict standards from the Council on Social Work Education (CSWE) that must be adhered to. The School of Social Work does not grant fieldwork credit for current or past work experience or life experience (see CSWE-EPAS Standard 5.2: http://www.cswe.org).

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

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

|                     | Foundation Field Instruction  
|---------------------|-------------------------------|
| **Credits**         | 3 of 15 required field instruction credits; includes a field seminar and 2 days per week of fieldwork  
|                     | 12 of 15 required field credits  
| **Classroom Content** | Supported by 18 credits of foundation classroom instruction (Foundation curriculum = 21 credits)  
|                     | Classroom content consists of courses in foundation skills, introduction to social welfare and policy, basic SW research, and 2 HBSE classes  
|                     | Supported by 27 credits of platform and advanced courses (Advanced curriculum = 39 credits)  
|                     | Methods: 1 beginning, 2 advanced, & 1 practice area  
|                     | Other Practice area classes: evaluation, HBSE, and SWPS  
|                     | Elective: three  
| **Fieldwork Goals** | Student attains generalist perspective and fundamental skills through exposure to multiple roles and practice approaches  
|                     | Student deepens knowledge and skills of their chosen dual concentration  
| **Skill Level**     | Beginning competency  
|                     | Level of mastery  
| **Fieldwork**       | Assignments are based on the course statement SOCWK 515/531 linked in Appendix 9.70  
|                     | Fieldwork assignments are in both micro (IP) and macro (MHS, CO, or SP & E) methods  
|                     | At least 55% of assignments involve practice. The remainder of assignments can involve observation, reading, and attending seminars or in-services. See Course Statements for SOCWK 515/531 linked in Appendix 9.70  
|                     | Advanced fieldwork assignments are based on the SOCWK 691 course statement that pertains to the student's practice method and practice area linked in Appendix 9.70  
|                     | Assignments are in student's method, either in IP, MHS, CO, or SP&E  
|                     | At least 80% of assignments should involve practice in student’s method and practice area concentrations. See Course Statements for SOCWK 691 linked in Appendix 9.70  
| **Elective Minor Method** | Neither classroom nor field instruction in the minor occurs during the foundation term  
|                     | Minor method assignments = 3 of 12 advanced credits, or 12 hours (1 ½ days per week for 1 or more terms)  
| **Sequence**        | 20-month: Foundation classes and field and field seminar 1st fall term  
|                     | 16-month: Foundation classes in 1st and 2nd terms; foundation field and field seminar in 2nd term, with intermediate and/or advanced classes  
|                     | Advanced Standing: (and other students with BSW's: exempt from foundation field) advanced field and classes 1st, 2nd, and 3rd terms  
|                     | 20-month: advanced classes and field 2nd, 3rd, and 4th terms  
|                     | 16-month: classes 2nd, 3rd and 4th terms; advanced field 3rd and 4th terms  
|                     | Advanced Standing: advanced field and classes 1st, 2nd, and 3rd terms  

4.32 Enrollment Requirements
Students must enroll in field instruction during the terms in which fieldwork is conducted. **No academic credit will be given for fieldwork conducted during a term for which a student is not enrolled in fieldwork courses.**

4.33 Credit Hour Distribution
The student earns fieldwork credits sequentially by electing one of the three tracks depicted in the table below, unless the student has permission to elect an Out-of-Sequence placement schedule (see Section 4.70: Deviations from Standard Field Instruction Schedules). Once the student begins fieldwork, that elected pattern must be followed until completion.

<table>
<thead>
<tr>
<th>FIELDWORK CREDIT HOUR DISTRIBUTION</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>16-MONTH PROGRAM</strong></td>
</tr>
<tr>
<td>Term 1 (FALL) 3 credits</td>
</tr>
<tr>
<td>Term 2 (WINTER) SOCWK 515 (2 credits)</td>
</tr>
<tr>
<td>Term 3 (SPRING/SUMMER) SOCWK 691</td>
</tr>
<tr>
<td>Term 4 (FALL) SOCWK 691</td>
</tr>
<tr>
<td><strong>ADVANCED STANDING</strong></td>
</tr>
<tr>
<td>Term 1 4 credits</td>
</tr>
<tr>
<td>Term 2 4 credits</td>
</tr>
<tr>
<td>Term 3 4 credits</td>
</tr>
<tr>
<td><strong>20-MONTH PROGRAM</strong></td>
</tr>
<tr>
<td>Term 1 3 credits</td>
</tr>
<tr>
<td>Term 2 4 credits</td>
</tr>
<tr>
<td>Term 3 4 credits</td>
</tr>
</tbody>
</table>

4.34 Elective Field Instruction Credits
Additional credit hours for fieldwork may be elected by the student upon the approval of the student's Field Educator/Liaison, Faculty Advisor, and field instructor. A student can earn a maximum of 21 credit hours in fieldwork toward the MSW degree.

4.40 Tracks
The Following Table Outlines the Differences Between the Tracks:

<table>
<thead>
<tr>
<th>20-month Track</th>
<th>16-month Track</th>
<th>Advanced Standing</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students have option of electing two placements</td>
<td>One placement for duration of program</td>
<td>One placement for duration of program</td>
</tr>
<tr>
<td>Public school settings are possible</td>
<td>Some hospitals, mental health, and family field placements prefer the 16-month track. Placements in public schools possible</td>
<td>Students have option of placement in a public school, 3 days per week (6 credits) for fall and winter terms. Hospitals tend not to be available</td>
</tr>
<tr>
<td>Placements in hospital settings tend not to be available</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Students not enrolled in classes or fieldwork during the Spring/Summer term</td>
<td>Students must be enrolled in fieldwork during the Spring/Summer term and enroll in 2 classes</td>
<td>Students must be enrolled in fieldwork during the Spring/Summer term, and take 2 classes</td>
</tr>
</tbody>
</table>
4.41 16-month Track

All students in the 16-month track complete fieldwork requirements in one setting. Students in the 16-month track enroll in classes only during the Fall term, and in class and Foundation field instruction (SOCWK 515) and Foundation Field Seminar (SOCWK 531) during the Winter term. The Field Seminar convenes for a total of 14 hours (two hours, usually biweekly). Students cannot enroll in foundation level field work starting in the Spring/Summer term.

In the Spring/Summer terms and the second Fall term, students enroll in SOCWK 691-Advanced field instruction. The weekly schedule of field placement days is two days per week in the Winter term, four days per week during the Spring/Summer term, and two days per week in the Fall term. (Some 16-month students have a planned sequence of three fieldwork days a week in each of the Winter, Spring/Summer, and Fall terms totaling of 17 field instruction credits. Students in this sequence should see the Section 4.34: Elective Field Instruction Credits).

16-month track and other students who desire two placements must change to the 20-month track and submit a Student Placement Request Form to the Field Instruction Office by the beginning of July, when the placement assignment of 20-month students normally occurs. Students who wish to change curriculum tracks should get the Admissions Office (due to financial aide issues) and Faculty Advisor's approval and then notify the Office of Field Instruction immediately. Students will be required to submit an Out-of-Sequence Petition Form (Appendix 9.52 or http://www.ssw.umich.edu/ofi/ Forms For Students) as well.

The weekly as well as term-by-term field instruction schedule for students is congruent with academic offerings. Academic courses are scheduled on days when students are not scheduled for fieldwork.

### 16-MONTH TRACK (INCLUDES MINOR REQUIREMENTS)

<table>
<thead>
<tr>
<th>Term</th>
<th>Days/Wk</th>
<th>Hrs</th>
<th>Class/Field Schedule</th>
<th>Hours</th>
<th>Hours/Wk</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fall</td>
<td>0</td>
<td>0</td>
<td>On campus class only</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Winter</td>
<td>2</td>
<td>228</td>
<td>Classes and 2 fieldwork days per week + biweekly field seminar (3 Foundation credits)</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Spring/Summer</td>
<td>4</td>
<td>456</td>
<td>Classes and 4 fieldwork days per week (8 Advanced credits)</td>
<td>171</td>
<td>12</td>
</tr>
<tr>
<td>Fall</td>
<td>2</td>
<td>228</td>
<td>Classes and 2 fieldwork days per week (4 Advanced credits)</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td></td>
<td><strong>912</strong></td>
<td></td>
<td><strong>171</strong></td>
<td></td>
</tr>
</tbody>
</table>

*The minor method can be completed in 12 hours a week during 1 of the advanced field instruction terms; or in 6 hours a week for 2 advanced field instruction terms; or in 4 hours a week for 3 advanced field instruction terms. The minor cannot be completed in Foundation fieldwork.

4.42 20-Month Track

Students in the 20-month curriculum usually elect this track because they are interested in two field placement experiences, social work 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 (SOCWK 515) in the first term, students are also enrolled in the Foundation Field Seminar (SOCWK 531), which convenes usually biweekly during the first term of fieldwork.

Students in the 20-month curriculum track have the option of choosing one or two placements. 20-Month students who elect one placement remain in that placement for four terms. Students need to consult with their field instructor and their Field Educator/Liaison to insure that the fieldwork site can offer advanced learning opportunities that exhibit increased breath, depth, and complexity in assignments, and are able to offer increased levels of independent practice if they elect to remain in the same placement. All field placements must be approved by the Field Educator/Liaison assigned to the student.

Students who elect two placements have one placement during their first and second terms, and the second placement during their third and fourth terms. 20-month students are required to complete the “Second Year 20-month Student Placement Decision Form (Appendix 9.37: Second Year 20-Month Student Placement Decision Form or http://www.ssw.umich.edu/ofi/- Field Placement Request Materials) in February of their first year to inform the Office of Field Instruction regarding their second placement decision.

The weekly as well as term-by-term field instruction schedule for students is congruent with academic offerings. Academic courses are scheduled on days when students are not scheduled for fieldwork.

### 20-MONTH TRACK (INCLUDES MINOR REQUIREMENTS)

<table>
<thead>
<tr>
<th>Term</th>
<th>Total time spent in fieldwork</th>
<th>Time spent on assignments in elective minor method*</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Days/Wk</td>
<td>Hours</td>
</tr>
<tr>
<td>Fall</td>
<td>2</td>
<td>228</td>
</tr>
<tr>
<td>Winter</td>
<td>2</td>
<td>228</td>
</tr>
<tr>
<td>Fall</td>
<td>2</td>
<td>228</td>
</tr>
<tr>
<td>Winter</td>
<td>2</td>
<td>228</td>
</tr>
<tr>
<td>Total</td>
<td>912</td>
<td>171</td>
</tr>
</tbody>
</table>

* The minor method can be completed in 12 hours a week during 1 of the advanced field instruction terms; or in 6 hours a week for 2 advanced field instruction terms; or in 4 hours a week for 3 advanced field instruction terms. The minor cannot be completed in Foundation fieldwork.

#### 4.43 Advanced Standing Track

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 (SOCWK 691) for each term. Advanced Standing students are exempt from SOCWK 515/531 (Foundation field instruction and the Foundation Field Seminar).

Advanced Standing students placed in public school settings should enroll in 6 credits of SOCWK 691 for Fall and Winter terms. These students will be in field instruction 3 days a week for both terms (see Section 5.40: School Social Work Field Placement Requirements). Students who deviate from the usual Advanced Standing curriculum track must complete an Out-of-Sequence Petition (Appendix 9.52 or http://ww.ssw.umich.edu/ofi/- Forms For Students).
The weekly as well as term-by-term field instruction schedule for students is congruent with academic offerings. Academic courses are scheduled on days when students are not scheduled for fieldwork.

### ADVANCED STANDING TRACK (INCLUDES MINOR REQUIREMENTS)

<table>
<thead>
<tr>
<th>Term</th>
<th>Total time spent in fieldwork</th>
<th>Time spent on assignments in elective minor method*</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Days/Week</td>
<td>Hours</td>
</tr>
<tr>
<td>Fall</td>
<td>2</td>
<td>228</td>
</tr>
<tr>
<td>Winter</td>
<td>2</td>
<td>228</td>
</tr>
<tr>
<td>Spring/Summer</td>
<td>2</td>
<td>228</td>
</tr>
<tr>
<td>Total</td>
<td></td>
<td>684</td>
</tr>
</tbody>
</table>

* The minor method can be completed in 12 hours a week during 1 of the advanced field instruction terms; or in 6 hours a week for 2 advanced field instruction terms; or in 4 hours a week for 3 advanced field instruction terms. The minor cannot be completed in Foundation fieldwork.

#### 4.44 Extended Degree Track

This option enables students to complete their degree on a part-time basis. **Students must be enrolled full-time (at least 9 credit hours per term) for at least two terms.** Such students are required to start their fieldwork after completing 15 credit hours of academic work. Those who are able to do so should follow the 16-month or 20-month fieldwork schedule outlined in the tables above. Those who have completed 15 credit hours of coursework may also elect the pattern below for their fieldwork schedule:

- **Fall:** 3 credit hours: 2 days (per week)
- **Winter:** 4 credit hours: 2 days (per week)
- **S/S:** 8 credit hours: 4 days (per week)

Students who elect this option need to complete an Out-of-Sequence Petition (Appendix 9.52 or [http://www.ssw.umich.edu/ofi/ - Forms For Students](http://www.ssw.umich.edu/ofi/)).

#### 4.45 Doctoral Program (Pre-MSW) Field Requirements

Students entering the Doctoral Program without the M.S.W. (professional degree) enroll simultaneously in the School of Social Work and the Graduate School and usually spend the first four semesters of study completing the requirements for that degree. They must complete work in, or relevant to each of the areas specified in the social work curriculum, as well as satisfy requirements for fieldwork instruction. In consultation with their Faculty Advisor, the doctoral student may elect to substitute the research internship (or departmental equivalent) for up to 8 credits of fieldwork.

See the following table for information regarding field placement options for pre-MSW Doctoral students. Students are encouraged to work with their Faculty Advisor upon admission regarding their field instruction requirements. **Students are also reminded that it is not possible to start fieldwork during the Spring/Summer terms.**
PRE-MSW/DOCTORAL STUDENTS FIELD PLACEMENT OPTIONS

<table>
<thead>
<tr>
<th></th>
<th>FALL* FIELD PLACEMENT START OPTION</th>
<th>WINTER* FIELD PLACEMENT START OPTION</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 credit of Foundation Field</td>
<td>FALL: 515 = 2 credits 531 = 1 credit</td>
<td>WINTER: 515 = 2 credits 531 = 1 credit</td>
</tr>
<tr>
<td>(SOCWK 515) = 114 clock hours in the agency</td>
<td></td>
<td></td>
</tr>
<tr>
<td>SOCWK 531 = Required Seminar/meets every other week for 2 hrs</td>
<td></td>
<td></td>
</tr>
<tr>
<td>1 credit of Advanced Field</td>
<td>WINTER: 691 = 4 credits</td>
<td>SPRING/SUMMER: 4 credits</td>
</tr>
<tr>
<td>(SOCWK 691) = 57 clock hours in the agency</td>
<td></td>
<td></td>
</tr>
<tr>
<td>TOTAL = 7 credits (REQUIRED)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Additional Elective Field Credits (Up to 21 credits total allowed)*</td>
<td>SPRING/SUMMER: 5+ credits</td>
<td>SPRING SUMMER: 5+ credits</td>
</tr>
<tr>
<td>TOTAL depends on # of credits registered for in SP/SU</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Field Application Deadline</td>
<td>July 1</td>
<td>October 13</td>
</tr>
</tbody>
</table>

* Students can only start field placement in the Fall or the Winter terms
+ Doctoral students can substitute up to 8 of the 15 required field placement credits with their research practicum

4.50 Minor Requirements

Students have the option of electing a minor in a different practice method. Students must earn 12 hours of Advanced field instruction credits (SOCWK 691) in order to graduate and at least 8 hours of Advanced field instruction credits must be in the student’s dual concentration. Students who elect a minor spend 25% or 3 of 12 advanced field credits in field assignments in the minor method. The minor constitutes 171 hours of the 684 required hours in advanced field instruction. A total of 912 field hours are required (except for Advanced Standing students) and 171 of those hours can be devoted to a minor. The minor cannot be completed in Foundation field instruction (SOCWK 515). Students typically work with their assigned Field Educator/Liaison to secure field placement experiences that meet the minor requirements in the same fieldwork site where they have been placed. It is difficult to place a student in another fieldwork site for the 171 hour experience due to fieldwork site constraints.

4.60 Fieldwork Schedules

Students must be in field for a minimum of two days or 16 hours per week during times when their field instructor is also on duty and available to the students. The idea is to log approximately 16 hours per week to allow for a full range of learning experiences over time. It is also important for these learning experiences to build over the course of each term. It is difficult for students to work full-time, take classes, and do fieldwork (see section 4.63 - Employment).

The fieldwork site may have different scheduling needs so students should discuss all schedule arrangements during the field placement interview. In addition, students are encouraged to log a few additional hours to cover an unexpected absence or an illness, but the bulk of the required
hours must be logged continuously and contiguously over the course of the terms(s). Students at times may also be required to attend their field placements during the University breaks for a few hours so that client relationships are maintained. These scheduling issues are decided by the student and their field instructor.

The School has designated the following days for fieldwork:

<table>
<thead>
<tr>
<th>Advanced Standing</th>
<th>16-month Track</th>
<th>20-month Track</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fall</td>
<td>Monday &amp; Tuesday</td>
<td>Thursday &amp; Friday</td>
</tr>
<tr>
<td>Winter</td>
<td>Thursday &amp; Friday</td>
<td>Thursday &amp; Friday</td>
</tr>
<tr>
<td>Spring/Summer</td>
<td>Tuesday - Friday</td>
<td>Tuesday - Friday</td>
</tr>
<tr>
<td></td>
<td>(any 2 days)</td>
<td></td>
</tr>
<tr>
<td>Fall (continuing students)</td>
<td>Monday &amp; Tuesday</td>
<td>Monday &amp; Tuesday</td>
</tr>
<tr>
<td>Winter</td>
<td>Thursday &amp; Friday</td>
<td></td>
</tr>
</tbody>
</table>

### 4.61 Classroom 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. Some 16-month students in particular field placements have a planned sequence of three fieldwork days a week in each of the Winter, Spring/Summer, and Fall terms, amounting to a total of 18 field credits. Students in this sequence should see Section 4.34.: Elective Field Instruction Credits.

On occasion, the student or fieldwork site may find it necessary to schedule a fieldwork activity during class time. In this event, the student must obtain permission from the classroom instructor to miss the class. A single occasion may be acceptable to most instructors; a planned pattern of absence is not. Similarly, fieldwork is also considered a class. Therefore, a student should not skip fieldwork activities to study or complete classroom assignments without first discussing this with their field instructor.

### 4.62 Absences

Students participate in field instruction on assigned days throughout the term, with the exception of University holidays and recesses which include 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. When University recesses and holidays conflict with those of the fieldwork site, the student is expected to observe those of the University. However, if desired, the student may elect instead to observe fieldwork site recesses and holidays, provided the required number of fieldwork hours are fulfilled. Attendance at conferences or all-day professional meetings is permitted when the content pertains to the student's fieldwork assignments and the field instructor has given approval. Again, fieldwork schedules should be discussed by the student and field instructor.

Attendance is a beginning benchmark of the developing professional social worker. Students should treat their fieldwork and fieldwork expectations as they would a formal job. If a student is not going to be able to go to fieldwork for a legitimate reason, the field instructor should be notified and a plan to make the hours up initiated. In keeping with professional standards, the student is the arbiter of what constitutes cause. However, all absences from fieldwork must be made up. There may be circumstances in which a student is absent for good and compelling reasons from the fieldwork site for such an extended period of time that the
absences cannot be made up in the term in which they occurred. In such a case, if the plan is approved by the field instructor and the Field Educator/Liaison to make up the absences in a subsequent term, then a grade of “I” (Incomplete) will be entered by the Field Educator/Liaison and replaced by a letter grade once the absences are made up. Field instructors are encouraged to notify the Field Educator/Liaison immediately if there are issues surrounding the attendance of the student.

Students, who miss fieldwork, including students who start field late at the beginning of a term, should have a plan in their Educational Agreement/Evaluation to make up the hours during the term in which they were missed. The plan can include working during evenings, weekends, or academic term breaks. The plan must be developed with the field instructor and approved by the Field Educator/Liaison. Absences taken for religious holidays that occur when school is in session must be made up. The schedule to make up the missed days must be developed by the student and the field instructor and approved by the Filed Educator/Liaison.

4.63 Employment
All students should be in field at least 16 hours per week for each term that they are enrolled in field instruction. Field instruction terms should be consecutive. Many students have full-time or part-time employment while enrolled in the MSW program and request fieldwork schedules to accommodate their employment schedules. These requests generally cannot be honored by the School since students need to accommodate to the fieldwork site’s scheduling requirements in order to allow the student to participate as fully as possible in fieldwork, staff meetings, client contacts, and to experience the rhythms of a typical work day. Students who work full-time are strongly encouraged to either reduce their work hours to no more than 20 hours per week while they are enrolled in classes and 16 hours per week of field, or take longer to complete the program than the standard four terms such as is offered in the Extended Degree Program.

4.70 Deviations from Standard Field Instruction Schedules
Out-of-Sequence Petitions

Under some unusual circumstances students may find it necessary to alter their field instruction sequence from either the 16-month, 20-month, or Advanced Standing track. Students are reminded that they cannot start field instruction during the Spring/Summer Terms.

Students wishing an out-of-sequence schedule must access the Out-of-Sequence Petition form in Appendix 9.52 or http://www.ssw.@umich.edu/of/ - Forms For Students. This petition must be signed by the student’s Faculty Advisor and Field Educator/Liaison and submitted to the Director of Field Instruction for approval. The signature of the Director of Field Instruction is required to ensure that the field office and the Registrar’s office are aware of any field instruction changes. The fieldwork site must also agree to the proposed schedule and be able to accommodate the student’s request. Failure to submit this petition may result in inaccurate audits of the student’s academic record before graduation. The Out-of-Sequence Petition allows the School to monitor the student’s progress toward completing MSW degree requirements, to project the need for certain courses, and to increase the likelihood that students who require certain classes during particular terms will be able to enroll in them.

Some field placements require 16-month students to have a planned sequence of 3 fieldwork days per week in each of the Winter, Spring/Summer and Fall terms, rather than the typical sequence of 2-4-2 days per term, respectively. Students who enroll for 5 credits during the first term should register for SOCWK 515/531 for 3 credits (2 credits of SOCWK 515 and 1 credit of SOCWK 531), and SOCWK 691 for 2 credits. Students are required to complete 228 field hours utilizing the Foundation Educational Agreement/Evaluation. Once these hours are completed,
the student then must utilize the Advanced Educational Agreement/Evaluation appropriate to their dual concentration and all field work activities must be at the advanced level.

Out-of-Sequence Petitions are required for the following and any other schedule that is considered a deviation:

- Students enrolled in more than 3 field credits during the first term, or for more or less than 4 advanced credits during any fall or winter term
- 16-month students who register for 5 or 6 credits of field instruction for 3 terms
- 20-month students who are enrolled in field instruction during the Spring/Summer term
- 16-month students who start field instruction in September

4.80 Changing The Dual Concentration After Enrollment in the MSW Program

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

- 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 (SOCWK 691) in their chosen dual concentrations
- 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
- 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
- Financial assistance is generally awarded to eligible students for no more than four terms, and therefore, may not be available to students who elect to lengthen their course of study to accommodate changes in concentrations

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

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

If students wish to change either one or both parts of their dual concentration, they must meet the deadlines below in order to complete degree requirements within four terms:
16-month students
Must submit all necessary forms by the end of the second term of study (April 1)

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

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

Out-of-Sequence Students (those who have previously changed their field registration)
May not be able to change concentrations without extending the program of study

The forms necessary for changing dual concentrations are located in the Registrar’s office and the Office of Field Instruction (Appendix 9.53 “Request for Change In Dual Concentration And/Or Minor Form” or http://www.ssw.umich.edu/registrar/forms.html).

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

4.90 Field Placement Process and Required Forms

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. Students are encouraged to review the power point regarding the Field Placement Process found at the following web site: http://www.ssw.umich.edu/ofi - Field Instruction Orientation – Student Orientation.

PLEASE NOTE:

IN RESEARCHING POSSIBLE PLACEMENTS, STUDENTS MUST NOT CONTACT FIELDWORK SITES DIRECTLY.

THE OFFICE OF FIELD INSTRUCTION MUST ARRANGE ALL PLACEMENTS. STUDENTS MUST NOT INITIATE CONTACT WITH ANY FIELDWORK SITES SEEKING A FIELD PLACEMENT WITHIN THAT FIELDWORK SITE WITHOUT PRIOR APPROVAL OF THE OFFICE OF FIELD INSTRUCTION.

ANY FIELD PLACEMENTS INITIATED WITHOUT THE KNOWLEDGE OF OFFICE OF FIELD INSTRUCTION WILL NOT BE APPROVED.

ADDITIONALLY, STUDENTS MAY NOT INTERVIEW AT MORE THAN ONE FIELD PLACEMENT AT A TIME. ALL INTERVIEWS MUST BE COORDINATED BY THE ASSIGNED FIELD EDUCATOR/LIAISON.

The field placement experience offers students an opportunity to learn about social problems, social welfare, community organizations, diverse client groups, communities and social systems, community-based resources, social policy and evaluation, and issues that are interpersonal in nature while working with people across the diversity dimensions, in settings that provide services to children and youth in families and society, elderly, people with health and mental health issues. Field placements typically occur in a fieldwork site setting under the direct supervision of an approved and credentialed field instructor. Students are assigned to a
field placement based on their dual concentration (method and area of practice). *Students in field placement must be placed in the fieldwork site for a minimum of two consecutive terms.*

Students sometimes request a change of placement for one term only. Generally, the Office of Field Instruction cannot accommodate students for only one term. Fieldwork sites cannot provide substantial assignments nor invest in training a student who will leave the field placement after only one term. Students are encouraged to utilize the minor (171 total field hours) as a means of experiencing alternate fieldwork in another method (see Section 4.50: Minor Requirements).

### 4.91 Placement Request Materials/Agency Placement Listings

Students are sent the Placement Request Materials upon admission to the School of Social Work (Appendix 9.30 or [http://www.ssw.umich.edu/ofi](http://www.ssw.umich.edu/ofi) - Incoming Student Packet). The following forms are required in order to facilitate student field placements:

- Student Placement Request Form ([Student Placement Request Form](#))
- Student Agreement-Release of Information Form ([Student Agreement Release of Information Form](#))

Students are required to submit a written Goal Statement (Appendix 9.34: Guidelines for Writing a Goal Statement), a résumé (Appendix 9.35: Guidelines for Writing a Résumé), and Student Agreement/Release of Information Form (Appendix 9.33 or [http://www.ssw.umich.edu/ofi](http://www.ssw.umich.edu/ofi)). Students are reminded that these will be sent to fieldwork sites for review so they should be professionally done.

When the forms are received, they are logged into the shared student database, and reviewed at the Office of Field Instruction’s weekly team meeting where the student is assigned to a Field Educator/Liaison who is responsible for implementing the placement plan. **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.**

Additional information in the packet, includes timelines for the tracks, ([Timeline 16 month](#), [Timeline - Adv and 20 month](#)), Important Deadlines ([Important Deadlines in Field Instruction](#)), Tips for Interviewing for a Field Placement ([Tips for Interviewing for a Field Placement](#)), Employment-Based Proposal Guidelines ([Employment Based Proposal Guidelines](#)), Proposal Outline for Out-of-State and International Placements ([Proposal Outline for Out-of-State and International Placements](#)), and several flyers about fieldwork sites that have some specific requirements/deadlines.

The Student Placement Request Form is very detailed and is utilized by the Field Educator/Liaison to determine “best fit” for a field placement. Students will be asked to complete a section on the form that identifies a list of fieldwork sites and rank order the fieldwork sites they are interested in. Students utilize a web-based slot list ([http://www.ssw.umich.edu/ofi](http://www.ssw.umich.edu/ofi) - Agency Placement Listings) to accomplish this. This listing is used to find specific fieldwork sites where the student could accomplish their identified learning goals. This list contains a short description of the field placement, its services, the available student experiences, method, practice area, track that can be accommodated, and URL links to web sites. The placement listing is updated frequently. Students are encouraged to research fieldwork sites utilizing the Agency Placement Listings so they can be prepared and informed prior to meeting with their Field Educator/Liaison.

Information about the student’s curriculum track and concentration method and practice area are the major factors that influence placement decisions. Students may also consult with their Faculty Advisor when completing the Placement Request materials. The student and Field
Educator/Liaison assess the student's learning needs relative to the student's concentration, key interests, and any special circumstances the student may present. Then the types of fieldwork settings in which the student's educational goals and interests could be accommodated are explored.

*The Office of Field Instruction cannot guarantee that students will be placed in one of their preferred field placements or fieldwork sites, but student requests will be used to help determine appropriate fieldwork sites.*

Advanced Standing students should be aware that only under extraordinary circumstances, would they be allowed to seek field placement at the same fieldwork site where they completed their undergraduate BSW field placement. One of the goals of the MSW degree is to provide advanced training as well as exposure to the technical proficiency in the student’s elected dual concentration, which includes a major practice method. Additional exposure and experience beyond the BSW experience is required to accomplish this goal.

4.92 Field Placement Assignment

Field Educator/Liaisons are assigned a cohort of fieldwork sites to work with. They are responsible for referring students for placement in their assigned group (Field Educator role) and they also function as the student’s Field Liaison for these fieldwork sites. This allows the Field Educator/Liaisons to develop solid working relationships with the fieldwork site staff and gives them opportunity to learn what the fieldwork site’s expectations are regarding the students being referred since they are working with these fieldwork sites during the placement phase and during the actual placement by functioning as a Field Liaison for the student. Each fieldwork site has a designated contact person (who may or may not be a field instructor) who works with the Field Educator/Liaisons to forecast the number of students and the methods that can be accommodated by the fieldwork site for the upcoming academic year. The Field Educator/Liaisons routinely gather information from approved fieldwork sites as to the number of students that can be effectively accommodated, the type and variety of practice assignments afforded, the availability of qualified supervision, in addition to other pertinent data.

When a student expresses interest in a field placement, their Placement Request materials are reviewed to ascertain if they meet the fieldwork site expectations. The assigned Field Educator/Liaison contacts the fieldwork site to determine their interest/availability and then the student’s paperwork are faxed to the fieldwork site contact, which will review these materials with their staff and decide whether or not to offer the student an interview. Students must sign a Student Agreement/Release of Information Form (Appendix 9.33 or [http://www.ssw.umich.edu/ofi Forms For Students]), which allows information in the Placement Request Materials to be shared with the fieldwork site.

Many fieldwork sites require that students provide copies of undergraduate and graduate transcripts if they have been accepted for field placement. Because the Registrar’s Office cannot provide students with transcripts from other schools, students should bring with them copies of transcripts from all schools where have been previously enrolled.

In addition, some fieldwork sites will also require additional application procedures and/or letters of reference as part of the routine of applying for a field placement. Students will be notified of these requirements by the assigned Field Educator/Liaison during the placement process.

The fieldwork site interviews only those students they feel best match their needs and ability to offer the type/kinds of student training that the student requires. All students must successfully interview and be selected for placement by the fieldwork site. Every effort will be made to assign students to fieldwork sites according to their expressed preferences. However, given
that our program is very large, competition is stiff for many of the field placements. Students shouldn’t be discouraged if they are not accepted for their first choice. As their assigned Field Educator/Liaison will work with them to secure an appropriate placement.

4.93 Field Placement Verification Form
After the field placement is finalized, students are required to submit a Field Placement Verification Form (Appendix 9.55 or http://www.ssw.umich.edu/ofi -Forms For Students) each term they are enrolled in field instruction. **FAILURE TO SUBMIT THIS FORM BY THE DEADLINE CAN AFFECT THE STUDENT’S GRADE IN FIELD INSTRUCTION.** This form indicates 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. Finally, the signatures indicate that the student and the field instructor have reviewed sections of the Field Instruction Manual related to Guidelines for Student Safety (Sections 2.33: Safe Health Practices: Immunizations/Vaccinations, 2.34: Malpractice Insurance, 2.35: Vehicle Insurance, and 2.80: Guidelines for Student Safety).

4.94 Placement Calendar/Deadlines
Field placements are facilitated 3 times during the academic year. Placement Request Materials are due for incoming students in July, for continuing 20-month track students in February, and for 16-month track students in October. All students are required to submit Student Placement Request materials which will be utilized to determine fieldwork site assignment (see Section 4.93: Field Placement Assignment). **No field placement assignment will be made without a signed and dated Student Placement Request Form and Student Agreement/Release of Information Form, résumé, and goal statement.** (continuing 20-month students fill out a different form – Appendix 9.37: Second Year 20-month Student Placement Decision Form of http://www.ssw.umich.edu/ofi - Forms For Students). Deadlines for submission of these forms also appear on the instruction sheet provided with the forms. Forms received after the deadlines will have lower priority than those received on time and could affect the availability of fieldwork sites and the student’s start date.

4.95 Vehicle Availability/Driver’s License
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 many 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, etc., so it is important that all students have a valid driver’s license. **Not having a car severely limits field placement options.** Given that most field placements are located outside of the local Ann Arbor area, it is to the student’s advantage to have a vehicle or be prepared to carpool to the extent that this is available. Many of the most exciting field opportunities are located in the larger urban areas (such as Detroit or Lansing) and students without cars may need to compromise their interests and preferences to be accommodated due to a lack of transportation.

4.96 Field Placement Related Expenses
Students may have some expenses related to fieldwork. These could include immunizations/vaccinations or tests that may be required by the fieldwork site, 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.

4.97 Field Placement Interview
A key element involved in securing a field placement is the interview with the potential field instructor. It is an opportunity for the student to learn about the field placement and for fieldwork site to learn about the student. This interview gives the student a chance to share their interests, their previous experiences, and discuss the skills they would like to acquire. The outcome of the interview will determine if the field placement will be able to meet the student’s learning goals and if the field placement will be a good “fit” for the field instructor and the student. The interview process allows the students to practice their job interviewing skills, to meet and be evaluated by the potential field instructor, to learn about the field placement expectations, and become familiar with the functions of the fieldwork site. It also gives the field instructor the opportunity to determine if the student would meet the needs and standards of the fieldwork site.

The Field Educator/Liaison and/or field placement contact person will call the student to arrange the interview. When contacted, students should return the call promptly and leave their name, a return number, and the best times to be reached by the contact person. Students should also mention that they are enrolled at the University of Michigan School of Social Work and give the name of the Field Educator/Liaison who referred them. Many fieldwork sites are very busy so it is important to give the contact people a reasonable amount of time to return the inquiry. Fieldwork site interviews should be handled like a job interview, so students are reminded to wear appropriate professional attire (Appendix 9.38: Tips on Interviewing for a Field Placement or http://www.ssw.umich.edu/ofi - Incoming Student Packet).

The Field Educator/Liaison will fax the student’s paperwork to the fieldwork site contact person to review but students should take additional copies of their goal statement and résumé to the placement interview.

During the interview, fieldwork site personnel assess the student’s level of interest, suitability for the general type of assignments they have in mind, and fieldwork schedules. Typically, it is at this point that placement decisions are finalized. However, if there are well-founded reservations about the suitability of the match between the fieldwork site and the student, the Office of Field Instruction should be informed at once by the student and/or the fieldwork site contact person so alternate placement planning can begin.

4.98 Policy On Unsuccessful Field Placement Interviews
Occasionally, a student is not accepted for placement after the initial interview because the fieldwork site thinks that the student is not appropriate. 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; or unsuitable affect during the interview. If a student is not accepted for a field placement after two different interviews for reasons of perceived inappropriateness, the student will not be reassigned to another fieldwork setting until a meeting occurs between the student, the assigned Field Educator/Faculty Liaison, the Director of Field Instruction, and/or the student’s Faculty Advisor. The purpose of the meeting will be to assess and address the problematic behaviors, assist the student in correcting them, and establish deadlines by which the student can be accepted for an interview and start fieldwork 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 Committee on Academic Difficulty, which reviews students in academic difficulty. **If a student is not placed by mid-term, the student may need to drop field instruction credits for that term and add field instruction credits in the subsequent term. This may mean that the student must enroll for an additional terms.**
5.00 SPECIAL PROGRAMS/CERTIFICATES/STIPENDS

5.10 The Specialist in Aging Certificate

The Specialist in Aging Certificate offers students the opportunity to develop individualized programs of interdisciplinary graduate study for academic credit in gerontology. The program draws upon the resources and course offerings of Literature, Science, and the Arts, and the Schools of Public Health, Social Work, and Nursing, as well as other academic units. The Specialist in Aging Certificate granted by the School of Social Work is awarded upon successful completion of academic course requirements and approved field instruction. Course requirements for the Specialist in Aging Certificate may be completed by completing courses during the regular University Fall, Winter, and Spring/Summer terms. Students interested in the Certificate Program may pick up materials in the Office of Student Services or the Registrar's Office. For further information contact Professor Berit Ingersoll-Dayton at bid@umich.edu

5.20 Geriatric Social Work Fellowship Program

http://www.ssw.umich.edu/geriatricSocialWork/shipProgram

Geriatric social work is one of the fastest growing career fields. The numbers of older persons in the U.S. will more than double between the years 2000 – 2030. As the population ages, employment opportunities in gerontology social work are expanding greatly. In geriatric social work there are endless possibilities to make a difference in people’s lives and limitless opportunities for advancement. Students who are committed to developing culturally competent practice skills with elders are particularly encouraged to apply for the fellowship. All admitted MSW students interested in geriatric social work may apply for the Geriatric Social Work Fellowship Program. However, students awarded the Fellowship must choose the 16-month track and the aging practice area concentration. Please note that if students' interests are in health or mental health, these topics will be covered in the integrative seminar and in the field placement.

5.30 Child Welfare Fellowship Program

http://www.ssw.umich.edu/child-welfare/index.html

The University of Michigan School of Social Work Child Welfare Fellowships are awarded to at least ten students who are interested in becoming child welfare specialists. The purpose of the program is to train committed specialists in child welfare. Following graduation, child welfare specialists have worked as clinical social workers, therapists, program managers, executive directors, evaluators, community organizers, and policymakers.

When students apply for admission to the MSW program, they can request to be considered for the Child Welfare Specialist Fellowship. The Admissions Office screens applicants and the final selection is made by Professor Kathleen Faller and Ms. Mary Ortega, ACSW. Professor Faller serves as the Faculty Adviser for the Child Welfare Fellows. Taking into account students' methods concentrations and interests, the Office of Field Instruction make students' fieldwork site selection, consulting as needed with Professor Faller and Ms. Ortega. Fellows will complete their internships in field placements that offer opportunities for cutting edge practice in child welfare. Agencies include the University of Michigan Family Assessment Clinic, Michigan Department of Human Services, Catholic Social Services of Jackson County, Children's Center of Michigan, and Vista Maria, to name a few.

These fellowships address the need for child welfare social workers. Students must note an interest in Child Welfare fellowship 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.

5.40 School Social Work Field Placement Requirements

http://www.ssw.umich.edu/swinschools

Students interested in school social work should consult with the faculty member who provides advising about the practice of social work in schools and certification requirements for such practice during their first term (http://www.ssw.umich.edu/swinschools). 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, 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.

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

- Master of Social Work degree
- Field instruction which includes direct practice with families and children
- SOCWK 612-Mental Health and Mental Disorders of Children and Youth or equivalent at graduate or undergraduate level
- SOCWK 614-Uses and Implications of Psychological Testing in Social Work or the equivalent at graduate or undergraduate level
- SOCWK 642-Social Work in Educational Settings or the equivalent from another graduate course at a School of Social Work in the state of Michigan

Based on public school requirements and schedules for students, Advanced Standing and continuing (2nd Year 20-month Advanced level) students are placed in public school settings. Rarely does a school placement accept a Foundation level student. Students placed in a school setting cannot register for field instruction credits during the Spring/Summer term.

Each semester, at least 228 hours (16 hours a week) of fieldwork must be completed. Typically, 228 clock hours are completed by attending field 2 days a week, 8 hours per day, which equals 4 credits of Advanced field instruction. In some school settings, many placement days are only 6 or 7 clock hours instead of 8. Therefore, students may need to register for 4 credits of field instruction while putting in 3 days a week of fieldwork during each term in order to meet the field hour requirements. Many school systems break and holiday schedules do not match the University's schedule. All missed days must be made up in the term they were registered for.

Advanced Standing students who are placed in a school setting should complete all 12 field credits in the Fall and Winter terms (6 credits each term). Students should arrange to do fieldwork 3+ days a week in order to complete 24 clock hours each week for the two terms. Advanced Standing students most likely will have to remain in fieldwork until June as well. An Out-of-Sequence Petition must be completed for all Advanced Standing students following this schedule (Appendix 9.52 or http://www.ssw.umich.edu/ofi - Forms For Students).

While the University’s Winter term ends in April, public schools are often in session until June. Most school settings will require students to remain in assigned school field placement
until June as a qualification for the placement. These students must make schedule arrangements with their field instructor during the placement interview. Students should be aware as well that most schools require a 3 day per week commitment for fieldwork. If the student chooses to accept the placement on condition of remaining in field beyond April, the following conditions apply:

- The schedule arrangement between the student and the field instructor must be approved by the Field Educator/Liaison 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. (Appendix 9.52 or http://www.ssw.umich.edu/ofi - Forms For Students). Petitions are also available in the Offices of the Registrar and Field Instruction
- The student will be assigned a “Y” grade at the end of the Winter term by the Field Educator/Liaison. The “Y” grade will be replaced by the appropriate fieldwork grade by the Field Educator/Liaison when the fieldwork hours for that term are completed (Section 7.40: Grading Policies)
- When the student is in placement during this extended period, the student is covered for malpractice throughout the extended period under the University of Michigan Insurance policy. 20-month students who have been rewarded financial aid and who elect to extend their schedules into May or June to complete Winter term fieldwork should be aware that they are not eligible for additional financial aid during this extended period

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 (see http://www.ssw.umich.edu/swinschools).

5.50 State of Michigan Department of Human Service Title IV-E Program

This program is for state of Michigan Department of Human Service employees. Students in this special program are required to work closely with their Faculty Advisor and the Office of Field Instruction regarding course and fieldwork schedules. The Child Welfare Specialists Program is available to current Michigan Department of Human Services employees who have been admitted directly into this special program. These students concentrate in the practice area of Children & Youth in Families and Society, but may opt to concentrate in any of the practice methods. In addition, they take advanced courses in child welfare. Students enroll in 4-7 credit hours per term, and compete the MSW program in four years (12 terms).

All students in this program must submit an Out-of-Sequence Petition (Appendix 9.52) to the Director of Field Instruction for approval. These forms are available in the Office of Field Instruction, the Registrar’s Office or: http://www.ssw.umich.edu/ofi -Forms For Students. Students should begin placement planning as early as possible and work closely with their assigned Field Educator/Liaison regarding field placement requirements.

5.60 Certificate in Jewish Communal Services and Judaic Studies

http://www.ssw.umich.edu/drachler

The Certificate in Jewish Communal Service and Judaic Studies, coordinated by the Sol Drachler Program in Jewish Communal Leadership, prepares students for leadership careers in Jewish communal settings such as Jewish federations, community centers, family services, homes for the aged, and community development organizations in the United States and abroad.
Students are awarded the Certificate in Jewish Communal Service and Judaic Studies upon completion of the 60-credit MSW degree (including a specially tailored field instruction program and three designated social work courses) and 18 credits of graduate-level coursework in Judaic Studies. One of three designated social work courses may be "double counted" toward fulfilling both the MSW and certificate requirements.

Students are expected to enroll on a full-time basis and complete the program in five semesters. Like other programs, it is open to all students, regardless of race, creed, religion, or national origin. Acceptance into the program requires completion of a separate application form obtained from the Sol Drachler Program in Jewish Communal Leadership website http://www.ssw.umich.edu/drachler, and an interview with members of the Supervising Committee or their designees. Where circumstances require, out-of-town applicants may be interviewed in or near their home communities.

Admission criteria include (a) demonstrated leadership capacity, (b) outstanding intellectual ability, (c) a commitment to Social Work and Jewish communal service, and (d) the potential for creative contributions to the field. Applicants are expected to demonstrate proficiency in the equivalent of one year of college-level Hebrew or Yiddish. This requirement is designed to articulate the increasing frequency of interaction between North and South American, Israeli, and Eastern European Jewish communal service institutions and their client populations. For further information please contact Professor Robin Axelrod at raxelrod@umich.edu or drachler@umich.edu. Please consult the Drachler website: http://www.ssw.umich.edu/drachler.

5.70 Financial Support/Stipends/Supplemental Field-Related Financial Aid

Field instruction settings, whenever possible, are encouraged to provide some financial support for students, who are typically undertaking extraordinary expenses to attend graduate school. While the Office of Field Instruction strongly encourages fieldwork sites to offer stipends, these that do vary and the decision is entirely up to them. Fieldwork sites may receive grants that allow them to give the student a small amount of funds. Sometimes, fieldwork sites offer stipends depending upon the amount of time the student can give to the site, or to make the field placement more attractive to students. Stipend amounts vary but are usually quite small. Fieldwork sites that offer stipends are indicated on the Agency Placement Listings (http://www.ssw.umich.edu/of). Students can also discuss stipend availability with the assigned Field Educator/Liaison during the field placement process.

Financial Support Guidelines
The purpose of these guidelines is to help ensure that educational objectives and requirements are met and to eliminate any possibility of such practices could negatively influence the educational process. Policies and procedures relating to financial support of students by fieldwork sites are as follows:

- 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
- When the fieldwork site provides payment for services beyond the student's assigned fieldwork hours or provides any one of various types of grants or allowances for students, (e.g., partial tuition grant, travel expenses to and from the
fieldwork site) no approval is required, but the student should notify the Office of Student Services and the Office of Field Instruction of such arrangements

Request for Supplemental Field-Related Financial Aid

Students are eligible to apply for additional financial aid for fieldwork related purposes. If granted, the amount is added to the student’s financial aid package. Students must fill out an application (Appendix 9.59: Request for Supplemental Field-Related Financial Aid or http://qww.ssw.umich.edu/ofi - Student Forms). Additional aid will be awarded (if the student qualifies) for mileage expenses to and from the School of Social Work to the student's fieldwork site. The application will ask the purpose of the request and that a Map Quest locator be provided for documentation.

PLEASE NOTE:
ANY ADDITIONAL FINANCIAL SUPPORT A STUDENT RECEIVES MAY BE REPORTABLE TO THE U OF M OFFICE OF FINANCIAL AID.
6.00 Additional Field Instruction Policies and Procedures

6.10 Employment-Based Field Placement

The relationship between education and employment is central to the evaluation of an employment-based field placement proposal. The achievement of learning and educational objectives is the central foci involved in the consideration of an employment-based field placement proposal. In addition, the Council on Social Work Education guidelines (EPAS 5.2: http://www.cswe.org) must be followed at all times. The employment-based field placement proposal must demonstrate that educational time will be protected and that the educational and learning objectives of fieldwork will be accomplished within the perimeters of the Office of Field Instruction policies and requirements. Each proposal that meets the requirements below will be examined on its merits. Submitting the proposal does not guarantee approval of the request. If the proposal is not approved, the student will need to consider an alternative field placement. Approval of an employment-based placement proposal does not affect the total number of fieldwork credit hours a student must earn. If a student becomes employed after field placement begins, then this arrangement must be reported, reviewed, and approved by the Field/Educator/Field Liaison.

If a student wishes to request a field placement in which he/she will be simultaneously employed, the requirements must be met. Signatures indicate that all parties have read and understood all stated policies, and requirements. All proposals must be submitted on the Employment-Based Field Placement Proposal Form (Appendix 9.54 or http://www.ssw.umich.edu.ofi – Forms For Students). All proposals will be reviewed prior to each term of fieldwork by the Field Educator/Liaison and revised as needed in conjunction with the student’s Educational Agreement/Evaluation. All revisions to the proposal are subject to the review and approval of the student’s assigned Field Educator/Liaison. All inquiries regarding Employment-based field placement proposals should be directed to the Director of Field Instruction.

Requirements For Employment-Based Field Placements

- The fieldwork site must be approved by the Office of Field Instruction. All required paperwork as well as a site visit must be completed prior to the start date of the field placement (see Section 3.30: Fieldwork Site Selection)

- The field instructor must have M.S.W. degree, a minimum of two-years post-masters experience, and have been employed at the fieldwork site a minimum of one-year (see Section 3.40: Field Instructor Selection)

- The student’s field placement must be in a different program than which they are employed

- The student’s field instructor and employment supervisor must be different people

- The student’s employment hours and field hours must be clearly defined and delineated

- The student must have been employed by the fieldwork site for minimum of 60-days prior to submitting an employment-based field placement proposal

- Students must log the same number of field hours in an employment-based field placement as in a non-employment-based field placement
• The focus of the field placement must be on meeting the student’s learning and educational objectives as outlined in the student’s Educational Agreement/Evaluation. Learning opportunities need to exceed present job skills and knowledge.

• Field credits will not be granted for previous professional work experience (Council on Social Work Education, EPAS 5.2: http://www.cswe.org)

• Retroactive approvals for employment-based field placement proposals will not be granted.

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

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

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

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

- First year 20-month students: July 1
- 16-month students: October 13
- Second year 20-month students: February 17

6.20 Student Generated Proposal Request For Out-of-State & International Field Placement Development

Introduction
The Office of Field Instruction develops field placements throughout the year to ensure that the School has an array of field placements that correspond to the methods and practice areas of the curriculum, Foundation and Advanced fieldwork requirements, and reflect the richness and emerging trends of the social work profession. Students however may request that new field placements be developed particularly if there are student hardships, fieldwork opportunities located in areas of the country or internationally that are generally recognized as “cutting edge” programs, or programs that offer exceptional educational opportunities. In order for these sites to be considered for field placement, students must review the procedures below and submit a proposal that addresses the indicated components (Appendix 9.56 Student Generated Proposal Request For Out-of-State & International Field Placement Development or http://www.ssw.umich.edu/offi - Forms For Students).
The typical range of field instruction credits is 8-12, usually all accomplished in the Spring/Summer terms, in addition to enrolling in one other Special Studies elective. All proposals must be reviewed and approved by the student’s Faculty Advisor for course planning and they need to ensure that their financial aide package supports their proposal.

Electing a Special Study course instead of field credits is one option that may allow educational activities to occur in an out-of-state or international site. Since Special Study courses are not counted as official field credits, they are not covered in these procedures and students are free to develop these with the assistance of their Faculty Advisor.

*International Placements*
Due to the fact that the School of Social Work is in the process of formalizing the international/global components of the program, only those international field placement opportunities that embody special initiatives of the University of Michigan will be considered at this time. Students are encouraged to explore these and must utilize this proposal format when requesting approval. Students should also realize that international opportunities are much more complex and that all University policies with regard to travel, liability, etc. must be strictly adhered to.

*Deadlines*
All proposals must be submitted to the Director of Field Instruction a minimum of twelve (12) weeks prior to the term when field placement will begin. Students are encouraged to submit these earlier if possible as site development and final approval takes time. Proposals received after the deadline will be reviewed at the discretion of Director of Field Instruction.

*Approval*
In order for the site to be approved and the student placed, the following must be met:

- The fieldwork site and the field instructor must qualify as an approved site (see Section 3.30 and 3.40)
- The proposal is reviewed and approved by the student’s Faculty Advisor
- The student must be accepted by the fieldwork site based on their application process/interview after the proposal is approved
- The final proposal is approved by the Director of Field Instruction

6.30  **Freedom of Information-Placement Materials**

Information about a student that a field instructor shares with the Office of Field Instruction may be shared with the student and Faculty Advisor. Similarly, students are free, if they wish to see any forms or notes the Field Educator/Liaisons may maintain on students to assist in planning and developing field instruction for them and assigning them to particular placements. All placement request materials are destroyed when students graduate.
7.10 Educational Agreement

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. Through field instruction experiences, students are given opportunities to test out skills and theories taught in the classroom. Field-based learning differs from the classroom-based learning in that the experience is more directive, immediate, and personal. Field-based learning is an active, reflective process with a heavy emphasis on participation.

General Information

Students and field instructors are required to use the School’s Educational Agreement/Evaluation forms that combine the Educational Agreement and Evaluation. The forms should be downloaded from the Office of Field Instruction’s web site: http://www.ssw.umich.edu/ofi/ - Forms for Students. Students fill in required demographic data, specify their work schedules, the supervision time, other staff who will be working with the student, and comment on the space and facilities available to them at the fieldwork site. Students are also required to develop several fieldwork site specific learning goals in conjunction with the field instructor. These should include a professional focus, a personal focus, exhibit classroom knowledge integration, and include at least one goal related to privilege, oppression, diversity and social justice (PODS).

After the student and field instructor complete and sign the Educational Agreement/Evaluation form, the student should make one copy for their record and submit the original to their Field Educator/Liaison for review and approval. The original agreement is returned to the student to utilize throughout the course of the field placement and is subsequently utilized as the evaluation for the term as well.

It is the responsibility of the student to initiate and, with the field instructor, to complete the required Educational Agreement/Evaluation with all necessary signatures. These agreements must be submitted by the stated deadlines each term. Field Educator/Liaisons are unable to determine a grade for the field instruction courses if all evaluative material is not submitted by the established deadline each term. Educational Agreement/Evaluation are due at the beginning of each term the student is enrolled and will be reviewed and monitored. Any modifications should be consistent with the student's skills, competencies, and interests; the School's requirements for field instruction; and the agency’s expectations regarding fieldwork. These forms remain part of the student's permanent academic record and are the primary documents used for licensing and other purposes to verify the student's fieldwork experiences after graduation. They are also frequently requested by State licensing boards and employers. However, evaluations cannot be released to any party without the student's written permission.

Dual Purpose

The Educational Agreement/Evaluation form serves a dual purpose for the field instruction program. It is a tool which allows the student, the field instructor and the Field Educator/Liaison to develop and focus on the educational objectives to be accomplished in the student’s field placement. It also functions as the student’s Evaluation at the end of each term. The Educational Agreement/Evaluation allows all parties to parties get a “bird’s eye view” of what will be accomplished during the field placement experience and it must be signed by all parties involved. The Field Educator/Liaisons are available for consultation when students are
Completing their Educational Agreement/Evaluation. The Field Educator/Liaison must approve all elements.

**Competencies**
Student’s field performance is measured and evaluated utilizing a prescribed set of field instruction competencies relative to Foundation or Advanced practice which have been developed by the School’s Curriculum Committee and approved by the governing faculty. These competencies are found in the respective Educational Agreements/Evaluation instruments pertaining to Foundation and Advanced field instruction.

### 7.11 Foundation Field Instruction Educational Agreement/Evaluation
Students enrolled in Foundation field instruction complete the Foundation Field Instruction Educational Agreement/Evaluation Form (SOCWK 515) (see link in Appendix 9.60). This form reflects the objectives for Foundation field instruction, which focuses on generalist practice. As such, students should be exposed to multiple social work roles and skills applicable to different problems, constituencies, settings, and multiple levels of practice. Therefore, assignments must include both micro and macro methods. The Foundation Educational Agreement/Evaluation (http://www.ssw.umich.edu/of/forms-students.html) is designed to assist students in gaining competency with generalist level of practice in addition to assisting them in:

- Developing and applying critical and creative thinking skills
- Applying social work values and ethics to practice
- Practicing without discrimination and with respect, knowledge, and skills related to diversity dimensions, i.e., 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
- Identifying forms and strategies related to privilege, oppression, diversity and social justice (PODS)
- Applying assessment, evaluation and intervention strategies
- Analyzing and promoting changes in social policies
- Communicating and establishing appropriate collaborative relationships
- Understanding organizational structure and service delivery and opportunities for organizational change
- Utilizing supervision and consultation appropriately

In addition to the competencies listed above, objectives have been identified which are designed to guide and help the student and field instructor focus on the acquisition of the overall competency. In addition, for each competency/set of objectives, students and field instructors must identify activities/assignments that will assist them in meeting the required objectives/competencies. These assignments must be clear, specific, and reflect how they will help the student meet the required objectives. While being educationally focused, student assignments must contribute to the actual work of the fieldwork site. Students and field instructors are also encouraged to add comments as appropriate to each competency. The goal is for the student to have field-based opportunities which will assist them in deepening, extending, and applying foundation knowledge. Please refer to Appendix 9.70 for a full description of the Course Statement.

### 7.12 Advanced Field Instruction Educational Agreement/Evaluation
Students enrolled in Advanced field instruction complete one form (SOCWK 691), for their dual concentration (practice method and practice area). This form reflects the objectives for Advanced field instruction, which focuses on developing knowledge and skills in the student’s chosen dual concentration. Students are assigned a particular Educational Agreement/Evaluation form based on their dual concentration. This will allow the student to develop specific field-based competencies related to their chosen method and practice area.
The Advanced Educational Agreement/Evaluation (see link in Appendix 9.60) are based on the course statements for the practice methods (interpersonal practice, management of human service, community organization or social policy/evaluation) and the practice areas (children & youth in families and society, aging, health, mental health or communities and social systems). Please refer to Appendix 9.70 for a full description of the Course Statements for each level of field instruction, practice method, and practice area. All method area competencies and practice area competencies have been developed by specific faculty work groups, approved by the Curriculum Committee, and approved by the governing faculty.

As in the Foundation Educational Agreement/Evaluation, each Advanced field instruction competency has outlined specific objectives which are designed to guide and help the student and field instructor focus on the acquisition of the overall competency. In addition, for each competency/set of objectives, students and field instructors must identify activities/assignments that will assist them in meeting the objectives/competencies. These assignments must be clear, specific, and reflect how they will help the student meet the required objectives. Again, student assignments must contribute to the actual work of the fieldwork site while being educationally focused. Students and field instructors are also encouraged to add comments as appropriate to each competency.

**Minor Method in Field Instruction**

Students who elect a minor method should attach the required minor page to their primary Educational Agreement/Evaluation. The form should include written goals/objectives and assignments that will reflect the student’s learning related to their minor method. These goals should be taken from the competencies outlined from the Advanced field instruction Educational Agreement/Evaluation that matches the student’s minor method. Students are reminded that the minor method for field instruction cannot be undertaken in Foundation sequence.

**7.20 Evaluation**

Evaluation is both an individual and a shared process and should be considered a springboard for growth. Interaction in each student-field instructor supervisory conference has evaluation components. At the end of the term, the field instructor and the student formalize the evaluation process by utilizing the assigned Educational Agreement/Evaluation form. Positive learning requires constant feedback. Therefore, students should be kept informed as to how they are doing throughout the placement as opposed to receiving feedback at the end of the term. The regular supervisory conference held with the student and the field instructor(s) is a vehicle for feedback. While a formal written midterm evaluation is not required, all students and field instructors should engage in a formal conversation to verbally dialogue about the student’s performance at the mid-point in each term.

The longer a problem goes on, the longer the problem will take to solve. Performance expectations vary with Foundation and Advanced field instruction and increase with each term of placement. Beginning competency is expected in Foundation field instruction, while greater mastery is expected in Advanced field instruction. With each successive term, students should be able to work more independently, and with increasingly difficult or complex fieldwork assignments.

**Evaluation Instrument/Performance Criteria**

It is recommended that the student and the field instructor each complete the evaluation circling of the performance criteria independently, and then compare their respective ratings. During this conversation, the final ratings can be discussed, which will promote growth and identify areas for continued improvement. The field instructor is responsible for completing the final
ratings for each competency on the approved form. Written comments on each competency are encouraged by the student and the field instructor to add depth, clarity, and to personalize the evaluation. **Any rating of Minimally Meets Expectations and Does Not Meet Expectations REQUIRES a field instructor comment.**

The Field Educator/Liaison is responsible for issuing a grade each term based on the field instructor’s written narrative and the performance criteria ratings completed by the field instructor. These are as follows:

*Exceeds Expectations* – **Excellent** Performance. Significantly exceeds expectations of acceptable levels of performance in virtually all components of key responsibilities and assignments. Activities are handled in a highly competent manner, and the student exhibits high levels of relevant knowledge, skills and abilities (Score of 3).

*Meets Expectations* – **Good** Performance. Meets expectations of acceptable levels of performance in virtually all components of key responsibilities and assignments. Activities are handled in a competent manner, and the student exhibits appropriate levels of relevant knowledge, skills and abilities (Score of 2).

*Minimally Meets Expectations* – **Marginal** Performance. Requires a written comment for each competency not meeting expectations. Meets expectations of performance in only some components of key responsibilities and assignments. Activities are handled with some difficulty, and the student has not demonstrated appropriate levels of relevant knowledge, skills and abilities. Corrective actions and additional training may be necessary (Score of 1).

*Does Not Meet Expectations* – **Unsatisfactory** Performance. Requires a written comment for each competency not meeting expectations. Performance does not meet the minimum expectations for advanced students. Corrective actions and additional training are required (Score of 0).

*Not Applicable* – No opportunity this term to complete this assignment (Score of NA).

Both field instructor and student are required to sign, date and enter the number of hours completed during the term on the evaluation form. If the student has both a primary and a secondary field instructor, both signatures are required on the evaluation instrument. **EVALUATIONS WILL BE CONSIDERED INCOMPLETE IF THEY ARE NOT SIGNED BY ALL PARTIES, DATED OR HAVE THE HOURS ENTERED ON THE FORM. INCOMPLETE EVALUATIONS MAY AFFECT THE STUDENT’S GRADE FOR THE TERM.**

If the student disagrees with the content of the evaluation, he or she should feel free to write an addendum to the evaluation, and attach it to the form.

**Written Narrative**

The field instructor is also required to complete a written narrative regarding the student’s performance each term. The student’s written goals, and their global performance should be reflected in the typed narrative as well as student strengths and areas for improvement.

**Student Self-Assessment**

Students are required to complete a Self-Assessment every term and attach it to the completed Evaluation Form. Guidelines for the Self-Assessment are linked in Appendix 9.57 or downloaded from [http://www.ssw.umich.edu/ofi](http://www.ssw.umich.edu/ofi) - Forms For Students. This document requires the student to document their goal achievement and provide personal reflections on their fieldwork experience.
7.30 Problems in the Field Placement

Field instruction is a program in which over 500 social work students participate each year with at least as many field placement sites and field instructors involved. When this many people get together with this many fieldwork sites, it is not surprising that a few problems arise from time to time. Most problems, whether personal, academic, or administrative, if identified and acted upon early, can and are resolved by the parties involved in a professional manner. As soon as a problem arises, field instructors and students should discuss these and together attempt to resolve them. If students have questions/concerns, they should first talk to their field instructor and vice versa. It is natural for students to have questions, concerns and anxieties. The student must take the initiative and responsibility for their own learning and utilize the problem-solving model to work on resolving problems in the field placement with their assigned field instructor. Field instructors should contact the Field Educator/Liaison right away if they have any questions about the student’s participation or other problems related to the field placement.

7.31 How To Avoid Problems

- Plan ahead
- Make the Educational Agreement/Evaluation reflect interests and needs and review it carefully
- Request frequent and regular performance feedback from the field instructor. Include a mid-term verbal evaluation
- If students have special constraints, i.e., a documented disability, pregnancy, illness in the family, transportation problems, childcare responsibilities, religious limits, etc., which may create future problems, these issues should be discussed with the field instructor and Field Educator/Liaison early in the term
- When students meet with the field instructor, they are encouraged to prepare an agenda
- Students are encouraged to read all communications from the field instructor and the Field Educator/Liaison carefully to insure that they meet their responsibilities and deadlines
- Students should be sure they clearly understand directions, instructions, and requirements including field placement policies, guidelines, expectations, etc., and ask for assistance when needed

7.32 Problem Solving Procedures

- The student should first talk to the field instructor(s) about concerns and problems concerning the field placement. A student may choose to obtain advice from the Field Educator/Liaison before talking to the field instructor(s)
- Once the student has talked to the field instructor and problems still remain unresolved, the student may request a meeting with the Field Educator/Liaison and together they will develop a plan of action. The Field Educator/Liaison may consult with the Director of Field Instruction as needed
- If a satisfactory solution is still not found, the Field Educator/Liaison and the student begin the process of terminating the field placement (see Section 7.33: Field Placement Termination)
- If a student is experiencing problems related to the Field Educator/Liaison, they should first discuss the issues with that person where and when possible. If this does not resolve the problem, the Director of Field Instruction should be consulted and attempts will be
made to mediate the problem. If this does not resolve the problem, the student can consult with the Associate Dean for Educational Programs.

- If there is a dispute over a grade in fieldwork, the normal University procedures will be followed.

7.33 Field Placement Termination
Some students, for various reasons, seek approval to leave their original fieldwork site, which could include withdrawing from the MSW program. **Students are not allowed to unilaterally terminate a field placement as terminating from a field placement must be for compelling circumstances only.** The student in concert with the Field Educator/Liaison and field instructor must work together to professionally terminate the field placement. All students whose field placements are terminated need to complete the Petition To Terminate Placement Form (Appendix 9.58 or [http://www.ssw.umich.edu/ofi - Forms For Students]). This form allows all parties involved to comment on the termination noting the educational rationale for the proposed change, the steps taken to modify the student's assignments in the original field placement, a termination plan, recommendations for a grade, documentation of the number of hours completed, and the number that need to be made up in the subsequent placement. The form must contain all the required signatures, which means that the student will be required to have a discussion with the field instructor much as would happen if a job were being terminated.

Re-placement procedures cannot begin until the student submits this form along with, an updated goal statement, an updated résumé, and a list of fieldwork sites where they want to be considered, to their assigned Field Educator/Liaison. While students can obtain information about other field placement options, they cannot interview at other fieldwork sites until the petition and the above documentation are received. Students need to be aware that when field placements are terminated, often times there is 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.

7.34 Termination Due to Unprofessional Performance
At any point in the field placement, the field instructor can request immediate removal of the student from the fieldwork site if the student's behavior or performance seriously places at risk the quality of services delivered to clients and/or the reputation of the fieldwork site. The Field Educator/Liaison and/or Director of Field Instruction should be contacted immediately whenever there is cause for concern. Students are expected to adhere to the National Association of Social Workers (NASW) Code of Ethics (Appendix 9.20). The Code of Ethics can be utilized for making decisions about whether students have exhibited unethical behavior. Ethical behaviors as designated by the Code of Ethics are part of the requirements and standards for the social work field instruction program. Students are also expected to follow fieldwork site policies and procedures, and to otherwise conduct themselves in a professional manner at all times. Failure to meet these expectations will be reflected in fieldwork grades and/or may result in other action being taken by the School.

Definitions and examples of unprofessional conduct appear in Section 4.03: Student Code of Academic and Professional Conduct found in the Student Guide To The MSW Degree Program ([http://www.ssw.umich.edu/studentGuide](http://www.ssw.umich.edu/studentGuide)). Examples of unprofessional performance can include, but are not limited to, lack of commitment to the values and ethics of the social work profession, exhibiting professional inappropriateness, inability to establish and maintain positive and constructive interpersonal relationships with clients and field instructors, inability to perform professional duties due to personal problems, refusal to accept and follow through on field placement assignments, inability to accept constructive feedback from the field instructor and/or Field Educator/Liaison, attendance problems or failure to communicate with field instructor about schedule difficulties, consistent lateness in meeting deadlines and in completing work,
inability to apply professional skills and knowledge gained through classroom learning to the field experience, or violating the NASW Code of Ethics. Additional areas may also be identified.

If a student is terminated from a fieldwork setting for unprofessional performance at the end of the term, a grade of Marginal ("M") or Unsatisfactory ("U") will be awarded. All students are required to earn Satisfactory ("S") grades for at least 12 required Advanced field instruction (SOCWK 691) credits. Students who do not meet this requirement will be required to enroll in additional field instruction credits (SOCWK 691).

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. Protocols for this situation are detailed in Section 4.03: Student Code of Academic and Professional Conduct found in the Student Guide to the MSW Program (http://www.ssw.umich.edu/studentGuide). If a student is subsequently terminated from a second fieldwork site due to unprofessional performance, the student will not be reassigned to a third fieldwork site until a review of the situation has been conducted by the Ad-Hoc Committee on Academic and Professional Conduct. 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.

7.35 Grading When Placement Is Terminated
If a student is terminating a field placement and leaves the first placement prior to mid-term, the field instructor must provide a brief written performance evaluation on the School’s “Petition to Terminate Placement” Form (Appendix 9.58 - 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/Evaluation form for that term. The final grade for the term will take into account the evaluations from both the first and second field placements.

If performance was Satisfactory ("S") in the first placement, clock hours completed at the first placement do not need to be repeated in the next placement. Students must repeat the clock hours completed at the first placement if field performance was Unsatisfactory in Foundation field, or Marginal or Unsatisfactory in Advanced field (see Section 7.40. Grading Policies).

If a student changes placements within the same term and the Field Educator/Liaison also changes, the second Field Educator/Liaison grades the student’s fieldwork performance for that term. The Field Educator/Liaison utilizes the information provided on the Petition To Terminate Placement Form and the information provided on the student’s second field placement’s Educational Agreement/Evaluation form when determining the grade.

7.40 Grading Policies
As with any course, the grade a student receives is influenced by the quality and the timeliness of turning in assignments. In the case of fieldwork, the Placement Verification Form and the Educational Agreement/Evaluation are required assignments. Students are responsible for knowing the due dates by which assignments are to be submitted for the term. Students cannot qualify for a passing grade if the assignments are not turned in.

The grading system is “S” (Satisfactory), “M” (Marginal), and “U” (Unsatisfactory) for field instruction courses (SOCWK 515: Foundation field instruction, SOCWK 531: Foundation Field Instruction Seminar and SOCWK 691: Advanced field instruction). The student’s Field Educator/Liaison is responsible for grading. Grades are based upon the student's performance
in fieldwork. The Field Educator/Liaison determines the grade through examination of the following information sources and documents:

- Reference to the student’s Educational Agreement/Evaluation and appropriate course statements
- The field instructor’s written evaluation of the student’s performance
- Records, reports, logs, and other written materials produced by the student
- Verbal assessments of specific aspects of the student’s performance provided by the field instructor and others involved in field instruction

Students are expected to adhere to the NASW Code of Ethics, to follow fieldwork site policies and procedures, and to otherwise conduct themselves in a professional manner. Failure to meet these expectations will be reflected in fieldwork grades and/or may result in other action taken by the School.

For students requiring 15 total field instruction credits, no more than 3 credits of a Marginal (“M”) grade in Foundation field instruction (SOCWK 515 and SOCWK 531) will count toward the MSW degree. Students who receive a “M” grade in SOCWK 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 or her Faculty Advisor and Field Educator/Liaison to develop a plan for removal of probationary status.

All students must receive Satisfactory (“S”) grades for the 12 required Advanced field instruction credits. Students who do not meet this requirement (student who receives a marginal (“M”) grade in Advanced field instruction) must complete additional fieldwork. The number of credits/hours that will need to be repeated depend on the circumstances involved. Students with a 3 credit exemption from Foundation field instruction (SOCWK 515 and SOCWK 531) will have the exemption revoked if a grade below “S” is received after the completion of the first term of advanced field instruction.

No student may receive credit for an Unsatisfactory (“U”) grade in field instruction.

### FIELD INSTRUCTION GRADING

<table>
<thead>
<tr>
<th>GRADE</th>
<th>EXPLANATION</th>
</tr>
</thead>
<tbody>
<tr>
<td>“S” Grade (Satisfactory)</td>
<td>“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 at least 80% proficiency in all of the skills or skill levels identified in the appropriate course statement, as well as those specified in the Educational Agreement/Evaluation.</td>
</tr>
<tr>
<td>“M” Grade (Marginal)</td>
<td>“M”: Is used when the quality of performance is less than satisfactory, but short of failing. The student has demonstrated through performance in the fieldwork 60% to 79% proficiency in all of the skills and skill levels identified in the appropriate course statement, as well as those specified in the Educational Agreement/Evaluation.</td>
</tr>
<tr>
<td>“U” Grade (Unsatisfactory)</td>
<td>“U”: Is used when the quality of performance is inadequate and no credit is granted. The student has failed through performance in fieldwork to demonstrate at least 60% proficiency in all of the skills and skill levels identified in the appropriate course statement as well as those specified in the Educational Agreement/Evaluation.</td>
</tr>
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</table>
### GRADE EXPLANATION

<table>
<thead>
<tr>
<th>GRADE</th>
<th>EXPLANATION</th>
</tr>
</thead>
<tbody>
<tr>
<td>“I” Grade</td>
<td>“I”: Is used when illness or other compelling reasons prevent completion of work, and there is a definite plan and date for completion of course or fieldwork approved by the field instructor/Field Liaison. An &quot;I&quot; may also be issued when a student fails to submit required field paperwork by the published deadline. Any &quot;I&quot; 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 &quot;I&quot;, 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 &quot;I&quot; stays on your academic record permanently. If you make up the course or fieldwork according to the guidelines stated above, your grade for the course will appear on your academic record as, for example, IB+ or IS.</td>
</tr>
<tr>
<td>“Y” Grade</td>
<td>“Y”: 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. &quot;Y's&quot; 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 &quot;Y&quot; 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. &quot;Y's&quot; 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 &quot;I&quot; grading above.</td>
</tr>
<tr>
<td>“W” Grade</td>
<td>“W”: Is shown on student transcripts for all courses dropped after the drop/add deadline. Students withdrawing from courses for health-related reasons may petition the Associate Dean for Educational Programs to have those courses with a &quot;W&quot; designation removed permanently from the transcript.</td>
</tr>
</tbody>
</table>

### 7.50 Student Code of Academic and Professional Conduct

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 by students (Student Guide To The MSW Degree Program: Section 4.03 Student Code of Academic and Professional Conduct http://www.ssw.umich.edu/studentGuide/2007/page.html?id=4.03).
The curriculum of the School consists of foundation and advanced courses. Foundation courses focus on instructing students in generalist practice. The generalist practice perspective is provided in three types of instruction during the first or second term of the MSW program: Foundation course work, Foundation fieldwork, and the Foundation Field Seminar. The seminar integrates learning from these sources and facilitates the student's entry into their field placement. Appendix 9.70 for the Course Statements link.

Students at the University of Michigan School of Social Work have a dual concentration in a practice area and a practice method. Methods focus on theories and interventions with different populations, organizations, and communities; the practice area pertains to selected contexts or domains of practice with attention to their specific policies, procedures, and practices. The student's dual concentration determines the platform and advanced courses in which students enroll, as well as the selection of field placements and fieldwork assignments. The students continue with their chosen practice area and practice method during the entire enrollment.

Courses are offered in Practice Methods, Human Behavior and Social Environment, Social Welfare Policy and Services, Research and Evaluation, and field instruction. Foundation and Advanced courses are offered in each of the content areas. Foundation courses are required of all students (unless waived or exempted), are generally taken in the first term of the Program, and are prerequisites for platform level and advanced courses. Platform courses are intermediate courses in each practice method concentration and are prerequisites for advanced, more specialized courses.

While all courses have some relationship to the practice of social work, it is the practice methods and practice area courses that bear most directly on the fieldwork.

8.10 Practice Areas and Practice Methods

Practice Areas:
Students concentrate in one of five practice areas in conjunction with selecting a practice method. Field instruction is expected to provide further knowledge of practice, programs, and policies in a field of service congruent with the student's career goals. Students are introduced to the overall structure of service programs, fields of service, the history of the profession and other social welfare institutions, in addition to the skills needed to analyze and develop social welfare policies and services in relation to social work goals and purposes. In-depth knowledge of specific service fields is provided in advanced courses. These fields of service are organized into five practice areas:

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

Practice Methods:
There are two general areas from which students must choose a concentration method: micro practice (IP or Interpersonal) and macro practice (Management of Human Services, Community Organization, and Social Policy and Evaluation).
Students also have the option of electing a minor method. Interpersonal Practice majors may minor in a macro method. Macro concentrators may minor in Interpersonal Practice or in one of the other macro methods.

**Interpersonal or micro practice** focuses on methods of working with individuals, families, or small groups to restore, maintain, or enhance their social functioning.

**Macro practice** includes methods of working with larger systems, such as programs, community based sites, communities at large, and legislatures for example. Social Policy and Evaluation students learn methods of assessing needs and monitoring programs, determining outcomes of interventions, and translating and presenting evaluation results to decision/policy makers.

### 8.20 Optional Minor Method

In addition to their concentration method, students can elect a minor method. Students cannot minor in a practice area. Students who wish to elect a minor should do so prior to beginning field instruction to ensure they are assigned to a fieldwork site that provides learning opportunities for both the concentration and minor methods.

*Time required to complete the minor:*  
Students who elect a minor method spend 25%, or 3 of the 12 advanced field credits (SOCWK 691), in field assignments in that method. This means that minor assignments constitute 1.5 days (or 12 hours) per week in one or more of the advanced field instruction terms. The minor constitutes 171 of the 684 advanced field hours. **The minor cannot be completed in Foundation Fieldwork (SOCWK 515).**

*Assignments required to complete the minor:*  
Students with minors should begin planning for minor assignments with their field instructors by reviewing the relevant SOCWK 691 field instruction methods course descriptions and objectives in the Appendix 9.70 link for the beginning competencies students are expected to attain. Students minoring in Interpersonal Practice should refer to the Interpersonal Practice Course Statement; students minoring in one of the macro methods should refer to the course statements on Management of Human Services, Community Organization, or Social Policy and Evaluation. Minor assignments should be included in students' Educational Agreement/Evaluation.

### 8.30 Academic Methods Courses That Complement Field Instruction

For every major and minor method, there are academic methods courses which students take that should be complemented by student assignments in field instruction. While an exact fit between course content and fieldwork assignment may at times be difficult to arrange, major discrepancies should be avoided. This situation can be controlled through careful attention to the composition of the Educational Agreement/Evaluation. Advanced Standing students must be concurrently enrolled in field instruction and methods courses. Therefore, it is especially important that they plan their program carefully when meeting with their Faculty Advisor at the beginning of the Fall term.

By the time most students enter their first full term of field instruction; they are taking or have completed two methods courses. Therefore, all students should be able to move into fieldwork site assignments within one month of field placement. Even more rapid movement into significant assignments in the field placement is essential if the student is in the 16-month
curriculum track, as these students will have completed two methods courses and be taking at least one more methods course when they begin their fieldwork.

8.40 Human Behavior and the Social Environment

Human Behavior and the Social Environment courses are designed to relate social, behavioral, and biological science knowledge to social work practice. Covering a wide range of scholarship and information, these courses include theories of personality structure and development, human growth and development, small group and family dynamics, organizational processes, community structures, economics of social welfare, social epidemiology of health and illness, behavior change theory, and other relevant areas. Field instruction provides an opportunity to apply the knowledge learned in these courses to assignments in fieldwork sites.

8.50 Research and Evaluation

Course content in research is required of all students. The focus of this content is on scientific methods of building knowledge for practice and of evaluating service delivery in all areas of practice. Research courses are designed to relate research methodologies to the knowledge base and practice skills included in the practice methods courses and to the fieldwork experience.

8.60 Diversity

General
The Council on Social Work Education and the School of Social Work mandate that content be included throughout the curriculum that prepares students to understand and appreciate cultural diversity and oppressed populations which have been consistently affected by social, economic, and legal bias.

In keeping with the historic principles and commitments of the profession of social work, all courses present some content on issues related to the diversity dimensions (ability, age, class, color, culture, ethnicity, family structure, gender, including gender identity and gender expression). The School’s emphasis on student’s competency with regard to PODS (privilege, oppression, diversity, and social justice) is paramount.

Issues in Field Instruction
Course content on diversity concerns can only become truly meaningful to the student when it is supported by experiences in fieldwork. Fieldwork sites, therefore, are expected to provide some or all of the following to students:

- Information to assist students in understanding and appreciating cultural and social diversity
- Information related to oppression and to the experiences, needs, and responses of people who have been subjected to institutionalized forms of oppression
- Information concerning ethnic minorities of color, women, and others who have been consistently affected by social, economic, and legal bias or oppression
- Opportunities to engage in direct practice with such persons and/or assist in the preparation of policies, programs, services, or research endeavors that are intended to meet the needs of such persons
8.70 SOCWK 515: FOUNDATION FIELD INSTRUCTION
CREDITS: 2
PRE-REQ: Only those students admitted to the School of Social of Social Work in good standing to the 16-month, 20-month or extended degree program are eligible to be enroll in Foundation Field Instruction.

APPLIES TO & METHOD TYPE: Foundation Field Instruction, Field Foundation field instruction is intended to help students apply foundation knowledge of social work skills, values, and ethics in a fieldwork setting. The course consists of a field placement and concurrent enrollment in the Foundation Field Seminar. The field instruction experience in conjunction with the Field Seminar will provide the student with a series of supervised assignments and tasks selected to complement foundation academic courses and provide a basis for generalist practice. Students will be exposed to a variety of social work roles such as case manager, counselor, advocate, organizer, administrator, facilitator, mediator, educator, and planner. In this context, students will be expected to develop knowledge, understanding, and skills concerning relationships with clients, supervisors, co-workers and external constituencies. In addition, students will be expected to develop a Foundation understanding of the context of social work practice as it relates to multiculturalism and diversity; social justice and social change; prevention, promotion, treatment, rehabilitation, and behavioral and social science research.

8.80 SOCWK 531: FOUNDATION FIELD INSTRUCTION SEMINAR
CREDITS: 1
PRE-REQ: Only those students admitted to the School of Social of Social Work in good standing to the 16-month, 20-month or extended degree program are eligible to be enroll in Foundation Field Seminar.

APPLIES TO & METHOD TYPE: Foundation Field Instruction, Field Foundation Field Seminar (SOCW531) is a 1 credit required course that is offered concurrently with Foundation Field (SOCWK 515) in the first term of a student’s field placement. It meets bi-weekly for two hours over the course of the term and provides a forum to begin socialization to the social work profession.

The purpose of the Foundation Field Seminar is to:
- Present a mechanism for the integration of Foundation course content
- Engage students in participating in the ongoing assessment and evaluation of their fieldwork performance
- Facilitate discussion of fieldwork related issues in a supportive environment
- Provide opportunities for trouble shooting of pragmatic and procedural aspects of field instruction (e.g. field related paperwork including the Placement Verification Form, Educational Agreement/Evaluation, and Student Self-Assessment)
- Recognize and assess the impact of multiculturalism and diversity in the fieldwork setting
- Create a forum for the development of the “professional self” and skills necessary to participate in professional consultation
- Apply the National Association of Social Workers (NASW) Code of Ethics to professional practice

The Foundation Field Seminar focuses on the students’ field experiences and provides a forum to discuss their placement with their peers and their Field Educator/Liaison. There are also opportunities to discuss the integration of their field experience with other Foundation courses.
8.90  SOCWK 691: ADVANCED FIELD INSTRUCTION
CREDITS: 1-12
PRE-REQ: Successful completion of SOCWK 515 AND SOCWK 531

Advanced field instruction will build on the pre-requisite SOCWK 515 Foundation field instruction. Students will engage in tasks and assignments that reflect a higher level of mastery and independence than at the Foundation level. Acquisition of such development occurs through fieldwork placement involving experiential learning and professional supervision that will be supplemented by other educational resources.

See specific Practice Method and Practice Area Concentrations for a more detailed description found in the Course Statements (Appendix 9.70 link) and the Educational Agreement/Evaluation forms (Appendix 9.60 link).
9.10 Council on Social Work Education (CSWE) Educational Policy & Accreditation Standards (EPAS). Full text can be found at the following web page: http://ww.cswe.org.

9.20 National Association of Social Workers (NASW) Code of Ethics. Full text can be found at the following web page: http://www.socialworkers.org

9.30 Field Placement Request Materials

9.31 Letter to Incoming Students………………………………………… 84
http://www.ssw.umich.edu/ofi/letteroIncomingStudents2006.pdf

9.32 Student Placement Request Form…………………………………… 86
http://www.ssw.umich.edu/ofi/studentPlacementRequestForm.pdf

9.33 Student Agreement-Release Information Form……………………… 90
http://www.ssw.umich.edu/ofi/studentAgreementRelease.pdf

9.34 Guidelines for Writing a Goal Statement…………………………… 92
http://www.ssw.umich.edu/ofi/resume/guidelines.html

9.35 Guidelines for Writing a Résumé…………………………………… 93
http://www.ssw.umich.edu/ofi/resume/index.html

9.36 Application for Exemption From Foundation Field Instruction…….. 94
http://www.ssw.umich.edu/shared/forms/exemption.pdf

9.37 Second Year 20-month Student Placement Decision Form………… 96
http://www.ssw.umich.edu/shared/forms/2ndyr20monthPlacement.pdf

9.38 Tips on Interviewing For a Field Placement………………………. 97
http://www.ssw.umich.edu/ofi - Incoming Student Packet

9.40 Forms For Agencies and Instructors

9.41 Instructions for Completing Forms (Agency)………………………… 99
http://www.ssw.umich.edu/shared/forms/a_instructions.pdf

9.42 Agency Field Placement Form………………………………………… 100
http://www.ssw.umich.edu/shared/forms/Agency_Cover_Application_Form.pdf

9.43 Program Information Form…………………………………………….. 102
http://www.ssw.umich.edu/shared/forms/a_slot.pdf

9.44 Agency Field Instructor Application…………………………………… 105
http://www.ssw.umich.edu/shared/forms/a_field_instructor.pdf

9.45 Affiliation Agreement…………………………………………………… 106
http://www.ssw.umich.edu/shared/forms/affiliationAgreementRevised.pdf
9.00 APPENDICES

9.50 Forms for Students
9.51 Student Orientation Checklist....................................................... 111
9.52 Out-of-Sequence Petition.............................................................. 112
   http://www.ssw.umich.edu/shared/forms/out_of_sequence.pdf
9.53 Request for Change In Dual Concentration And/Or Minor Form.... 113
   http://www.ssw.umich.edu/shared/forms/change_of_concentration.pdf
9.54 Employment-Based Field Placement Proposal Form................. 115
   http://www.ssw.umich.edu/shared/forms/employmentBasedProposalGuidelines.pdf
9.55 Placement Verification Form......................................................... 120
   http://www.ssw.umich.edu/shared/forms/placement.pdf
9.56 Student Generated Proposal Request for Out-of-State &
   International Field Placement Development.............................. 121
   http://www.ssw.umich.edu/ofi/proposalOutofStateInternationalPlacements.pdf
9.57 Student Self-Assessment Guidelines........................................... 123
   http://www.ssw.umich.edu/shared/forms/Self-AssessmentGuidelines.pdf
9.58 Petition To Terminate Placement Form........................................ 124
   http://www.ssw.umich.edu/shared/forms/PetitionToTerminatePlacement.pdf
9.59 Request for Supplemental Field-Related Financial Aid............. 127
   http://www.ssw.umich.edu/shared/forms/field-related_financial_aid.pdf

9.60 Educational Agreement/Evaluations
   http://www.ssw.umich.edu/ofi/forms-students.html
   Given that there are multiple Educational Agreement/Evaluation forms, readers are
   encouraged to go to the web page above to review the Foundation and Advanced
   agreements

9.70 Course Statements
   http://www.ssw.umich.edu/classes/offerings.html
   Given that there are multiple course statements for the MSW Program in the School
   of Social Work, readers are encouraged to review the link above
Dear Incoming Students:

First of all, I want to congratulate you on your admission to the School of Social Work at the University of Michigan! 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 an agency setting. 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”.

This letter provides some guidelines and outlines the necessary forms that you will need to complete. Your field placement makes up approximately 25% of your total social work curriculum, therefore it is important that you take the time to carefully review these materials and provide us with the information that will help us match you with the appropriate field placement. There is a PowerPoint presentation on the web page (http://www.ssw.umich.edu/ofi) entitled “Student Orientation to Field Instruction” that I recommend you view as it outlines the field curriculum, the expectations, and the placement process. This web site also contains other sources of valuable field placement information that will help you when you are filling out the paperwork.

THE FOLLOWING ITEMS REQUIRE COMPLETION:

1. STUDENT PLACEMENT REQUEST FORM - Please complete the entire form and include attachments. You will need to go to the OFI web site and select “Agency Placement Listings” for Question #9, which will help you select your placement options.

   ALL AGENCY CONTACTS ARE MADE BY THE OFFICE OF FIELD INSTRUCTION FIELD EDUCATORS. DO NOT CONTACT AGENCIES INDEPENDENTLY.

2. GOAL STATEMENT - Question #10 on the Student Placement Request Form asks you to complete a Goal Statement, which should be a typed, double-spaced statement of no more than one page (on white paper) describing your educational goals. Guidelines for this are available on the OFI web site. The goal statement will help your Field Educator determine a good “match” between you and an agency, therefore it needs to be written in a professional manner.

3. RÉSUMÉ - Attach an updated résumé (on white paper), which contains your current address, telephone number and email address so we are able to contact you. Guidelines are available on the OFI web site. Remember that your résumé is a “picture” of who you are, so include things that demonstrate your education, professional experience, professional activities, employment history, certifications, etc.

4. STUDENT AGREEMENT/RELEASE OF INFORMATION FORM - This form must be signed and allows the Office of Field Instruction to facilitate your field placement. We fax copies of your goal statement and résumé to agencies during the placement process and your permission is needed to release this information.
THE FOLLOWING DOCUMENTS ARE ALSO INCLUDED FOR YOUR REVIEW:

- Timelines for the Placement Process
- Important Deadlines in Field Instruction
- Tips For Interviewing for a Field Placement
- Exemption Form (you must have a Bachelor of Social Work degree from a CSWE accredited program and have completed the equivalent of 8 semester hours of field instruction with a grade of “B” or better in order to qualify for this exemption)
- Guidelines for Employment-Based Field Placements
- Information regarding Out-of-state/International placements

Once your packet has been received, you will be assigned to a Field Educator in the Office of Field Instruction who will work with you on securing your field placement. Your assigned Field Educator will contact you shortly after your packet arrives to begin facilitating your field placement.

Please remember that each agency has its own criteria and selection process and some only take students with experience or who are second year. Do not get discouraged if you are not selected for your top choice. Know yourself and what skills and experiences you can build on and be open to learning. Consider doing something different that will allow you to bring some depth and breadth to your résumé. Wherever you are placed, it is important that you obtain broad-based social work skills and experiences that will prepare you for more advanced practice. Your graduate education is the first step along your professional journey and we hope that you are excited and looking forward to your field experiences. Remember, in order to get the most from your field placement; the first step is to begin with a professional attitude. Engage with your Field Educator during the placement process, stay in contact with them, and treat the field placement process as you would the employment process by being responsible, prepared, professional, and eager.

Please contact our office at (734) 764-5331 or e-mail ssw.ofi@umich.edu if you have any questions. Again, congratulations, and we look forward to meeting and working together with you.

Sincerely yours,
Betsy Voshel, MSW, LMSW, ACSW
Assistant Clinical Professor/Director of Field Instruction
STUDENT PLACEMENT REQUEST FORM

1. STUDENT IDENTIFICATION - Please print

Name: ___________________________________________ Today’s Date: ___________________________

Current Address: ___________________________________________ Student I.D. #: _______________________

City: ____________________________ State: _______ Zip: __________

Phone: (____)_______________________________________________

Cell: (____)________________________________________________

Work: (___)_________________________________________________

Email: _____________________________________________________

Permanent Address:   _________________________________________

Permanent Phone: (____) ____________________________________

City: ___________________ State: ______    Zip: ________

Please make sure that the Admissions Office has the same information as indicated here.

2. EDUCATIONAL PLANS

Practice Method: ___________________________________________ Elective Minor Method: _________________________

(Interpersonal Practice, Community Organization, Management of Human Services, Social Policy & Evaluation)

Practice Area: ________________________________________________

(Children & Youth, Aging, Mental Health, Health, Communities & Social Systems)

Track: (Adv. Stand., 16-month, 20-month, Extended):______________ Anticipated Graduation Date: _____________

Check below if you have:

☐ Plans to start field placement that deviate from the typical curriculum schedules.

You must submit an Out-of-Sequence Petition available from the Office of the Registrar, the Office of Field Instruction, or downloaded from: http://www.ssw.umich.edu/shared/forms/out_of_sequence.pdf

☐ Foundation Field Exemption request/see form for eligibility requirements(form available: http://www.ssw.umich.edu/shared/forms/exemption.pdf)

Date exemption application submitted _____/____/____

Check the following special certificates/programs you plan to obtain:

☐ Aging Certificate  ☐ AmeriCorps  ☐ School Social Work Certificate

☐ Dual Degree With: __________________________ (Please fill in appropriate academic unit)

(Business, Education, Law, Public Health, Public Policy, School of Information, Urban Planning) (CONTINUED)
APPENDIX 9.32
STUDENT PLACEMENT REQUEST FORM (CON’T.)

☐ Doctoral Degree: Social Work and (name department): _____________________________________________________

If applicable, check the special program you have been accepted for:
☐ DHS Title IVE Program ☐ Geriatric Fellowship ☐ Community-Based Initiative
☐ Sol Drachler Program in Jewish Communal Leadership ☐ Child Welfare Fellowship

3. TRANSPORTATION

Will you have a car available for your field placement? ☐ Yes ☐ No

While cars are not required for admission to the School of Social Work, they are often required for field placement related work and may be needed for travel to and from the agency. This means that students without cars may have limited field placement options. Transportation to and from field placement is the responsibility of the student. All students should have a valid driver’s license as agencies often require use of a vehicle for field placement related tasks.

4. OTHER - Voluntary

Is there any information you wish to share about your background or current situation that may require special accommodations for your field placement? Your response may help with identifying or arranging appropriate field placement sites that pertain to your particular needs. This information will not be used to limit your field placement options, and will not be shared without your written permission.

______________________________________________________________________________________________________
______________________________________________________________________________________________________
______________________________________________________________________________________________________

Boxes 5-8: Your selected interests will assist in the match process.

5. PROGRAM SETTING – check your top 5

☐ Administrative Unit ☐ Elder Care ☐ Multicultural Organization ☐ School Social Work
☐ Advocacy ☐ Emergency/Crisis Center ☐ Nursing home ☐ Substance Abuse
☐ Business ☐ Employee/Student Assistance ☐ Outpatient Mental Health-Adult ☐ Urban
☐ Community-based Health Care ☐ Faith-based Organization ☐ Outpatient Mental Health-Child ☐ Volunteer-Based Program
☐ Community-based Social Service ☐ Family Service ☐ Psychiatric Hospital ☐ Geriatric Fellow Program
☐ Community-based Mental Health ☐ Government ☐ Rehabilitation Program ☐ Other (specify) ___________
☐ Community-based Organization ☐ Health Care ☐ Residential Correctional ☐
☐ Community Center ☐ Homeless ☐ Residential Treatment-Adult ☐
☐ Correctional ☐ Hospice ☐ Residential Treatment-Child ☐
☐ Court/Judicial system ☐ Hospital ☐ Respite Care ☐
☐ Day Treatment Program ☐ Inpatient Mental Health ☐ Rural ☐
☐ Domestic Violence ☐ Inpatient Unit ☐ School-Based Mental Health ☐
☐ Educational Unit ☐ Interdisciplinary ☐

6. PROGRAM ATTRIBUTES – check your top 5

☐ Abuse & Neglect ☐ Emotionally Disturbed ☐ Parenting ☐ AmeriCorps Programs
☐ Adoption ☐ Family Systems Treatment ☐ Parole/Probation ☐ Child Welfare
☐ Adventure Education ☐ Foster Care ☐ Pervasive Development Disorders ☐ Community-Based Initiative
☐ Advocacy ☐ TGLB Issues ☐ Physical Disabilities ☐ Geriatric Fellow Program
☐ AIDS/HIV ☐ Health Care ☐ Poverty ☐ Title IV E Programs
☐ Alzheimer’s disease/ dementia ☐ Homelessness/Housing ☐ Pregnant Teens/Parenting ☐ Other (specify) ___________
☐ Child welfare ☐ Infant Mental Health ☐ Protective Services ☐
☐ Community Development ☐ Immigration/Refugee Issues ☐ Public Welfare ☐
☐ Crisis Intervention ☐ Job Preparation & Development ☐ Reproductive Issues ☐
☐ Death & Dying ☐ Juvenile Delinquency ☐ School Social Work ☐
☐ Developmental Disabilities ☐ Legal Issues/Systems ☐ Sexual Abuse & Assault ☐
☐ Domestic Violence ☐ Legislative Issues ☐ Special Education ☐
☐ DSM IV Disorders ☐ Maternal & Child Health ☐ Social Justice ☐
☐ Eating Disorders ☐ Mental Health/Illness ☐ Substance Abuse ☐
☐ Elderly ☐ Oppression & Injustice ☐ Suicide Prevention ☐
7. PRACTICE/SKILL AREAS – check your top 5

- Advocacy
- Assessment & Evaluation
- Budgeting
- Case Management
- Committees/Task Force
- Community Development
- Community Outreach
- Couples Treatment
- Advocacy
- Crisis Intervention
- Data Collection
- Discharge Planning
- DSM IV (Diagnostic work)
- Fundraising
- Grant Writing
- Group/Family Treatment
- Individual Treatment
- Information and Referral
- Legislative Advocacy
- Mediation
- Needs Assessment
- Planning/Program Evaluation
- Prevention
- Program Development
- Program Administration

8. POPULATION PREFERENCE – check your top 5

- Children
- Adolescents
- Adults
- Young Adults
- Mid-life Adults
- Elderly
- Men
- Women
- Families
- Couples
- Groups
- Individuals
- No Preference
- Other (specify) ________________________

9. FIELD PLACEMENT & AGENCY PREFERENCE

All placements must be arranged by the office of field instruction. Students must not initiate contact with any agency to seek a placement within that agency without prior approval of the Office of Field Instruction. Any placement initiated without the knowledge of the field instruction staff will not be approved. Please refer to the “Student Orientation To Field Instruction” power point on the OFI web site (www.ssw@umich.edu/ofi) for information regarding the placement process.

HOW TO SELECT APPROVED AGENCIES

Go to OFI web site: http://www.ssw.umich.edu/ofi/. Click on the Agency Placement Listings, and follow the Search Criteria directions to generate a list of agencies you are interested in being considered for field placement. These choices should match the information contained in this application. Please be as specific as you can. In addition to the agency list, you may also add comments that describe the types of agencies or experiences that interest you.

Although we cannot guarantee that you will be placed in one of your preferred programs/agencies, this information will be used to determine an appropriate field placement.

AGENCY NAME/LOCATION: List Top 5 Choices

1. _________________________________
2. _________________________________
3. _________________________________
4. _________________________________
5. _________________________________

COMMENTS:
10. GOAL STATEMENT AND RÉSUMÉ

GOAL STATEMENT
Please describe your educational goals and what you hope to gain from your field placement. Discuss specific skills you want to acquire, your preferences as to the kinds of people/problems/issues you would like to work with, and why you want to be a social worker. Do not mention particular agencies. Also, discuss your learning style, strengths, and areas in which you would like more exposure, and anything else that would be relevant to the placement process.

RÉSUMÉ
You must include your e-mail address and your current telephone number on your résumé.

Your goal statement and résumé will be sent to agencies for placement purposes. Some agencies will require letters of reference as well as criminal background checks. You will be notified of these requirements by the agency.

See the web page for tips:

Incomplete forms will not be processed. Please complete all areas and submit the following to the Office of Field Instruction:

1. Placement Request Form (sign and date)
2. Goal statement (maximum 1-page, typed, double-spaced)
3. Current résumé (white paper, no staples)
4. Student Agreement/Release of Information Form (sign and date – form attached)

Due Dates:

July 7
20-Month Incoming Students
Advanced Standing Students

October 14
16-Month Students

February 14
Continuing 20-month Students

Students not enrolled in the typical tracks must submit Out-of-Sequence Petition.
Check with the Office of Field Instruction regarding deadlines.

Student Name (print): ____________________________________________

Student Signature: _______________________________________________

Date: _________________________
Student Agreement to Participate in Field Placement/Release of Information Form

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 Bulletin (http://www.ssw.umich.edu/overview-MSW/UMSSWBulletin2006-2007.pdf), that in order to complete the program in social work in which I am enrolled, I will be required to complete a field placement with an agency, organization or university affiliated field placement.

I also understand and agree that while I am in field placement for the School of Social Work at the University of Michigan, I am NOT covered by workman’s compensation for any accident/injury that may occur during my time on site doing agency/field placement 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.

I understand that many field placements may require that I travel beyond the bounds of the University of Michigan campus. I understand that I am responsible for my own transportation and that the University of Michigan is not responsible for my travel to and from my field placement.

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://www.umich.edu/~sswd). 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 Office of Field Instruction will need to share student placement materials and other relevant information with potential agencies/field instructors. This include discussions with the prospective field instructor, sending a copy of the student’s Goal Statement, résumé, 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 agency with the information required to make a determination regarding the student’s field placement.
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 agencies/field instructors for the purposes of arranging field placement(s). This release extends to several agencies 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 all criteria listed above.

STUDENT NAME (print):__________________________________________________

STUDENT SIGNATURE:_________________________________________________

DATE: __________
APPENDIX 9.34
GUIDELINES FOR WRITING A GOAL STATEMENT

The Goal Statement is utilized by the Field Educator/Liaison and the field placement staff to determine if the student's identified goals match the opportunities that the fieldwork site has to offer. Students should describe their educational goals and what they hope to gain from their field placement. They should discuss specific skills they want to acquire, their preferences as to the kinds of people/problems/issues they would like to work with, and why they want to become a social worker. Do not mention particular fieldwork sites as this Goal Statement may be sent to additional fieldwork sites if the student’s first choice is not available. Also, students should discuss their learning style, strengths, and areas in which they would like more exposure, and anything else that would be relevant to the placement process. The Goal Statement should be typed, written professionally, and include the major components listed below:

Length:
The Goal Statement should not exceed one page, double-spaced, utilizing no smaller than a 10-point font.

Header: Each Goal Statement should contain a header with the following information:
- Students Name
- Practice Method and Practice Area
- Minor Method (if elected by student)
- Curriculum Track

Content: The Goal Statement should address the following areas:

- Relate past experience (professional, educational, internships, volunteer, and/or personal) that led you to consider social work as a profession and to consider the placement you want. Note: Field placements find it very helpful to see the connection between the résumé and the goal statement
- Describe what you would like to learn and in what type of setting
- Identify the social work skills you would like to develop over the course of your placement such as interviewing, program development, grant writing, needs assessment (Refer to methods Course Statements (Appendix 9.70 or www.ssw.umich.edu/academics and/or the Placement Request Form (Appendix 9.32), for other skills they might want to learn
- Briefly touch on tasks and issues related to your dual concentration. For example, students with a dual concentration in Interpersonal Practice and Children & Youth in Families and Society might wish to learn group work, family work, and/or couples treatment
- Identify any other interest considerations if you have them i.e. age group preferred, cultural/gender group preferred or at risk population preferred.
- Explain how you learn best. Mention, for example, if you are an experiential learner (i.e., you learn best by jumping in and doing right away), or if you learn best by a brief period of observation or a review of the literature prior to engaging in practice. Discuss your supervision preference but avoid statements that suggest that you do not need supervision
- Describe your professional or career goals. Indeed, one of the goals of a field placement is to help clarify student’s career goals, and it is acceptable to acknowledge this in your statement. Many students are not yet clear about this and adding a general statement pertaining to long term goals can be helpful to a field instructor

92
APPENDIX 9.35:
GUIDELINES FOR WRITING A RÉSUMÉ

Students should be sure to include their E-mail addresses and most current telephone (cell and/or home) numbers on their résumé. Résumés should be printed on plain white paper (no dark paper or no staples so these can be faxed). Students are reminded that the goal statement and résumé will be sent to the fieldwork site for placement purposes should it should appear professional.

The résumé is a selling tool that outlines skills and experiences so a fieldwork site can see, at a glance, how students can contribute and what they have to do to supplement the student’s experience. The résumé has to sell the student in short order. While students may have all the requirements for a particular field placement, the résumé is a failure if the person reviewing it does not instantly come to the conclusion that the student “has what it takes.” The first hurdle the résumé has to pass is whether it ends up in the "consider file" or the "reject file", which may take less than thirty seconds.

Good résumés contain information about jobs students have held in the past and also information about their relevant accomplishments, their professional skills, and their capacity for leadership.

Yana Parker is a great résumé writer. She has authored Résumé Catalog, Ready to Go Résumé and Blue Collar & Beyond. She has a web site that provides more guidelines: http://www.damngood.com/indes.html. Remember however, that students résumés should be field placement focused, not employment focused. Another web site that may be helpful is http://www.careercenter.umich.edu.
OFFICE OF FIELD INSTRUCTION
APPLICATION FOR EXEMPTION FROM FOUNDATION FIELD INSTRUCTION
(Three Credits: 2 Credits SOCWK 515 & 1 Credit SOCWK 531)

Note: This application is NOT required if you are an advanced standing student. For questions regarding advanced standing status please contact the Office of Student Services.

<table>
<thead>
<tr>
<th>Student Name:</th>
<th>Date:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Student ID:</td>
<td>E-Mail:</td>
</tr>
<tr>
<td>Primary Phone:</td>
<td>Cell Phone:</td>
</tr>
</tbody>
</table>

**B.S.W. FIELD INSTRUCTION INFORMATION**
(To be filled out by student)

| Name of College or University Attended: ____________________________ |
| Field Course Information: ________________________________ |
| Course Name and Number: ___________ Credit Hours: ___________ Grade: _____ |
| Course Name and Number: ___________ Credit Hours: ___________ Grade: _____ |

**FOR OFI USE ONLY**

- [ ] Date Received by OFI: ________
- [ ] Approved    [ ] Reason Rejected: ____________________________
- [ ] Field Director’s Signature: ____________________________    [ ] Date: _____
- [ ] Date Entered into Filemaker: ______
- [ ] Date Submitted to Registrar: ______
- [ ] Date Student Mailbox: _____ / Mailbox #: ________
APPENDIX 9.36
APPLICATION FOR EXEMPTION FROM FOUNDATION FIELD INSTRUCTION (CON’T.)

GUIDELINES
FOR EXEMPTION FROM FOUNDATION FIELD INSTRUCTION
(Three Credits: 2 Credits SOCWK 515 & 1 Credit SOCWK 531)

I. Procedure

All students are required to complete a total of 15 credits of field instruction. All students must also complete a minimum of 12 credits of advanced field instruction (SOCWK 691). Qualified entering students may reduce the number of credit hours of required field instruction from 15 to 12 credits if they are either advanced standing or have a three-credit foundation field instruction exemption.

If the student has been granted advanced standing status, the exemption is automatic because accredited B.S.W. programs provide students with foundation field instruction experiences (see section on advanced standing in the Student Guide to the MSW Program). A student can obtain a three-credit exemption from foundation field instruction if:

a. the student has not been granted advanced standing status.

b. has earned a baccalaureate degree with a major in social work from a program accredited by the Council on Social Work Education.

c. has completed the equivalent of eight semester hours of field instruction during their undergraduate program.

d. has received grades of B or better.

In this case, the student must apply for the exemption as described in this section. All B.S.W.’s who meet the above criteria are eligible, but they must apply for this field instruction exemption.

II. Credit Hours After Exemption

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

III. Revoking the Exemption

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

IV. How to Apply

The Application for Exemption should be completed and submitted shortly after the student learns of admission to the School, and before starting the first term of field instruction. An Application for Exemption form is included in the student’s orientation packet. These forms can usually be processed very quickly. The student may request an exemption by submitting a completed Application for Exemption form and submitting it to the Office of Field Instruction. The request will be reviewed and acted upon by the Director of the Office of Field Instruction.

* NOTE: If you have been accepted into a fellowship program, please see that Program Coordinator for exemption information. These guidelines may not apply to the fellowship programs.
From: Office of Field Instruction  
Re: Second-year placement option  

Students in the 20-month track may elect a different placement for their second year in the MSW program. To plan next year’s placement cycle, we will need to know whether you have decided to remain in your current placement for next year, or if you have decided to change your placement at the end of Winter term.

All second year 20-month students must respond by completing this Second Year 20-month Placement Decision Form below.

---

**Second Year 20-month Student Placement Decision Form**

Please complete and return this form to the Administrative Coordinator in the Office of Field Instruction by February.

I. Name: ___________________________ Phone #: _____________ Uniquename: ________________

II. Name of agency/program where you are currently placed: ____________________________

   Field Instructor: _______________________ Phone: ____________________________

   Email: ___________________________ FAX: ___________________________________

III. Please indicate your decision about your placement by checking below:

   A. _____ I have decided to stay in my current placement for Fall and Winter.  
      (OFI faculty will confirm this with the current agency).

   B. _____ I have decided to change my placement for Fall and Winter.  
      If you say yes, please complete and submit the **Student Placement Request Form** to the Administrative Coordinator in the Office of Field Instruction by **February**. **Please remember to include your goal statement, résumé, and release of information form.**

      It is our goal to complete the placement assignment process for 20-month students by the end of Winter term.

Student Signature: ____________________________
A key element involved in securing a field placement is the interview with your potential field instructor. It is an opportunity for you to learn about the agency and for them to learn about you. This interview gives you a chance to share your interests, your previous experiences, and discuss the skills you would like to acquire. The outcome of your interview will determine if the agency will be able to meet your learning goals and if this placement will be a good “fit” for the field instructor and for you. Some tips do not apply to telephone interviews.

I. BEFORE THE INTERVIEW
   A. Research the Agency
      1. Review the agency website and understand their mission, programs, history, philosophy, client system served, location, etc.
      2. Perform electronic/web searches on the agency and keep abreast of current happenings in the field/organization.
      3. Read staff biographies and familiarize yourself with the staff organizational chart.
   B. Plan to Wear Professional Attire
      1. Dress as you would for a job interview.
      2. Dressing tips: http://www.career.vt.edu/JOBSERC/interview/APPEARNC.html
   C. Arrive at least 15 minutes early.
   D. Practice Your Interviewing Skills & Prepare Questions
      1. Introduce yourself in a professional manner. First impressions are key.
      2. Establish rapport with the interviewer and showcase your personality.
      3. Prepare the main points you want to communicate about your skills, experiences, and interests. Be proactive about sharing your strengths.
      4. Prepare questions for the interviewer (sample questions below).
      5. Use concrete examples to highlight your skills/experiences.
      6. Practice out loud with a friend or in front of a mirror.
   E. Bring copies of your goal statement and résumé

II. DURING THE INTERVIEW
   A. Student Questions Regarding Field Placement Experience
      1. What is the philosophy and mission of the fieldwork site?
      2. What fieldwork site programs and services areas are available to students?
      3. What is the fieldwork site’s staff composition?
      4. Are there opportunities to work with a variety of cultural groups and populations at risk?
      5. What types of experiences will student interns be exposed to? What are some examples of student assignments?
      6. Are there opportunities for association, consultation, and networking with other professionals, and other fieldwork sites?
      7. What experiences and personal characteristics does your fieldwork site look for in an intern?
      8. What skills are minimally required and valued most?
      9. Are there regular opportunities for student supervision, feedback, and support? How is supervision handled and how much time is allotted? Will we meet face-to-face?
APPENDIX 9.38:
TIPS FOR INTERVIEWING FOR A FIELD PLACEMENT (CON’T.)
10. Will students be encouraged to explore ethical and value related issues with support?
11. How does the fieldwork site help students integrate academic learning and assignments with field placement activities?
12. Is there a work area set aside for students (desk, computer, phone, etc.)?
13. How many students has the fieldwork site hosted over the years?
14. Does the fieldwork site provide students with orientation activities that include site specific security arrangements and other procedures designed to ensure safety at the agency?
15. Does the fieldwork site offer a stipend? If yes, what amount and payment schedule?

B. Student Questions Regarding Agency Expectations
1. What is the dress code/expectations for personal appearance (visible tattoos/body piercings)?
2. Are there health tests required (TB, other immunizations, drugs, etc.)? If yes, who is responsible for payment?
3. Are security and criminal background checks required? If yes, who is responsible for payment?
4. Are students required to use their personally owned vehicles for fieldwork site business? If yes, will mileage be reimbursed? (Evaluate whether your individual insurance will cover this responsibility by checking directly with your insurance company.)
5. Is there ample parking or a fee to park?
6. What are the hours of operation and what are the expectations regarding the student’s schedule? Be sure to talk about the hours you will need to log per term.

C. Agency Questions for the Student
1. Tell me about yourself
2. What educational opportunities are you seeking in this field placement?
3. Why are you interested in this field placement?
4. What previous experiences do you have that make you a competitive candidate for this field placement?
5. What is your understanding of our organization and its mission? How does this fit with your interests?
6. What are your strengths? What are your areas for improvement?
7. What are your long-range career goals?

III. END OF INTERVIEW
A. Student Clarification of Placement Decision Process
1. How and when will you be contacted regarding the decision to accept you?
2. If you are accepted, when should you notify them of your final decision? (If you decide not to accept the field placement, it is your responsibility to notify the fieldwork site)

IV. AFTER THE INTERVIEW
A. Write a professional thank you note or e-mail thanking the interviewer and all others involved in the interview process for their time and efforts.
B. YOU ARE REQUIRED TO NOTIFY YOUR FIELD EDUCATOR REGARDING ALL DECISIONS ABOUT YOUR FIELD PLACEMENT.

V. ADDITIONAL RESOURCES
A. The Social Work Library is a good source of information:
   http://www.lib.umich.edu/socwork/employment.html
B. The Career Center at the University of Michigan: http://www.careercenter.umich.edu
   Provides résumé advising, one-on-one counseling, sample letters, resource library, mock interviews with feedback, and much more.
INSTRUCTIONS FOR COMPLETING FORMS

To: Office of Field Instruction
University of Michigan School of Social Work
1080 South University Avenue, Box 152
Ann Arbor, MI  48109-1106

Please direct all questions regarding these forms to the Office of Field Instruction at 734-764-5331 or email ssw.ofi@umich.edu

The following instructions will assist you in completing these forms. It is necessary to give full and accurate information in each of the categories to assist us in placing students with your agency. The written description for the agency and the program are the most important to the student as they will make their decision on where to interview based on the information you provide. The more information we have, the greater the likelihood that we can assign a student who is well-matched for the position.

AGENCY FIELD PLACEMENT FORM
All agencies must complete this form and at least one Program Information Form.

PROGRAM INFORMATION FORM
Complete this form for each program within the agency that is interested in students.

If there are multiple student placements within a program, then one Program Information form is needed. However, if there are multiple programs within the agency accepting students, then you must complete the appropriate number of forms to reflect all programs that can host students.

AGENCY FIELD INSTRUCTOR APPLICATION
Any person interested in supervising a student must complete this form and attach an updated résumé.

We appreciate the time you take to complete these forms!
AGENCY FIELD PLACEMENT FORM

Agency Name: 
Street Address: 
City, State, Zip: 
Telephone: Fax: 
Website Address/URL: 
Agency EMail (if applicable): 
Director (Name & Title): 
EMail: Phone: 
Intern Coordinator (Name & Title): 
EMail: Phone: 

Agency Funding Source: 
☐ Public - Local Gov’t ☐ Quasi public (tax supported, private board) 
☐ Public - State Gov’t ☐ Private for profit 
☐ Public - Federal Gov’t ☐ Private non-profit 
☐ Public – Other: ______________________________ 
☐ Title IV E Approved 
☐ Americorps Approved 
☐ Other: ______________________________ 

List all programs in the agency that can accommodate students. If the "program" and agency are the same, please list the agency name as program #1. A completed Program Information Form must be submitted for each listed program. 

1. 
2. 
3. 
4. 
5. 
6. 
7.
### INSURANCE
Does the agency's general liability insurance cover students?  
Yes  No

If students are expected to transport clients in their personal vehicle, does the agency's automobile insurance cover them?  
Yes  No

### PERSONAL SAFETY
Does the agency include personal safety training and student orientation?  
Yes  No

### IMMUNIZATIONS AND DRUG TESTING
Does the agency require immunizations or tests?  
Yes  No

If so, does the agency cover the cost?  
Yes  No

Specify required tests:

Does the agency require drug testing? Be aware that if a student is rejected on the basis of this test, you must put this in writing  
Yes  No

### BACKGROUND CHECK
Does the agency require a background check?  
Yes  No

Does the agency cover the cost?  
Yes  No

### MISSION STATEMENT-
Please attach the mission statement for this agency on a separate sheet.

### AGENCY DESCRIPTION-
Please attach a description of this agency on a separate sheet. Agency Description Information and the Agency Mission Statement are requested so that we can include them on the www.ssw.umich.edu site. Students use this information more than any other information to determine their placement preferences. We suggest using a format similar to a classified ad to "sell" your agency to prospective students. You may want to concentrate on highlighting features that you think make your agency unique, e.g. "exposure to several therapeutic approaches with individuals, families and groups", "National Demonstration Project", "large professional staff", "chance to work with community leaders", etc.

### COMMENTS / ADDITIONAL INFORMATION -
APPENDIX 9.43
PROGRAM INFORMATION FORM

UNIVERSITY OF MICHIGAN
SCHOOL OF SOCIAL WORK

PROGRAM DEMOGRAPHIC INFORMATION

<table>
<thead>
<tr>
<th>Agency Name</th>
<th>A-ID#</th>
</tr>
</thead>
<tbody>
<tr>
<td>Program Name</td>
<td>P-ID#</td>
</tr>
</tbody>
</table>

Program Address

<table>
<thead>
<tr>
<th>City</th>
<th>State</th>
<th>Zip</th>
<th>County</th>
<th>Telephone</th>
</tr>
</thead>
</table>

Program Website Address/URL

Fax:

Program Contact

Telephone:

Program Contact E-Mail

Fax:

PROGRAM TRANSPORTATION REQUIREMENTS

☐ Is on a bus line  ☐ Requires a car for work-related travel  ☐ Reimburses program-related travel expenses

PROGRAM STIPEND INFORMATION

Does the Program offer a Stipend?  ☐ Yes  ☐ No

<table>
<thead>
<tr>
<th>Stipend Amount</th>
<th>Stipend Description</th>
<th>Weekly</th>
<th>Semester</th>
<th>Lump Sum</th>
<th>Other</th>
</tr>
</thead>
</table>

CSWE CATEGORY - Choose one (1) category that best describes this program. (Required by the Council of Social Work Education for accreditation)

☐ Aging/ Gerontology  ☐ Community Planning  ☐ Family Services  ☐ Rehabilitation
☐ Alcohol/ Drug/ Substance Abuse  ☐ Corrections/ Criminal Justice  ☐ Group Services  ☐ School Social Work
☐ Child Welfare  ☐ Developmental Disabilities  ☐ Mental Health  ☐ Other
☐ Community-based Mental Health  ☐ Family Service  ☐ Health  ☐ Urban
☐ Community-based Organization  ☐ Government  ☐ Public Assistance  ☐ Volunteer-Based Program
☐ Community Center  ☐ Health Care  ☐ Other
☐ Correctional  ☐ Homeless  ☐ Residential Correctional
☐ Court/ Justice System  ☐ Hospice  ☐ Residential Treatment - Adult
☐ Day Treatment Program  ☐ Hospital  ☐ Residential Treatment - Child
☐ Domestic Violence  ☐ Inpatient Mental Health  ☐ Respite Care

PROGRAM SETTING - Choose no more than three (3) settings that best describes this program

☐ Administrative Unit  ☐ Educational Unit  ☐ Inpatient Unit  ☐ Rural
☐ Advocacy  ☐ Elder Care  ☐ Interdisciplinary  ☐ School-Based Mental Health
☐ Business  ☐ Emergency/ Crisis Center  ☐ Multicultural Organization  ☐ After-School Program
☐ Community-based Health Care  ☐ Employee/ Student Assistance  ☐ Nursing Home  ☐ School Social Work
☐ Community-based Social Service  ☐ Faith-based Organization  ☐ Outpatient Mental Health - Adult  ☐ Substance Abuse
☐ Community-based Mental Health  ☐ Family Service  ☐ Outpatient Mental Health - child  ☐ Urban
☐ Community-based Organization  ☐ Government  ☐ Psychiatric Hospital  ☐ Volunteer-Based Program
☐ Community Center  ☐ Health Care  ☐ Rehabilitation Program  ☐ Other
☐ Correctional  ☐ Homeless  ☐ Residential Treatment - Adult
☐ Court/ Justice System  ☐ Hospice  ☐ Residential Treatment - Child
☐ Day Treatment Program  ☐ Hospital  ☐ Respite Care
☐ Domestic Violence  ☐ Inpatient Mental Health  ☐ Rural

PROGRAM ATTRIBUTES - Choose attributes that best describe field work activities in this program

☐ Abuse & Neglect  ☐ Elderly  ☐ Mental Health/illness  ☐ Social Justice
☐ Adoption  ☐ Emotionally Disturbed  ☐ Oppression & Injustice  ☐ Substance Abuse
☐ Adventure Education  ☐ Family Systems Treatment  ☐ Parenting  ☐ Suicide Prevention
☐ Advocacy  ☐ Foster Care  ☐ Parole/ Probation  ☐ Americorps Programs
☐ Alzheimer’s/Dementia  ☐ Gay/ Lesbian/ LGBT Issues  ☐ Pervasive Development Disorders  ☐ Child Welfare
☐ Child Welfare  ☐ Health Care  ☐ Physical Disabilities  ☐ Community-Based Initiative
☐ Community Development  ☐ Homelessness/ Housing  ☐ Poverty  ☐ Geriatric Fellow Program
☐ Crisis Intervention  ☐ Infant Mental Health  ☐ Pregnant Teens/ Parenting  ☐ Jewish Communal Service
☐ Death & Dying  ☐ Immigration/Refugee Issues  ☐ Protective Services  ☐ Title IV E Programs
☐ Developmental Disabilities  ☐ Job Preparation & Development  ☐ Public Welfare
☐ Domestic Violence  ☐ Juvenile Delinquency  ☐ Reproductive Issues  ☐ School Social Work
☐ DSM IV Disorders  ☐ Legislative Issues  ☐ Sexual Abuse & Assault  ☐ Sexual Abuse & Assault
☐ Eating Disorders  ☐ Maternal & Child Health  ☐ Special Education  ☐ Special Education
### SW CURRICULUM

Students are placed in 16-month (SW16), 20-month (SW20) or advanced standing (SWAS) tracks. Please review the field schedules associated with these student tracks below. Additionally, students select to concentrate in one of five practice areas and within these practice areas, they select from four practice methods.

<table>
<thead>
<tr>
<th>TRACKS</th>
<th>PRACTICE METHODS</th>
<th>PRACTICE AREAS</th>
</tr>
</thead>
<tbody>
<tr>
<td>SW 16</td>
<td>Interpersonal Practice</td>
<td>Children, Youth &amp; Families</td>
</tr>
<tr>
<td>SW 20</td>
<td>Community Organization</td>
<td>Aging in Families in Society</td>
</tr>
<tr>
<td>SWAS</td>
<td>Management of Human Services</td>
<td>Health</td>
</tr>
<tr>
<td></td>
<td>Social Policy &amp; Evaluation</td>
<td>Mental Health</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Community &amp; Social Systems</td>
</tr>
</tbody>
</table>

How many students can be accommodated in this program? [103]
APPENDIX 9.43
PROGRAM INFORMATION FORM (CONT.)

PROGRAM DESCRIPTION: Please attach a description of this program on a separate sheet.

Program Description information is requested so that we can include this on the www.ssw.umich.edu site. Students use this information more than any other information to determine their placement preferences. We suggest using a format similar to a classified ad to "sell" your agency to prospective students. You may want to concentrate on highlighting features that you think make your agency unique, e.g. "exposure to several therapeutic approaches with individuals, families and groups", "National Demonstration Project", "large professional staff", "chance to work with community leaders", etc.

PROGRAM FIELD INSTRUCTORS: Each Field Instructor, who will supervise the students in this (these) placements, must complete a Field Instructor Information Form and attach a resume.

COMMENTS/ADDITIONAL INFORMATION

FOR SSW FIELD OFFICE USE ONLY

ASSIGNED AGENCY & PROGRAM# __________ DATA ENTRY DATE __________ DIRECTOR APPROVAL __________

UNIVERSITY OF MICHIGAN SCHOOL OF SOCIAL WORK - OFFICE OF FIELD INSTRUCTION 1080 S. UNIVERSITY, ANN ARBOR, MI 48109-1106 (734) 764-5331
Please submit this completed application and a current resume to become an approved Field Instructor. If you accept a position at another agency and wish to continue supervising students, please contact us.

UNIVERSITY OF MICHIGAN SCHOOL OF SOCIAL WORK - OFFICE OF FIELD INSTRUCTION 1080 S. UNIVERSITY, ANN ARBOR, MI 48109-1106 (734) 764-5331

105
OFFICE OF FIELD INSTRUCTION
AFFILIATION AGREEMENT

This agreement is entered into by the Board of Regents of the University of Michigan for its master of social work program (hereinafter referred to as the “University”) and __________________________ (hereinafter referred to as the “Facility”).

PURPOSE

The School of Social Work at the University of Michigan considers field instruction a vital component of the education of future social work professionals. It, therefore, recognizes the importance of the settings where field instruction takes place. To maintain and promote the educational excellence, which is in the best interest of both the University and the Facility, it has been found that a specified statement of the responsibilities of the parties involved can be mutually beneficial.

RECITALS

WHEREAS, the University is engaged in the instruction of social work students and desires to provide such students learning experiences in a social work related facility setting; and,

WHEREAS, the Facility has the ability and is willing to provide field placement experiences for social work students enrolled in the University’s master of social work program,

NOW THEREFORE, in consideration of the mutual agreement set for the herein, the Facility and the University agree as follows:

1. **RESPONSIBILITIES OF THE UNIVERSITY**

   The University will:

   A. In cooperation with the Facility, assume the responsibility for assigning students, based on assessment of their learning goals, educational interests, and relevant experience to the facility while giving consideration to the Facility’s suitability to meet the educational needs of students, of the Facility’s specialized services, and the skills and knowledge of the Facility’s staff.

   B. Provide the Facility field instructor with access to a Field Instruction Manual, (www.ssw@umich.edu/of) which states the objectives, policies, and procedures pertaining to field instruction. The University shall provide the Facility with all required forms and additional information such as the academic calendar, as deemed necessary to the field placement experience.

   C. In the person of the faculty liaison, assist the student and the Facility field instructor in developing a field placement experience, which reflects the needs and the objectives of the Facility, the University and the student.

   D. Assume responsibility solely for the academic aspects, curriculum and content of the expected learning experiences of its students.
APPENDIX 9.45
AFFILIATION AGREEMENT (CON’T.)

E. Provide overall coordination of training for field instructors to help design appropriate learning experiences for students.

F. Provide a faculty liaison, who will be responsible for grading the student’s performance in the field placement. Such grades will be based on an evaluation of the student’s performance and will include input from the assigned field instructor(s). The University will supply student evaluation forms to the Facility. Forms are also available from the Office of Field Instruction web site: www.ssw@umich.edu/ofi.

G. Acknowledge that many student records are protected by the Family Educational Rights and Privacy Act (FERPA) and agree to maintain all educational records and reports relating to the educational program completed by individual students at the Facility. The Facility shall not release information contained in these educational records and reports, but shall instead refer all requests for information respecting such records to the University. The University agrees to comply with all applicable statutes, rules and regulations respecting the maintenance of and release of information from such records and reports.

H. Maintain general and professional liability insurance or self-insurance coverage during the term of this Agreement covering University and its employees for services rendered pursuant to this Agreement. Upon request, University shall provide to Facility copies of appropriate certificates evidencing such insurance or self-insurance.

I. Agree to indemnify and hold the Facility and its officers, directors, agents, employees, regents, and trustees harmless from and against any and all tort liability, claims, actions, and causes of action, losses, damages or expenses caused or arising out of the act(s) and/or omission(s) of the University, its agents, and employees incident to its/their participation in the Field Instruction Program.

2. RESPONSIBILITIES OF THE FACILITY

The Facility will:

A. Assume responsibility for the care of clients/patients. Students are not employees of the Facility and therefore will not replace Facility staff nor give service to clients/patients apart from its educational value.

B. Plan and administer all aspects of client/patient care at the Facility. The Facility has primary and ultimate responsibility for the quality of care, service and operations of the Facility and its clients/patients, and as such, Facility staff shall have final responsibility, authority, control, and supervision over all aspects of client/patient care, services and Facility operations.

C. Have the privilege of recruiting students for employment. However during the course of the field placement, students are not considered employees of the Facility and will not receive any benefits or be covered by social security, worker’s compensation or malpractice insurance policy of the Facility unless the student is placed on an approved Employment-based Placement proposal.

D. Assume the responsibility for providing Facility orientation for students; for informing students of its security and health requirements; and for discussion of any safety issues relevant to the client/patient population being served. The Facility will inform students about Facility standards of behavior, dress codes, use of personal automobile and additional certifications that they may require. The Facility will monitor student compliance with same.
E. Be responsible for health and safety plans, protections and procedures, as required by law, including OSHA, or other regulatory provisions, and shall inform and apply them to students where appropriate.

F. Assume responsibility for informing, requiring and monitoring students regarding Facility policies and regulations, including all applicable state, federal, and local laws regarding the confidentiality of client/patient information and records. This includes the Health Insurance Portability and Accountability Act of 1996 (HIPAA), and mandated reporting laws.

G. Provide a field instructor approved by the University, who possesses the qualifications, professional competence, knowledge, and skills necessary to assume the educational role required for quality field instruction. The field instructor must make available appropriate learning experiences for students placed by the University and assume responsibility for the supervision of students. In unusual circumstances where the primary field instructor is not an employee of the Facility, the Facility will provide a secondary field instructor whose role will be to perform administrative/task oriented functions in relation to the student’s field placement in cooperation with the primary field instructor.

H. Provide students the physical facilities, supplies, and equipment that the parties mutually agree to as necessary for the appropriate management of the field placement experience.

I. Agree to complete all forms requested by the University including the student evaluations, information required for University accreditation requirements, and other reports as necessary to evaluate and monitor the field placement experience.

J. Provide emergency treatment, to the extent of the Facility’s capabilities, in the event of accident or illness to students, while participating in the field placement experience, such care to be provided at the student’s expense.

K. Maintain general and professional liability insurance or self-insurance coverage for Facility and its employees. Upon request, the Facility shall provide the University with copies of appropriate certificates evidencing such insurance or self-insurance coverage.

L. Agree to provide reimbursement to the student to cover expenses incurred in the performance of organizational responsibilities. The Facility is strongly encouraged to provide stipends for students’ fieldwork, but is under no obligation to do so.

M. Agree to indemnify and hold the University and its officers, directors, agents, employees, regents, and trustees harmless from and against any and all tort liability, claims, actions, and causes of action, losses, damages or expenses caused or arising out of the act(s) and/or omission(s) of the Facility, its agents, and employees incident to its/their participation in the Field Instruction Program. The Facility shall be responsible for the acts of its employees in regards to this agreement and will provide malpractice coverage within appropriate limits.
3. GENERAL TERMS

A. The University and the Facility 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 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.

B. The University and the Facility certify that it will agree to comply with the National Association of Social Workers Code of Ethics and monitor student compliance with same.

C. The University and Facility shall agree to follow the established procedures regarding the removal of any student from the field placement experience as outlined in the Field Instruction Manual. Withdrawal can be requested by the Facility or the University for reasons related to performance, violations of the National Association of Social Work Code of Ethics, conduct deemed unsuitable according to University or Facility standards, or when in the University’s judgment, the field placement experience does not meet the program’s expectations or needs of the student.

D. It is agreed that the parties to the Agreement may revise or modify the Agreement only upon written consent of both parties. This Agreement will be governed by the laws of the State of Michigan.

E. This Agreement is intended solely for the mutual benefit of the parties hereto, and there is no intention express or otherwise, to create any rights or interest for any party or person other than the Facility and the University, without limiting the generality of the foregoing, no rights are intended to be created for any client/patient, student, parent, guardian of any student, employer or prospective employer.

F. In the performance of their respective duties and obligations under this agreement, each party is an independent contractor, and neither is the agent, employee or servant of the other, and each is responsible only for its own conduct.

G. This Agreement constitutes the entire agreement between the parties, and all prior discussions, agreements, and understandings, whether verbal or in writing, are hereby merged into this agreement.

H. No amendment or modification to this agreement, including any amendment or modification or this paragraph, shall be effective unless the same is in writing signed by the party to be charged.

I. Not withstanding any other provision contained in this agreement to the contrary, neither party waives any of its rights, defenses privileges and/or immunities afforded by law.
4. **TERMS OF AGREEMENT**

   This Agreement shall become effective as of _________________, and shall continue thereafter until terminated by either party upon thirty (30) days’ written notice of termination; provided, however, that students then receiving instruction in any program shall be given the opportunity to complete the full program during that instructional period.

   **IN WITNESS WHEREOF**, the parties have signed this document on the day and year written.

   **WITNESSES:**

   Date: __________  FACILITY NAME: _______________________________

   Signature: ______________________________________________________

   Print Name/Title: ________________________________________________

   Address: ________________________________

   ________________________________

   Telephone: ______________________________

   E-Mail: ________________________________

   **UNIVERSITY OF MICHIGAN**

   Date: __________

   Mary Ruffolo, Associate Dean for Educational Programs
   School of Social Work

   Date: __________

   Teresa A. Sullivan, Executive Vice President for Academic Affairs
   and Provost
**APPENDIX 9.51**  
**STUDENT ORIENTATION CHECKLIST**

<table>
<thead>
<tr>
<th><strong>Introductions:</strong></th>
<th></th>
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<tbody>
<tr>
<td>Mission Statement, Philosophy, History</td>
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<tr>
<td>Map of Building</td>
<td></td>
</tr>
<tr>
<td>Tour of physical settings: break rooms, bathrooms, conference rooms, storage/supply rooms</td>
<td></td>
</tr>
<tr>
<td>Introduce staff</td>
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</tbody>
</table>

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<tr>
<th><strong>Office Procedures:</strong></th>
<th></th>
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<tbody>
<tr>
<td>Telephone/Dictaphone Operation</td>
<td></td>
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<tr>
<td>Mailboxes, supplies, copies, and postage</td>
<td></td>
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<tr>
<td>Mileage logs</td>
<td></td>
</tr>
<tr>
<td>Staff meetings</td>
<td></td>
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<tr>
<td>Use of library</td>
<td></td>
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<tr>
<td>Computer Operation</td>
<td></td>
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<tr>
<td>Time Sheets</td>
<td></td>
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<tr>
<td>General Security</td>
<td></td>
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</tbody>
</table>

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<thead>
<tr>
<th><strong>Student/Employee Items:</strong></th>
<th></th>
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</thead>
<tbody>
<tr>
<td>ID Cards/Parking Stickers</td>
<td></td>
</tr>
<tr>
<td>Keys</td>
<td></td>
</tr>
<tr>
<td>Computer Access Codes</td>
<td></td>
</tr>
<tr>
<td>Weekly Schedule</td>
<td></td>
</tr>
<tr>
<td>Required Agency Physical/TB Test</td>
<td></td>
</tr>
<tr>
<td>Compensation Time</td>
<td></td>
</tr>
<tr>
<td>Student and Field Instructor Evaluations</td>
<td></td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Policies and Procedures:</strong></th>
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</thead>
<tbody>
<tr>
<td>Confidentiality</td>
<td></td>
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<tr>
<td>Use of agency cars, driving record, use of seat belts</td>
<td></td>
</tr>
<tr>
<td>Personal Safety/Complete Safety Checklist</td>
<td></td>
</tr>
<tr>
<td>Agency policies &amp; procedures</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>General Expectations:</strong></th>
<th></th>
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</thead>
<tbody>
<tr>
<td>Open Communication</td>
<td></td>
</tr>
<tr>
<td>Appearance</td>
<td></td>
</tr>
<tr>
<td>Call Field Instructor when unable to come to work (very snowy days)</td>
<td></td>
</tr>
<tr>
<td>Smoking Rules</td>
<td></td>
</tr>
<tr>
<td>Protect against theft of personal property</td>
<td></td>
</tr>
<tr>
<td>Lunch and break times</td>
<td></td>
</tr>
</tbody>
</table>

*Insure that the State of Michigan Mandatory Reporting and Duty to Warn Provision are included in agency orientation*
APPENDIX 9.52
OUT-OF-SEQUENCE PETITION

UNIVERSITY OF MICHIGAN
School of Social Work
Office of Field Instruction
Out-Of-Sequence Petition

Date Received: ________________

If field instruction credits for any term deviates from those established by standard curriculum schedule (16 month, 20 month, Advanced Standing, Extended Degree), please see the Field Instruction Manual (Section VIII. C.) for the established credit hour distribution. Students must submit an Out-of-Sequence petition requesting the change. Please complete ALL THE INFORMATION requested below and obtain the required signatures.

Student Name: __________________________________________ Student ID#: _____________________ Date: ________

Student E-mail: __________________________________________ Current Track: _______________________

First Term of Enrollment: ____________________________ (16 month; 20 month; Advan. Stand. Ext. Degree)

Expected Date of Graduation: ________________________________ (Extended degree students are required to begin field after completing 15 or less hours of course work)

Student signature: _______________________________________

STATE THE REASONS FOR YOUR PETITION:
_________________________________________________________________________________________________
_________________________________________________________________________________________________
_________________________________________________________________________________________________

AGENCY NAME: _________________________________________________________________________________

Faculty Advisor’s Signature: __________________________ Date: ____________

List proposed field placement schedule by term:

<table>
<thead>
<tr>
<th>Term</th>
<th>Year</th>
<th>Field Instruction Course Number</th>
<th>Number of Field Instruction Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fall</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Winter</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>Spring/Summer</td>
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<td></td>
<td></td>
</tr>
<tr>
<td>Fall</td>
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<td></td>
</tr>
<tr>
<td>Winter</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

2. You must submit this form to your Faculty Liaison for review and approval.

Faculty Liaison’s Signature: __________________________ Date: ____________

After the Director of the Office of Field Instruction has approved this petition, you will receive a copy. One copy will be kept in the Field Instruction Office and the original will be kept in your permanent file in the Registrar’s Office.

FOR INTERNAL USE ONLY:
Field Faculty’s initials: __________ Date: __________
Director, Office of Field Instruction signature __________ Date: __________
Date copy to OFI student file: ______ Date copy sent to student’s mailbox: ______ Date sent to Registrar’s office: ______
Registrar Office Initials: ______ Date: __________
APPENDIX 9.53
REQUEST FOR CHANGE IN DUAL CONCENTRATION AND/OR MINOR FORM
The University of Michigan
School of Social Work

DUAL CONCENTRATION (Practice Method/Practice Area)
Students who want to change one or both parts of their dual concentration to another should do so prior to being assigned to a field agency and/or between the first and second term of full-time study. Requests for changes in concentration are initiated by the student.

MINOR (Practice Method)
Students who wish to elect/delete/change their optional (MINOR) should do so before the beginning of the term in which they plan to begin their field instruction. Requests for election/deletion/change of minor are initiated by the student.

Students may change their dual concentration under the following circumstances:

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

Student should be aware that:

- 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 (SOCWK 691) in their chosen dual concentrations
- 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
- 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
- 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

DEADLINES FOR CHANGE IN DUAL CONCENTRATION

If you wish to change either one or both parts of your dual concentration, you 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: Must submit all necessary forms by the end of the first term of study (Dec. 1).
Out of Sequence Students: May not be able to change concentrations without extending the program of study.

(Note: Requests for Change in Concentration and/or Minor forms submitted between November 1 and the end of the Fall semester will not be effective until the Winter semester.)
REQUEST FOR CHANGE IN DUAL CONCENTRATION AND/OR MINOR

Name: _______________________________________________________________  Date: ____________________________

Student ID Number: ___________________________________________________

Term/Year of first enrollment in MSW program: _____________________________

Term for which transfer is to be effective: ________________________________

If you have begun fieldwork, can your placement provide assignments
in your new method(s) & area:  □ Yes  □ No

Concentration/Minor Key:
IP=Interpersonal Practice  AG=Aging in Families and Society
CO=Community Organization  C&Y=Children and Youth in Families and Society
MHS=Management of Human Services  CSS=Community Social Systems
SP&E=Social Policy and Evaluation  MH=Mental Health
HLTH=Health

PLEASE CIRCLE:

METHOD (from)  METHOD (to)
IP       IP
CO       CO
MHS      MHS
SP&E     SP&E

AREA (from)  AREA (to)
AG       AG
C&Y      C&Y
CSS     CSS
MH       MH
HLTH    HLTH

REQUIRED SIGNATURES:

Student: ____________________________  Date: ________________

Current Faculty Advisor: ____________________________  Date: ________________

Current Field Educator/Liaison:
(if in Field) ____________________________  Date: ________________

Field Director:
(if in Field) ____________________________  Date: ________________

INTERNAL USE ONLY

1792=IP/C&Y  1962=CO/C&Y  5032=MHS/C&Y  8692=SP&E/C&Y
1793=IP/CSS  1963=CO/CSS  5033=MHS/CSS  8693=SP&E/CSS
1794=IP/HLTH  1964=CO/HLTH  5034=MHS/HLTH  8694=SP&E/HLTH
1795=IP/MH   1965=CO/MH   5035=MHS/MH   8695=SP&E/MH
1796=IP/AG   1966=CO/AG   5036=MHS/AG   8696=SP&E/AG
□ MP (OSS)  □ FM (RO)  □ MP (RO)  □ File (OSS/RO)

NOTE: CONCENTRATIONS ARE REFERRED TO AS PLANS AND MINORS AS SUB-PLANS IN MPATHWAYS
OFFICE OF FIELD INSTRUCTION
Employment-Based Field Placement Proposal Guidelines

The relationship between education and employment is central to the evaluation of an employment-based field placement proposal. The achievement of learning and educational objectives is the central foci involved in the consideration of an employment-based field placement proposal. In addition, the Council on Social Work Education guidelines must be included at all times. The employment-based field placement proposal must demonstrate that educational time will be protected and that the educational and learning objectives of the fieldwork will be accomplished within the perimeters of the Office of Field Instruction policies and requirements.

If a student wishes to request a field placement in an agency in which he/she will be simultaneously employed, the following requirements listed below must be met. Signatures indicate that all parties have read and understood all stated policies, and requirements. All proposals must be submitted on the attached form. All inquiries regarding employment-based field placement proposals should be directed to the Director of Field Instruction.

Requirements

1. The agency 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.

2. The field instructor must have a M.S.W. degree and a minimum of two-years post-masters experience and have been employed at the agency a minimum of one-year.

3. The student’s field placement must be in a different program than the program where they are employed in the agency.

4. The student’s field instructor and employment supervisor and must be different people.

5. The student’s employment hours and field hours must be clearly defined and delineated.

6. The student must have been employed by the agency for minimum of 60-days prior to submitting an employment-based field placement proposal.

7. Students must log the same number of field hours in an employment-based field placement as in a non-employment-based field placement.

8. The focus of the field placement must be on meeting the student’s learning and educational objectives. Learning opportunities need to exceed present job skills and knowledge.

9. Field credits will not be granted for previous professional work experience (Council on Social Work Education requirement).

10. Retroactive approvals for employment-based field placement proposals will not be granted.

11. 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.
12. Employment-based proposals that request a field placement in the same agency for both placements (20-month students) is highly unusual. Exceptions will be evaluated on individual merits as related to the School’s expectations and the Council on Social Work Education guidelines. A student may petition for an exemption to this policy in the case of employment at a large diverse agency that can demonstrate the ability to offer two distinct learning opportunities for the student.

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

Submission Deadlines

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

**DEADLINES:**

- First year 20-month students: July 1
- 16-month students: October 13
- Second year 20-month students: February 17
This proposal must be submitted to the Director of Field Instruction for review two-months prior to the start of fieldwork.

**Deadlines:**  
First year 20-month students: July 1  
16-month students: October 13  
Second year 20-month students: February 17

### 1. STUDENT INFORMATION

Student Name: (print)__________________________________________________________  
E-mail: ____________________________________________________________________ ID #: ___________________________________________  
Phone: (H)_________________ (W) ___________________ (C): _____________________________________  
Curriculum Track:  
- 16-month  
- 20-month  

**Practice Area:**  
- C/Y  
- AGING  
- HEALTH  
- MH  
- CSS  

**Practice Method:**  
- IP  
- MHS  
- CO  
- SP/E  

I am requesting an employment-based field placement for the following terms:  
- 1st  
- 2nd  
- 3rd  
- 4th

### 2. AGENCY INFORMATION

Agency Name: ________________________________________________________________  
Address: __________________________________________________________________  
Telephone: ___________________ Website: _________________________________________  
FAX: ________________________  
Agency Director: ______________________________  
E-Mail: ____________________________

### 3. STUDENT'S CURRENT EMPLOYMENT INFORMATION

Name of Department/Program: _________________________________________________  
Position Title: ______________________________________________________________  
Hire Date: __________________  
Supervisor: _______________________________  
Supervisor’s Telephone: ______________________ E-Mail: _______________________  
Supervisor’s Hire Date: _______________  
FAX: __________________________________________
Provide Brief Description of Student’s *Current* Employment Tasks/Roles/Functions/Responsibilities (or attach a copy of your current job description):
____________________________________________________________________________________
____________________________________________________________________________________
____________________________________________________________________________________

4. **STUDENT’S PROPOSED FIELD PLACEMENT INFORMATION**

Field Placement Department/Program: ____________________________________________________
Address: _____________________________________________________________________________
Field Instructor’s Name: __________________________________________________________________
Job Title: ____________________________________________________________________________ E-Mail: ______________________________________________________________________
Telephone: ___________________________________________________________________________ FAX: _______________________________________________________________________

*Field Instructor must complete an Agency Field Instructor Application form and attach a current resume.*
http://www.ssw.umich.edu/shared/forms/a_field_instructor.pdf

Provide a brief description of the student’s *proposed* field placement tasks/roles/functions/responsibilities:
____________________________________________________________________________________
____________________________________________________________________________________
____________________________________________________________________________________
____________________________________________________________________________________

Provide a proposed weekly schedule, indicating what days and hours will be employment responsibilities and what days and hours will be field instruction responsibilities (F).

<table>
<thead>
<tr>
<th></th>
<th>Monday</th>
<th>Tuesday</th>
<th>Wednesday</th>
<th>Thursday</th>
<th>Friday</th>
<th>Saturday</th>
<th>Sunday</th>
</tr>
</thead>
<tbody>
<tr>
<td>Morning</td>
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<td>Evening</td>
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</table>

Comments: ____________________________________________________________
_____________________________________________________________________
_____________________________________________________________________
_____________________________________________________________________
_____________________________________________________________________
_____________________________________________________________________
### 4. REQUIRED SIGNATURES

The signatures below indicate that:

- The foregoing information is accurate.
- All parties will adhere to the University of Michigan School of Social Work Office Field Instruction Employment-based Field placement Proposal Guidelines.
- All parties will support the academic needs of the employee/student that go beyond and are in addition to the ordinary requirements of the employment.

This proposal will be reviewed prior to each term of fieldwork, and revised as needed in conjunction with the student’s Educational Agreement. All revisions to this proposal are subject to the review and approval of the student's assigned Field Liaison.

<table>
<thead>
<tr>
<th>Signature</th>
<th>Date</th>
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<tbody>
<tr>
<td>Student Signature</td>
<td></td>
</tr>
<tr>
<td>Employment Supervisor Signature</td>
<td></td>
</tr>
<tr>
<td>Proposed Field Instructor Signature</td>
<td></td>
</tr>
<tr>
<td>Agency Director/CEO Signature</td>
<td></td>
</tr>
</tbody>
</table>

( FOR OFFICE USE ONLY)

- [ ] APPROVED
- [ ] NOT APPROVED (if not approved, indicate reason):

<table>
<thead>
<tr>
<th>Signature</th>
<th>Date</th>
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</thead>
<tbody>
<tr>
<td>Director of Field Instruction Signature</td>
<td></td>
</tr>
<tr>
<td>Agency Approved (forms, data entry, etc.)</td>
<td>__________</td>
</tr>
</tbody>
</table>
University of Michigan School of Social Work
OFFICE OF FIELD INSTRUCTION
Field Placement Verification Form

STUDENT INFORMATION (please print)

<table>
<thead>
<tr>
<th>Name:</th>
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<tbody>
<tr>
<td>Home Phone:</td>
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<tr>
<td>Cell phone:</td>
<td></td>
</tr>
<tr>
<td>Email:</td>
<td></td>
</tr>
<tr>
<td>Track: □ 16-month  □ 20-month □ Advanced Standing</td>
<td>Current Term:</td>
</tr>
</tbody>
</table>

AGENCY INFORMATION (please print)

| Agency Name:                |            |
| Program Name:               |            |
| Program Address:            |            |
| Field Instructor:           |            |
| Phone:                      |            |
| E-Mail:                     |            |
| Fax:                        |            |
| Back-up Field Instructor:   |            |
| Phone:                      |            |
| E-Mail:                     |            |
| Fax:                        |            |

Does the agency provide you with a stipend? □ YES □ NO
Amount: ______________ □ weekly □ semester □ lump sum □ other _____

I have reviewed the following safety and insurance policies in the FIELD INSTRUCTION MANUAL:
   □ Section 2.33: Safe Health Practices
   □ Section 2.34: Malpractice Insurance
   □ Section 2.35: Vehicle Insurance
   □ Section 2.80: Guidelines for Student Safety

SCHEDULE IN FIELD PLACEMENT
Write the total # of hours of field by day. Example: if you work 8-5PM with a 1 hr. lunch, write “8.”

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</tr>
</thead>
<tbody>
<tr>
<td>HOURS</td>
<td></td>
<td></td>
<td></td>
<td></td>
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</tr>
</tbody>
</table>

AGENCY’S INSURANCE COVERAGE

YES □ NO □ Will the fieldwork site’s general liability insurance cover you?
YES □ NO □ If you transport clients in your car, does the fieldwork site’s automobile liability insurance cover you?
YES □ NO □ Are you familiar with the safety policies of the fieldwork site?

FIELD PLACEMENT CREDITS
How many credits of Foundation Field did you register for this term? 515 _____
   1 credit Foundation Field (515) = 114 clock hours
   Those registered for 515, are also registered for 531 (seminar) = 1 credit

How many credits of Advanced Field did you register for this term? 691 _____
   1 credit Advanced Field (691) = 57 clock hours

Student Signature: ___________________________ Date: _______________
Field Instructor’s Signature: ___________________________ Date: _______________
INTRODUCTION
The Office of Field Instruction develops field placements throughout the year to ensure that the School has an array of field placements that correspond to the methods and practice areas of the curriculum, that meet Foundation and Advanced fieldwork requirements, and that reflect the richness and emerging trends of the profession.

Students however may request that new field placements be developed particularly if there are student hardships, field opportunities located in areas of the country that are generally recognized as “cutting edge” programs, or programs that offer exceptional educational opportunities. In order for these sites to be considered for field placement, students must review the procedures below and submit a proposal that addresses the indicated components. The typical range of field credits is 8-12, usually all accomplished in the Spring/Summer terms. All proposals must be reviewed and approved by the student’s Faculty Advisor for course planning since students are usually required to enroll in classes concurrently with field placement.

INTERNATIONAL PLACEMENTS
The School of Social Work is in the process of creating formal exchange agreements with universities abroad and field placements will be offered within the confines of that university when established. As of this date, we have no active international field placement experiences.

Electing a Special Study course instead of field credit is one option that may allow educational activities to occur in an out-of-state or international site. Since Special Study courses are not counted as official field credits, they are not covered in these procedures and students are free to develop these independently.

DEADLINES
All proposals for out-of-state field credit must be submitted to the Director of Field Instruction a minimum of twelve (12) weeks prior to the term when field placement will begin. Students are encouraged to submit proposals earlier if possible as site development and final approval takes time. Proposals received after the deadline, will be reviewed at the discretion of Director of Field Instruction.

APPROVAL
In order for the site to be approved and the student placed, the following must be met:

- The fieldwork site and the field instructor qualify as an approved site (See Office of Field Instruction Field Manual Section 3.30-Fieldwork Site Selection and 3.40-Field Instructor Selection)
- The proposal is reviewed and approved by the student’s Faculty Advisor
- The student must be accepted by the fieldwork site based on the site’s application process/interview after the proposal is approved
- The final proposal is approved by the Director of Field Instruction
APPENDIX 9.56
STUDENT GENERATED PROPOSAL REQUEST FOR OUT-OF-STATE & INTERNATIONAL FIELD PLACEMENT DEVELOPMENT (CON’T.)

PROPOSAL OUTLINE
The purpose of this outline is to guide the development of proposals. All proposals must be typed, must follow the established outline form indicated below, and include the requested attachments and signatures.

I. Student’s Name
   Track
   Method
   Practice Concentration
   Academic Advisor
   Attach a current Goal Statement that includes your motivation for seeking this placement
   Attach a current résumé

II. Name of Agency
    Address (Include state and zip code)
    Telephone number
    FAX number
    Agency WEB site address
    Name of Contact Person (include their degree/credentials)
    Contact person’s e-mail address

III. Written proposal description: Briefly describe what you are proposing. Include how this proposal will contribute to curriculum objectives and your educational plan.

IV. Attach a preliminary Student Learning Goals page from the Educational Agreement from your chosen method and practice concentration. These goals need to specify in detail the assignments you will completing and address how they will meet your overall learning objectives. Students should be feasible and insure that they are attainable. These will be clarified when the agency is contacted.

V. Attach an anticipated Course Schedule that addresses your academic course load and your proposed field schedule. This must be reviewed and approved by your Academic Advisor and include their signature and the date. If this proposed schedule is out of sequence, an Out of Sequence Petition must be attached with required signatures.

VI. Briefly outline your financial aide plan. Any student who is thinking about switching curriculum tracks (i.e., from 20-month to 16-month) MUST CONTACT THE OFFICE OF STUDENT SERVICES BEFORE SUBMITTING A PROPOSAL TO INSURE THAT THEIR FINANCIAL PLAN AND OBLIGATIONS CAN BE MET. Students should be aware that all arrangements for travel, lodging, food, and other living expenses are the responsibility of the student. Some agencies offer stipends, but the amount varies and will most likely not cover all expenses.
   *BE ADVISED: The Office of Field Instruction does not make nor is responsible for any logistical arrangements.

VII. Include any other pertinent information that will assist in placement planning.

*All arrangements for travel, lodging, food, and other living expenses are the responsibility of the student.
APPENDIX 9.57
STUDENT SELF-ASSESSMENT GUIDELINES

Student Name: ___________________________
Student ID#: __________________________
Term: __________________________

STUDENT SELF-ASSESSMENT GUIDELINES

The student is required to write a Self-Assessment which is an evaluation of his/her field experience. This assessment should discuss learning goals, assignments contributing to goal achievement, and the ways in which the total field experience contributed to the fulfillment of the objectives found in the Learning Agreement and a section sharing your personal reflections regarding your field experience. Include each heading in a typed document. Please do not include spontaneous reactions.

Please be sure to sign and date the written Self-Assessment and attach it to the Evaluation instrument.

I. Identifying Information
   Student Name: ____________________________________
   Student Signature: ____________________________________
   Agency: ____________________________________
   Field Instructor Name: __________________________
   Term: __________________________
   Date of Self-Assessment: __________________________

II. Learning Agreement
   A. Review your Learning Agreement. List your major assignments and their pertinence and briefly describe your responsibilities in relation to each assignment.
   B. Discuss the areas where you have been successful.
   C. Identify and discuss the areas that were not completed. How do you plan to re-adjust your goals for next term (if not graduating)?

III. Goal Achievement
   A. Specify knowledge and skills acquired from the beginning of the term until now.
   B. Identify the most important thing that you learned this term.
   C. Briefly describe your most celebrated accomplishment.
   D. Briefly describe the one area of your plan that didn’t go according to your ideal plan.

IV. Factors Contributing to Goal Achievement:
   A. Discuss the support you received from the agency; include Field Instructors and other staff.
   B. Briefly describe what kind of work environment works best for you.
   C. Briefly describe what kind of administrative structure works best for you.
   D. Briefly describe what kind of supervisor/supervision works best for you.

V. Personal Reflections:
   A. How have you integrated your classroom experiences with your field performance this term?
   B. How have you critically reflected and put into practice the concepts of privilege, oppression, diversity, and social justice (P.O.D.S.)?
   C. Think about being a professional. What is your operating definition of a professional? Include your ideas about what behaviors and values you associate with being professional.
   D. Think of a person at your field placement that meets your definition of a professional and describe what it is about this individual that you find particularly admirable.
   E. In what ways do you believe you have changed; either personally or professionally, this past term?
   F. What more can you do to enhance your learning?
   G. What can be done to improve the quality of fieldwork at this agency?
APPENDIX 9.58:
PETITION TO TERMINATE PLACEMENT FORM

TERMINATION FROM FIELD PLACEMENT PETITION FORM

PART I (to be completed by the Student)

Student Name: (print) ___________________________________________ Date: ________________________
Email: __________________________________________________________ ID #: _____________________________
Phone: _______________________________ Cell Phone: _______________________________

Practice Area:  ο C/Y  ο AGING  ο HEALTH  ο MH  ο CSS  
Practice Method:  ο IP  ο MHS  ο CO  ο SP/E  
Curriculum Track:  ο 16-month  ο 20-month  ο Advanced Standing  ο Out of Sequence  
Current Term:  ο Fall  ο Winter  ο Spring/Spring  
Term in School:  ο 1st  ο 2nd  ο 3rd  ο 4th  ο 5th  

*Number of Foundation Field credits and hours registered for this term:  515 ____ =  ____ hours  
*Number of Advanced Field credits and hours registered for this term:  691 ____ =  ____ hours  
*1 credit of Foundation Field (515) = 114 hours/semester. 1 credit of Advanced Field (691) = 57 hours/semester

Agency Name: ___________________________________________

Reason for leaving field placement:  
  ο changed track/method  ο workload issues  ο stylistic differences with field instructor  
  ο terminated  ο withdrawing from school  ο no fault (agency closed, etc.)  
  ο student goals evolved  ο other  

Provide a brief explanation that supports your reason:  ___________________________________________
______________________________________________________________________________________
______________________________________________________________________________________
______________________________________________________________________________________

Have you discussed your reason/s for wanting to leave this field placement with your field instructor?  ο Yes  ο No
Have you discussed your reason/s for wanting to leave this field placement with your field liaison?  ο Yes  ο No

Provide a brief explanation of the results of these discussions. ____________________________________
______________________________________________________________________________________
______________________________________________________________________________________
______________________________________________________________________________________

124
APPENDIX 9.58:
PETITION TO TERMINATE PLACEMENT FORM (CON’T.)

PART II (to be completed by the Field Instructor)

FIELD INSTRUCTOR RESPONSE TO TERMINATION PETITION

Name of Field Instructor: (Print) __________________________ Date Form Received: ______________

Email address: __________________________ Phone: __________________________

Total number of hours the student completed this term: ______________

DIRECTIONS FOR EVALUATING THE STUDENT’S PERFORMANCE

1. If the student completed less than half of their field hours for the term, use the following space to evaluate the student’s performance. (Refer to Part I to determine if the student completed less than half)

   Evaluation of the student’s performance of field assignments completed under your supervision:
   - Did not meet expectations
   - Minimally met expectations
   - Met expectations
   - Exceeded expectations
   - No opportunity to undertake assignments

   Provide a brief narrative explanation that supports the performance evaluation:
   ______________________________________________________________________________________
   ______________________________________________________________________________________
   ______________________________________________________________________________________
   ______________________________________________________________________________________
   ______________________________________________________________________________________
   ______________________________________________________________________________________
   ______________________________________________________________________________________
   ______________________________________________________________________________________
   ______________________________________________________________________________________
   ______________________________________________________________________________________
   ______________________________________________________________________________________

   Field Instructor’s Signature: __________________________ Date: ______________

2. If the student completed more than half of their field hours for the semester, evaluate the student’s performance on their Educational Agreement and Evaluation. (Refer to Part I to determine if the student completed more than half)
PART III (to be completed by the Field Liaison)

FIELD LIAISON RESPONSE TO TERMINATION PETITION

Name of Field Liaison: (Print) __________________________________________

Date Form Received: ___________________________ Email address: ___________________________

The student is required to complete __________ hours remaining hours in their next field placement to receive a field grade for the term of this petition.

Comments/Recommendations: __________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

PART IV (to be completed by the Student and Field Liaison)

The signatures of the Student and Field Liaison verifies that they have reviewed the termination petition and that the number of field hours listed in this petition are correct.

SIGNATURES:

Student: __________________________________________ Date: __________

Field Liaison: ______________________________________ Date: __________

SUBMIT COMPLETED PETITION TO YOUR FIELD EDUCATOR

FOR OFFICE OF FIELD INSTRUCTION USE ONLY:

Field Educator Signature: __________________________ Date Received: __________________________

DATE OF FILEMAKER ENTRY FOR: 

Comment in OFI comment section (purple area)

Alert sent to Registrar requesting new term record

New placement & start date entered

Old placement stop date entered

New Field Instructor entered (if appropriate)

Director, Office of Field Instruction: __________________________ Date Received: __________

ENTER DATE FOR: Letter sent to agency

Copies to:

☐ OFI File

☐ Registrar (submit original if Termination Petition is also student’s final Evaluation)

☐ Advisor

☐ New Field Placement Liaison

☐ Student Mail Box
APPENDIX 9.59
REQUEST FOR SUPPLEMENTAL FIELD-RELATED FINANCIAL AID

Request for Supplemental Field-Related Financial Aid
(Additional money, if granted, will be added to your financial aid package)

STUDENT INFORMATION

NAME: ___________________________ DATE: ____________

STUDENT ID: ___________________ PHONE: _________________

E-MAIL: ________________________ CELL PHONE: ____________

ADDRESS YOU WILL BE COMMUTING FROM:
________________________________________________________________________
________________________________________________________________________

TRACK: ________________________ MAJOR METHOD: ________________ PRACTICE AREA: ________________

TERM:  ☐ FALL ☐ WINTER ☐ SPRING/SUMMER

AGENCY INFORMATION

AGENCY NAME: __________________________

ADDRESS OF PLACEMENT SITE: _______________________________________________

TOTAL MILES FROM SSWB: ___________________ MILES ROUND TRIP: _____________

(ATTACH A MAPQUEST LOCATOR TO DOCUMENT MILES)

NUMBER OF DAYS PER WEEK EACH TERM IN FIELD PLACEMENT: ________________

REQUEST FOR AID STATEMENT (INDICATE PURPOSE OF REQUEST):
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________

Date letter completed: _______________
Date letter sent to Financial Aid/student picked up: _______________
Date copies filed in student’s file: _______________