THE UNIVERSITY OF TENNESSEE
COLLEGE OF SOCIAL WORK
BSSW PROGRAM

SW 380 – Junior Field Practice
3 Credit Hours
Spring 2019

Instructor: Kim Denton
Phone: 865-974-6677
Email: kddenton@ukt.edu
Office Hours: Tuesdays and Thursdays 10:00 am - Noon and by appointment

Seminar Instructor: Jamie Travis
Section: 001 CRN 23558
Seminar: Tuesdays 3:35-5:30
Phone: (865) 974-3352
E-Mail: jkelley8@utk.edu
Office Hours: By appointment

Prerequisite: SOWK 312; Social Work majors only.

CODE OF CONDUCT
It is the student's responsibility to have read the College of Social Work Ethical Academic and Professional Conduct Code that is in the College of Social Work BSSW Handbook (http://www.csw.utk.edu/docs/BSSWHandbook.pdf). Students are also expected to sign and adhere to the Social Work Field Placement Code of Conduct.

CSW STANDARDS OF PROFESSIONAL CONDUCT
There are certain cognitive, emotional, and character requirements that students must possess that provide the College of Social Work (CSW) with reasonable assurance that students can complete the entire course of study and participate fully in all aspects of social work education and the professional practice of social work. Students in the CSW are expected to possess the following abilities and attributes at a level appropriate to their year in the program. They are expected to meet these standards in the classroom as well as in their practicum.

- **Professional Behavior.** The social work student behaves professionally by knowing and practicing within the scope of social work, adhering to the National Association of Social Workers Code of Ethics and the Tennessee Board of Social Worker Standards of Conduct (1365-01-.10) as found in the Tennessee Board of Social Work Certification and Licensure General Rules and Regulations, http://sharetn.gov.tnsosfiles.com/sos/rules/1365/1365-01_20151222.pdf
- **Interpersonal Skills.** The social work student communicates and interacts with other students, faculty, staff, clients, and professionals in a professional manner, and demonstrates respect for and consideration of other students, faculty, staff, clients, and professionals in spoken, written, and electronic form. The social work student expresses her/his ideas and feelings clearly and demonstrates a willingness and ability to listen to others.
- **Self-awareness.** The social work student is willing to examine and change his/her behavior when it interferes with her/his working with clients and other professionals, and is able to work effectively with others in subordinate positions as well as with those in authority.
- **Professional Commitment.** The social work student has a strong commitment to the essential values of social work (the dignity and worth of every individual and her/his right to a just share of the society’s resources). The social work student is knowledgeable about and adheres to the National Association of Social Workers Code of Ethics and the Rules of the Tennessee Board of Social
Worker Certification.

- **Self-care.** The social work student recognizes the signs of stress, develops appropriate means of self-care, and seeks supportive resources if necessary.

- **Valuing Diversity.** The social work student appreciates the value of human diversity. Social work students do not impose their own personal, religious, sexual, and/or cultural values on other students, faculty, staff, clients or professionals. Social work students are willing to serve in an appropriate manner all persons in need of assistance, regardless of the person’s age, class, race, religious affiliation (or lack of), gender, disability, sexual orientation, and/or value system.

Except for alleged academic dishonesty, which shall be addressed through the procedures set forth in *Hilltopics*, code of conduct violations will be addressed through the CSW Professional Standards Committee.

### ACADEMIC STANDARDS OF CONDUCT

All social work majors are expected to abide by the University **Honor Statement**. In social work classes, violations of the honor statement include cheating, plagiarism, collaborating on a graded assignment without the instructor’s approval, providing or receiving unauthorized information during an examination or possession and/or use of unauthorized materials during an examination, submitting the same assignment for credit in more than one course, forging the signature of another or allowing forgery by another on a class attendance sheet, or other infractions listed in "Hilltopics". These violations are serious offenses, subject to disciplinary action that may include failure in a course and/or dismissal from the University. The instructor has full authority to suspend a student from his/her class, to assign an “F” for an assignment or examination or to assign an “F” in the course. See [https://hilltopics.utk.edu](https://hilltopics.utk.edu) for more detailed information.

### THE HONOR STATEMENT

An essential feature of The University of Tennessee is a commitment to maintaining an atmosphere of intellectual integrity and academic honesty. As a student of the University, I pledge that I will neither knowingly give nor receive any inappropriate assistance in academic work, thus affirming my own personal commitment to honor and integrity (*Hilltopics*).

### UNIVERSITY CIVILITY STATEMENT

Civility is genuine respect and regard for others: politeness, consideration, tact, good manners, graciousness, cordiality, affability, amiability, and courteousness. Civility enhances academic freedom and integrity, and is a prerequisite to the free exchange of ideas and knowledge in the learning community. Our community consists of students, faculty, staff, alumni, and campus visitors. Community members affect each other’s well-being and have a shared interest in creating and sustaining an environment where all community members and their points of view are valued and respected. Affirming the value of each member of the university community, the campus asks that all its members adhere to the principles of civility and community adopted by the campus: [http://civility.utk.edu/](http://civility.utk.edu/)

### DISABILITY SERVICES

If you need course adaptations or accommodations because of a documented disability or if you have emergency information to share, please contact The University of Tennessee Office of Disability Services at 100 Dunford Hall (865) 974-6087. This will ensure that you are properly registered for services.

### DIMENSIONS OF DIVERSITY

The College of Social Work and the University of Tennessee welcome and honor all people. In accordance with the U.S. National Association of Social Workers (NASW) and the U.S. Council on Social Work Education (CSWE 2015 Educational Policy Statement), “the dimensions of diversity are understood as the intersectionality of multiple factors including” age, class, color, culture, mental or
physical disability and ability, ethnicity, gender, gender expression, gender identity, immigration status, marital status, national origin, political ideology, race, regionality, religion and spirituality, sex, sexual orientation, and tribal sovereign status. The College values intellectual curiosity, pursuit of knowledge, and academic freedom and integrity. “A person’s diverse life experiences may include oppression, poverty, marginalization, and alienation as well as privilege, power, and acclaim” (CSWE 2015 Educational Policy Statement). The College of Social Work promotes social justice and social change, and strives to end discrimination, oppression, poverty, and other forms of social injustice.

INCRYMENT WEATHER
Class will be cancelled only if the University is closed due to inclement weather. Campus and local radio and TV stations will be notified, so that appropriate announcement may be made. If class is cancelled, any assignments due that day will be due the next time class meets.

BSWO
BSWO is a student organization that provides an excellent opportunity for leadership development, community and university service, the enhancement of group skills, research opportunities, and socialization. The organization and its activities are viewed as an extension of the BSSW curriculum. All students, regardless of major, who are enrolled in a social work course or considering a major in social work, are welcome. BSWO meets every Tuesday from 11:10 -12:25 in 220 Henson Hall. This time slot is built into the class schedule as a lab for many social work courses. Given the time of the meetings, students are encouraged to bring their lunch.

COURSE DESCRIPTION
SOWK380 is the first required practicum course in the BSSW curriculum. A minimum of ten-to-twelve-hours-per-week supervised field hours is required for integration of theory and practice and critical examination of oneself as professional social worker. A total of 120 field hours must be completed.

This field course is a three-credit course including supervised practice experience in a social work setting along with a required field seminar. The focus is on the application of social work knowledge, values, ethics, and skills to the practice setting.

The field seminar facilitates integration of classroom learning with the knowledge gained in field practice settings. The purpose of the seminar is to create a safe environment that fosters group collaboration and provides students with opportunities to use critical thinking, self-reflection, and oral and written communication skills. The seminar encourages students to discuss their different agency settings, wide variety of client populations, and numerous field practice roles and field activities.

COURSE COMPETENCIES
As part of the Council on Social Work Education (CSWE) accreditation process, social work programs are required to assess student's ability to demonstrate social work core competencies as measured by practice behaviors.

During SW380 Field Practicum students are required to address and demonstrate the following three professional competencies and 10 specific practice behaviors through agency-based activities and assignments:

Competency 1. Demonstrate ethical and professional behavior.
   - Make ethical decisions by applying the standards of the NASW Code of Ethics, relevant laws and regulations, models for ethical decision-making, ethical conduct of research, and additional codes of ethics as appropriate to context.
   - Use reflection and self-regulation to manage personal values and maintain professionalism in practice situations.
   - Demonstrate professional demeanor in behavior; appearance; and
oral, written, and electronic communication.

- Use technology ethically and appropriately to facilitate practice outcomes.
- Use supervision and consultation to guide professional judgment and behavior.

Competency 2. Engage diversity and difference in practice.

- Apply and communicate understanding of the importance of diversity and difference in shaping life experiences in practice at the micro, mezzo, and macro levels.
- Present themselves as learners and engage clients and constituencies as experts of their own experiences.
- Apply self-awareness and self-regulation to manage the influence of personal biases and values in working with diverse clients and constituencies.

Competency 6 –Engage with Individuals, Families, Groups, Organizations, and Communities

- Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks to engage with clients and constituencies; and
- Use empathy, reflection, and interpersonal skills to effectively engage diverse clients and constituencies.

**REQUIRED TEXT and READINGS**  (same text will be utilized for senior field)


**OPTIONAL TEXT**

Ward & Mama (2006). *Breaking Out of the Box: Adventure based field instruction*. Lyceum Books Inc. (Please note: This book we only utilize two chapters and they will be posted online).

**EXPECTATIONS OF STUDENTS**

1. Maintain confidentiality regarding information at the agency and all issues raised by peers, including personal and professional disclosures in seminar.
2. During seminar will participate and share experiences and learning from field practicum and seek input from peers.
3. Attend seminar and arrive on time. Two tardy arrivals (arriving 10 minutes after seminar starts) will count as one absence. If student is unable to attend seminar they need to communicate with the field liaison before the absence. If so, a make-up plan can be established in which students can chose to attend a different seminar or complete an out-of-class assignment to make up the missed content. This will prevent loss of participation points. If field liaison is not notified before the absence, two points will be deducted from attendance/participation points.
4. Stay for the entire length of field seminar.
5. Maintain respectful communication about differences in values, opinions, and ideas on topics/issues. Students have different views about topics and issues and should express their views in a manner consistent with the NASW Code of Ethics.
6. Keep cell phone out of sight at all times. There is no need for electronic devices in seminar. During seminar there will be a five minute tech-check. Please discuss agency policy on use of computer and internet and cell phone with field instructor.
7. In the agency students are to adhere to their field schedule and follow protocol if they are tardy or absent from the agency. If student will be tardy or unable to attend a field day due to an illness or emergency they should contact field instructor immediately and work out a make-up for the time missed time in the agency. Students should consult with their field liaison and field coordinator immediately if they fall behind in field hours at any point in the semester.

8. Check UTK email daily and respond to field email/s within 24 hours.

9. Adhere to all polices in the BSSW Field Manual.

Please note: UTK CSW acknowledges students’ right to privacy. Therefore, when dealing with personal information in class or assignments, share only to the level at which you are comfortable.

**SEMINAR ASSIGNMENTS**

1. **Class Participation and Attendance.** *(15 points)*

   - **Field Seminar (Face-to-face)** – Students will attend field seminar bi-weekly unless there is a mandatory training. Please refer to the seminar calendar at the end of syllabus. During seminar one hour will be in a group style format in which students will be responsible for creating, promoting, and maintaining the group process. Some things for the group facilitators to consider will be:

     - Ice breaker
     - Confidentiality
     - Group Expectations/rules
     - Topic, clarify purpose
     - Involve participates by asking questions, offer ideas to advance questions
     - Demonstrate a technique that could be applicable to other groups in the field agency
     - Summarize/clarify important points
     - Wrap up group – review discussions

   Power points will not be needed for the group process. This group experience should require very little outside preparation. Students will be assigned with a peer (or two depending on seminar size) to the seminar calendar in which they will be responsible for leading the group process on the identified date. Since students will co-lead, it is important for each student to be mindful of their role and participation. During each seminar students will provide written feedback about the group process. This feedback will include reflective comments and insights on their role as a group member or a group leader. The seminar time after group will be a continued discussion related to field experiences that bring connections between theory and practice to life.

   Group leaders can count seminar as field hours if group facilitation is linked to the learning plan. Please inform field instructor and document two hours on timesheet.

   - **Discussions (Online)** - Students are expected to actively interact to supplement the face-to-face seminars. Students will participate in on-line discussions bi-weekly. There will be discussion questions identified for the on-line discussions. Questions are listed on Course Calendar at the end of the syllabus. However, if there is an issue from field that you would like feedback on, please use this forum in requesting feedback.

   **Deadline for posts and feedback on discussion board is midnight on Thursdays.**
This participation assignment addresses competencies 1, 2, 6, (K, V, CAP)

2. Field Orientation Checklist. (7.5 points)

Students will complete a Field Orientation Checklist with their field instructor during the first couple weeks in field. This assignment will assist with orientation to the agency, policies and procedures at agency, community, and professional role. Form is posted online.

This participation assignment addresses competencies 1 (K, V, CAP)

3. Agency Paper (10 points)

This is a two-part assignment: 1) A written paper and 2) an agency fact sheet.

Student will submit a paper describing the overall organization of the field agency, its structure and processes, its service provider role within the community. The outline is listed below.

Students will develop an agency fact sheet (typed) with agency name, address, telephone number, services provided, information needed to make a referral, and other interesting and pertinent information to distribute electronically to each seminar member.

The agency paper outline:

- Name of Agency
- History of Agency
  - When was it founded?
  - Why was it founded?
  - Who founded it?
  - How has the agency changed over time?
- Agency mission statement or goals
  - What are the organizational and/or professional strengths and limitations in this agency?
  - How does this agency reflect social work values, ethics, and practices?
- What are the major social problems your agency addresses?
  - Identify any Social Work Grand Challenges that the agency is addressing and how.
  - The Social Work Grand Challenges can be found at: http://www.csw.utk.edu/about/75-grand-challenge.htm#kpage
- What are the services your agency provides?
- Describe the primary sources of funding for your agency.
- Is the agency for profit or non-profit?
- Do clients pay for services?
- Organizational structure
  - What programs/agencies oversee your agency?
  - What programs/agencies are run by your agency?
  - Who sets the policies and procedures?
- Describe your role in the agency?
- Populations served
  - Identify characteristics of the individual/groups who will have contact with you (age, socioeconomic factors, race, gender, culture, physical or mental abilities, etc.)
  - What makes them eligible for your service?
  - What needs do they have? What brings them to your agency?
- Types of collaborating agencies
  - What agencies make referrals to your agency?
  - Where does your agency refer clients?
What agencies does your agency work with in providing services?

This participation assignment addresses competencies 1-(K, V, CAP)

4. Student Self-Reflection of Junior Field (7.5 points)

Please address each of the following questions. Suggested length is ½ to 1 page per question. Your thoughtful reflection is more critical than the issue of length. Since this is a self-evaluation for a professional experience, be mindful of spelling, punctuation and sentence structure as you type and double-space the document.

1. Reflect briefly on your reasons for selecting social work as a profession. How has this semester and your field experience affirmed and/or prompted you to question your “goodness of fit” for the profession?

2. Highlight your areas of significant growth and awareness, both professionally and personally. Provide examples. Include some of the things that clients have taught you and what it means to be a part of a social service delivery system.

3. What areas of personal and professional development do you want to target for senior field? Give specific examples of how you want to grow.

4. a. As an adult learner in this field internship, what would you like to continue in the learning experience and what would you like to change next semester?

   b. In what specific ways could your Field Instructor and/or Field Liaison support your developing professional use of self for next semester?

This assignment addresses competency: 1- (K, V, CAP)

Each assignment is designated by the letters: K, V, S, and/or CAP. This designation is for our program accreditation process. The letters identify the specific dimension(s) of the competency that are demonstrated and measured by the assignment. The letters are abbreviations for:

- Knowledge (K)
- Values (V)
- Skills (S)
- Cognitive and Affective Processes (CAP), which include:
  - Critical Thinking: Process of conceptualizing, analyzing, evaluating, and synthesizing multiple sources of information
  - Affective Reactions: Emotions that influence thinking and subsequent behavior

Submission of Assignments/Due Date Policy

Social Work is a professional degree. In professional practice social workers are required to manage multiple deadlines, meeting expectations of various supervisors and stakeholders, and ensuring the needs of clients are met. Time management skills and ability to prioritize assignments are important steps toward professional social work development. It is critically important to review the syllabus and make a plan for assignment completion and submission. Assignments are submitted through Canvas unless noted on the syllabus.

Assignments are due at midnight on the due date identified on the course calendar. As in professional practice, late or incomplete work will impact performance reviews, and could jeopardize client care and well-being. Any assignment not submitted by the designated date will lose points at the rate of one point
each day the assignment is late. Assignment/s will only be accepted up to **ONE WEEK** after the due date.

**FIELD WORK REQUIREMENTS**

1. **Learning Plan** – The field instructor and student work together to design the learning plan during the first three to four weeks of the field placement. This includes reviewing the required assignments and identifying agency tailored assignments that can be added, as well as the expectations of each assignment. The learning plan is created to focus the field education experience on the required competencies. Learning plan will be completed on IPT (Intern Placement Tracking) by Alcea Software, LLC. Students will document ongoing evidence of work toward each assignment under the column **Evidence of Plan Completion**. Three signatures are required on learning plan:
   1. In the beginning once assignments are discussed with field instructor.
   2. At Mid-term when evaluation is competed.
   3. At the end of semester when Final Evaluation is completed.

2. **Time Sheet / Field Hours** – Students are required to maintain a timesheet of field hours. Field hours can only be documented after hours are completed. Students are to inform the Field Instructor immediately if they will be tardy or unable to attend field due to an illness or emergency. Students are to develop and discuss a plan to make-up hours missed and adhere to attendance protocol set by agency field instructor. Weekly supervision must be documented on the timesheet by the field instructor. Students are to remind field instructor regarding the entering of weekly supervision on timesheet, as students do not have access to this column. Timesheet will be completed in IPT. No grade will be assigned without a completed timesheet.

To earn a grade in Junior Field Practice (SW380) all field hours **(120 hrs.)** must be completed by the last day of the semester; noted on course calendar at the end of the syllabus.

3. **Evaluation of Student Competencies** - A Mid-term and Final Evaluation will be completed by the Field Instructor. The purpose of field evaluation is to provide feedback to the student on his or her progress in demonstrating the core social work competencies and practice behaviors. The midterm ratings are not used to calculate the student’s final field grade, but should be used as a benchmark for the student and field instructor to identify areas of focus toward final evaluation.

At midterm it is acceptable to have some ratings of “NI” (Not Initiated); students may not be able to address all assignments by mid-term. Students must enter evidence of progress of assignments throughout semester and all evidence must be entered by the due date of the final evaluation in order for the field instructor to assign ratings. Final ratings will calculate to 60% of student’s final field grade. No “NI” ratings can be assigned at final evaluation. Students have the right to appeal any final rating assigned by the field instructor. Please refer to policy in the BSSW Field Manual (**Evaluation of Student Competence**).

4. **Student’s Evaluation of Field Experience** – Student’s feedback is valuable. Students are required to complete an evaluation of their field experience in IPT at the end of the semester. Students are asked to share their reaction and opinions about the experiences they have had at the field agency. The purpose of this documentation is to provide ongoing assessment of the BSSW Program’s field instruction. The information may be utilized for future placements. If student provides permission, the evaluation will be shared with field instructor.

**GRADING**

The grade for SW 380 will be assigned by the Field Coordinator. Sixty percent (**60%**) of the grade will be based on scores students receive on the final evaluation by the field instructor. The field coordinator
will explain the mathematical equation to students in field orientation. Seminar assignments are worth forty percent (40%) of the final grade.

The following scale will be used for determination of the final grade:

<table>
<thead>
<tr>
<th>Grade</th>
<th>Range</th>
<th>Grade</th>
<th>Range</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>94-100</td>
<td>C</td>
<td>73-75.9</td>
</tr>
<tr>
<td>A-</td>
<td>90-93.9</td>
<td>C-</td>
<td>70-72.9</td>
</tr>
<tr>
<td>B+</td>
<td>86-89.9</td>
<td>D+</td>
<td>66-69.9</td>
</tr>
<tr>
<td>B</td>
<td>83-85.9</td>
<td>D</td>
<td>63-65.9</td>
</tr>
<tr>
<td>B-</td>
<td>80-82.9</td>
<td>D-</td>
<td>60-62.9</td>
</tr>
<tr>
<td>C+</td>
<td>76-79.9</td>
<td>F</td>
<td>59.9 and below</td>
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</table>

As stated in the BSSW Field Manual, field courses must be completed with a grade of C or higher and may not be repeated.

**Breakdown of Seminar points**

<table>
<thead>
<tr>
<th>Activity</th>
<th>Points</th>
</tr>
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<tbody>
<tr>
<td>Participation</td>
<td>15</td>
</tr>
<tr>
<td>Orientation Checklist</td>
<td>7.5</td>
</tr>
<tr>
<td>Agency Paper &amp; Fact Sheet</td>
<td>10</td>
</tr>
<tr>
<td>Student Reflection Paper</td>
<td>7.5</td>
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<tr>
<td><strong>Total</strong></td>
<td><strong>40</strong></td>
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</tbody>
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**SEMINAR CALENDAR**

<table>
<thead>
<tr>
<th>Date</th>
<th>Event</th>
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<tbody>
<tr>
<td>January 15</td>
<td><strong>Field Orientation</strong></td>
</tr>
<tr>
<td></td>
<td>Field Orientation 3:35-5:30</td>
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<tr>
<td></td>
<td>All students meet in Henson Hall, room 220</td>
</tr>
<tr>
<td>January 22</td>
<td><strong>Field Orientation</strong></td>
</tr>
<tr>
<td></td>
<td>Field Orientation Continues 3:35-5:30</td>
</tr>
<tr>
<td></td>
<td>All students meet in Henson Hall, room 220</td>
</tr>
<tr>
<td></td>
<td>In IPT/Alcea Complete Student Detail Page, Read &amp; sign Field Contract</td>
</tr>
<tr>
<td></td>
<td>and Acknowledge of Risk in by 1/22</td>
</tr>
<tr>
<td>January 23</td>
<td>Field/Practicum Begins in the agency</td>
</tr>
<tr>
<td>January 29</td>
<td>Seminar - Group A face to face</td>
</tr>
<tr>
<td></td>
<td>Group B online</td>
</tr>
<tr>
<td></td>
<td><strong>Assignments:</strong> Read Chapter 11 Finding Your Place in the Agency in</td>
</tr>
<tr>
<td></td>
<td>Ward/Mama (posted) and Chapters 1-5 in Garthwait</td>
</tr>
<tr>
<td></td>
<td><strong>Discussion Question:</strong> What are the safety issues in field that you</td>
</tr>
<tr>
<td></td>
<td>may encounter and what strategies will you use to maintain safety?</td>
</tr>
<tr>
<td></td>
<td><strong>Group A-1</strong></td>
</tr>
<tr>
<td>February 5</td>
<td>Seminar - Group B face to face</td>
</tr>
<tr>
<td></td>
<td>Group A online</td>
</tr>
<tr>
<td></td>
<td><strong>Assignments:</strong> Read Chapter 11 Finding Your Place in the Agency in</td>
</tr>
<tr>
<td></td>
<td>Ward/Mama (posted) and Chapters 1-5 in Garthwait</td>
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<tr>
<td></td>
<td>may encounter and what strategies will you use to maintain safety?</td>
</tr>
<tr>
<td></td>
<td><strong>Learning Plan (Assignments Reviewed and Sign Plan) 2/8</strong></td>
</tr>
<tr>
<td></td>
<td><strong>Group B-1</strong></td>
</tr>
<tr>
<td>February 12</td>
<td>Seminar - Group A face to face</td>
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<tr>
<td></td>
<td>Group B online</td>
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<tr>
<td></td>
<td><strong>Assignments:</strong> Read Professional Social Work and Organizational Context of</td>
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<tr>
<td>Date</td>
<td>Event</td>
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<tr>
<td>February 19</td>
<td><strong>All Students Attend</strong> Training – Suicide Prevention (QPR)</td>
</tr>
<tr>
<td></td>
<td>Meet in Room 220, Henson Hall.</td>
</tr>
<tr>
<td>March 5</td>
<td>Seminar - Group B face to face</td>
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<tr>
<td></td>
<td>Group A online</td>
</tr>
<tr>
<td></td>
<td><strong>Assignments:</strong> Read <em>Professional Social Work and Organizational Context of Practice in Garthwait</em></td>
</tr>
<tr>
<td>March 12</td>
<td>Seminar - Group B face to face</td>
</tr>
<tr>
<td></td>
<td>Group A online</td>
</tr>
<tr>
<td>March 18-22</td>
<td><strong>SPRING BREAK</strong> Spring Break Enjoy!</td>
</tr>
<tr>
<td>March 26</td>
<td>Seminar - Group A face to face</td>
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<tr>
<td></td>
<td>Group B online</td>
</tr>
<tr>
<td></td>
<td><strong>Assignments:</strong> Read <em>Social Work Ethics and Legal Issues in Garthwait</em></td>
</tr>
<tr>
<td>April 2</td>
<td>Seminar - Group B face to face</td>
</tr>
<tr>
<td></td>
<td>Group A online</td>
</tr>
<tr>
<td></td>
<td><strong>Assignments:</strong> Re-read <em>Learning from Supervision</em> (Chapter 3) in Garthwait</td>
</tr>
<tr>
<td>April 9</td>
<td>Seminar - Group A face to face</td>
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<td></td>
<td>Group B online</td>
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<tr>
<td></td>
<td><strong>Assignments:</strong> Read <em>Cultural Competence</em> in Garthwait</td>
</tr>
</tbody>
</table>

**Practice in Garthwait**

**Discussion Question:** What key aspects of professionalism are critically important to cultivate during Junior Field?

**Orientation Checklist is due 2/15**

**Group A-2**

**Group A-3**

**Group A-4**

**Group A-5**

**Group B-2**

**Group B-3**

**Group B-4**

**Group B-5**
<table>
<thead>
<tr>
<th>Date</th>
<th>Event</th>
</tr>
</thead>
<tbody>
<tr>
<td>April 16</td>
<td>Seminar - Group B face to face</td>
</tr>
<tr>
<td></td>
<td>Group A online</td>
</tr>
<tr>
<td></td>
<td><strong>Assignment:</strong> Read <em>Cultural Competence</em> in Garthwait</td>
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<tr>
<td></td>
<td><strong>Discussion Question:</strong> <em>What are some strategies for ongoing development of cultural awareness?</em></td>
</tr>
<tr>
<td></td>
<td>Group B-5</td>
</tr>
<tr>
<td>April 19</td>
<td><strong>SPRING RECESS</strong></td>
</tr>
<tr>
<td></td>
<td>UT Closed – Students can count field hours only if Friday is a regular scheduled field day.</td>
</tr>
<tr>
<td>April 23</td>
<td>Last Seminar – <strong>All students attend.</strong></td>
</tr>
<tr>
<td></td>
<td>Wrapping up the semester.</td>
</tr>
<tr>
<td>April 26</td>
<td>Last Day of Classes and Field in Agency</td>
</tr>
<tr>
<td></td>
<td>Final Field Evaluation Due April 26 at 5:00 pm – Completed by Field Instructor.</td>
</tr>
<tr>
<td></td>
<td><strong>Student Evaluation of Field is Due by 5:00 on April 26 form on IPT/Alcea</strong></td>
</tr>
</tbody>
</table>

*This calendar/schedule is subject to revision.*

**UT RESOURCES FOR STUDENTS**

Student Health Center
1800 Volunteer Blvd.
Appointments: **(865) 974-3648**
**Phone:** 865-974-3135

Student Counseling Center
Student Health Building, Second floor
1800 Volunteer Blvd.
**Phone:** 865-974-2196
E-mail: counselingcenter@utk.edu

UT Psychological Clinic
208 Conference Center Building
600 Henley Street, Knoxville TN 37996
**Phone:** 865-974-2161

Writing Center
**Phone:** **(865) 974-2611**
Email: writingcenter@utk.edu

Student Success Center
Greve Hall, Room 324
**Phone:** 865-974-6641
Email: studentsuccess@utk.edu

Center for Career Development
Student Union Level
**Phone:** 865-974-5435
Email: career@utk.edu
Student Disability Services
100 Dunford Hall
865-974-6087
Email: sds@utk.edu

Dean of Students
413 Student Services Building
Phone: 865-974-3179
Email: dos@utk.edu

Smokey’s Pantry (food pantry)
824 Melrose Place
Phone: 865-309-5446
smokeyspantry@gmail.com

Please inform Field Coordinator if you are aware of other resources on campus. Thank you.

Available 24 hours per day is the National Suicide Prevention Lifeline: 1-800-273-TALK (8255)