Instructor: **Kim Denton**  
Phone: 865-974-6677  
E-Mail: kddenton@utk.edu  
Office: 309 Henson Hall  
Office Hours: Tuesdays and Thursdays 10:00 am – Noon and by Appointment

**Seminar Instructor:** Juli Cunningham  
**Seminar:** Thursdays 3:35-5:30 HH 318  
**Phone:** (865)974-3352  
**E-mail:** jaube@utk.edu  
**Office Hours:** By appointment

**Prerequisite(s):** SW 380; Social Work majors only.  
**Corequisite(s):** SW 460 or 467.

**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.


- **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.

INCLEMENT 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

SOWK483 is a twelve-credit field course including supervised practice experience in a social work setting along with a required field seminar. This field course is referred to as block field; in which all senior field hours will be completed in one semester. The focus is on the application of social work knowledge, values, ethics, and skills to the practice setting.

SOWK483 is block field with a minimum of thirty-two-hours-per-week supervised field hours is required. A total of 480 clock hours must be completed.

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/cooperation 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 SW483 Field Practicum students are required to address and demonstrate ALL of the following nine professional competencies and 31 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.

- Apply understanding of social, economic, and environmental justice to advocate for human rights at the individual and system levels.
- Engage in practices that advance social, economic, and environmental justice.

Competency 4. Engage In Practice-informed Research and Research-informed Practice
- Use practice experience and theory to inform scientific inquiry and research;
- Apply critical thinking to engage in analysis of quantitative and qualitative research methods and research findings; and
- Use and translate research evidence to inform and improve practice, policy, and service delivery.

Competency 5. Engage in Policy Practice.
- Identify social policy at the local, state, and federal level that impacts well-being, service delivery, and access to social services.
- Assess how social welfare and economic policies impact the delivery of and access to social services.
- Apply critical thinking to analyze, formulate, and advocate for policies that advance human rights and social, economic, and environmental justice.

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.

Competency 7. Assess Individuals, Families, Groups, Organizations, and Communities
Collect and organize data, and apply critical thinking to interpret information from clients and constituencies;

Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in the analysis of assessment data from clients and constituencies;

Develop mutually agreed-on intervention goals and objectives based on the critical assessment of strengths, needs, and challenges within clients and constituencies; and

Select appropriate intervention strategies based on the assessment, research knowledge, and values and preferences of clients and constituencies.

Competency 8. Intervene with Individuals, Families, Groups, Organizations, and Communities

Critically choose and implement interventions to achieve practice goals and enhance capacities of clients and constituencies;

Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in interventions with clients and constituencies;

Use inter-professional collaboration as appropriate to achieve beneficial practice outcomes;

Negotiate, mediate, and advocate with and on behalf of diverse clients and constituencies; and

Facilitate effective transitions and endings that advance mutually agreed-on goals.

Competency 9. Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities.

Select and use appropriate methods for evaluation of outcomes.

Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in the evaluation of outcomes.

Critically analyze, monitor, and evaluate intervention and program processes and outcomes.

Apply evaluation findings to improve practice effectiveness at the micro, mezzo, and macro levels.

REQUIRED TEXT and READINGS

(Please note: This is the same text utilized in SOWK 380)


This manual is available on-line: http://www.csw.utk.edu/students/field/bssw/bsswfld.pdf

OPTIONAL TEXT
(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 choose 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 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 participants 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 on-line to supplement the face-to-face seminars. Students will participate in on-line discussions bi-weekly. There will be topics identified for the on-line discussions. Topics 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.

**This assignment addresses competencies: 1, 2, 6 (K, V, CAP)**

2. **Social Policy Assignment. (5 points)**

   Read Garthwait Chapter *The Social Policy Context of Practice*. Use your field agency, NASW Newsletter, www.socialworkers.org or national newspaper to guide responses to the following questions.

   A. Identify one public social policy that has a significant impact on the operation of your agency and/or clients or consumers served. What is the official name of the Social Policy being studied? What is the legal citation of the policy (public law or state statute code number?)

   B. What is the source of funds used to provide services to clients in your agency (federal/state, grant?)

   C. In what ways could this social policy be changed to better address the needs/concerns of clients served? (Increase funding? Change eligibility criteria?)

   D. What would it take to actually change this policy? (Legislation, amendments, coalition building?)

   E. How are the roles and duties of social workers in your agency shaped, constrained or expanded by this social policy?

   **This assignment addresses competencies: 1, 3, 5, 8 (K, V, S, CAP)**

3. **Documentation Assignment (5 points)**

   Read Chapter 7 Ward & Mama.

   A. Report on your agency documentation in the following areas:

   1. **HBSE:** Is this the best way to document genetic health, family patterns, mental illness and substance abuse issues, environmental concerns, diversity?

   2. **Policy:** What are the legal implications if you have documented improperly or forgotten to document? Is your agency licensed by the state? What laws and regulations apply to this/these licensures? Does your agency have liability insurance? Who is covered?

   3. **Practice:** How can your documentation help you enhance your social work practice? What are the possible legal consequences for a social worker who takes action that conflicts with or violates agency’s written policy? Within your agency, what types of clients and situations are associated with high legal risk

   4. **Research:** When reading documentation - what questions do you ask yourself about the client/intervention/needs etc? Where/How will you search for your desired information?

   B. Complete a client progress note, utilizing the **SOAP format**: subjective information, objective information, assessment and conclusion, plan. Form posted.
This assignment addresses competencies: 1-(K, V, S, CAP)

4. Self-Assessment at Mid-term (5 points)

Read Chapter 17 in Garthwait text *Evaluating Your Practice*. Students will evaluate themselves at mid-term and discuss ratings with field instructor. Students can print a copy of their evaluation from IPT to complete and discuss with field instructor. Submit completed student evaluation to the field liaison.

This assignment addresses competencies: 1, 9 (V, CAP)

5. Self-Analysis Paper (10 points)

Refer to the material in the reading from Ward & Mama, Chapter 9 *Keeping Alive in Agency Settings*, and use this as a guide to assess your readiness/preparedness for social work practice. Personal development is highly critical in order for students to become a more effective social worker and avoid burnout and compassion fatigue.

Self-Analysis Paper should include the following:

- Identify five strengths and limitations in relation to the Generalist Intervention Model. Please be specific in discussing these aspects of yourself.
- What were your biggest learning opportunities or “a-ha” moments in senior field?
- What goals do you have for self-improvement?
- What unfinished issues can you identify for yourself at this point of your training?
- How do you maintain a balance between your emotions and focused work with clients?
- Share an experience related to diversity that has shaped your understanding of your own identity.
- What did you learn new about yourself during field?
- How will you know if you are exhibiting poor or inappropriate boundaries? Provide examples.
- What is your prevention and intervention plan for compassion fatigue and burnout?

Include above as Headings in paper.

This assignment addresses competencies: 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 Field Practice (SW481) all field hours (240 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 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.

By the end of January students should have completed 90 hours
By the end of February students should have completed 130 additional hours = 220 hours
By the end of March students should have completed 130 additional hours = 350 hours
By the end of April students should have completed 130 additional hours = 480 hours.

Students should consult with their field liaison or field coordinator immediately if they fall behind in completed field hours at any point in the semester.

**GRADING**

The final grade for SW 483 will be assigned by the Field Coordinator. Sixty percent (60%) of the grade will be based on ratings students receive on the final field evaluation by the field instructor. Seminar assignments are worth forty percent (40%) of the final grade. The field coordinator explained the mathematical equation to students in field orientation.

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

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

**Breakdown of Points**

<table>
<thead>
<tr>
<th>Component</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Class Participation and Attendance</td>
<td>15</td>
</tr>
<tr>
<td>Social Policy Assignment</td>
<td>5</td>
</tr>
<tr>
<td>Documentation Assignment</td>
<td>5</td>
</tr>
<tr>
<td>Self-Assessment at Mid-term</td>
<td>5</td>
</tr>
<tr>
<td>Self-Analysis Paper</td>
<td>10</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>40</strong></td>
</tr>
</tbody>
</table>

**COURSE CALENDAR**

<table>
<thead>
<tr>
<th>Date</th>
<th>Activity</th>
</tr>
</thead>
<tbody>
<tr>
<td>January 9</td>
<td><strong>Senior field in Agency resumes</strong> - Review Chapter on <em>Supervision in Garthwait</em> and the BSSW Field Manual, and read 481 Syllabus</td>
</tr>
<tr>
<td>January 10</td>
<td><strong>Field seminar resumes</strong> – <strong>Seminar- A face to face</strong>. B Online – Post Topic is <strong>Mental Illness</strong>. Assignment: Read Chapter in Garthwait <em>Social Problem Context of Practice</em> Group A-1</td>
</tr>
<tr>
<td>January 17</td>
<td><strong>Seminar- B face to face</strong> - A Online – Post Topic is <strong>Mental Illness</strong>. Assignment: Read Chapter in Garthwait <em>Social Problem Context of Practice</em> Group B-1</td>
</tr>
<tr>
<td>January 21</td>
<td><strong>HOLIDAY</strong></td>
</tr>
<tr>
<td></td>
<td><strong>Martin Luther King Day</strong> – UT CLOSED – Students can count field hours only if this is a regular scheduled field day.</td>
</tr>
<tr>
<td>Date</td>
<td>Event Description</td>
</tr>
<tr>
<td>------------</td>
<td>-----------------------------------------------------------------------------------</td>
</tr>
<tr>
<td>January 24</td>
<td>Seminar A face to face - B Online - Post Topic is Poverty. Assignment: Read Chapters in Garthwait Community and Social Policy Context of Practice Learning Plan (Assignments Reviewed and Sign Plan) 1/25 Group A-2</td>
</tr>
<tr>
<td>January 31</td>
<td>Seminar B face to face - A Online - Post Topic is Poverty. Assignment: Read Chapters in Garthwait. On Community and Social Policy Context of Practice Group B-2</td>
</tr>
<tr>
<td>February 7</td>
<td>Seminar A face to face - B Online - Post Topic – Challenging Situation Assignment: Read Ward and Mama Chapter Difficult Issues and Difficult Situations (On Canvas) Group B-3</td>
</tr>
<tr>
<td>February 14</td>
<td>Seminar B face to face - A Online Post Topic - Challenging Situations Assignment: Read Ward and Mama Chapter Difficult Issues and Difficult Situations (On Canvas) Social Policy Assignment Due February 15 Group B-3</td>
</tr>
<tr>
<td>February 21</td>
<td>TRAINING All Students Attend. ACES Training - Adverse Childhood Experiences. Meet in Room 220, Henson Hall.</td>
</tr>
<tr>
<td>February 28</td>
<td>No Seminar. Self-preservation is critically important. Assignment is to do something to nurture self. Mid-term Evaluations Due March 1- Please remind Field Instructor Self-Assessment Due March 1</td>
</tr>
<tr>
<td>March 7</td>
<td>Seminar A face to face – B Online Post Topic - Personal and Professional values and ethics. What do you do when they collide? Assignment: Read Chapter in Garthwait Merging Self and Profession. Group A-4</td>
</tr>
<tr>
<td>March 14</td>
<td>Seminar B face to face – A Online Post Topic – Personal and Professional values and ethics. What do you do when they collide? Assignment: Read Chapter in Garthwait Merging Self and Profession. Documentation Assignment Due 3/15 Group B-4</td>
</tr>
<tr>
<td>March 18-22</td>
<td>SPRING BREAK Spring Break Enjoy!</td>
</tr>
<tr>
<td>March 28</td>
<td>Seminar A face to face - B Online Topic - Lessons Learned. Assignments: Read Ward and Mama Chapter Self-Evaluation (on Canvas) Group A-5</td>
</tr>
<tr>
<td>April 4</td>
<td>Seminar B face to face - A Online Lessons Learned Assignments: Read Ward and Mama Chapter Self-Evaluation (on Canvas) Self-Analysis Paper Due April 5 Group B-5</td>
</tr>
<tr>
<td>April 11</td>
<td>Out-of-Class Assignment DUE April 14th. NO Seminar – Out-of-class assignment. Write a professional letter to the rising field student who will be placed at the same field agency as you. Provide important information that will be helpful to the new intern, such as agency information, learning opportunities, tips for getting off to a good start, professionalism etc. LETTER is due by mid-night on Sunday, April 14th. Submit letter to Kim Denton via email. Please note: letter will be shared with a rising student. If assignment is not submitted, 2 points will be deducted from participation and attendance.</td>
</tr>
<tr>
<td>Date</td>
<td>Event</td>
</tr>
<tr>
<td>-----------</td>
<td>----------------------------------------------------------------------</td>
</tr>
<tr>
<td>April 18</td>
<td><strong>Seminar A face to face</strong> – B Online Topic of your choice.</td>
</tr>
<tr>
<td></td>
<td><strong>Assignment:</strong> Read Chapters in Garthwait on <em>Planned Change Process and Evaluating Your Practice</em></td>
</tr>
<tr>
<td></td>
<td><strong>Group A-6</strong></td>
</tr>
<tr>
<td>April 19</td>
<td><strong>SPRING RECESS</strong> – UT Closed – Students can count field hours only if this is a regular scheduled field day.</td>
</tr>
<tr>
<td>April 25</td>
<td><strong>Last Seminar B face to face – A Online</strong> – Topic of your choice.</td>
</tr>
<tr>
<td></td>
<td><strong>Assignment:</strong> Read Chapters in Garthwait on <em>Planned Change Process and Evaluating Your Practice</em></td>
</tr>
<tr>
<td></td>
<td><strong>Group B-6</strong></td>
</tr>
<tr>
<td>April 26</td>
<td><strong>Last Day of Classes and Field in Agency</strong></td>
</tr>
<tr>
<td></td>
<td><strong>Final Field Evaluation Due April 26 at 5:00 pm</strong> – 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)