

**THE UNIVERSITY OF TENNESSEE COLLEGE OF SOCIAL WORK
BSSW PROGRAM**

**SW 380 – Junior Field Practice
3 Credit Hours
Summer 2018**

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Seminar: Thursdays 10:00-12:00 **HH 418**

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***Prerequisite: SOWK 312/Practice I
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 (www.csw.utk.edu). Students also must follow the policies and rules required by their field placement agency. It is the student's responsibility to have read these documents and demonstrate professional conduct at all times at their field placement and in the classroom.

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://www.state.tn.us/sos/rules/1365/1365-01.20100729.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 "Hilltopics" 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).

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/>.

Disability Services

If you need course adaptation or accommodations because of a documented disability, please contact the Office of Disability Services at 100 Dunford Hall at 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.

COURSE DESCRIPTION

SOWK380 is the first required practicum course in the BSSW curriculum. In summer a minimum of 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

The practice behaviors associated with each competency are listed on the learning plan. Students are required to complete competencies and practice behaviors that are specified for SOWK 380.

Competency 1 Demonstrate Ethical and Professional Behavior.

Practice Behaviors 1.1, 1.2, 1.3, 1.4, 1.5

Competency 2 Engage Diversity and Difference in Practice.

Practice Behaviors 2.1, 2.2, 2.3

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

Practice Behaviors 6.1, 6.2

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

Garthwait, Cynthia L. (2014). Seventh Addition. *The Social Work Practicum: A guide and workbook for students*. Needham Heights: Allyn and Bacon Publishing Company.

National Association of Social Workers. (2017). *Code of Ethics*. Washington, DC: Author. (Available at https://www.socialworkers.org/LinkClick.aspx?fileticket=ms_ArtLqzel%3D&portalid=0)

BSSW Field Manual. The University of Tennessee, College of Social Work, 2013-2014.

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

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. Attend all Seminars on time. Two tardy arrivals (arriving 10 minutes after class starts) will count as one absence. If you are unable to attend class due to an illness or emergency, please call or email the field liaison before class. *Please note:* In an excused absence students are required to make-up missed content. Therefore, an out-of-class assignment will be assigned. For each unexcused absence or missed postings **2 points** will be deducted from participation points. Students are required to stay for the entire length of each seminar.
2. Demonstrate professional behavior at all times. Students are to pay attention and be engaged when peers are talking. Students are to be mindful of their presentation in seminar. The behaviors demonstrated in seminar is a predictor of your behaviors demonstrated in the field agency. Unprofessional behavior will be addressed in seminar.
3. Maintain confidentiality regarding all issues raised by peers, including personal and professional disclosures. Students will sign a field seminar confidentiality contract.
4. Complete assignments on time. All seminar assignments are due by midnight on the date listed on the seminar calendar. Any assignment not turned in on the designated due date will lose points. Assignment/s will only be accepted up to **ONE WEEK** after the due date. However, points will be deducted for late assignments at the rate of **one point** each day the assignment is late.
5. Come to seminar prepared to discuss placement and practice issues. Provide relevant feedback to peers.
6. Offer and accept feedback in a thoughtful and helpful manner.
7. 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.
8. Put away cell phone and all electronic devices/computers for field seminar. These are not needed in seminar. If you are expecting a call, or need phone on you, please keep it on vibrate mode and out of sight. Students will be asked to leave seminar if using devices.
9. Adhere to all policies in the BSSW Field Manual.
10. Students are to adhere to their field agency schedule and 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, students are to make-up 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.
11. For field assignments, seminar and in the field agency students are to only share personal information to the level at which they are comfortable.

SEMINAR ASSIGNMENTS

1. **Seminar Group Participation and Attendance. (20 points)**
 - *Field Seminar (Face-to-face)* –One hour of each seminar will be in a group style format in which students will be responsible for creating, promoting, and maintaining the group (seminar) process. Students will lead a Psychoeducational or Process-orientated group style during field seminar. Students will randomly be assigned with a peer (or two depending on seminar size) at the beginning of the semester. Since students will co-lead a group, 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, group leaders, their individual contribution to the

group, and reflective comments and insights about what they learned. Group leaders will be asked to analyze their strengths and areas for professional development. Students will randomly be assigned to the seminar calendar in which they will be responsible for group in seminar on the date listed.

The seminar time after a group will be open to discussion related to knowledge and field experiences that bring connections between theory and practice to life.

- **Discussion board (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. (5 points)

Students will complete a Field Orientation Checklist with their field instructor during the first couple of weeks in field. This assignment will assist with orientation to the agency, policies and procedures at agency, community, and professional role. Form is posted on Canvas. No signatures required on form.

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. Students are encouraged to develop their own community resource guide.

The agency paper outline:

- Name of Agency
- History of Agency
 - When was it founded?
 - Why was it founded?
 - Who founded it?
 - How as 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>
- 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 disability, 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 (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)

FYI: Each assignment listed on this syllabus 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 Processing (CAP).

FIELD WORK REQUIREMENTS

1. **Learning Plan** – will be completed in IPT/Alcea by the field instructor and student. Additional assignments will be identified during the first couple of weeks of field. Students will document activities related to assignment completion throughout the semester under the column Evidence of Assignment Completion.
2. **Time Sheet** – Students are required to maintain a timesheet of all field hours. Field hours can only be documented after hours are completed. Field Instructors will document supervision on the timesheet. No grade will be assigned without a completed timesheet. 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 a plan to make-up hours missed and adhere to attendance protocol set by agency field instructor. To earn a grade in Junior Field-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** - Field instructors will complete a Mid-term and Final Evaluation. The mid-term evaluation is used as a benchmark for the student and field instructor to identify areas of focus toward final evaluation. Students must enter evidence of progress toward completion of assignments by midterm and by the end of semester in order for the field instructor to assign ratings. Students have the right to appeal any final rating assigned by the field instructor. Please refer to policy in the BSSW Field Manual. (*9.2 Evaluation of Student Competence*)
4. **Student's Evaluation of Field Experience** – Student's feedback is valuable. Student's evaluation of field is due by the last day of the semester. Form is located in IPT/Alcea.

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:

A 94-100	C 73-75.9
A- 90-93.9	C- 70-72.9
B+ 86-89.9	D+ 66-69.9
B 83-85.9	D 63-65.9
B- 80-82.9	D- 60-62.9
C+ 76-79.9	F 59.9 and below

As stated in the University's Undergraduate Catalog, students must earn a C or better in this course to receive credit toward completion of the BSSW degree. Field classes **cannot** be repeated.

Breakdown of Seminar points

Participation	20 points
Orientation Checklist	5 points
Agency Paper & Fact Sheet	10 points
Student Reflection Paper	<u>5 points</u>

Total: 40 points

SEMINAR CALENDAR

<p>Field Orientation May 31st 10:00-12:00 All Students Attend</p>	<p>All students must attend the field orientation. Meet at Henson Hall, room 220 Students may begin Field Hours <u>after</u> field orientation.</p> <ul style="list-style-type: none"> • Read and sign - Field Contract in IPT/Alcea before beginning field hours in agency. • Read and sign - Acknowledgment of Risk in the Field Practicum in IPT/Alcea before beginning field hours in agency. • Complete - Student Detail Page in IPT/Alcea before beginning field hours in agency.
<p>June 7 All Students Attend</p>	<p>All students meet in Henson Hall, room 220 for a group presentation and a mock group.</p>
<p>June 14</p>	<p>Group A attend Thursday Field Seminar 10 am – 12 pm Group B is on-line. Complete response to question by June 7th at mid-night.</p> <p>Assignments: Read Chapter 11 <i>Finding Your Place in the Agency in Ward/Mama</i> (posted) and Chapters 1-5 in Garthwait Discussion Question: <u>What are the safety issues in field that you may encounter and what strategies will you use to maintain safety?</u> Group 1 (Process or Psychoeducational)</p>
<p>June 21 Training All Students Attend</p>	<p>All Students attend Thursday Field Seminar 10 am - 12 pm Meet in Henson Hall, room 220 TRAINING on Suicide Prevention QPR, by Tennessee Suicide Prevention Network (This training can count as field hours, please communicate with your field instructor).</p> <p>Orientation Checklist is Due- June 22nd for All Students. Mid-Term Evaluation by field instructor Due for First summer session students June 23rd</p> <p>Group 2 (Process or Psychoeducational)</p>
<p>June 28</p>	<p>Group B attend Thursday Field Seminar 10 am – 12 pm Group A is on-line. Complete response to question by June 14th at mid-night.</p> <p>Assignments: Read Chapter 11 <i>Finding Your Place in the Agency in Ward/Mama</i> (posted) and Chapters 1-5 in Garthwait Discussion Question: <u>What are the safety issues in field that you may encounter and what strategies will you use to maintain safety?</u> Group 3 (Process or Psychoeducational)</p>

July 5 th	<p>Group A attend Thursday Field Seminar 10 am – 12 pm Group B is on-line. Complete response to question by June 21st at mid-night.</p> <p>Assignments: Read <i>Professional Social Work and Organizational Context of Practice in Garthwait</i></p> <p>Discussion Question: <i>What key aspects of professionalism are critically important to cultivate during Junior Field?</i></p> <p>Mid-Term evaluation by field instructor for Full session students Due July 6th.</p> <p>Final Evaluation by field instructor Due for First Session Due July 6th at 5 pm. (July 6th Last day of field for first session students)</p> <p><u>Agency Paper Due –July 6th for All Students.</u></p> <p>Group 4 (Process or Psychoeducational)</p>
July 12	<p>Group B attend Thursday Field Seminar 10 am – 12 pm Group A is on-line. Complete response to question by July 5th at mid-night.</p> <p>Assignments: Read <i>Professional Social Work and Organizational Context of Practice in Garthwait</i></p> <p>Discussion Question: <i>What key aspects of professionalism are critically important to cultivate during Junior Field?</i></p> <p>Group 5 (Process or Psychoeducational)</p>
July 19	<p>Group A attend Thursday Field Seminar 10 am – 12 pm Group B is on-line. Complete response to question by July 12th at mid-night.</p> <p>Assignments: Read <i>Social Work Ethics and Legal Issues in Garthwait</i></p> <p>Discussion Questions: <i>What is the difference between an ethical dilemma and an ethical violation? What are some guiding principles in resolving ethical dilemmas?</i></p> <p>Group 6 (Process or Psychoeducational)</p>
July 26	<p>Group B attend Thursday Field Seminar 10 am – 12 pm Group A is on-line. Complete response to question by July 19th at mid-night.</p> <p>Assignments: Read <i>Social Work Ethics and Legal Issues in Garthwait</i></p> <p>Discussion Questions: <i>What is the difference between an ethical dilemma and an ethical violation? What are some guiding principles in resolving ethical dilemmas?</i></p> <p><u>Self-Reflection Assignment for All Students DUE July 27th</u></p> <p>Group 7 (Process or Psychoeducational)</p>
	<p>Group A attend Thursday Field Seminar 10 am – 12 pm Group B is on-line. Complete response to questions by July 26th at mid-night.</p>

August 2	<p>Assignment: Re-read <i>Learning from Supervision</i> (chapter 3) in Garthwait and Read <i>Cultural Competence</i> in Garthwait</p> <p>Discussion Questions: <i>What is a good plan to purposefully use supervision for professional development? What are some strategies for ongoing development of cultural awareness?</i></p> <p>Group 8 (Process or Psychoeducational)</p>
August 9	<p>Group B attend Thursday Field Seminar 10 am – 12 pm Group A is on-line. Complete response to questions by August 2nd at midnight</p> <p>Assignment: Re-read <i>Learning from Supervision</i> (chapter 3) in Garthwait and Read <i>Cultural Competence</i> in Garthwait</p> <p>Discussion Questions: <i>What is a good plan to purposefully use supervision for professional development? What are some strategies for ongoing development of cultural awareness?</i></p> <p>Group 9 (Process or Psychoeducational)</p> <p>Final Evaluation by field instructor due for <u>Full</u> Session- August 10th at 5pm (August 10th Last day of field for full session students)</p> <p>Student Evaluation of Field Due – Complete in IPT/Alcea August 10th by 5:00 pm for ALL students. Evaluations can be completed earlier than this date.</p>

- *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 at UT)

824 Melrose Place

Phone: 865-309-5446

smokeyspantry@gmail.com

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