

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

**SW 380 – Junior Field Practice
3 Credit Hours
Summer 2019**

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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. This field course is a three-credit course including supervised practice experience in a social work setting along with a required two-hour concurrent 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.

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.

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 3 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)

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/About/Ethics/Code-of-Ethics/Code-of-Ethics-English>)

BSSW Field Manual. The University of Tennessee, College of Social Work, 2018-2019.

This manual is available on-line: <http://www.csw.utk.edu/field/docs/bssw/BSSW%20Field%20Manual.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 and Seminar Etiquette

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

Seminar Group Participation and Attendance. (15 points)

The first 5-10 minutes of each seminar will be open for students to share any announcements or activities on campus and/or at field agency.

- **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

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 facilitator. 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. **If students do not participate in on-line discussions by due date 2 points will be deducted from participation points.**

Deadline for posts and feedback on discussion board is midnight on Thursdays.

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

1. Field Orientation Checklist. (7.5 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.

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

2. 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)

3. 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 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 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 completed.
 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. The field instructor must document supervision on the 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 and discuss a plan to make-up hours missed and adhere to attendance protocol set by agency 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 I (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 competence in the core competencies and practice behaviors. The midterm ratings are not used to calculate the student's 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 by the due date of the final evaluation in order for the field instructor to assign ratings. Final ratings will must be entered 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. **Field Liaison Visit** – The Council on Social Work Education and the College of Social Work requires that school representatives have contact with field instructors and students during the field placement. Each semester the field liaison will meet with the field instructor and student to discuss the field learning experience. The liaisons role is to provide support and consultation to the student and field instructor through the field experience for the duration of the academic year.

During the field liaison visit students and field instructors should prepare to:

- demonstrate what the student has learned by way of a verbal summarization, discussion of specific cases, groups, projects, or situations;
 - demonstrate that the learning is appropriate to and advances the completion of the student's educational outcomes
 - demonstrate that the learning has been supervised.
5. **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:

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 BSSW Handbook and Field Manual, students must earn a C or better in all field courses to receive credit toward completion of the BSSW degree. Field classes **cannot** be repeated.

Breakdown of Seminar points

Participation	15 points
Orientation Checklist	7.5 points
Agency Paper & Fact Sheet	10 points
Student Reflection Paper	<u>7.5 points</u>
Total:	40 points

SEMINAR CALENDAR

<p>Field Orientation May 30 10:00-12:00 All Students Attend</p>	<p>All students must attend the field orientation. Meet in Henson Hall, Room 220 Students may begin Field week of June 3rd and after the following are completed.</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>Field Orientation Continues June 6 10:00-12:00 All Students Attend</p>	<p>Field Orientation Continues - Meet in Henson Hall, Room 220</p>
<p>June 13 Training 10:00-12:00 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>June 20</p>	<p>Group A attend Thursday Field Seminar 10 am – 12 pm Group B is on-line. Complete response to question by June 20th at mid-night. Assignments: Read Chapter 11 <i>Finding Your Place in the Agency</i> in Ward/Mama (posted) and Chapters 1-5 in Garthwait</p> <p>Discussion Question: <i>What are the safety issues in field that you may encounter and what strategies will you use to maintain safety?</i></p> <p>Group A-1 Orientation Checklist is Due- June 21</p>

June 27	<p>Group B attend Thursday Field Seminar 10 am – 12 pm Group A is on-line. Complete response to question by June 27th at mid-night. Assignments: Read Chapter 11 <i>Finding Your Place in the Agency</i> in Ward/Mama (posted) and Chapters 1-5 in Garthwait</p> <p>Discussion Question: <i>What are the safety issues in field that you may encounter and what strategies will you use to maintain safety?</i> Group B -1</p>
July 4 th No Seminar	<p>Enjoy!! Mid-Term evaluation by field instructor Due July 5th. Please remind Field Instructor.</p>
July 11	<p>Group A attend Thursday Field Seminar 10 am – 12 pm Group B is on-line. Complete response to question by July 11 at mid-night. Assignments: Read <i>Professional Social Work and Organizational Context of Practice</i> in Garthwait and <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> Group A -2 Agency Paper Due And Agency Fact Sheet sent to peers –July 12th</p>
July 18	<p>Group B attend Thursday Field Seminar 10 am – 12 pm Group A is on-line. Complete response to question by July 18th at mid-night. Assignments: Read <i>Professional Social Work and Organizational Context of Practice</i> in Garthwait and <i>Cultural Competence</i> in Garthwait</p> <p>Discussion Question: <i>What is a good plan to purposefully use supervision for professional development? What are some strategies for ongoing development of cultural awareness?</i> Group B - 2</p>
July 25	<p>Group A attend Thursday Field Seminar 10 am – 12 pm Group B is on-line. Complete response to question by July 25th at mid-night. Assignments: Read <i>Social Work Ethics and Legal Issues</i> in Garthwait</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> Group A- 3 Self-Reflection Assignment for All Students DUE July 26th</p>
August 1	<p>Group B attend Thursday Field Seminar 10 am – 12 pm Group A is on-line. Complete response to question by August 1st at mid-night. Assignments: Read <i>Social Work Ethics and Legal Issues</i> in Garthwait</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> Group B - 3</p>

<p>August 8</p> <p>All Students Attend</p>	<p>All students attend last seminar.</p> <p>August 9th Last day of field</p> <p>Final Evaluation by field instructor due August 9th at 5pm</p> <p>Student Evaluation of Field Due – Complete in IPT/Alcea August 9th by 5:00 pm</p> <p>Evaluations can be completed earlier than this date.</p>
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- *This Calendar/schedule is subject to revision*

CAMPUS 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

Grammar Hotline (865/974-2611) for brief queries about writing

Pride Center

Melrose Hall F-103

1616 Melrose Avenue

Phone: 865-974-7803

Email: pridecenter@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

Office of Multicultural Student Life

1800 Melrose Avenue

Phone: 865-974-6861

Email: multicultural@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

[UT Police Department](#)

865-974-3114

Smokey's Pantry (food pantry at UT)

824 Melrose Place

Phone: 865-309-5446

smokeyspantry@gmail.com



The 974-HELP referral line was developed to help distressed or distressing students reach their academic goals and to help maintain a safe community and learning environment for all students.

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