

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

**SW 480 – Field Practice Seminar
Fall 2006**

INSTRUCTORS:

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BSSW PROGRAM MISSION

The BSSW Program at the University of Tennessee exists to fulfill a need for disciplined, highly educated and trained generalist social workers to help people improve their social functioning in a technologically complex, culturally diverse, and rapidly changing world with out borders. There is a focus on the reciprocal relationships between persons and their environments. Social workers are doers; they are problem-solvers who are able to intervene in multiple-level systems and perform various professional roles. Their actions are guided and informed by a broad knowledge-base, code of ethics, and professional values. Social workers are educated and trained to do things right as well as to do the right thing.

The mission of the BSSW program is to develop generalist social workers who are strategic thinkers, life-long learners and opinion shapers. The knowledge-base, skills, and values necessary for generalist practice are taught in an environment that fosters professional development, critical thinking, and leadership and prepares students to take appropriate action guided by the best available scientific evidence. We are dedicated to preparing practitioners for the challenges of today's complex pluralistic world. Since the amount of knowledge doubles approximately every five years, what is taught today may soon be obsolete. Our challenge, therefore, lies in the on-going development and implementation of a curriculum that prepares and energizes students for generalist practice today and in the future.

BSSW PROGRAM GOALS

Provision of education and training that enable students to become generalist social work practitioners who:

- are committed to advancing social and economic justice and the principles, values, and ethics that guide the social work profession.
- are committed to evidence-based practice.
- are grounded in systems theory and operate within a person-in-the-environment framework
- use the problem-solving process to intervene in multiple-level client systems
- have an understanding of human diversity, special populations, and domestic and international challenges, that informs practice interventions
- use critical thinking, evaluative skills, and leadership skills to address the needs of a complex, changing global world; and
- are committed to continuous development of professional self

COURSE DESCRIPTION

Sixteen-hour-per-week supervised agency field practicum for integration of theory and practice and

critical examination of oneself as a professional helping person. Concurrent field seminar on integration of knowledge with practice experiences. **Prerequisite: Full progression.**

The two-hour weekly seminar is comprised of senior students and the seminar leader who also acts as consultant to the students' field practice agencies. The active participation of the student is required since the seminar supports and supplements field instruction.

REQUIRED TEXTBOOK

***** This book is required for 380/480 and 481. DO NOT SELL ******

Garthwait, C.L. (2005) 3rd Edition. *The social work practicum: A guide and workbook for students.*
Needham Heights: Allyn & Bacon.

SEMINAR RATIONALE

The seminar facilitates integration of classroom learning with the knowledge gained in field practice settings. The seminar encourages students to discuss their different agency settings, wide variety of client populations, and numerous field practice roles and field activities. The understanding of the professional role is strengthened and is enhanced beyond the individual student's own experience.

SEMINAR OBJECTIVES

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/written communication skills. Within this learning context, the objectives of this seminar are to promote an experiential understanding of:

1. the organizational context of practice
2. the community context of practice
3. the social work problem-solving process
4. the professional context of practice

In this second field seminar, the expectation is that students will be able to demonstrate advanced ability to process their field experience.

BEHAVIORAL OBJECTIVES

The behavioral objectives are found in the Field Practice Evaluation Form.

SEMINAR OUTLINE

I. Review of Seminar Structure and Function	Week of:
A. Review syllabus	8/24
B. Field Practice - Chapter 1	8/24
1. Identification of field agency settings	
2. Student concerns	
3. Agency expectations	
4. Learning plan	
5. Behavioral objectives (see field evaluation form)	
C. Field Practice Roles - Chapter 2	8/24
1. Field consultant/seminar leader	
2. Field instructor	
3. Task instructor	
4. Student	8/24
D. Review Field Manual	
E. Review of use of supervision - Chapter 5	8/31

- F. Review of Diversity - **Chapter 12** 8/31
- II. Social Policy Context of Practice - **Chapter 11** 9/7
- Knowledge of agency policies directing operation
 - Analyze policies that affect clients/consumers services
 - Difference between agency and social policies
 - How social policies are formed and change over time
- III. Professional Social Work - **Chapter 13** 9/14
- Purpose, mission and nature of the Social Work Profession
 - Clarify role of Social Worker in comparison with other helping professions
 - Professional Vs. Non Professional Behavior
- IV. Professional Ethics - **Chapter 14** 9/21
- Definition of an Ethical Dilemma
 - Ethical principals and agency resolution to ethical dilemma's
 - NASW Code of Ethics
 - Personal ethics and morals in relation to NASW Code of Ethics
- V. Legal Concerns - **Chapter 15** 9/28
- Specific State and Federal Statutes
 - Legal Terminology used with in setting
 - Types of cases related to professional negligence
 - Precautionary steps to reduce malpractice suits

ASSIGNMENTS

These assignments are designed to help the student integrate classroom learning with field. **Please keep in mind that writing quality, originality, creativity, critical thinking, clarity, and organization of ideas will be considered in the grading process of these assignments.** All assignments, with the exception of the weekly field reflection, must be typed and double-spaced.

- The first assignment is a field reflection which provides students with an opportunity for thinking and writing about their field practice experiences. The reflection offers glimpses of concerns, insights, doubts, and issues. Students ask and answer critical, reflective questions about events, persons, or themselves. This reflective process enables students to learn from themselves; to contemplate on what they have seen, felt, and experienced. Please remember that a weekly field reflection is **NOT** a log of tasks, events, times, and dates.

The reflections should contain a brief sentence or two about the field activity and a minimum of TWO of the questions listed below must be answered (one from each section A & B). However, do not allow these questions to constrain your critical thinking, excitement, and expressions.

Reflective Questions

- What have I learned about myself through this experience?
 - How has this experience influenced my thinking about my values?
 - How has this experience challenged stereotypes or prejudices I have?
 - What realizations or insights were gained through this experience?
- Does the experience compliment or contrast what has been learned in the classroom?
 - What have I learned about the agency, clients, and/or community through this

- experience?
- If I was in charge, what would I have changed or done in this situation?
- What are some of the broader social, economic, and political issues that are influencing this situation/problem?

The weekly field reflection will be handed in to the seminar leader each week. These reflections are private and will only be read by the seminar leader. They will be graded as follows:

One point (.5) for answering a question in section A

One point (.5) for answering a question in section B

An additional point may be awarded at the discretion of the seminar leader based on writing skills/grammar, etc. (**10%**)

2. The second assignment is a written and oral presentation on policies in student's field practice agency/program. Read chapter 11, "The Social Policy Context of Practice" in preparation for this assignment. Specifically review questions on pages 127-131 for guidance. The 3-4 page report will be turned into the seminar leader with copies of agency brochure and/or outline with identifying information to all seminar participants on **September 28th**. The oral presentations will be made throughout the semester and will be scheduled in class.

The presentations should include the following information:

- brief history of agency including mission, goal and population served
- category(s) of social policy agency "fits" into
- agency philosophy set of values and belief systems
- authority and auspices of policy affecting agency (federal, state or local law)
- history/reasons for policy development including goal of policy
- key principles and main provisions
- impact of policy on your agency's operation
- impact of policy on your clients
- positive effects and advantages
- negative effects and disadvantages
- relationship to other social policies

This assignment is worth **10%** of your seminar grade.

3. The third assignment is a written and oral discussion of an ethical problem at your agency. Identify an ethical problem, or potential problem, that you have become aware of, affecting some aspect of service delivery at your agency. Read chapter 13 on "Professional Social Work", chapter 14 on "Professional Ethics" and chapter 15 on "Legal Concerns" from Garthwait in preparation for this assignment.

The following issues need to be addressed:

1. the underlying personal and professional values in this situation;
2. specific issues related to the Code of Ethics;
3. identify any relevant legal codes and your own moral code pertinent to this practice issue; and
4. discuss how you would handle this situation if you were in charge.

The purpose of this assignment is to encourage you to critically evaluate formal and informal policies and practices at the agency, and/or the behavior of individuals, that may represent

ethical problems. This 3-5 page paper will be turned in to the seminar leader along with an outline of your oral presentation on **October 19th**. Seminar presentations of ethical problems will begin then. At the conclusion of the oral presentation, the student is expected to facilitate a discussion of the material presented and also provide an opportunity for questions and answers (**20%**).

GRADING INFORMATION AND CRITERIA FOR SEMINAR ASSIGNMENTS

WEEKLY FIELD REFLECTION ASSIGNMENT

The journal assignment is worth ten points or **10%** of the grade for the course. Field practice extends over fourteen weeks but twelve submissions will be graded - dates indicated below. The entries for the first submission date will not be graded. Students do not need to write a journal entry for the last week of field in fall semester. The entries for each of the twelve submission dates will be worth two points. The point value will be determined as follows:

- 1 point for reflective and critical thinking
- 1 point for content (½ point for answering a question from section A and ½ point for answering a question from section B)

Field reflections will be turned in to your seminar leader weekly. The seminar leader will provide written comments on entries when appropriate.

The following information relates to weekly reflection collection and grades:

<u>FIELD DAYS</u>	<u>DATES SUBMITTED TO SEMINAR</u>	<u>GRADING INFORMATION</u>
8/23	8/24	No Grade
8/28 & 8/30	8/31	Graded
9/4 (Labor Day - no field) & 9/6	9/7	Graded
9/11 & 9/13	9/14	Graded
9/18 & 9/20	9/21	Graded
9/25 & 9/27	9/28	Graded
10/2 & 10/4	10/5	Graded
10/9 & 10/11	10/12 (Fall Break - no seminar)	No Grade
10/16 & 10/18	10/19	Graded
10/23 & 10/25	10/26	Graded
10/30 & 11/1	11/2	Graded
11/6 & 11/8	11/9	Graded
11/13 & 11/15	11/16	Graded

11/20 & 11/22	11/23 (Thanksgiving Break - no Seminar)	No Grade
11/27 & 11/29	11/30	Graded
12/4	No Seminar - Study Days	No Grade

-----**No reflection entry needed for the last day of field----- Reflection entries are needed for the week of Fall Break and Thanksgiving Break. These will not be graded -----**

AGENCY PRESENTATION & ETHICAL PROBLEM

The written and oral presentations for the agency presentation and ethical problem will be graded as follows:

Coverage of Content	6 points
Writing Quality	2 points
Oral Presentation	2 points

Content will be evaluated based on how well the student has addressed all the items mentioned earlier in the assignment description. The agency assignment has bulleted items and the ethical assignment uses numbers. Writing quality will be evaluated based on the organization and clarity of ideas, grammar, and punctuation.

The oral presentation will be evaluated based on the following: posture, engagement of audience (including eye contact), volume of voice, and pace of speech. Students may use notes when presenting but may not read the prepared material (e.g. the actual paper). Use of multi-media is encouraged. This includes handouts, power point, flip charts, and/or slides.

SEMINAR PARTICIPATION

Each student is expected to attend seminar every week and each is expected to actively and fully engage in seminar activities and discussions.

FIELD PRACTICUM

It is understood that each student is assigned to a specific field setting and is responsible for meeting with his/her field instructor in order to become informed of the specific parameters and expectations in this setting. For example, specifically clarify expectations regarding the agency's dress code. Punctuality, dependability and willingness to engage in this experience are some of the basic expectations for performance. If something occurs which causes you to be absent from field or late in arriving, notify your field instructor as soon as possible. Arrange to make up your missed field hours in a timely manner upon your return.

Learning Plans will be completed by the student and field instructor, highlighting specific tasks which will facilitate the student's professional competence as designated by the plan. The Learning Plan will be collected on **September 7th**. Column one should be completed. The plan will be collected again on **November 30th**. At this time column two should be completed. ***Please keep a copy of your learning plan for your own records and use.***

The Final Evaluation will be completed by the field instructor with the student for the purpose of providing feedback to the student on his/her practice performance. Performance expectations may be discussed in class and students are encouraged to seek clarification when needed. It is advisable for students to review the evaluation form, with the field instructor, early in the semester.

Fall semester has 29 days of field practice or 232 clock hours.

GRADING

The grade for SW 480 will be assigned by the seminar instructor. Sixty percent (**60%**) of the grade will be based on the student's performance in field practice as evaluated by the field instructor in collaboration with the seminar instructor. Seminar assignments are worth forty percent (**40%**) of the final grade. The student may check with the seminar leader at any time to ascertain his/her standing. The following scale will be used for determination of the final grade:

A	100–90
B+	89–85
B	84–80
C+	79–75
C	74–70
D	69–60
F	59 and below

ATTENDANCE POLICY

You are expected to **attend every session on time**. If you are absent **two or more times**, your course grade will be **lowered one letter grade**. Tardiness is defined as arriving at seminar 10 minutes after the class scheduled start time.

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.

STUDENTS WITH DISABILITIES

If you need course adaptations or accommodations because of a documented disability or if you have emergency information to share, please contact the Office of Disability Services at 191 Hoskins Library at 974-6087. This will ensure that you are properly registered for services.

COURSE CALENDAR

8/23	Senior Field Begins
8/24	First Seminar Session
8/31	Seminar
9/7	Seminar - Learning Plans Due
9/14	Seminar
9/21	Seminar
9/28	Seminar - Agency Policy Assignment Due
10/5	Seminar
10/13	Fall Break - No Seminar
10/19	Seminar - Mid-Term Evaluations Due & Ethical Problem Assignment Due

10/26	Seminar
11/2	Seminar
11/9	Seminar
11/16	Seminar
11/23	Thanksgiving - No Seminar
11/30	Last Seminar For Fall Semester - Learning Plans*/Final Evaluations Due*
12/4	Last day of Senior Field for Fall

* Turn these items in to Gayle Lodato, Room 320 Henson Hall, who will forward to your seminar leader.