

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

**SW 480 – Field Practice Seminar
Fall 2007**

INSTRUCTORS:

Sharon Hammat

Phone: 974-3351 (O) 675-5045 (H)
E-Mail: ghammad@aol.com
Office: 310 Henson Hall
Office Hrs: Thursdays 5:15 - 6:15
By appointment

Heather Parris

Phone: 974-7504
E-Mail: hparris@utk.edu
Office: 322 Henson Hall
Office Hrs: By appointment

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:** Progression and successful completion of SW 380.

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. Some participation is through the use of blackboard for discussion and response to case scenarios.

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

BEHAVIORAL OBJECTIVES -Upon completion of field and seminar, students are expected to:

1. Assess the relationship between people and social institutions
2. Develop a goal oriented plan based on assessment and empowerment
3. Enhance problem solving, coping and development skills of population served
4. Link people to available services
5. Recognize the historical mission of social work with vulnerable populations
6. Advocate for social justice and equity
7. Use research and other evaluative measures to ensure effective interventions
8. Assess one's own skill, knowledge base and professional role
9. Identify and analyze policies impacting services
10. Utilize Person in Environment and theoretical knowledge in working with clients
11. Adhere to NASW Code of Ethics

SEMINAR OUTLINE

- I. Review of Seminar Structure and Function
 - A. Review syllabus
 - B. Field Practice -

1. Identification of field agency settings
 2. Student concerns
 3. Agency expectations
 4. Learning plan
 5. Behavioral objectives (see field evaluation form)
 - C. Review of Field Manual
 - D. Field Practice Roles -
 1. Field consultant/seminar leader
 2. Field instructor
 3. Task instructor
 4. Student
 - E. Review of use of supervision
 - F. Review of Diversity -
- II. Social Policy Context of Practice -
- A. Knowledge of agency policies directing operation
 - B. Analyze policies that affect clients/consumers services
 - C. Difference between agency and social policies
 - D. How social policies are formed and change over time
- III. Professional Social Work -
- A. Purpose, mission and nature of the Social Work Profession
 - B. Clarify role of Social Worker in comparison with other helping professions
 - C. Professional Vs. Non Professional Behavior
 - D. Professional Documentation - Writing
- IV. Professional Ethics
- A. Definition of an Ethical Dilemma
 - B. Ethical principals and agency resolution to ethical dilemma's
 - C. NASW Code of Ethics
 - D. Personal ethics and morals in relation to NASW Code of Ethics
- V. Legal Concerns -
- A. Specific State and Federal Statutes
 - B. Legal Terminology used with in setting
 - C. Types of cases related to professional negligence
 - D. Precautionary steps to reduce malpractice suits
- VI. Professional Documentation
- VII. Review of placement - learning plans& evaluations. _____

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.

1. 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

- A.
- 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?
- B.
- 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 field reflections will be turned in during the face to face seminar sessions. These reflections are private and will only be read by the seminar leader. They will be graded as follows:

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

8 postings will be made for a total of 8 points and 8% of your grade.

2. The second assignment is a required preparation and participation in treatment team during seminar sessions. Each seminar will be modeled after a traditional agency treatment team. Each student **MUST** present **4 times during the fall semester** providing information in the provided format as well as provide feedback to peers weekly. Each week one sheet of paper should be provided to each seminar participant by the presenters with the below information. These should be kept in a three ring binder to provide resources along with assignment four in this seminar.

The presentations should include the following information:

- A. Previous treatment history - previous policy practice, previous services/interventions etc
- B. Presenting Problem - current dilemma, concern, struggle (desired area of focus for feedback)
- C. Feedback - Problem Solving process, using HBSE, Macro/Micro influences/factors to be considered - eco-map
- D. Track Feedback - provide follow up from previous week (notes including thoughts, resources, actual intervention or response with outcome)

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 practice questions, ethical problems or other considerations during implementation of practice. This assignment is worth **20%** of your seminar grade.

3. The third assignment consists of the four blackboard assignments that must be posted by the beginning of seminar session (3:35pm) on the day of the Blackboard (BB) session (Thursday)

BB Assignment 1. Pg. 127-131 in Garthwait text. Use your agency, NASW Newsletter, local or National newspaper to guide your responses.

BB Assignment 2. Pg 165-169 Garthwait text. Use your agency, NASW Newsletter, local or National newspaper to guide your responses.

BB Assignment 3. Briefly interview/discuss with **another professional organization member** and write about the similarities and differences in Ethical Practice/Roles and Behaviors including the Mission and Goals of the organization.

BB Assignment 4. Pg 189-194 Garthwait Text. Use your agency, NASW Newsletter, local or National newspaper to guide your responses.

Each blackboard assignment is worth 2.5 points for a total of 10% of your seminar grade.

4. The fourth assignment is a typed description of your agency with the following information clearly documented:

Name of Agency
Location(s)/Address(s)/contact information(s)
Brief description of Services/Programs provided
Funding/services/treatment criteria - referral process

This page will be given to all seminar participants as well as the leader to be included in your reference manual and practice guide. A table of contents will be completed in the end of the second field seminar (SW 481) including the category of services and interventions broken down with tabs for future reference.

This assignment is worth 2 percent of your seminar grade (2 points)

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. **Participation in class is worth 20% of your seminar grade as reflected in the Second Seminar Assignment.**

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 6th**. Column one should be completed. The plan will be collected again on **November 29th**. 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 (unexcused) **more than once**, your course grade will be **lowered one letter grade**. This policy is especially important due to the limited number of meeting times. 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 2227 Dunford Hall at 974-6087. This will ensure that you are properly registered for services.

COURSE CALENDAR

8/22	Senior Field Begins
8/23	First Seminar Session - Assignment: - Read Chapter 1 in Garthwait Text

8/30	Seminar - Assignments: – Read Chapter 2 in Garthwait Text – Submit One Reflection for 8/22,8/27 and 8/29 field days
9/6	Seminar - Assignments: – Learning Plans* Due – Read Chapters 5 and 12 in Garthwait Text.
9/13	Black board - Assignments: – Read Chapter 11 Garthwait Text, – Post Assignment 1
9/20	Seminar - Assignments: – Read Chapter 13, Garthwait, – Submit One Reflection for 9/10 & 9/12, 9/17&9/19 Field days.
9/27	Blackboard - Assignment: – Post BB Assignment 2
10/4	Seminar - Assignments: – Read Chapter 14 Garthwait, – Submit One Reflection for 9/24, 9/26, 10/1 & 10/3 Field days
10/11	Fall Break - No Classes
10/18	Seminar - Mid-Term Evaluations* Due Assignments: – Read Chapter 15 – Submit one Reflection for 10/8, 10/10, 10/15 & 10/17 field days
10/25	Blackboard - Assignment: – Post BB Assignment # 3
11/1	Seminar - Assignments: – Come prepared with copies of primary documentation forms used in field placement (ie: intake, progress note, daily log, etc) – Submit one Reflection for 10/22,10/14, 10/29&10/31 field days
11/8	Blackboard - Assignment: – Post BB Assignment #4

11/15	Seminar - Assignment: – Submit one Reflection for 11/5, 11/7, 11/12 & 11/14 field days
11/22	Thanksgiving - No Classes
11/29	Last Seminar For Fall Semester - Learning Plans*/Final Evaluations Due* Assignment: – submit one Reflection for 11/26 & 11/28 field days
12/3	Last day of Senior Field for Fall

* Turn these items **in to your seminar leader** who will ensure that they are turned in to the Field Coordinator Gayle Lodato.