

**UNIVERSITY OF TENNESSEE**

**COLLEGE OF SOCIAL WORK**

**SW 542 Foundation Field Practice I**

**(3 credit hours)**

**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 MSSW Handbook. ([www.utk.csw.edu](http://www.utk.csw.edu)) Students are also expected to sign and adhere to the Social Work Field Placement Code of Conduct.

**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*, 2007).

**Disability**

If you need course adaptations or accommodations because of a documented disability or if you have emergency information to share, please contact The University of Tennessee Office of Disability Services at 191 Hoskins Library (865-974-6087). This will ensure that you are properly registered for services.

**Course Description**

This is a required foundation course. The focus is on the application of social work knowledge, values, ethics, and skills to the practice setting. SW 542 is the first of a sequence of four field practicum courses in the MSSW curriculum. For the first half of the semester, students attend an intensive field seminar which includes content on safety, client interviewing skills, professional documentation, boundaries, ethics, and diversity. This portion of the seminar is intended to prepare students for their first field agency experience. During the second half of the semester, students commence the agency experience and continue with a weekly seminar. The focus of the seminar shifts to processing and integration of the field agency experience and academic coursework.

Foundation Field draws upon the content of all other foundation courses as the student uses the field agency experience to identify, apply, practice, and integrate generalist social work knowledge and skills. Through provision of client services students refine direct practice skills. In the field agency setting, students are also able to identify and integrate knowledge of social, economic, and political environments, social welfare policy, and develop advocacy skills to advance social justice for at-risk populations. This course enables students to develop a beginning awareness of issues of diversity and oppression in direct and indirect practice contexts and activities.

### **Course Rationale**

Foundation Field is critical to the students' capacity to integrate the broad knowledge base required for effective generalist social work practice regardless of setting. The field practicum experience enables students to identify and respond to issues of social justice and diversity and use an ethical, ecological approach to solving real client problems. The foundation field courses lay the essential groundwork of generalist practice competencies preparing students to progress to concentration field experiences within specific areas of focus.

### **Course Competencies**

By the completion of this course, students will be able to:

1. Develop client assessments using a cultural, ecological, transactional, developmental framework reflecting an awareness of multiple cultures within client systems and the capacity to identify client worldview and cultural strengths, resources, and natural support systems.  
(Field-F.1; Diversity F.3, F.4; Pops at-Risk & SJ- F.2)
2. Demonstrate beginning skills in client interviewing that reflect awareness of and respect for cultural differences.  
(Field- F.3; Diversity F.1)
3. Demonstrate beginning engagement skills across diverse clients/client systems.  
(Field- F.3)
4. Describe the agency's relationship to the community and the social delivery network  
(Field- F.4)
5. Assess client access to social and economic resources and services and apply beginning advocacy skills with agencies, communities, and policymakers to increase access to needed resources.  
(Field F.4, F.10; Pops at-Risk & SJ- F.5)
6. Demonstrate an understanding of organizational structure and participate in organizational meetings (Field- F.4)
7. Identify and evaluate agency, local, state, federal, and international policies that impact agency clients.  
(Field- F.6)
8. Identify ethical and value conflicts in the field agency setting, seek and use supervision and develop strategies for resolution.  
(Field F.7, F.8; Values/Ethics F.3, F.4)

9. Identify and articulate appropriate and ethical professional conduct and boundaries in accordance with the NASW and IFSW Codes of Ethics, applicable laws, professional standards, and organizational policies and procedures.

(Field F.9, F.11; Values/Ethics F.1)

10. Complete client notes, records, and agency documentation in a clear, complete, organized fashion and in accordance with agency policies.

(Field- F.5)

11. Articulate the mission and scope of service of the field agency.

(Field- F.9)

### **SW 542 Foundation Field Seminar Course Outline**

**Text:** Ivey, A. E. & Ivey, M. B. (2008). Essentials of Intentional Interviewing: Counseling in a Multicultural World. Belmont, CA: Thomson Brooks/Cole.

#### **Course Requirements**

Attendance at field seminar is required. If a student must miss a seminar session, s/he must contact the seminar instructor on his/her campus to arrange for completion of a make-up assignment.

Students are expected to arrive at seminar on time. Each session is packed with information and the time must be used efficiently and effectively. Students who arrive late delay and/or disrupt the schedule of activities.

Each student is expected to actively and fully engage in seminar discussions and activities.

Each student is required to complete all regular and make-up assignments in order to receive credit for the seminar.

#### **Grading Information**

The SW 542 Field Seminar is a component of the SW 542 Foundation Field Practicum. Grading for SW 542 is Satisfactory/No Credit, including the Field Seminar. Students must receive a Satisfactory in Field Seminar in order to receive a Satisfactory grade for SW 542.

Requirements for a Satisfactory grade are as follows:

- Attendance at all seminar sessions and/or completion of makeup assignments for missed sessions.
- Punctual arrival.
- Active participation in seminar discussions and activities.
- Adequate completion of all written assignments, with attention to content, clarity, depth of thought, and organization.

Students who fail to meet the requirements of Field Seminar will receive an Incomplete or No Credit grade for SW 542. Students who receive an Incomplete will be required to

meet with the seminar instructor to develop a plan for successful completion of the seminar. The work to resolve the Incomplete must be completed satisfactorily before the start of the Spring semester.

### **Assignments**

There are four written assignments for Field Seminar. Assignments are intended to enable students to integrate their academic and field experience and to demonstrate mastery of the competencies for the field practicum. Although students will need to gather information regarding assignments at field and in supervision, field agency time should not be used to write the assignments.

#### **Assignment One (Due at your seminar the week of September 25)**

Complete a written analysis of your field agency responding to the following questions:

- What is the mission and scope of service of your field agency?
- Identify the agency's client population and referral sources, including demographic characteristics of clients,
- Describe the organizational structure. You may want to include an organizational chart.
- Describe your agency's relationship to the community and the social service delivery system.
- Identify your agency's sources of cash and non cash revenues. (e.g. government funds, donations, fees for service, fundraising events, etc.) What percentage of the agency's total funds is received from each source?

Bring the written analysis to your field seminar during the week of October 22 and use what you have learned to participate in a discussion on the micro-macro interface in social work practice.

Students must complete this written assignment before beginning the agency experience. Students should schedule meetings with field instructors and other agency personnel to gather the information needed to complete the assignment.

#### **Assignment Two (Due at your seminar the week of November 12)**

Discuss with your field instructor the assessment procedures and tools used by the field agency. Then answer the following questions in a reflective paper.

- Do the agency's assessment procedures/tools reflect a cultural, ecological, transactional, developmental framework? If not, which dimension(s) is/are missing?
- Does the agency's assessment procedure get at the multiple cultures within client systems and the client system's worldview? If so, how?
- Does the agency's assessment procedure include explicit identification of client strengths, resources, and natural support systems?
- What are the agency policies and procedures affect the process of conducting comprehensive assessments?

- Do the agency's tools/procedures take into account sexual orientation, transgender status, alternative family forms and spiritual dimensions?
- Are there feasible changes that you could suggest that would improve the quality and comprehensiveness of client assessments?

### **Assignment Three (Due at your seminar the week of November 19)**

In consultation with your field instructor, identify an ethical problem or dilemma that occurs within the field agency setting. Then address the following issues in a 2-3 page paper.

- Describe the ethical problem or dilemma, referring to relevant section(s) of the NASW Code of Ethics.
- Select and apply a strategy for evaluating and resolving the problem or dilemma (e.g. Reamer's Ethics Decision Making Framework).
- Discuss this process with your field instructor at supervision and summarize the discussion.
- Identify and discuss your personal response to the ethical issue related to personal values, attitudes, and biases and evaluate whether your personal response affected your evaluation of the issue.

### **Assignment Four (Due at the last seminar session)**

In consultation with your field instructor and other agency personnel, identify the policies that impact agency clients at the local, state, federal, and international level. Evaluate in a short paper (1-3 pages) the impact of at least one policy identified.

### **Seminar Calendar and Schedule of Topics**

**Week of August 23** – Orientation to seminar structure, expectations. Foundation Field Competencies. Introduction to topics of interviewing skills, engagement, helping relationships. Attending skills.

**Week of August 27** – Starting the interview. Effective and sensitive use of questions. Cultural issues around questions. Listening Skills.  
*Reading assignment:* Chapters 1, 3 and 4 in the Ivey and Ivey text.

**Week of September 4** – Listening Skills continued. Influencing Skills. Structuring an Interview.  
*Reading assignment:* Chapter 5, 6, 10, 11, and 12 in the Ivey and Ivey text.

**Week of September 11** – Diversity and culturally affirming social work practice.  
*Reading assignment:* Chapter 2 in Ivey and Ivey text.

**Week of September 18** – Ethics and Professional Boundaries. Professional documentation.  
*Reading assignment:* NASW and IFSW Codes of Ethics

**Week of September 25** – Suicidality Assessment and Response (the QPR model), Safety in social work settings.

**Week of October 1** – Safety in social work settings continued. Making a good start in the field setting. Making effective use of field supervision.

**Week of October 8** – Social work mission revisited. Working with multidisciplinary teams in the field setting.

**Week of October 15** – Evidence-based practice in the field setting.

**Week of October 22** – The micro-macro interface in social work practice.  
*Assignment One due*

**Week of October 29** – Social work with diverse populations.

**Week of November 5** – Assessment skills.

**Week of November 12** – The written assessment. Professional documentation revisited.  
*Assignment Two due*

**Week of November 19** – Ethics. Student discussion of ethics assignment.  
*Assignment Three due*

**Week of November 26** – Interviewing and engagement skills revisited.  
*Assignment Four due*