

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

**SW 480 – Field Practice Seminar
Fall 2008**

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:** 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. (2008) 4th 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.

COURSE COMPETENCIES

By the completion of this course, the students are expected to be able to demonstrate (through course activities, assignments, and/or exams):

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/Seminar Structure:

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 are due on the date indicated on the syllabus. Any assignment not turned in on the designated day will be dropped one letter grade.

I. Seminar is required preparation and participation in treatment team during seminar sessions. Each seminar will be modeled after a traditional agency treatment team. Each student **MUST** actively participate in both face to face and online seminars by sharing a situation and providing feedback to peers. Online post once and provide feedback to at least two peers.

The treatment team process 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. Participation is worth **20%** of your seminar grade, 10% for face to face and 10% for online.

II. The Second 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. Read Chapter 11 in Garthwait text. Use your agency, NASW Newsletter www.nasw.org, local or National newspaper to guide your responses.
- A. Identify one public social policy that has a significant impact on the operation of your agency and/or clients or consumers served. What is the official name of the Social Policy being Studied? What is the legal citation of the policy (public law or state statute code number)
 - B. What is the source of funds used to provide services to clients in your agency (federal/state, grant)
 - C. In what ways could this social policy be changed to better address the needs/concerns of clients served? (increase funding? Change eligibility criteria?)
 - D. What would it take to actually change this policy? (Legislation, amendments, coalition building?)

- BB Assignment 2. Chapter 13. Garthwait : Use your agency, NASW Newsletter, local or National newspaper to guide your responses.
- A. Compare the current presidential candidate's political parties views on the Public Social Policy that most impacts your agency/clients.

- B. Compare the current local office candidates and political party views on the public social policy that most impact your agency/clients.
- C. How are the roles and duties of social workers in your agency shaped, constrained or expanded by this social policy?
- BB Assignment 3. Chapter 14 in Garthwait text & NASW Code of Ethics
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. Explain how a Social Worker can maintain ethical conduct when working with professionals practicing by a separate code of ethics.
- BB Assignment 4. Chapter 15 Garthwait Text. Use your agency, NASW Newsletter, local or National newspaper to guide your responses.
- A. Is your agency licensed by the state? What laws and regulations apply to this/these licensures?
- B. Does your agency have liability insurance? Who is covered?
- C. What are the possible legal consequences for a social worker who takes action that conflicts with or violates agency's written policy?
- D. Within your agency, what types of clients and situations are associated with high legal risk?
- BB Assignment 5. Chapter 7 Ward & Mama (on blackboard for reading)
- A. What is your agencies documentation process?
Software/Paper/transcription
- B. Provide an example of your agencies documentation using a client or meeting. Be sure to use any and all abbreviations & wording used in agency.
- C. Report on your agency documentation in the following areas:
1. HBSE: Is this the best way to document genetic health, family patterns, mental illness and substance abuse issues?
 2. Policy: What are the legal implications if you have documented improperly or forgotten to document?
 3. Practice: How can your documentation help you enhance your social work practice?
 4. Research: When reading documentation - what questions do you ask yourself about the client/intervention/needs etc? Where/How will you search for your desired information?

The blackboard assignments focus on the four seminar objectives: the organizational context of practice, the community context of practice, the social work problem-solving process & the professional context of practice. Each blackboard assignment is worth 3.5 points for a total of 18% of your seminar grade. Points are determined by providing the information/answering the questions posed in the assignment. An additional ½ point is awarded for insight and reflection.

4. The third 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.

The purpose of this assignment is to further develop professional context of practice in building a reference manual for future practice and sharing information with peers. 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 and guide the student's professional competence as designated by the plan. This plan has no grade or points attached to its completion - however, is necessary to ensure student's tasks and experience will meet all eleven program competencies. The Learning Plan will be initially collected on **September 4th**. The plan will be collected again on **November 29th**. ***Please keep a copy of your learning plan for your own records and use.***

A mid term evaluation will be completed by field instructor by **October 16th** this evaluation is to be turned in to your field consultant. There is no grade or points attached to this evaluation. However, it is important to reflect on students progress and to allow an opportunity to address any concerns and make any necessary changes to ensure student's learning needs are being met.

The Final Evaluation will be completed by the field instructor and the student together. Points are awarded using a likard scale and based on student's performance with the opportunity for students to appeal. Student's performance is evaluated in the areas of the four course objectives : the organizational context of practice, the community context of practice, the social work problem-solving process and the professional context of practice; which include a total of 63 skill categories. The 63 questions are each scored on a scale of 4 -0 with 4 (being Superior) to 0 (failure). These scores for individual items are then summed to generate a total score that is used to calculate the grade for the field evaluation piece of the course

This evaluation will be reviewed on the first day of seminar. It is advisable for students to review the evaluation form, with the field instructor, early in the semester. The final evaluation is due **November 20th**.

All field forms can be located at : <http://www.csw.utk.edu/students/field/bssw/forms/index.html>.

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 and completed field evaluation form. Seminar assignments are worth forty percent (**40%**) of the final grade. A total of 100 points or 100% can be earned.

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	100–96
A-	95-91
B+	90–86
B	85–81
B-	80–78
C+	77–74
C	73–70
C-	69-65
D	64-60
	59 and below is failing

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

8/20	First day of Senior Field
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8/21	<p>First Seminar Session - Will discuss breaking into 2 groups</p> <p>Assignment:</p> <p>- Review Chapters 1-6 in Garthwait Text</p>
8/28	<p>Face to Face Seminar - Treatment Team</p> <p>Online Seminar: Online Discussion Board Post</p> <p>Assignment: Social Policy Analysis - BB 1</p>
9/4	<p>Learning Plans* Due</p> <p>Face to Face Seminar - Treatment Team</p> <p>Online Seminar: Online Discussion Board Post</p> <p>Assignment: Social Policy Analysis - BB1</p>
9/11	<p>Face to Face Seminar - Treatment Team</p> <p>Online Seminar: Online Discussion Board Post</p> <p>Assignment: Political Impact on Social Policy - BB2</p>
9/18	<p>Face to Face Seminar - Treatment Team</p> <p>Online Seminar: Online Discussion Board Post</p> <p>Assignment: Political Impact on Social Policy- BB2</p>
9/25	<p>Face to Face Seminar - Treatment Team</p> <p>Online Seminar: Online Discussion Board Post</p> <p>Assignment: Professional Ethics Assignment - BB3</p>
10/2	<p>Face to Face Seminar - Treatment Team</p> <p>Online Seminar: Face to Face Seminar - Treatment Team</p> <p>Online Seminar: Online Discussion Board Post</p> <p>Assignment: Professional Ethics Assignment - BB 3</p>
10/9	Fall Break - No Classes
10/16	<p>Mid-Term Evaluations* Due</p> <p>Ethics Panel - Both Groups Attend</p>
10/23	<p>Face to Face Seminar - Treatment Team</p> <p>Online Seminar: Online Discussion Board Post</p> <p>Assignment: Liability and Legal Assignment - BB 4</p>
10/30	<p>Face to Face Seminar - Treatment Team</p> <p>Online Seminar: Online Discussion Board Post</p> <p>Assignment: Liability and Legal Assignment - BB 4</p>
11/6	<p>Face to Face Seminar - Treatment Team</p> <p>Online Seminar: Online Discussion Board Post</p> <p>Assignment: Documentation Assignment - BB 5</p>

11/13	Face to Face Seminar - Treatment Team Online Seminar: Online Discussion Board Post Assignment: Documentation Assignment - BB 5
11/20	Last Seminar For Fall Semester - Learning Plans*/Final Evaluations Due* - Both groups attend.
11/27	Thanksgiving - No Classes
12/1	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.