

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

**SW 380 - Field Practice Seminar
Spring 2009**

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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 without 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, an 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

120 hours, supervised field experience with practice situations for developing professional skills, values and attitudes. Concurrent weekly seminar focuses on integration of knowledge with practice experiences. **Prerequisite: Completion of SW 312 (Practice I)**

The weekly seminar is comprised of junior 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.

SEMINAR RATIONALE

The seminar facilitates integration of classroom learning with 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 activities. The understanding of the professional role is strengthened and is enhanced beyond the individual student's own experience.

SEMINAR COMPETENCIES:

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:

- the organizational context of practice
- the community context of practice
- the social work problem solving process
- the professional context of practice

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

COURSE COMPETENCIES:

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

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

The student's learning plan consist of these 11 competencies. The completion of field practicum, hours in the community, will allow students to demonstrate these skills

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, 2008*)

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 University of Tennessee Office of Disability Services at 2227 Dunford Hall at (865) 974-6087. This will ensure that you are properly registered for services.

REQUIRED TEXTBOOK -

***** This text is required for 380/480 and 481. Do not sell your book.*****

Garthwait, Cynthia L. (2008). Fourth Addition. The Social Work Practicum: A Guide and Workbook for Students. Needham Heights: Allyn and Bacon Publishing Company.

Optional Text: Ward & Mama (2006) Breaking Out of the Box. Lyceum Books Inc. (Reading on blackboard)

SEMINAR OUTLINE

- I. Introduction**
 - A.** Seminar structure and function - Chapter 1 Garthwait
 1. Review syllabus
 2. Safety in Field - Chapter 6 Garthwait
 - B.** Field Practice -
 1. Identification of field agency settings - Chapter 2 Garthwait
 2. Student concerns
 3. Agency expectations
 4. Competency contract
 5. Behavioral objectives (see field Learning Plan & Evaluation Form)
 - C.** Field Practice Roles - Chapter 3 Garthwait
 1. Field consultant/seminar leader
 2. Field instructor
 3. Task instructor
 4. Student
 - D.** Review Field Manual - on line - Website. Chapter 4 Garthwait
- II. The Agency Context of Practice - Chapter 8 Garthwait & Chapter 11 Ward & Mama (online)**
 - A. Understanding the agency mission, goals and objectives
 - B. Understanding agency organization and administrative structure
 - C. Sources of funding and operating budget
 - D. Agency's history, structure and administrative procedures
 - E. Agency interaction with community and social welfare system
- III. Using Supervision - Professional Context of Practice - Chapter 5 Garthwait & Chapter 10 Ward & Mama (online)**
 - A. Nature and Purpose
 - B. Types : Individual/ group, formal/ informal.
 - C. Levels of supervision within agency
 - D. Student responsibility in supervision
 - E. Styles of supervision
- IV. Diversity - Chapter 12 Garthwait**
 - A. Adaptation of program practices to address concerns and needs of minority groups
 - B. Client experiences with minority status and discrimination
 - C. Legal and ethical prohibitions against discrimination
 - D. Personal beliefs and values and the impact on client relationship
- V. Preparing for Generalist Social Work Practice**

Seminar process:

_____The weekly seminar is an opportunity to bridge theory learned in the classroom with practice in the agency and community setting. Additionally, Seminar allows for the development of professionalism. During each seminar students will participate in a treatment team: Participation in face to face and online seminar is worth 15 points.

Format of Field Seminars:

Each seminar will be modeled after a traditional agency treatment team. Each week use a sheet of paper during each seminar to keep track of participants issues, feedback given and follow up provided in the upcoming sessions. These should be kept in a three ring binder to provide resources along with assignment three's one point task. Each student is expected to attend seminar every week and each is expected to actively and freely engage in seminar activities and discussions. **A total of 15% of your grade is awarded by the Field Consultant based on Discussion Board and class participation.**

The sharing of information should follow this format:

- | | |
|---------------------------------|--|
| 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 format 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. Additionally you will notice in your placement the way social workers discuss cases and concerns with each other as well as the format of treatment teams. This is a way to practice your professional presentation.

During the 10 weeks of seminar, students will be actively interacting on blackboard discussion board to supplement the weekly face to face seminars. The above outlines format should be used on blackboard as well. When posting, students will post once during the week and respond to two peers posts.

*** This assignment addresses the seminar competency # 3 which is the social work problem solving process. This assignment addresses course competencies # 1,2,3,4,7,9&10**

ASSIGNMENTS

These assignments are designed to help the student integrate classroom learning with field practice. **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 the completion of an observation about a culturally diverse experience/activity you experienced. This assignment is due April 14th (5%).
*** This assignment addresses course competency # 5 which is recognizing vulnerable populations.**
2. The second assignment is on the student's field practice agency/program and the type of service(s) provided. Read chapter 8, "The Agency Context of Practice" in preparation for this assignment.

- A. brief history and philosophy of the agency/program.
- B. mission and goals
- C. administrative structure and staffing patterns
- D. legal and/or policy mandates
- E. funding source(s)
- F. primary client group; voluntary or non-voluntary
- G. eligibility requirements
- H. description of available services - Main method of service
- I. type of intervention - find at least one article that provides empirical evidence supporting or challenging the intervention. Site this article.
- J. program evaluation mechanisms that seek to measure the effectiveness (or lack thereof) of Interventions
- K. community needs and linkages

This assignment is worth (10%) of your grade. Grading as follows; 8 points for content

*** This assignment addresses seminar competency #'s 1&2 - Organization and Community context of practice. This assignment addresses course competencies # 1,6,7,9 &11**

An additional two (2) points will be awarded for a one page sheet with the information below will be distributed to each of your classmates. 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 BSSW field seminar (SW 481) including the category of services and interventions broken down with tabs for future reference.

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

*** This assignment addresses seminar competency # 1 on organizational context of practice. This assignment addresses course competency # 4**

3. The third assignment is the completion of the senior planning sheet with the following reflective questions attached on a separate piece of paper.
 - A. Reflect and assess how your personal growth and professional development were affected by this field practice experience. Specifically, discuss one or two things that were of greatest value to you or had the greatest impact on you.
 - B. Identify two areas, specific skills, or goals that you would like to set for yourself during your upcoming Fall Senior Field Placement, SW 480, that you weren't aware of prior to entering junior field.

This assignment is due April 7th and worth 5% of your seminar grade. Senior placement is dependant upon the completion of the planning sheet.

*** This assignment addresses seminar competency #4, professional context of practice. This assignment addresses course competency # 8**

FIELD PRACTICUM

Field Practicum is the cornerstone experience of the BSSW program. The Field Learning plan and Field Evaluation are designed to evaluate the students achievement across all eleven course competencies and all four seminar competencies. There are 10 weeks for the completion of 120 hours in field. A minimum of 12 hours a week will ensure completion of hours with in the semester.

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. Punctuality, dependability, and willingness to engage in this experience are some of the basic expectations for performance. Read chapters 1-5 in the text to prepare for your field experience and your work on your learning plan.

Learning Plans will be completed by the student and field instructor. The placement identifies specific tasks which will facilitate the students’s professional competence as designated by the plan. The eleven course competencies are the basis for the Learning Plan. The Learning Plan will be collected on **2/12/09**. The middle Column should be completed. The plan will be collected again on **4/21/09**. At this time, the third column should be completed.

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. Points are awarded on a likard scale and based on student’s performance with the opportunity for the student 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 being failure. These scores for the 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 - which is 60% of the grade.

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. Final evaluations are due on **April 21st**.

All field forms are located on the college website at:

<http://www.csw.utk.edu/students/field/bssw/forms/index.html>

GRADING

The grade for SW 380 will be assigned by the seminar leader. 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 leader. 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	100–96	C+	77–74
A-	95-90	C	74–70
B+	89-85	C-	69-65 * below a 70 is not passing for SW majors.
B	84-81	D	64–60
B-	80-78	F	59 and below is failing

ATTENDANCE POLICY

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

SEMINAR CALENDAR

January 13th	First seminar meeting - all students meet - room 209 Chapters 1-4 &6 in Garthwait Text Topic - Personal safety training
January 20th	All students meet - Topic - Bio Hazzard Training - Chapters 1-4 &6 in Garthwait Text

January 27th	All students meet - Topic - Learning plans and roles - Chapters 1-4 &6 in Garthwait Text
February 2nd	Field Begins - at least 12 hours this week -
February 3rd	Seminar - face to face A - Online B - Topic - Students will engage in sharing experiences in field as outlined in Seminar Participation section
February 10th	Seminar - face to face B - Online A - Chapter 11 Ward/Mama (on Blackboard) Learning Plans Due. Topic- Students will engage in sharing experiences in field as outlined in Seminar Participation section . Specific focus on reading: Finding your place in the agency setting
February 17th	Seminar - face to face A - Online B - Topic- Students will engage in sharing experiences in field as outlined in Seminar Participation section
February 24th	Seminar - face to face B - Online A- Chapter 8 in Garthwait Text. Topic - Students will engage in sharing experiences in field as outlined in Seminar Participation section . Specific focus on reading: Agency Context of practice
March 3rd	Seminar - face to face A - Online B. Topic Students will engage in sharing experiences in field as outlined in Seminar Participation section
March 10th	Seminar - face to face B - online A- Chapter 5 in Garthwait Text - Mid term Eval Due. Topic - Students will engage in sharing experiences in field as outlined in Seminar Participation section. Specific focus on reading: Supervision
March 16-20th	Spring Break
March 24th	Seminar - face to face A - Online B - Chapter 10 in Ward/Mama (on blackboard). Topic - Students will engage in sharing experiences in field as outlined in Seminar Participation section. Specific focus on Chapter reading: Supervision
March 31st	Seminar face to face B - Online A - Topic - Students will engage in sharing experiences in field as outlined in Seminar Participation section
April 7th	Seminar face to face A - Online B -- Professional Self Assessment and planning sheet due. Topic - Students will engage in sharing experiences in field as outlined in Seminar Participation section
April 14th	Seminar face to face B - Online A- Diversity Observation Due. Topic - Students will engage in sharing experiences in field as outlined in Seminar Participation section
April 21st	Seminar - all students attend - Agency assignment due. Final Learning plans and Evaluations Due. Topic - Review semester and any outstanding concerns.