

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

**SW 481 - Field Practice Seminar
Spring 2009**

Instructor: Kim Denton
Phone: 974-3352
E-mail: knorris8@utk.edu
Office Hours: 310 Henson Hall
By appointment

Instructor: Christy Hickman
Phone: 974-3996
E-mail: chickma1@utk.edu
Office Hours: 325 Henson Hall
By appointment

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.

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 weekly two hour field seminar on integration of knowledge with practice experiences. Prerequisite: Completion of SW 380 & SW 480.

The two-hour weekly seminar is comprised of senior students and the seminar leader who also acts as a liaison 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 scenerios.

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 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:

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

COURSE COMPETENCIES Upon completion this course, 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

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.

ATTENDANCE POLICY

You are expected to **attend every session** on time and to actively participate and fully engage in seminar activities. **Participation in class is worth 20% of your seminar grade** as reflected in the second seminar assignment.

TEXTBOOKS

***** This text is required for 380, 480 and 481.**

Garthwait, C.L. (2008) Fourth Edition . The social work practicum: A guide and workbook for students.
Needham Heights: Allyn & Bacon.

SEMINAR OUTLINE

- I. Review of Syllabus
 - A. Assignments
 - B. Field Practice - Behavioral Objectives (see field evaluation form)
 - C. Learning Plan (Field Manual)
 - D. Purpose of Supervision - **Chapter 5**
 - E. Diversity - **Chapter 12**

- II. The Community Context of Practice - **Chapter 9**
 - A. The impact of the community on social functioning of clients served
 - B. Analysis of community resources and needs
 - C. Community forces that impede/support social change

- III. The Social Problem Context of Practice - **Chapter 10**
 - A. Conditions, needs and problems faced by clients
 - B. Human and social conditions that result in programs/services provided by various agencies
 - C. Various theories regarding cause of social problems
 - D. Influence of theories on policies and programs
 - E. Influence of theories on operation and administration of services
 - F. Political power and influence that elicit community efforts or minimize social conditions

- IV. Social Work Practice - Planned Change - **Chapter 16**
 - A. Fundamental beliefs about change guiding services and programs
 - B. Various perspectives, models and theories that plan/guide interventions
 - C. Data gathering and assessment tools used in agency
 - D. Effectiveness of social work interventions
 - E. Use of evaluation tools in field practice

- V. Merging Self and Profession - **Chapter 18**
 - A. Clarify motivation in choosing a social work career
 - B. Types of social work practice you prefer
 - C. Impacts of social work practice on physical and mental health of worker
 - D. Impacts of social work practice on family, friends and economic situation of worker

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 are due on the date designated on the syllabus. Any assignment not turned in on time will drop one letter grade.

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. Two points (2%) may be added or deducted from your final grade at the seminar leader's discretion due to a lack of participation.

1. As in SW 480 the first 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** actively participate and provide feedback to peers weekly. It is recommended that you keep notes of treatment team/seminar sessions and keep the information in a three ring binder to provide resources along with assignment four in this seminar.

The Sharing of information 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. Knowledge of Current Best Practices - | Literature/theory /HBSE/Micro/Macro or other sources (agency method) supporting current intervention/services.
* Other factors/resources to consider not supported by literature |
| D. Track Feedback - | provide follow up from previous week - review suggested literature - resources and give feedback as to whether intervention was effective.
What does this mean for Evidence Based practice? |

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. 10% face to face and 10% online. For online seminar each student must post once and respond to at least two peers.

This assignment addresses all four seminar competencies 1,2,3 and 4. This assignment addresses Course Competencies # 1,2,3,4,6,7,10 & 11

3. The Second Assignment consists of 6 online seminar assignments This information can be located in your Garthwait text with in the assigned chapter. These assignments are each worth 2 points, equal 8% of your seminar grade. These assignments are to encourage your professional growth and use of social work terms and skills in your practice as well as further defining evidence based practice.

BB Assignment 1: Read Chapter 9 in Garthwait text. Using the US Census website and/or any other Website, agency representative, chamber of commerce or economic development group to answer the following questions about your field agency:

- A) What geographical area is served by your agency?
- B) How many people live in the area served by your agency?
- C) What percentage fall into the following categories used to identify racial and ethnic background or identity - ___%white, ___%Black, ___%American Indian,

_____ % Mexican, _____ % Puerto Rican, _____ % Cuban _____ % Spanish, _____ % Asian Indian, _____ % Chinese, _____ % Filipino, _____ % Japanese, _____ % Korean, _____ % Vietnamese, _____ % other Asian, _____ % Other (specify)

- D) What is the percentage of unemployment in the community? How does this compare with figures for the state, region and nation?
- E) Of the adults living in the community, about what percentage are in each of the following categories of educational achievement? % 8th grade, % 12th grade (no diploma), % High School graduate, % Some college, % Associate arts degree, % Bachelor's degree, % graduate degree
- F) Does one political party or a particular ideology dominate decision making at the community level

This assignment addresses seminar competency # 2 Community Context of Practice. This assignment addresses course competencies # 1,3,5,&10

BB Assignment 2: Read Chapter 10. Using your knowledge of your field agency, an literature, website or other information available about your agency answer the following questions:

- A) What specific human and social conditions, needs or problems does your practicum agency attempt to address?
- B) what sub-populations are most likely to experience these problems, needs or conditions? (age group, gender, racial or ethnic group, socioeconomic class or occupational group)
- C) How will the community be harmed if these conditions or problems grow larger and more serious?
- D) What criteria are used to measure the seriousness of the problem or condition?
- E) In what way are the problems and concerns addressed by your agency related to other broad social problems such as poverty, crime, racism, violence, lack of health care etc?
- F) How do various professionals in your agency (nurses, MD's, lawyers, teachers etc agree and or disagree with your answer in E?
- G) In what ways are research findings in social and behavioral sciences changing the way your agency explains problems conditions and needs that it attempts to address?
- H) What research or projects would you recommend your agency address in order to build new knowledge?

This assignment addresses seminar competency # 1, the Organizational Context of Practice. This assignment addresses course competencies # 1,3,4,5,6,&9

BB Assignment 3: Read Chapter 16. Over the next three online sessions answer the following questions using a client/scenario from your field agency:

- Week 3(1)-
- A) ID your client (individual, family, group, organization, community requesting services)
 - B) ID Clients problem or Concern, describe it and share the clients expectations of you and your agency?
 - C) What data/information is needed in order ot understand the client? What possible sources of information, tools or instruments are or could be used to collect this information?
 - D) What is the clients level of functioning/motivation. Ability to meet basic needs?
 - E) What are the clients strengths that will increase chances of

success?

- F) What are the specific challenges ?
- G) What social and economic conditions, state and federal laws public attitudes and political climate increase or restrict the client reaching their goal?
- H) What changes and actions are needed in order to address the clients concerns?
- I) What theories and concepts are drawn from social and behavioral sciences to help explain the above information?

- Week 3(2) -
- A) Prioritize the issues/concerns identified in week 1's assignment- which are highest importance to the client? Which are of highest importance to you/your agency? Which ones are you willing/able to address?
 - B) Of the highest identified issues/concerns, what are the desired outcomes or goals of client? How can it be measured?
 - C) Given the decided outcomes/goals - what person, group, organization, policy or program must undergo some type of change?
 - D) Given the above information, how successful is the change? What are the difficulties and/or resistance that my result?
 - E) Are there alternatives to your initial goals? What are the advantages/disadvantages of these?

- Week 3(3).
- A) What are possible interventions to resolve the issue/concern? (Keep in mind clients motivation and ability)
 - B) Are there any legal or ethical concerns that need to be considered?
 - C) Are there any other services, programs or community resources available to address clients concerns?
 - D) What actions should be taken to bring about the required change? Specific tasks you will do? Your client will do? When are they to be completed?
 - E) How will progress toward the desired outcome be measured? How will you and the client know if the interventions are working? How will you and your client decide if the plan needs to be modified in order to be more effective?
 - F) How will the overall effectiveness of the intervention be measured? How and when will the professional relationship be brought to an end?

This assignment addresses seminar competency # 3, Problem Solving Process. This assignment addresses course competencies # 1,3,4,10 &11

BB Assignment 4: Read Chapter 18. Reflecting back on the past two years as a social work student, specifically in your field experiences, answer the following questions:

- A) What is it about a career in social work that you find most positive and attractive?
- B) What is it about a career in social work that you find most negative?
- C) What impacts you, positive and negative, will your choice of a social work career have on: your family? Your friendships and social activities? Your health and level of stress? Your personal interests,

recreation and leisure activities? Your spiritual and religious practices? You identify and sense of belonging to a culture and/or ethnic group?

This assignment addresses seminar competency # 4, Professional Context of Practice. This assignment addresses course competency # 8

4. The Third assignment is a self-assessment of your readiness for Professional Success. The UTCSW-BSSW Program is dedicated to preparing practitioners for the challenges of today's complex pluralistic world. In order to maintain motivation, compassion, healthy emotional and intellectual well being it is very important to be self aware. Every individual has strengths and weaknesses, as well as activities we engage in to replenish and protect ourselves. Refer to the material in the reading from Alle-Corliss text, Keeping Alive in Agency Settings, Chapter 9 and use this as a guide to assess your readiness/preparedness for social work practice. Select at least **five** warning signs that you feel are indicators that you are crossing a professional boundary, working harder than the client, not taking care of yourself. Then select an **equal number** of strengths and skills that you currently are confident with that you can utilize to counter balance your personal/professional self. Personal development is highly critical in order for you to become a more effective social worker and avoid burnout. Give examples of persons/situations where you received feedback indicating these were areas that needed further growth and "proof" that the coping skills selected are helpful.

This 4-6 page paper is due by **April 10th. (8%)**

This assignment addresses seminar competency #4, Professional Context of Practice. This assignment addresses course competency # 8

5. The fourth Assignment is the Resource Guide that began in SW 380 and has continued into SW 480 and SW 481. The sheets with your peers agency info including type of services provided, contact information etc. should be in a folder and labeled as a recourse manual. This will be a valuable tool for you in your social work profession. This assignment is worth 4% of your grade.

This assignment addresses seminar competency #4, Professional Context of Practice

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. Spring semester has 28 days of field for a total of 224 hours in field

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.

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 eleven course competencies are the basis of the learning plan.** The Learning Plan will be collected on **January 29th.** Column one should be completed. The plan will be collected again on **April 16th.** At this time column two 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 23rd**.

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 481 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	100-96	C+	77-74
A-	95-90	C	73-70
B+	90-86	C-	69-65
B	85-81	D	64-60
B-	80-78	F	59 or below if failing

COURSE CALENDAR

January 7th	Senior field resumes
January 8th	Field seminar resumes -All Students attend Seminar. Review Chapter 5 and Field Manual/Syllabi
January 15th	Seminar- A face to face -Topic-Students will share field experiences from the week using the format outlined in Seminar Participation. B Online - Complete BB1 and post- Read Chapter 9 Garthwait. Specific focus on Community Context of Practice
January 19	Martin Luther King Holiday – No classes/field
January 22nd	Seminar- B face to face - Topic-Students will share field experiences from the week using the format outlined in Seminar Participation. A Online - Complete BB1 and post- R Read Chapter 9 Garthwait. Specific focus on Community Context of Practice
January 29th	Seminar A face to face - Topic-Students will share field experiences from the week using the format outlined in Seminar Participation. B Online - Complete BB2 Read Chapter 10 Garthwait. Specific focus: Social Problem Context of Practice Learning Plans Due
February 5th	Seminar B face to face -Topic-Students will share field experiences from the week using the format outlined in Seminar Participation. A Online - Complete BB2 Read Chapter 10 Garthwait. Specific focus: Social Problem Context of Practice
February 12th	Seminar A face to face -Topic-Students will share field experiences from the week using the format outlined in Seminar Participation. B Online - Complete BB3(1)

February 19th	Seminar B face to face -Topic-Students will share field experiences from the week using the format outlined in Seminar Participation. A Online - Complete BB3(1) Read Chapter 16 Garthwait. Specific focus on Social Work Practice as Planned Change
February 26th	Seminar A face to face - Topic-Students will share field experiences from the week using the format outlined in Seminar Participation, B Online - Complete BB3(2)Read Chapter 16 Garthwait. Specific focus on Social Work Practice as Planned Change Mid term Evaluations Due
March 5th	Seminar B face to face -Topic-Students will share field experiences from the week using the format outlined in Seminar Participation. A Online - Complete BB3(2)
March 12th	Seminar A face to face Topic-Students will share field experiences from the week using the format outlined in Seminar Participation- B Online - Complete BB3(3)
March 16 th -20th	Spring Break - No field
March 26th	Seminar B face to face - Topic-Students will share field experiences from the week using the format outlined in Seminar Participation. A Online - Complete BB3(3)Read Chapter 18 Garthwait. Specific focus Merging Self and Profession.
April 9th	Seminar A face to face -Topic-Students will share field experiences from the week using the format outlined in Seminar Participation. B Online - Complete BB4- Read Chapter 18 Garthwait. Specific focus Merging Self and Profession.
April 16th	Seminar B face to face - Topic-Students will share field experiences from the week using the format outlined in Seminar Participation. A Online - Complete BB4 Learning Plans Due
April 23rd	Last day of Seminar - All students attend. Final Evaluation Due. Topic: wrap up and address any outstanding concerns.