

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

**SW 380 - Field Practice Seminar
Summer 2008**

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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 enables students to become generalist practitioners who:

1. are committed to advancing social and economic justice and the principles, values, and ethics that guide the social work profession;
2. are committed to evidence-based practice;
3. are grounded in systems theory and operate within a person-in-the-environment framework;
4. use the problem-solving process to intervene in multiple-level client systems
5. have an understanding of human diversity, special populations, and domestic and international challenges, that informs practice interventions;
6. use critical thinking, evaluative, and leadership skills to address the needs of a complex, changing global world; and
7. 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 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:

- 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.

BEHAVIORAL OBJECTIVES

Upon completion of junior and senior 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

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)

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.

SEMINAR OUTLINE

- I. Introduction
 - A. Seminar structure and function
 1. Review syllabus
 2. Safety in Field
 - B. Field Practice -
 1. Identification of field agency settings
 2. Student concerns
 3. Agency expectations
 4. Competency contract
 5. Behavioral objectives (see field Learning Plan & Evaluation Form)
 - C. Field Practice Roles -
 1. Field consultant/seminar leader
 2. Field instructor
 3. Task instructor
 4. Student
 - D. Review Field Manual - on line - Website.

- II. The Agency Context of Practice
 - 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
 - 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

- 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 10 points.

Format of Field Seminars. Summer 2008 SW 380

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. (5 points or 5% of your grade is included in participation in 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 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 5 week session, 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. Each week one point is earned for a total of 5 points or 5% of your grade.

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 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 field practice reflection is NOT a log of tasks, events, times, and dates.**

The reflection entry includes a sentence or two describing the field practicum tasks/activities and answers at least one of the questions listed below. However, do not allow these questions to constrain your thoughts, excitement, and expressions.

Reflective Questions

- 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?

Each student will complete a field practice reflection which specifically discusses what was attempted, experienced, accomplished, discussed, read, etc. It should reflect the integration of social work course material and field practice. These reflections will be submitted at each seminar and will be worth 5 points.

Grading Information and Submission Information for the Field Reflection

This assignment is worth five points or five percent of the final grade for the course. Field practice extends over five weeks and reflections must be submitted every week. The entries for each of the five submission dates will be worth one point. Your entries must be reflective of your experience. Use the questions in the syllabus as a guide to assist you in this process. The seminar leaders will provide written comments on your entries when appropriate.

2. The second assignment is the completion of an observation about a culturally diverse experience/activity you experienced. This assignment is due **July 3rd** (5%).
3. The third assignment is a black board assignment **due June 26, 2008**. The focus of the 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. You will post on blackboard a document outlining :

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

(10%) Grading as follows; 8 points for content and 1 point for writing.

An additional one (1) point 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

4. The fourth assignment is a Professional self assessment paper about your junior field experience this semester. The paper should be at least three but no more than five pages in length. The paper is due **July 3rd** (10%). The paper will include the following components:

The self-reflection paper will be graded as follows: 6 points for content, 2 points for reflective thinking, and 2 points for writing.

- A. Briefly describe what you learned from this experience in terms of content, skills, and/or process.
- B. 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.
- C. 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.
- D. Finally, comment on how this experience has impacted your current relationship to the social work profession. How do you feel about being a social worker?

SEMINAR PARTICIPATION

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 10% of your grade is awarded by the Field Consultant based on Discussion Board and class participation.**

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. 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 Learning Plan will be collected on **6/5/08**. The middle Column should be completed. The plan will be collected again on **7/3/08**, 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. 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 Evaluation will be collected on **7/3/08** , your grade will be lowered one letter grade if the final learning plan is not submitted by the last day of seminar -.

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	100–90
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 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

May 30 th , 2008	First seminar meeting - Chapters 1-4 &6 in Garthwait Text Personal safety training
May 30 th 2008	- Bio Hazzard Training - Chapters 1-4 &6 in Garthwait Text
May 30 th 2008	- Learning plans and roles - Chapters 1-4 &6 in Garthwait Text
June 2nd-6th	Field Begins - 24 hours this week - Online posting
June 5th	Seminar - reflection due - Learning Plan Due
June 9th-13th	24 hours in field this week - online posting, Chapter 11 Ward/Mama (on Blackboard)
June 12 th	Seminar - reflection due
June 16th-20th	24 hours in field this week, online posting, Chapter 8 in Garthwait Text
June 19th	Seminar - reflection due
June 23 rd - 27 th	24 hours in field this week, online posting, Chapter 5 in Garthwait Text
June 26th	Seminar, Reflection Due. Agency blackboard assignment due. Chapter 10 in Ward/Mama (on blackboard)
June 30 th - July 3 rd	24 hours in field this week, reflection due, Diversity Observation Due, Professional Self Assessment due. Final Evaluations and Completed Learning Plans Due.

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