SW 542 – Foundation Field Practice
Section Number: # 003 & #005
1-3 credit hours
Fall Semester, 2015

**Instructor:** Sarah Keiser, MSSW LCSW
**Phone:** (615) 782-3398
**Class Time:** Review Syllabus
**Email:** sckeiser@utk.edu
**Office Hours:** Thursdays 1:00pm-3:00pm and by appointment

**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.csw.utk.edu](http://www.csw.utk.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](http://www.utk.edu)).

**University Civility Statement**
Civility is genuine respect and regard for others: politeness, consideration, tact, good manners, graciousness, cordiality, affability, amiability and courteousness. Civility enhances academic freedom and integrity, and is a prerequisite to the free exchange of ideas and knowledge in the learning community. Our community consists of students, faculty, staff, alumni, and campus visitors. Community members affect each other's well-being and have a shared interest in creating and sustaining an environment where all community members and their points of view are valued and respected. Affirming the value of each member of the university community, the campus asks that all its members adhere to the principles of civility and community adopted by the campus: ([http://civility.utk.edu/](http://civility.utk.edu/))

**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 2227 Dunford Hall (865) 974-6087. This will ensure that you are properly registered for services.
**Dimensions of Diversity**
The College of Social Work and the University of Tennessee welcome and honor all people. In accordance with the U.S. Council on Social Work Education and the U.S. National Association of Social Workers, the College of Social Work defines “the dimensions of diversity as the intersectionality of multiple factors, including” age, class, color, culture, mental or physical disability, ethnicity, gender, gender expression, gender identity, immigration status, marital status, national origin, political ideology, race, religion, sex, and sexual orientation. The College values intellectual curiosity, pursuit of knowledge, and academic freedom and integrity. A person’s diverse life experiences may include oppression, poverty, marginalization, and alienation as well as privilege, power, and acclaim. The College of Social Work promotes social justice and social change, and strives to end discrimination, oppression, poverty, and other forms of social injustice.

**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 part of the semester, students attend an intensive field seminar. This seminar is intended to prepare students for their first field agency experience. During the second part of the semester, students commence the agency experience and continue with a 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.
Course Competencies
By the completion of this course, the students are expected to be able to demonstrate (through course activities, assignments):

Competency 1 – Organizational Analysis - Articulate the field agency mission, scope of service, organizational structure, and relationship to the community context and social service delivery network. [EPAS 2.1.9]

Practice Behavior 1: Understand the agency’s mission and scope of service, and apply this understanding to practice.

Practice Behavior 2: Understand the organizational context, including relationship to the community, the surrounding neighborhood, and relevant public and private organizations.

Practice Behavior 3: Understand the agency’s relationship to the social service delivery network, including collaboration, competition, referral patterns, and shared client populations.

Practice Behavior 4: Understand the field agency’s organizational structure.

Competency 2 – Client Interviewing Skills - Demonstrate introductory skills in client interviewing that reflect awareness of and respect for cultural differences. [EPAS 2.1.3, 2.1.4, 2.1.10(a)]

Practice Behavior 1: Reflect upon how his or her own cultural identities, personal values, and biases may impact communication with clients.

Practice Behavior 2: Use active and empathic listening skills and questions to elicit client information in a culturally responsive manner.

Practice Behavior 3: Structure an interview to include mutual identification of client problems, needs, and goals.

Competency 3 – Client Engagement - Demonstrate introductory engagement skills across diverse clients and client systems. [EPAS 2.1.4, 2.1.10(a)]

Practice Behavior 1: Build interpersonal relationships characterized by genuineness, empathy, and mutuality with clients across diverse client systems.

Practice Behavior 2: Effectively engage diverse clients in a collaborative problem-solving process.
**Competency 4 – Assessment** - Complete client assessments using conceptual frameworks, knowledge of neurophysiological development, and information about social, economic, and political contexts. [EPAS 2.1.4, 2.1.7, 2.1.10(b)]

**Practice Behavior 1:** Identify the cultural identities of field agency clients and articulate common assumptions about these identities that could lead to biased assessments.

**Practice Behavior 2:** Complete a client assessment that addresses the client’s ecological niche, strengths, and areas of need.

**Practice Behavior 3:** Engage clients as expert informants on their own worldview, cultural strengths and resources, and natural support systems.

**Competency 5 – Ethical Conduct and Reasoning** - Demonstrate ethical and professional conduct, identify ethical issues in the agency setting, and use reasoned strategies for resolving ethical dilemmas. [EPAS 2.1.1, 2.1.3]

**Practice Behavior 1:** Adhere to agency policies for professional conduct, applicable laws, and to the standards of the NASW and IFSW Codes of Ethics.

**Practice Behavior 2:** Establish and maintain professional roles and boundaries in a worker/client relationship.

**Practice Behavior 3:** Recognize and reflect on personal values, their impact on practice, and be willing to address personal and professional value conflicts.

**Practice Behavior 4:** Identify ethical dilemmas that occur within the field agency setting and articulate reasoned strategies for resolution.

**Competency 6 – Use of Supervision** - Demonstrate consistent, effective use of supervision and consultation. [EPAS 2.1.1, 2.1.3]

**Practice Behavior 1:** Consistently prepare for supervision meetings.

**Practice Behavior 2:** Consistently and effectively use supervision and consultation regarding ethical, cultural, and practice issues.

**Competency 7 – Professional Documentation** - Complete client notes, records, and agency documentation in a clear, complete, organized fashion in accordance with agency policy. [EPAS 2.1.3]

**Practice Behavior 1:** Complete required agency documentation in a manner that meets agency policies regarding format, scope, timeliness, etc.
**Practice Behavior 2:** Complete documentation that clearly reflects client/worker interactions, services provided to client, actions taken on behalf of the client, and the client’s response.

**Competency 8 – Advocacy** - Demonstrate advocacy skills to advance human rights, social and economic justice, and client access to resources and services. [EPAS 2.1.1, 2.1.4, 2.1.5, 2.1.8, 2.1.10(c)]

**Practice Behavior 1:** Assess client access to needed resources and services.

**Practice Behavior 2:** Advocate for human rights, social and economic justice, and access to services within the agency or at the local, state, or national level.

**Grading Information**
Grading for SW 542 is Satisfactory/No Credit. The Field Coordinator is the course instructor and is responsible for assigning the final grade. In order to receive a Satisfactory grade in SW 542, students must complete the following four requirements:

- Students must complete a minimum of 128 hours in the agency placement. These hours must be documented on the student’s time sheet in IPT and approved by the Field Instructor. The Field Instructor’s signature at the end of the semester signifies approval.
- Students must complete the learning activities listed on their learning plan and must enter sufficient information in the column *Evidence of Plan Completion* to document satisfactory completion.
- Students are expected to receive a rating of at least 3 on each competency and practice behavior on the End of Semester Evaluation. This rating is assigned by the Field Instructor. Because of the short duration of the fall semester agency placement, a student may receive a rating of 2 on one or more practice behaviors due to insufficient opportunity to practice the skill. If the student receives a 1 on any competency, the student is in jeopardy of receiving a grade of No Credit for the course.
- Students must receive a Satisfactory in Field Seminar in order to receive a Satisfactory grade for SW 542. Requirements for a Satisfactory grade in Field Seminar are as follows:
  - Attendance of seminar sessions and/or completion of makeup assignments for missed sessions.
  - Active participation in seminar discussion boards and activities.
  - Adequate completion of all written assignments and discussion boards, with attention to content, clarity, depth of thought, and organization.

Students are responsible for completing all field-related documents by the due dates provided to them at the beginning of the semester. Students who receive the grade of NC for SW 542 will be dismissed from the MSSW program.
Seminar Description and Outline

The overarching theme and framework of foundation field seminar is professionalism in all field activities. Students learn about, process, and practice professionalism through all seminar content, activities, and assignments and prepare for a positive and substantive learning experience in the agency setting.

The core content for the SW 542 seminar includes:
- Field Policies, Procedures, Roles, and Documentation
- Client Engagement and Interviewing Skills
- Using Supervision and Professional Communication
- Safety in field
- Self-care
- Ethics in Field
- Assessment and professional documentation
- Advocacy
- Suicide prevention
Seminar Assignments

**PLEASE NOTE – All written papers need to be put in the assignment link under the assignment tab via Blackboard before midnight of the assigned date.**

**All written assignments need to be submitted via a word document through blackboard. You need to save papers using this format: Assignment1_lastname. For example: Assignment1_Keiser**

**All written assignments must follow APA guidelines, include page numbers, appropriate citations, and be double spaced.**

To review APA guidelines please visit: [https://owl.english.purdue.edu/owl/resource/560/01/](https://owl.english.purdue.edu/owl/resource/560/01/)

Written Assignment One (Due September 24, 2015 through Blackboard)
Complete a written analysis of your field agency responding to the following questions:

- What is the mission of your field agency? What services does your agency provide and who is eligible to receive services?
- Identify the agency’s client population and referral sources, including cultural identities of clients,
- Describe the organizational structure. You may want to include an organizational chart.
- Describe your agency’s relationship to the larger community (neighborhood, city) and to the social service delivery system (other social service agencies with whom your agency collaborates, competes, and shares client populations).
- Identify your agency’s primary sources of funding (e.g. government, grants, contracts, donations, fees for service, etc.).
- Is the agency a not-for-profit, for-profit, or public/government agency?

**Note:** Most students will complete this written assignment before beginning the agency experience. Students should schedule meetings with field instructors and/or other agency personnel to gather the information needed to complete the assignment. Although the agency website is an appropriate source of information, this assignment also requires the student to interview at least one agency staff person. **Please list in the written assignment the names and positions of the agency staff persons who were interviewed or consulted for this assignment.**
**Discussion Boards** Discussion boards for this class will focus on field issues, practice roles with diverse populations, identifying access and barriers to resources, evidence based practices in the field, and conflicts with the code of ethics in field. Students will be expected to engage in conversation via blackboard. These topics will be open for debate amongst all students and all students will be expected to reply critically to other student’s posts. Students will be expected to discuss social work implications within their posts. I suggest to all of my students that you post early and post often to receive full credit. Posts are graded according to relevance of conduct and active participation on the board. Points will be assigned as follows:

- 0 = No Discussion
- 1 = Little Discussion and no significance to post
- 2 = Significant post but no discussion among classmates
- 3 = Discussion and significant posts.

**LIVE session participation**

Participation in LIVE online sessions is **mandatory**. Students are required to communicate to professor as early as possible and provide notification and sufficient reason if a session is to be missed. Students who miss a LIVE session are **required** to complete a make-up assignment and must communicate valid reasons for missing sessions with professor in advance of the LIVE session. LIVE sessions will be scheduled for 1.5 hours. Please mark your calendars and make every effort to attend sessions as these are critical to your education and success in field. All LIVE sessions will be recorded.
Seminar Calendar and Schedule of Topics Fall 2015

**Please note that all LIVE Online sessions are on Central Daylight Time.**

Session 1 (8/19/15-9/04/15): Safety and Overview of Foundation Field


- Review of Syllabus
- Seminar structure and expectations
- Roles in Field
- Foundation Field Competencies.
- The Learning Plan/Evaluation form
- MSSW Time Sheet
- IPT Review
- Micro and Macro Social Work (Video Panel)
- Using Supervision & Professional Communication
- Safety In Field

**Activity:** Field Manual Scavenger Hunt. Complete discussion board.

Live Online Session 8/27/15 (Foundation Practicum Overview)
*Full Time Students 6pm CDT/7pm EDT*  
*Extended Study Students 7:30pm CDT/8:30pm EDT*

*Discussion Board # 1 opens: 8/19/15 7am CDT/8am EDT*  
*Discussion Board # 1 closes 9/04/15 7am CDT/8am EDT*

Session 2 (9/07/15-9/11/15): Client Engagement

**Readings:** 1) Ch. 5 Skills of Active Listening-Encouraging Paraphrasing and Summarizing 2) Ch. 6 Observing and Reflecting Feelings 3) Ch. 10 Reflection of Meaning/Interpretation/Reframing

**Activity:** Helpful Responses Questionnaire & Carl Rogers Video

Live Online Session 9/10/15 (Skill Development)
*Full Time Students 6pm CDT/7pm EDT*  
*Extended Study Students 7:30pm CDT/8:30pm EDT*
Session 3 (9/14/15-9/25/15): Interviewing Skills

**Readings:** 1) How to Conduct the First Interview 2) Ch. 1 The Science and Art of Skilled Interviewing 3) Ch. 3 Attending and Observation Skills 4) Ch. 4 Questions 5) Ch. 11 Self-Disclosure and Feedback

**Activity:** Open or Closed Question Quiz

Live Online Session 09/24/15 (Skill Development)
*Full Time Students 6pm CDT/7pm EDT*
*Extended Study Students 7:30pm CDT/8:30pm EDT*

**Assignment One Due on 9/24/15 via blackboard**

Session 4 (9/28/15-10/09/15): Suicide Assessment & Training

**Readings:** 1) QPR Gatekeeper Training for Suicide Prevention: The Model, Rationale and Theory

**Training:** LIVE online session will include QPR training from TN Suicide Prevention Network.

**Must complete attitudes inventory and pre-training portion of the survey located on blackboard prior to LIVE online session.**

Live Online Session 10/01/15 (QPR Training)
*Full Time Students & Extended Study Students 6pm CDT/7pm EDT*

**Please note only one session will be held on this date to accommodate our guest speaker.**

**Upon completion of sessions 1-4 you will have 27hrs of Seminar and be able to start in your agency the week of 10-1-15 Good Luck!**

Session 5 (10/12/15-10/23/15): Assessment

**Readings:** 1) Assessment 2) Assessment in Social Work 3) Documentation

**Activity:** Assessment Writing Activity, View Assessment Presentation and complete discussion board on assessment.

**Discussion Board # 2 opens 10/12/15 7am CDT/8am EDT**
**Discussion Board # 2 closes 10/23/15 7am CDT/8am EDT**

**Draft of Learning Plan due in IPT by 10/22/15**
Session 6 (10/26/15-11/06/15): Working with multidisciplinary teams in the field setting


Live Online Session 11/05/15 (Hospital Social Work)
*Full Time Students & Extended Study Students 5:30pm CDT/6:30pm EDT*
**Please note only one session will be held on this date to accommodate our guest speaker.**

Session 7 (11/09/15-11/20/15): Advocacy-Legacy Film

**Activity:** Watch the film *Legacy* through the link provided on Blackboard. Complete the discussion board questions on the film.

*Discussion Board # 3 opens 11/09/15 7am CDT/8am EDT*
*Discussion Board # 3 closes 11/20/15 7am CDT/8am EDT*


**Readings:** 1.) Ch. 2 Ethics 2.) NASW Code of Ethics 3). Documentation in Social Work 4) Professional Relationship Boundaries 4) Implementing Culturally Competent Research Practices

**Activity:** Watch the video titled, *Cultural Competence in the Helping Profession*. Complete the discussion board on ethics.

*Discussion Board # 4 opens 11/23/15 at 7am CDT/8am EDT*
*Discussion Board # 4 closes 11/27/15 at 7am CDT/8am EDT*

Session 9 (11/30/15-12/08/15): Wrap-up and reflection of fall field experiences

**Please remember to turn in all of your field forms to include (1) a signed copy of your time-sheet, (2) learning plan/evidence of plan completion, and (3) end of semester evaluation. All field forms must have both the student’s electronic signature and the electronic signature of the field instructor. Have a great winter break!**

*Field Paperwork Due on 12/08/15 via IPT*

*Discussion Board # 5 opens 11/30/15 at 7am CDT/8am EDT*
*Discussion Board # 5 closes 12/08/15 at 7am CDT/8am EDT*