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Office Hours: Tuesdays 10:00 am – Noon and by Appointment

Seminar Instructor: Jamie Travis  
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Seminar Instructor: Mike Sterling  
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Office Hours: By appointment

Prerequisite(s): 480.  
Social work majors only

**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 BSSW Handbook (http://www.csw.utk.edu/docs/BSSWHandbook.pdf). 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)*

**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 Services**
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.

Inclement Weather
Class will be cancelled only if the University is closed due to inclement weather. Campus and local radio and TV stations will be notified, so that appropriate announcement may be made. If class is cancelled, any assignments due that day will be due the next time class meets.

Course Description
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. This course consists of a supervised field practicum in a social work setting along with a required two hour concurrent field seminar course. The focus is on the application of social work knowledge, values, ethics, and skills to the practice setting.

The field seminar facilitates integration of classroom learning with the knowledge gained in field practice settings. 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 and written communication skills. The seminar encourages students to discuss their different agency settings, wide variety of client populations, and numerous field practice roles and field activities.

SOWK481 is the last of a sequence of three field required practicum courses in the BSSW curriculum. A minimum of sixteen-hours-per-week supervised field hours is required for integration of theory and practice and critical examination of oneself as professional helping person. A total of 240 field hours must be completed.

Prerequisite: Successful Completion of SOWK 380 & SOWK 480.

Course Competencies
The Council on Social Work Education sets educational standards for all accredited social work programs. The Educational and Policy Accreditation Standards (EPAS) established 10 Core Competencies and 41 Practice Behaviors that social work students are expected to meet upon graduation from an accredited BSSW program.

Competencies are measurable practice behaviors that are comprised of knowledge, values, and skills (CSWE EPAS, 2008:3). Field education is considered the primary means of socializing students to the profession of social work. These competencies are listed on the Field Learning Plan.

1. Identify as a professional social worker and conduct oneself accordingly.
2. Apply social work ethical principles to guide professional practice.
3. Apply critical thinking to inform and communicate professional judgments
4. Engage diversity and difference in practice.
5. Advance human rights and social and economic justice
7. Apply knowledge of human behavior in the social environment (HBSE)
8. Engage in Policy Practice
9. Respond to contexts that shape practice.
Demonstrate the following practice skills:
10. Engagement, Assessment, Intervention, and Evaluation with Individuals, Families, Groups, Organizations, and Communities.

**Required Text and Readings**
(Please note: This is the same text utilized in SOWK 380 and SOWK 480)


BSSW Field Manual. The University of Tennessee, College of Social Work, 2013-2014. This manual is available on-line: [http://www.csw.utk.edu/students/field/bsw/bsswfld.pdf](http://www.csw.utk.edu/students/field/bsw/bsswfld.pdf)

**Optional Text**
(Please note: This book we only utilize one chapter and it will be posted on blackboard)

**Classroom Etiquette**
*Electronic devices in the classroom* – computers may be used to support learning activities in the classroom. These activities include taking notes and accessing course readings under discussion. However, texting, sending emails, web surfing, instant messaging or social networking or any non-academic use of laptop, Ipad, or telephone is unprofessional and is prohibited. Cell phones should be silenced and kept out of sight at all times. If there is an emergency situation in your life and you need to keep your phone on vibrate, please inform instructor before class. If a student does not meet these expectations, he or she will lose participation points and be asked to leave class.

*Electronic devices in the Field Agency* – Emailing, texting, social networking, cell phone use and any other use of electronic devices, including computers, for non-field related reasons is unprofessional and is prohibited. Inappropriate use of electronic devices at the field agency can result in dismissal from the internship. Please inquire about policy on the use of computer and internet in the agency setting.

**Confidentiality - Shared Client Information**: In seminar, client’s case studies/situations may be discussed. In these discussions, it is expected at all times that information about clients should be disguised if clients could be identified. The identity of clients must be disguised in all written assignments. Students must maintain confidentiality and abide by the Social Work Code of Ethics. No information discussed in class or on-line is to be shared verbally or nonverbally outside of this class.

**Attendance Policy**
Learning responsible behavior is an important aspect of becoming a social worker. Professional socialization is integral to this course and requires attendance to occur. Therefore, faithful class attendance is mandatory. This policy is especially important due to the limited number of meeting times for seminar. Students are expected to attend every seminar class and every field day. If either is
missed, the student needs to contact the field liaison and/or field instructor immediately to discuss plans to make up hours or missed work in seminar. Only a documented illness or emergency will be an excused absence. If you miss seminar for any other reason it is an unexcused absence.

Students are expected to be present when class convenes. Two tardy arrivals (arriving 10 minutes after class starts) will count as one absence.

Students are expected to stay for the entire class time. Do not ask to leave early. For each class a student leaves early 1 point will be automatically deducted from their participation points.

Assignments
These assignments are designed to help 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.

The majority of assignments are submitted on blackboard. Instructions for submitting on Blackboard - Select Assignments from the left side menu option. Once in assignments click on the dark bold words of the assignment you are completing. This will open up allowing you to upload a document to the site. Be sure to click Submit when you are done. By clicking on the attached file under the assignment you will open up the instructions.

Assignment Due Date Policy
All seminar assignments are due by midnight on the date listed on seminar course calendar, unless a hardcopy is required; in this case the deadline is 5:00 pm. After the assignment due date, your assignment/s will only be accepted up to ONE WEEK after the due date. However, points will be deducted for late assignments at the rate of one point each day the assignment is late.

Participation
Participation is 10% of the field seminar grade. Two points will be automatically deducted for each unexcused absence from Seminar and for each post on the discussion board that is missed.

- **Field Seminar (Face-to-face)** - students are expected to be attentive and actively participate and complete in-class activities and blackboard postings. Students are expected to provide relevant feedback to peers. Differences in values, opinions, and ideas with other students will be respected while at the same time striving to attain ideals of social justice.

- **Blackboard discussion board (Online)** Students are expected to actively interact on-line to supplement the face-to-face seminars. Students will participate in on-line discussions bi-weekly. There will be topics identified for the on-line discussions. Topics are listed on Course Calendar at the end of the syllabus. However, if there is an issue from field that you would like feedback on, please use this forum in requesting feedback. Students are expected to demonstrate professional standards such as:
  - communicates effectively and sensitively with others
  - commitment to the essential value of respect for the dignity and worth of every individual
  - shows awareness of self and how one is perceived by others
  - integrity
  - ability to integrate knowledge of social work issues
  - appreciation of the value of diversity
Participation is worth up to 10 points.

Assignment 1. Process Recording. Students will complete a process recording on a client interaction. The process recording is an opportunity for students to critically review and evaluate their performance. Reflection and identification of appropriate or inappropriate skills and interventions as well as thoughts and feelings should be documented on the process recording. Process Recording Form is posted on Blackboard.

This assignment is worth up to 10 points.

Assignment 2. Self-Analysis Paper - In order to maintain motivation, compassion, healthy emotional and intellectual well-being it is critical to be self-aware. Every individual has strengths and limitations, as well as activities we need to engage in to replenish and protect ourselves. Refer to the material in the reading from Ward & Mama, Chapter 9 Keeping Alive in Agency Settings, and use this as a guide to assess your readiness/preparedness for social work practice. Personal development is highly critical in order for students to become a more effective social worker and avoid burnout and compassion fatigue.

Self-Analysis Paper should include the following:

- Identify five strengths and limitations in relation to Generalist Practice. Please be specific in discussing these aspects of yourself.
- What goals do you have for self-improvement?
- What unfinished issues can you identify for yourself at this point of your training?
- How do you maintain a balance between your emotions and focused work with clients?
- What did you learn new about yourself during field?
- How will you know if you are exhibiting poor or inappropriate boundaries? Provide examples.
- How do you define your character?
- What is your prevention and intervention plan for compassion fatigue and burnout?
- Share an experience related to diversity that has shaped your understanding of your own identity.
- Are you more of a deontological thinker or a teleological thinker? How does this impact your ethical decision making?

Length of Self-Analysis Paper should a minimum of 6 pages, APA format, and include above as Headings in paper.

Self-Analysis Assignment is worth 15 points.

Assignment 3. Student Evaluation of Field Experience - It is important to periodically assess and adapt activities to ensure they are as effective as they can be. Your feedback is valuable. Please spend time providing feedback on your field experience. What worked? What didn’t work? Do you have different assignment ideas? Etc.

Form is located under course materials on blackboard and is available on the CSW website. Submit evaluation in HARDCOPY to Field Coordinator, who will enter points for final grade.

Completed Student Evaluation is worth 5 points.

FIELD PRACTICUM ATTENDANCE AND PARTICIPATION
Students are assigned to a specific field setting/agency and are 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 of the student’s performance.
Students will engage in active field practice for a minimum of **16 hours** a week unless otherwise arranged and agreed upon by Field instructor, Field Liaison, and Field Coordinator.

**Students must complete 240 clock hours**

**Supervision Agendas** - A critical aspect of professional development is weekly supervision with the field instructor at the agency. Students are encouraged to complete a weekly agenda for supervision. This form is intended to serve as a guide in identifying topics of discussion for weekly field instructor and field student interaction. Forms are posted on blackboard.

**Field Hours**

By end of January students should have completed 56 hours in field.
By end of February students should have completed 120 hours in field.
By end of March students should have completed 168 hours in field.
By end of April students will have 240 hours completed.

Failure to complete field hours in a consistent and timely manner as outlined above is likely to result in a lowered field grade. Students should consult with their field liaison or field coordinator immediately if they fall behind in completed hours at any point in the semester.

**Timesheet** - Students are required to maintain a timesheet for field hours. Time sheets will be reviewed by field instructor, field liaison and field coordinator. Please do not use the time sheet as a planner. Field hours may only be documented on date of completion and only after the hours are completed. No grade will be assigned without a completed timesheet.

**Learning Plan Documentation for Evaluations** – Senior social work students approach the field practicum with different levels of academic achievement, different past experiences, different interests and future goals. The learning plan should be considered an overall “roadmap” for the students learning experiences. It can be and should be modified throughout the semester.

**Mid-Term and Final Evaluation**

Each 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, with the field instructor. Student’s performance is evaluated in the areas of competencies and practice behaviors on the students learning plan. Students can provide feedback on each competency rating on evaluation. The mid-term and final evaluation consists of practice areas from each competency rated on a Likert scale of Excelling to Not Meeting.

- **E** 4 points = Student excelled in this area
- **M** 3 points = Student is meeting expectations in this area
- **D** 2 points = Student demonstrates motivation and developing skill in this area
- **B** 1 point = Student is beginning to demonstrate skill development in this area
- **NM** 0 points = Student is not meeting expectations - concern for development in this area
- **IE** = Insufficient evidence to evaluate student’s performance in this area

The mid-term evaluation is used as a benchmark for the student and field instructor to identify areas of growth and to expand skills toward final evaluation.
Students have the opportunity to provide comments at the mid-term and final field evaluation and are strongly encouraged to do so. Students have the right to appeal any competency rating by completing the “student feedback” under the identified competency by sharing in writing why they disagree with the rating and what rating they feel they earned. Next, the student will need to request for their field instructor to re-evaluate the identified competency with the student’s feedback. The field liaison and field coordinator need to be notified of the request.

All field forms are located in IPT and on the college website at: http://www.csw.utk.edu/students/field/bssw/forms/index.html

**Grading**
The final grade for SW 481 will be assigned by the Field Coordinator. 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:

<table>
<thead>
<tr>
<th>Grade</th>
<th>Percentage</th>
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<tbody>
<tr>
<td>A</td>
<td>(4.0) 100–96</td>
</tr>
<tr>
<td>A-</td>
<td>(3.7) 95-90</td>
</tr>
<tr>
<td>B+</td>
<td>(3.3) 89–86</td>
</tr>
<tr>
<td>B</td>
<td>(3.0) 85–81</td>
</tr>
<tr>
<td>B-</td>
<td>(2.7) 80–78</td>
</tr>
<tr>
<td>C+</td>
<td>(2.3) 77–74</td>
</tr>
<tr>
<td>C</td>
<td>(2.0) 73–70</td>
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</table>
| C-    | (1.7) 69-65 * (below a 70 is not passing for SW majors)

<table>
<thead>
<tr>
<th>Grade</th>
<th>Percentage</th>
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<tbody>
<tr>
<td>D</td>
<td>(1.0) 64-60</td>
</tr>
<tr>
<td>F</td>
<td>(0.0) 59 and below</td>
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**Breakdown of Seminar Points**
- Participation = 10 points
- Process Recording = 10 points
- Self-Analysis Paper = 15 points
- Student Evaluation of Field Experience = 5 points
  Total = 40 points

**Course Calendar**

<table>
<thead>
<tr>
<th>Date</th>
<th>Event</th>
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<tbody>
<tr>
<td>January 7</td>
<td><strong>Senior field in Agency resumes</strong> - Review Chapter 5 <em>Using Supervision</em> and the BSSW Field Manual, and 481 Syllabus</td>
</tr>
<tr>
<td>January 8</td>
<td><strong>Field seminar resumes</strong> – Seminar- A face to face. B Online – Post Topic is Mental Illness.</td>
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<tr>
<td>January 15</td>
<td><strong>Seminar- B face to face</strong> - A Online – Post Topic is Mental Illness.</td>
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<tr>
<td>January 19</td>
<td><strong>Martin Luther King Day</strong> – No Field – can count field hours only if this is a regular scheduled field day.</td>
</tr>
<tr>
<td>January 22</td>
<td><strong>Mandatory Attendance</strong> – All Students attend the Presentation on Human Trafficking by FBI Social Worker at Howard Baker Center Auditorium 3:30-5:30</td>
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<tr>
<td>January 29</td>
<td><strong>Seminar A face to face</strong> - . B Online – Post Topic is Poverty. Read Chapter 10 Garthwait. Specific focus: Social Problem Context of Practice. Learning Plans Due (Assignments Column) January 30th</td>
</tr>
<tr>
<td>February 5</td>
<td><strong>Seminar B face to face</strong> - A Online - Post Topic is Poverty. Read Chapter 10 Garthwait. Specific focus: Social Problem Context of Practice</td>
</tr>
<tr>
<td>February 12</td>
<td><strong>Seminar A face to face</strong> - B Online - Post Topic – Challenging Situation Read Chapter 9 Ward/Mama <em>Keeping Alive in Agency Setting</em> (on blackboard)</td>
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<tr>
<td>Date</td>
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<tr>
<td>February 19</td>
<td>Seminar B face to face - A Online Post Topic - Challenging Situations</td>
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<tr>
<td>February 26</td>
<td>All Students Attend Training -Stewards of Children (Increase your awareness to Prevent Child Sexual Abuse). By Allison Wentz.</td>
</tr>
<tr>
<td>March 5</td>
<td>Seminar A face to face – B Online Post Topic - Personal and Professional values and ethics. What do you do when they collide?</td>
</tr>
<tr>
<td>March 12</td>
<td>Seminar B face to face – A Online Post Topic – Personal and Professional values and ethics. What do you do when they collide?</td>
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<tr>
<td>March 19</td>
<td>No seminar</td>
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<tr>
<td>March 26</td>
<td>Seminar A face to face - B Online Topic - Lessons Learned.</td>
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<td></td>
<td>Self-Analysis Paper Due March 27th</td>
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<tr>
<td>April 2</td>
<td>Seminar B face to face – A Online Lessons Learned</td>
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<tr>
<td>April 3</td>
<td>Spring Recess – can count field hours only if this is a regular scheduled field day.</td>
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<tr>
<td>April 9</td>
<td>Seminar A face to face – B Online Topic of your choice. Read Chapter 13 <em>Professional Social Work</em> &amp; Chapter 16 <em>SW Practice as Planned Change</em>.</td>
</tr>
<tr>
<td>April 16</td>
<td>No seminar – EUReCA – The Exhibition of Undergraduate Research and Creative Achievement -Senior Research Fair at UC 4/13&amp; 4/14. 1st &amp; 2nd Floor of Hodges Library All students attend and complete one discussion board response to fair.</td>
</tr>
<tr>
<td>April 23</td>
<td>Last Seminar B face to face –A Online Topic of your choice. Read Chapter 13 <em>Professional Social Work</em> &amp; Chapter 16 <em>SW Practice as Planned Change</em>.</td>
</tr>
<tr>
<td>April 24</td>
<td>Last Day of Senior Field in Agency Final Field Evaluation Due April 24th – Completed by Field Instructor.</td>
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