THE UNIVERSITY OF TENNESSEE COLLEGE OF SOCIAL WORK
BSSW PROGRAM

SOWK 380 - Field Practice
3 Credit Hours
Spring Semester, 2016

Instructor: Kim Denton
Phone: 865-974-6677
E-Mail: kddenton@utk.edu
Office: 309 Henson Hall
Office Hours: Tuesdays and Thursdays 10:00 am – Noon and by Appointment

Seminar Instructor: Tracy Watkins
Section: 001 CRN 23938
Phone: (865) 974-3352
E-Mail: twatkin9@utk.edu
Office Hours: By Appointment
Section 001 CRN 23938

Seminar Instructor: Jamie Travis
Section: 002 CRN 23939
Phone: (865) 974-3352
E-Mail: jkelley8@utk.edu
Office Hours: By appointment
Section 002 CRN 23939

Prerequisite: SOWK 312/Practice I
Social Work majors only

CODE OF CONDUCT
All students are expected to follow all policies and procedures outlined in the BSSW Student Handbook, BSSW Field Manual, and the NASW Code of Ethics. Students also must follow the policies and rules required by their field placement agency. It is the student’s responsibility to have read these documents and demonstrate professional conduct at all times at their field placement and in the classroom. Professional misconduct or ethical and policy violations will have negative consequences, including a lowered course grade and/or dismissal from the BSSW program. Students are also expected to sign and adhere to the Social Work Professional Code of Conduct (http://www.csw.utk.edu/).

CSW STANDARDS OF PROFESSIONAL CONDUCT
There are certain cognitive, emotional and character requirements that students must possess that provide the College of Social Work (CSW) with reasonable assurance that students can complete the entire course of study and participate fully in all aspects of social work education and the professional practice of social work. Students in the CSW are expected to possess the following abilities and attributes at a level appropriate to their year in the program. They are expected to meet these standards in the classroom as well as in their practicum.

- **Professional Behavior.** The social work student behaves professionally by knowing and practicing within the scope of social work, adhering to the National Association of Social Workers Code of Ethics and the Tennessee Board of Social Worker Standards of Conduct (1365-01-.10) as found in the Tennessee Board of Social Work Certification and Licensure General Rules and Regulations, http://www.state.tn.us/sos/rules/1365/1365-01.20100729.pdf

- **Interpersonal Skills.** The social work student communicates and interacts with other students, faculty, staff, clients and professionals in a professional manner, and demonstrates respect for and consideration of other students, faculty, staff, clients and professionals in spoken, written and electronic form. The social work student expresses her/his ideas and feelings clearly and...
demonstrates a willingness and ability to listen to others.

- **Self-awareness.** The social work student is willing to examine and change his/her behavior when it interferes with her/his working with clients and other professionals, and is able to work effectively with others in subordinate positions as well as with those in authority.

- **Professional Commitment.** The social work student has a strong commitment to the essential values of social work (the dignity and worth of every individual and her/his right to a just share of the society’s resources). The social work student is knowledgeable about and adheres to the National Association of Social Workers Code of Ethics and the Rules of the Tennessee Board of Social Worker Certification.

- **Self-care.** The social work student recognizes the signs of stress, develops appropriate means of self-care, and seeks supportive resources if necessary.

- **Valuing Diversity.** The social work student appreciates the value of human diversity. Social work students do not impose their own personal, religious, sexual, and/or cultural values on other students, faculty, staff, clients or professionals. Social work students are willing to serve in an appropriate manner all persons in need of assistance, regardless of the person’s age, class, race, religious affiliation (or lack of), gender, disability, sexual orientation and/or value system

Except for alleged academic dishonesty, which shall be addressed through the procedures set forth in *Hilltopics*, code of conduct violations will be addressed through the CSW Professional Standards Committee.

**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)*

**ACADEMIC STANDARDS of CONDUCT**
All social work majors are expected to abide by the University Honor Statement. In social work classes, violations of the honor statement include cheating, plagiarism, collaborating on a graded assignment without the instructor’s approval, submitting the same assignment for credit in more than one course, forging the signature of another or allowing forgery by another on a class attendance sheet, or other infractions listed in “*Hilltopics*”. These violations are serious offenses, subject to disciplinary action that may include failure in a course and/or dismissal from the University. The instructor has full authority to suspend a student from his/her class, to assign an “F” for an assignment or examination or to assign an “F” in the course. See “*Hilltopics*” for more detailed information.

**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/.

**DISABILITIES 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 100 Dunford Hall at (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. National Association of Social Workers (NASW) and the U.S. Council on Social Work Education (CSWE 2015 Educational Policy Statement), “the dimensions of diversity are understood as the intersectionality of multiple factors including” age, class, color, culture, mental or physical disability and ability, ethnicity, gender, gender expression, gender identity, immigration status, marital status, national origin, political ideology, race, regionality, religion and spirituality, sex, sexual orientation, and tribal sovereign status. 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” (CSWE 2015 Educational Policy Statement). 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 the next time class meets.

**COURSE DESCRIPTION**
SOWK380 is a three-credit field course including supervised practice experience in a social work setting along with a required field seminar. This is the first of a sequence of three required field practicum courses in the BSSW curriculum. The focus is on the application of social work knowledge, values, ethics, and skills to the practice setting.

A minimum of ten-to-twelve-hours-per-week supervised agency field hours is required. A total of **120 field hours** must be completed.

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 generalist roles and field activities.

**COURSE COMPETENCIES**
The practice behaviors associated with each competency are listed on the learning plan. Students are required to complete competencies and practice behaviors that are specified for SOWK 380.

1. Demonstrate Ethical and Professional Behavior
2. Engage Diversity and Difference in Practice
6. Engage with Individuals, Families, Groups, Organizations, and Communities
REQUIRED TEXT and READINGS
(Please note: This book will be used for senior field as well)


OPTIONAL TEXT
Ward & Mama (2006). Breaking Out of the Box: Adventure based field instruction. Lyceum Books Inc. (Please note: This book we only utilize two chapters and they will be posted on blackboard).

EXPECTATIONS OF STUDENTS

1. Attend all Seminars on time. Two tardy arrivals (arriving 10 minutes after class starts) will count as one absence. If you are unable to attend class due to an illness or emergency, please call or email the field liaison before class. Please note: In an excused absence students are required to make-up missed content. Therefore, an out-of-class assignment will be assigned.

2. Students are to stay for the entire length of field seminar.

3. Maintain confidentiality regarding all issues raised by peers, including personal and professional disclosures.

4. Complete all assignments on time. Any assignment not turned in on the designated due date will lose points. 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.

5. Come to seminar prepared to discuss placement and practice issues. Provide relevant feedback to peers.

6. Offer and accept feedback in a thoughtful and helpful manner.

7. Maintain respectful communication about differences in values, opinions, and ideas on topics/issues. Students have different views about topics and issues and should express their views in a manner consistent with the NASW Code of Ethics.

8. Put away cell phone and all electronic devices unrelated to field seminar.

9. Adhere to all polices in the BSSW Field Manual.

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 liaison/seminar leader
2. Field instructor
3. Task instructor
4. Student
D. Review Field Manual – Online – 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 ASSIGNMENTS

1. Class Participation and Attendance. (10%)
   - Field Seminar (Face-to-face) - students are expected to be attentive and actively participate and complete in-class and out-of-class activities.
   - Blackboard discussion board (Online) - Students are expected to actively interact to supplement the face-to-face seminars. Students will post once during the week and provide feedback to at least two peer's posts. Posts can be issues related to the student as the generalist social worker, controversial/ethical issues encountered in field, issues related to the organization or policies that impact social work practice, or any question or topic you would like feedback on. Your feedback to peers needs to demonstrate critical thinking.
   Deadline for posts is midnight on Wednesdays and Deadline for providing feedback is midnight on Thursdays.
   This participation assignment addresses competencies 1, 2, 6

2. Field Orientation Checklist. (5%)

   Students will complete a Field Orientation Checklist with their field instructor during the first couple weeks in field. This assignment will assist with orientation to the agency, policies and procedures at agency, community, and professional role. Form is attached under course
This participation assignment addresses competencies 1, 2

3. **Agency Paper (10%)**

Student will submit a paper describing the overall organization of the field agency, its structure and processes, its service provider role within the community. Paper should be typed in APA format. Three to five pages in length required. This paper will include:

- A description of the agency that includes the mission and services rendered.
- What are the major social problems your agency addresses?
- What are the services your agency provides?
- Describe the primary sources of funding for your agency.
- Do clients pay for services?
- What are some important symbols and rituals at your agency?
- Describe your role in the agency?
- 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 characteristics of the individual/groups who will have contact with you (socioeconomic factors, race, gender, culture, age, physical or mental disability, personal challenges such as being a survivor of abuse, etc.).
- Describe fears you may have about working with this population. Include fears you may have about challenges and possible mistakes.
- Identify how your field instructor, the agency, and your field liaison can assist you to address your fears and acquire the skills you need.

This assignment addresses competencies 1, 2

4. **Student Self-Assessment (5%)**

Read Chapter 17 in Garthwait textbook. *Evaluating Your Practice*. Students will evaluate/rate themselves at final evaluation. This assignment must be discussed with field instructor, as it requires their signature indicating the student’s self-assessment was discussed. Student Self-Assessment form is located on blackboard. Submit a hard copy to the Seminar Leader/Field Liaison.

This assignment addresses competencies: 1, 2

5. **Student Self-Reflection for Junior Field (10%)**

Please address each of the following questions. Suggested length is ½ to 1 page per question. Since this is a self-evaluation for a professional experience, be mindful of spelling, punctuation and sentence structure as you type and double-space the document.

1. Reflect briefly on your reasons for selecting social work as a profession. How has this semester and your field experience affirmed and/or prompted you to question your “goodness of fit” for the profession?
2. Highlight your areas of significant growth and awareness, both professionally and personally. Provide examples. Include some of the things that clients have taught you and what it means to be a part of a social service delivery system.

3. What areas of personal and professional development do you want to target for senior field? Give specific examples of how you want to grow.

4. a. As an adult learner in this field internship, what would you like to continue in the learning experience and what would you like to change next semester?

b. In what specific ways could your Field Instructor and/or Field Liaison support your developing professional use of self for next semester?

Instructions for submitting on Blackboard. The majority of assignments are submitted 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.

FIELD WORK REQUIREMENTS

1. Learning Plan – will be completed by the field instructor and student. A hardcopy of the learning plan and evaluation will be used for spring 2016 Junior field/SW380. Assignments will be identified during the first couple of weeks of field. Students will document evidence of knowledge, skills, and values learned and utilized throughout the semester under the column Evidence of Plan Completion.

2. Time Sheet – Students are required to maintain a timesheet of all field hours in IPT/Alcea. Field hours can only be documented after hours are completed. No grade will be assigned without a completed timesheet. Field Instructors will document supervision on the timesheet. Students are to inform the Field Instructor immediately if they will be tardy or unable to attend field due to an illness or emergency. Students are to make-up the time missed. To earn a grade in Junior Field SW380 all field hours (120 hrs.) must be completed by the last day of the semester; noted on course calendar at the end of the syllabus.

3. Evaluation of Student Competencies – Field instructors will complete a Mid-term and Final Evaluation. The mid-term evaluation is used as a benchmark for the student and field instructor to identify areas of focus toward final evaluation. Students have the right to appeal any rating assigned by the field instructor. Please refer to policy in the BSSW Field Manual.

4. Student’s Evaluation of Field Experience – Student’s feedback is valuable. Form is posted on IPT/Alcea.

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

FIELD HOURS
By end of February students should have completed 45 hours in field.
By end of March students should have completed 95 hours in field.
By end of April students must have completed 120 hours in field.
Failure to complete field hours in a consistent and timely manner as outlined above will result in a lowered field grade. Students should consult with their field liaison or field coordinator immediately if they fall behind in field hours at any point in the semester.

**GRADING**
The grade for SW 380 will be assigned by the Field Coordinator. Sixty percent (60%) of the grade will be based on ratings students receive on the final field evaluation by the field instructor. Seminar assignments are worth forty percent (40%) of the final grade. The field coordinator will explain the mathematical equation to students in field orientation. The following scale will be used for determination of the final grade:

- **A** (4.0) 100–96
- **A-** (3.7) 95–90
- **B+** (3.3) 89–86
- **B** (3.0) 85–81
- **B-** (2.7) 80–78
- **C+** (2.3) 77–74
- **C** (2.0) 73–70
- **C-** (1.7) 69–65 * (below a 70 is not passing for SW majors)
- **D** (1.0) 64–60
- **F** (0.0) 59 and below

*Below a 70 is not passing for SW majors*

**Breakdown of Seminar points:**
- Participation: 10 points
- Orientation Checklist: 5 points
- Agency Paper: 10 points
- Self-Assessment: 5 points
- Self-Reflection: 10 points

**Total:** 40 points

**SEMINAR CALENDAR**

<table>
<thead>
<tr>
<th>Date</th>
<th>Event</th>
</tr>
</thead>
<tbody>
<tr>
<td>January 19</td>
<td>First seminar meeting - <strong>Field Orientation 3:30-5:30</strong> Read Chapters 1-4 &amp; 6 in Garthwait</td>
</tr>
<tr>
<td></td>
<td>All students attend. Meet in Panhellenic, room 204.</td>
</tr>
<tr>
<td>January 26</td>
<td><strong>Field Orientation Continues</strong> Complete Student Detail Page in IPT by 1/25</td>
</tr>
<tr>
<td></td>
<td>All students attend. Meet in Panhellenic, room 204.</td>
</tr>
<tr>
<td>January 27</td>
<td>Field/Practicum Begins in the agency</td>
</tr>
<tr>
<td>February 2</td>
<td>Seminar - Group A face to face/Group B online Read Chapter 11 <strong>Finding Your Place in the Agency in Ward/Mama</strong> (on Blackboard)</td>
</tr>
<tr>
<td>February 9</td>
<td>Seminar - Group B face to face/Group A online</td>
</tr>
<tr>
<td>February 16</td>
<td>Seminar - Group A face to face/Group B online Read Chapter 8 <strong>The Agency Context of Practice in Garthwait</strong></td>
</tr>
<tr>
<td></td>
<td>Learning plans are due (1st column – assignments) 2/19th</td>
</tr>
<tr>
<td>February 23</td>
<td>Seminar - Group B face to face/Group A online, Read Chapter 17 Evaluating Your Practice in Garthwait 2/12 Orientation Checklist Due 26th</td>
</tr>
<tr>
<td>March 1</td>
<td><strong>ALL Students Attend.</strong>  (Group A &amp; B) Mandatory Training.</td>
</tr>
<tr>
<td></td>
<td>Suicide Prevention Training by Amy Dolinky, TSPN</td>
</tr>
<tr>
<td></td>
<td>Meet in Panhellenic, room 204.</td>
</tr>
<tr>
<td>March 8</td>
<td>Seminar - Group A face to face/Group B online, Read Chapter 5 Using <strong>Supervision in Garthwait</strong> and Chapter 10 Teamwork: Your Supervisor and You in Ward &amp; Mama (on Blackboard)</td>
</tr>
<tr>
<td></td>
<td><strong>Mid-Term Evaluations are due March 11th</strong>  (Hardcopy)</td>
</tr>
<tr>
<td>Date</td>
<td>Event</td>
</tr>
<tr>
<td>------------</td>
<td>----------------------------------------------------------------------</td>
</tr>
<tr>
<td>March 15</td>
<td><strong>Spring Break</strong> March 14th – 20th no classes ENJOY!</td>
</tr>
<tr>
<td>March 22</td>
<td>Seminar - Group B face to face/Group A online <strong>Agency Paper Due March 25th</strong></td>
</tr>
<tr>
<td>March 29</td>
<td>Seminar - Group A face to face / Group B online <strong>Read</strong> Chapter 12 <strong>Diversity in Garthwait</strong></td>
</tr>
<tr>
<td>April 5</td>
<td>Seminar - Group B face to face/ Group A online <strong>Student Self-Reflection for Junior Field Due April 8th</strong></td>
</tr>
<tr>
<td>April 12</td>
<td>Seminar - Group A face to face / Group B online</td>
</tr>
<tr>
<td>April 19</td>
<td>Seminar - Group B face to face/Group A online <strong>Self-Assessment Assignment Due April 22nd</strong></td>
</tr>
<tr>
<td>April 26</td>
<td>Last Seminar – All Students Attend. Group A &amp; B <strong>Student Evaluation of Field Due April 29th Form is on IPT/Alcea</strong></td>
</tr>
<tr>
<td>April 29</td>
<td>Last day of Field in the Agency <strong>Final Evaluations Due Completed by Field Instructor HARDCOPY to Field Coordinator by 5:00 pm.</strong></td>
</tr>
</tbody>
</table>

- *This Calendar/schedule is subject to revision*