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Office Hours: Mondays 10am to Noon and by appointment

Prerequisite: 542

**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)*

**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 100 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. National Association of Social Workers (NASW) and the U.S. Council on Social Work Education (CSWE 2015 Educational Policy Statement), "the
dimensions of diversity 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.

**Course Description**
This is a required foundation course. Instruction and supervision in generalist social work practice. This course includes a seminar and agency-based internship. The focus is on the application of social work knowledge, values, ethics, and skills to the practice setting. This course is a continuation of SW 542 Foundation Field which begins in the Fall Semester. Students continue in the same agency placement for SW 544. Students continue to integrate and apply foundation content and demonstrate mastery of foundation competencies.

The foundation field practicums draw upon the content of all academic courses as the student uses the field agency experience to identify, apply, practice, and integrate generalist and advanced social work knowledge and skills. Through provision of client services students refine direct practice skills and apply the steps of evidence-based practice. 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 deepening 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, deepen awareness of and sensitivity to diversity, and use an 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.

**Course Competencies**
By the completion of this course, the students are expected to be able to demonstrate (through course activities, assignments):

**Competency 1 – Assessment** - Complete client assessments using conceptual frameworks for social work practice and engaging clients as expert informants on their own lives. [EPAS 2.1.4, 2.1.7, 2.1.10(b)]

**Practice Behavior 1:** Demonstrate the capacity to engage clients as expert informants on their own experiences, worldview, cultural strengths and resources, and natural support systems.
**Practice Behavior 2**: Complete a client assessment using conceptual frameworks and knowledge of the effects of discrimination and oppression on diverse populations.

**Competency 2 – Communication Skills** - Demonstrate effective use of communication and interviewing skills across client populations that reflect awareness of and respect for cultural differences. [EPAS 2.1.3, 2.1.4, 2.1.10 (a)]

**Practice Behavior 1**: Use active and empathic listening skills to elicit client information, thoughts, and feelings.

**Practice Behavior 2**: Utilize a variety of interviewing skills in a culturally affirming manner to develop mutually agreed upon intervention goals and objectives.

**Competency 3 – Helping Relationships** - Demonstrate skills in engaging, maintaining, and appropriately terminating helping relationships with diverse clients/client systems. [EPAS 2.1.4, 2.1.6, 2.1.10(a) (c)]

**Practice Behavior 1**: Articulate and use evidence based strategies for client engagement.

**Practice Behavior 2**: Build professional helping relationships characterized by genuineness and empathy with diverse clients/client systems.

**Practice Behavior 3**: Be aware of the different ways that diverse clients may view the helping relationship and of strategies to engage them in a culturally sensitive manner.

**Practice Behavior 4**: Terminate helping relationships in a professional, culturally affirming manner.

**Competency 4 – Ethical Reasoning** - Identify ethical issues in practice with client systems and demonstrate effective use of strategies for resolution. [EPAS 2.1.2]

**Practice Behavior 1**: Identify ethical problems and dilemmas that occur within the field agency context and identify relevant sections of the NASW and IFSW Code of Ethics, statutory or regulatory requirements, and agency policies and procedures.

**Practice Behavior 2**: Recognize the complexity of ethical decisions and exhibit capacity to tolerate ambiguity.

**Practice Behavior 3**: Articulate and implement at least one specific strategy for resolution of ethical dilemmas.

**Competency 5 – Professional Conduct** - Demonstrate appropriate and ethical professional conduct and boundaries in accordance with the NASW and IFSW Codes of Ethics, applicable laws, professional standards, and organizational policies and procedures and function appropriately within the structure of the agency and service delivery system.
Practice Behavior 1: Develop and maintain professional relationships with clients and colleagues characterized by consistently appropriate boundaries.

Practice Behavior 2: Exhibit consistently professional behavior in accordance with NASW and IFSW Codes of Ethics, laws and standards, and agency policies and procedures.

Practice Behavior 3: Fulfill appropriate roles and functions within the structure of the agency.

Practice Behavior 4: Function appropriately and professionally when communicating with other agencies within the service delivery system.

Competency 6 – Policy - Identify and evaluate local, state, federal, and international policies and contexts that impact agency clients. [EPAS 2.1.3, 2.1.8, 2.1.10(a)(b)(c)]

Practice Behavior 1: Analyze the rapidly changing public policies, funding source requirements and societal trends that impact the manner in which the agency provides services to clients.

Practice Behavior 2: Analyze the impact of two policies at different system levels (organization, local, state, federal) that have an impact on client social and economic well-being.

Practice Behavior 3: Collaborate with colleagues and clients to formulate or advocate for changes in a policy that affects client wellbeing.

Competency 7 – Evidence-Based Practice - Critically analyze, select, monitor, and evaluate interventions with clients. [EPAS 2.1.3, 2.1.6, 2.1.7, 2.1.10(b)(c)(d)]

Practice Behavior 1: Use the steps of evidence based practice to identify research-based knowledge regarding specific prevention and intervention strategies.

Practice Behavior 2: Identify which interventions are culturally affirming, consistent with the principles of evidence-based practice, and mutually agreeable to client and worker.

Practice Behavior 3: Implement and monitor the effectiveness of selected interventions and/or prevention strategies.

Practice Behavior 4: Learn about and participate in agency methods of practice evaluation.

Competency 8 – Advocacy - Identify gaps in and barriers to culturally relevant services, instances of discrimination and oppression, and engage in advocacy to advance human rights, social and economic justice, and access to services. [EPAS 2.1.4, 2.1.5, 2.1.6, 2.1.8, 2.1.9]
**Practice Behavior 1:** Identify specific unmet client system needs, gaps in and barriers to culturally relevant services and instances of discrimination and oppression.

**Practice Behavior 2:** Negotiate, mediate, and advocate for clients/client systems.

**Practice Behavior 3:** Provide leadership to promote sustainable changes in service delivery and practice to improve quality of and access to social services.

**Grading Information**
Grading for SW 544 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 544, students must complete the following requirements:

- Students must complete a minimum of 224 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 are responsible for completing and submitting all field-related documents by the due dates provided to them at the beginning of the semester.
- Students must complete the learning activities listed on their learning plans 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 practice behavior on the End of Semester Evaluation. This rating is assigned by the Field Instructor. If a student does not receive a rating of at least 3 on each practice behavior, the student is in jeopardy of receiving a grade of No Credit for the course. **If a student receives the grade of NC for SW 544, s/he will be dismissed from the MSSW program.**
- Foundation field is a sequence of two courses (SW 542 and SW 544). Students may not commence Advanced Field before completion of a total of 352 foundation field hours.
- Students must receive a Satisfactory in Field Seminar in order to receive a Satisfactory grade for SW 544. 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.

**Seminar Description**
The seminar for SW 544 is focused on integration of academic coursework and field experiences. Content will be delivered in face-to-face and/or online formats. Students will
complete a total of 10 clock hours in SW 544 field seminar. Seminar hours do not count toward the required 224 hours in the field agency.

Seminar Course Outline

January 14 8:30am to 12:00pm  Field Fair at the Panhellenic Building
8:30am to 10am  Meet with Field Coordinator
10:00am to 12:00pm  Meet with agency reps

February 8  Completed Concentration Field Planning Form is due
February 11  Learning Plan is due in IPT
February 18  Discussion Board Assignment 1 on Blackboard is due
Integrating policy into my field practice

February 25 9:00am to Noon  SW 544 Seminar
ESBIRT Workshop at the Frieson Black Cultural Center
*Please note: this seminar session is subject to change based on space availability. Students will be notified by Blackboard to confirm details re: date, time, and location.

February 20  Discussion Board Assignment 1 on Blackboard is due
Integrating policy into my field practice

March 8  Written assignment on Ethics is due (see assignment description below)

March 10  Midterm evaluation due in IPT

April 8  Discussion Board Assignment 2 on Blackboard is due
Evaluating my competencies

May 6  Due in IPT: Completed and signed time sheet, learning plan (including evidence of plan completion, evaluation, and signatures), and student Evaluation of Field Practicum

Written Assignment on Ethics (Due March 8, 2016)
In consultation with your field instructor, identify an ethical problem or dilemma that occurs within the field agency setting. Then address the following points in a 2 to 3 page paper. Be sure to address all 4 bulleted points listed below.

- Describe the ethical problem or dilemma, referring to relevant section(s) of the NASW Code of Ethics. **Be sure to identify and reference the specific standard(s).**
- Select and apply a strategy for evaluating and resolving the problem or dilemma (e.g. Reamer’s Ethical Decision Making Framework, Elaine Congress ETHIC Model of Decision Making). **Be sure to clearly identify and reference the strategy of ethical reasoning used.**
Discuss your analysis with your field instructor at supervision and summarize the discussion.

Identify and discuss your personal response to the ethical issue and whether it brought up and personal values, attitudes, and biases that might have influenced your evaluation of the issue.