THE UNIVERSITY OF TENNESSEE
COLLEGE OF SOCIAL WORK

SW 544 – Foundation Field Practice II
Section #: 004 & #: 006
1-4 credit hours
Spring Semester, 2016

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Office Hours: Thursdays from 1pm-3pm CDT or 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). 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/

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.
[EPAS 2.1.1, 2.1.2]

**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.

**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.

**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.
Seminar Calendar and Schedule of Topics Spring 2016

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

Assignments
Students will be randomly selected to present a case study on Blackboard throughout the semester. Once a case study is posted, everyone, including the author, is expected to discuss the case and integrate materials from your classes this semester. **Students are required to comment on at least 5 of their cohorts’ posts.** Also, these posts need to be substantial and integrate learning you have obtained while in the program and through research in addition to field placement practice. Students who do not present a case study and/or fail to participate in the discussion of their classmate’s case studies will receive a **No Credit** for the semester, which is a failing grade. Case studies are geared to provide an opportunity for you to consult with your peers on a challenging case as well as to seek support and additional resources from your peers. This assignment is ongoing and you are expected to be an active member on the discussion board. The first case presentation will be due on **Wednesday, February 3, 2016** and students will be assigned randomly on every Wednesday until all case presentations have been completed.

January 2016: Self Care

Spring Semester begins on 01/13/16

Activity: Complete self-care assessments located on Blackboard prior to LIVE online session.

Live Online Session 01/21/16

*Full Time Students 6:00pm-7:30pm CDT  
Extended Study Students 7:30pm-9:00pm CDT*

February 2016: Diversity in Social Work

Draft of Learning Plan due in IPT on 02/04/16

Activity: Review the website in IPT about hidden bias. Complete a hidden bias test.  
http://www.tolerance.org/Hidden-bias

Live Online Session 02/11/16

**Please note that only one session will be held on this date to accommodate our guest speaker**
All students 6:00pm-7:30pm CDT

March 2016: Evidenced Based Practice-SBIRT

Mid-Semester Evaluation due in IPT on 03/10/16

Spring Break March 14th-18th

Activity: Watch the SBIRT video and complete assessment in blackboard.

April 2016: Wrap up and Reflections on Foundation Field

Spring Semester ends on 04/29/16

Live Online Session 04/28/16

Full Time Students 6:00pm-7:30pm CDT
Extended Study Students 7:30pm-9:00pm CDT

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. (4) Agency Evaluation All field forms must have both the student’s signature and the signature of the field instructor.

Field Paperwork Due on 05/06/16 via IPT