

**THE UNIVERSITY OF TENNESSEE  
COLLEGE OF SOCIAL WORK  
BSSW PROGRAM**

**SOWK 483 – Social Work (Block) Field Practice  
12 Credit Hours  
Spring 2018**

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***Prerequisite(s):** SW 380; Social Work majors only.*

***Corequisite(s):** SW 460 or 467.*

**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.

**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://sharetn.gov.tnsosfiles.com/sos/rules/1365/1365-01.20151222.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.

### **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, providing or receiving unauthorized information during an examination or possession and/or use of unauthorized materials during an examination, 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 <https://hilltopics.utk.edu> for more detailed information.

### **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 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 (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.

### **INCLIMENT 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.

### **BSWO**

BSWO is a student organization that provides an excellent opportunity for leadership development, community and university service, the enhancement of group skills, research opportunities, and socialization. The organization and its activities are viewed as an extension of the BSSW curriculum. All students, regardless of major, who are enrolled in a social work course or considering a major in social work, are welcome. BSWO meets every Tuesday from 11:10 -12:25 in 220 Henson Hall. This time slot is built into the class schedule as a lab for many social work courses. Given the time of the meetings, students are encouraged to bring their lunch.

### **COURSE DESCRIPTION**

**SOWK483** is a **twelve-credit** field course including supervised practice experience in a social work setting along with a required field seminar. This field course is referred to as block field; in which all senior field hours will be completed in one semester. The focus is on the application of social work knowledge, values, ethics, and skills to the practice setting

SOWK483 is block field with a minimum of thirty-two-hours-per-week supervised field hours is required. A total of **480 clock 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 field practice roles and field activities.

### **COURSE COMPETENCIES**

The practice behaviors associated with each competency are listed on the learning plan. Students are required to complete **ALL** nine competencies and **31** practice behaviors for SOWK 483.

1. Demonstrate Ethical and Professional Behavior
2. Engage Diversity and Difference in Practice
3. Advance Human Rights and Social, Economic, and Environmental Justice
4. Engage in Practice-informed Research and Research-informed Practice
5. Engage in Policy Practice

6. Engage with Individuals, Families, Groups, Organizations, and Communities
7. Assess Individuals, Families, Groups, Organizations, and Communities.
8. Intervene with Individuals, Families, Groups, Organizations, and Communities.
9. Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities.

### **REQUIRED TEXT and READINGS**

Garthwait, Cynthia L. (2016). Seventh Edition. *The Social Work Practicum: A guide and workbook for students*. Needham Heights: Allyn and Bacon Publishing Company.

(Please note: This is the same text utilized in SOWK 380)

National Association of Social Workers. (2017). *Code of Ethics*. Washington, DC: Author. (Available at [https://www.socialworkers.org/LinkClick.aspx?fileticket=ms\\_ArtLqzel%3D&portalid=0](https://www.socialworkers.org/LinkClick.aspx?fileticket=ms_ArtLqzel%3D&portalid=0))

BSSW Field Manual. The University of Tennessee, College of Social Work, 2017-2018.

This manual is available on-line: <http://www.csw.utk.edu/students/field/bssw/bsswfld.pdf>

### **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 online).

### **EXPECTATIONS OF STUDENTS**

1. Attend all Seminars on time. Two tardy arrivals (arriving 10 minutes after class starts) will count as one absence. If students are unable to attend seminar 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. For each unexcused absence or missed postings **2 points** will be deducted from participation points.
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 policies in the BSSW Field Manual.
10. Students are to adhere to their field agency schedule and protocol if they are tardy or absent from the agency. If student will be tardy or unable to attend a field day due to an illness or emergency; students are to make-up the time missed in the agency. Students should consult with their field liaison and field coordinator immediately if they fall behind in field hours at any point in the semester.
11. For field assignments, in seminar and in the field agency students are to only share personal information to the level at which they are comfortable.

## **SEMINAR ASSIGNMENTS**

### **1. Class Participation and Attendance (15 points)**

- Field Seminar (Face-to-face) - students are expected to be attentive and actively participate and complete in-class and out-of-class activities.
- Discussions (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.

**This assignment addresses competencies: 1, 2, 6 (K, V, CAP)**

### **2. Social Policy Assignment. (5 points)**

Read Garthwait Chapter *The Social Policy Context of Practice*. Use your field agency, NASW Newsletter, [www.socialworkers.org](http://www.socialworkers.org) or national newspaper to guide responses to the following questions.

- A. Identify one public social policy that has a significant impact on the operation of your agency and/or clients or consumers served. What is the official name of the Social Policy being studied? What is the legal citation of the policy (public law or state statute code number?)
- B. What is the source of funds used to provide services to clients in your agency (federal/state, grant?)
- C. In what ways could this social policy be changed to better address the needs/concerns of clients served? (Increase funding? Change eligibility criteria?)
- D. What would it take to actually change this policy? (Legislation, amendments, coalition building?)
- E. How are the roles and duties of social workers in your agency shaped, constrained or expanded by this social policy?

**This assignment addresses competencies: 1, 3, 5, 8 (K, V, S, CAP)**

### **3. Documentation Assignment (5 points)**

Read Chapter 7 Ward & Mama.

- A. Report on your agency documentation in the following areas:
  1. **HBSE:** Is this the best way to document genetic health, family patterns, mental illness and substance abuse issues, environmental concerns, diversity?
  2. **Policy:** What are the legal implications if you have documented improperly or forgotten to document? Is your agency licensed by the state? What laws and regulations apply to this/these licensures? Does your agency have liability insurance? Who is covered?
  3. **Practice:** How can your documentation help you enhance your social work practice? What are the possible legal consequences for a social worker who takes action that conflicts with or violates agency's written policy? Within your agency, what types of clients and situations are associated with high legal risk
  4. **Research:** When reading documentation - what questions do you ask yourself about the client/intervention/needs etc? Where/How will you search for your desired information?

- B. Complete a client progress note, utilizing the **SOAP format**: subjective information, objective information, assessment and conclusion, plan. Form posted.

**This assignment addresses competencies: 1-(K, V, S, CAP)**

#### 4. Self-Assessment at Mid-term (5 points)

Read Chapter 17 in Garthwait text *Evaluating Your Practice*. Students will evaluate themselves at mid-term. Student Self-Assessment form is posted.

**This assignment addresses competencies: 1, 9 ( V, CAP)**

#### 5. Self-Analysis Paper (10 points)

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 the Generalist Intervention Model. Please be specific in discussing these aspects of yourself.
- What were your biggest learning opportunities or “a-ha” moments in senior field?
- 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?
- Share an experience related to diversity that has shaped your understanding of your own identity.
- What did you learn **new** about yourself during field?
- How will you know if you are exhibiting poor or inappropriate boundaries? Provide examples.
- What is your prevention and intervention plan for compassion fatigue and burnout?

Include above as Headings in paper.

**This assignment addresses competencies: 1- (K, V, CAP)**

### **FIELD WORK REQUIREMENTS**

1. **Learning Plan** – will be completed in IPT/Alcea by the field instructor and student. 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 in IPT/Alcea of all field hours. Field hours can only be documented after hours are completed. Field Instructors will document supervision on the timesheet. No grade will be assigned without a completed 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 develop a plan to make-up hours missed and adhere to

attendance protocol set by agency field instructor. To earn a grade in Senior Field SW483 all field hours (**480 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.

By the end of January students should have completed 90 hours

By the end of February students should have completed 130 additional hours = 220 hours

By the end of March students should have completed 130 additional hours = 350 hours

By the end of April students should have completed 130 additional hours = 480 hours.

Students should consult with their field liaison or field coordinator immediately if they fall behind in completed field hours at any point in the semester.

### **GRADING**

The final grade for SW 483 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 explained 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	C (2.0) 73–70
A- (3.7) 95-90	C- (1.7) 69-65 * (below a 70 is not passing for SW majors)
B+ (3.3) 89–86	D (1.0) 64-60
B (3.0) 85–81	F (0.0) 59 and below
B- (2.7) 80–78	
C+ (2.3) 77–74	

### **Breakdown of Points**

<b>Class Participation and Attendance</b>	15 points
<b>Social Policy Assignment</b>	5 points
<b>Documentation Assignment</b>	5 points
<b>Self-Assessment at Mid-term</b>	5 points
<b>Self-Analysis Paper</b>	<u>10 points</u>
<b>Total</b>	40 points

**COURSE CALENDAR**

January 10	<b>Senior field in Agency resumes</b> -Review Chapter 5 <i>Using Supervision</i> and the BSSW Field Manual, and 481 Syllabus
January 11	<b>Field seminar resumes</b> – <b>Seminar- A face to face.</b> B Online – Post Topic is <b>Mental Illness.</b> <b>Assignment:</b> Read Chapter in Garthwait <i>Social Problem Context of Practice</i>
January 15 <b>HOLIDAY</b>	<b>Martin Luther King Day</b> – UT CLOSED – Students can count field hours only if this is a regular scheduled field day.
January 18	<b>Seminar- B face to face</b> - A Online – Post Topic is <b>Mental Illness.</b> <b>Assignment:</b> Read Chapter in Garthwait <i>Social Problem Context of Practice</i>
January 25	<b>Seminar A face to face</b> -. B Online – Post Topic is <b>Poverty.</b> <b>Assignment:</b> Read Chapter in Garthwait. <i>Community and Social Policy Context of Practice</i>
February 1	<b>Seminar B face to face</b> - A Online - Post Topic is <b>Poverty.</b> <b>Assignment:</b> Read Chapter in Garthwait. <i>Community and Social Policy Context of Practice Practice</i>
February 8	<b>Seminar A face to face</b> - B Online - Post Topic – <b>Challenging Situation</b> <b>Assignment:</b> Read Ward and Mama Chapter <i>Difficult Issues and Difficult Situations (On Canvas)</i>
February 15	<b>Seminar B face to face</b> - A Online Post Topic - <b>Challenging Situations</b> <b>Assignment:</b> Read Ward and Mama Chapter <i>Difficult Issues and Difficult Situations (On Canvas)</i> <b>Social Policy Assignment Due February 16</b>
February 22 <b>TRAINING</b>	<u>All Students Attend.</u> <b>ACES Training - Adverse Childhood Experiences.</b> <b>Meet in Room 220, Henson Hall.</b>
March 1	<b>Seminar A face to face</b> – B Online Post Topic - <b>Personal and Professional values and ethics. What do you do when they collide?</b> <b>Assignment:</b> Read Chapter in Garthwait <i>Merging Self and Profession.</i> <b>Mid-term Evaluations Due March 2</b> <b>Self-Assessment Due March 2</b>
March 8	<b>Seminar B face to face</b> – A Online Post Topic – <b>Personal and Professional values and ethics. What do you do when they collide?</b> <b>Assignment:</b> Read Chapter in Garthwait <i>Merging Self and Profession.</i>
March 12-16 <b>SPRING BREAK</b>	<b>Spring Break Enjoy!</b>
March 22	<b>Seminar A face to face</b> - B Online Topic -. <b>Lessons Learned.</b> <b>Assignment:</b> Read Ward and Mama Chapter <i>Self-Evaluation (on Canvas)</i> <b>Documentation Assignment is Due March 23</b>
March 29 <b>SELF-CARE DAY</b>	<b>No Seminar. Self-preservation is critically important. Assignment is to do something to nurture self.</b>
March 30 <b>SPRING RECESS</b>	<b>UT Closed</b> – Students can count field hours only if this is a regular scheduled field day.
April 5	<b>Seminar B face to face</b> – A Online <b>Lessons Learned</b> <b>Assignment:</b> Read Ward and Mama Chapter <i>Self-Evaluation (on Canvas)</i> <b>Self-Analysis Paper Due April 6</b>

<p>April 12 <b>Out-of-Class Assignment DUE April 15<sup>th</sup>.</b></p>	<p><b>NO Seminar – Out-of-class assignment. Write a professional letter to the rising field student who will be placed at the same field agency as you. Provide important information that will be helpful to the new intern, such as agency information, learning opportunities, tips for getting off to a good start, professionalism etc. LETTER is due by mid-night on Sunday, April 15<sup>th</sup>. Submit letter to Kim Denton via email. Please note: letter will be shared with a rising student.</b></p>
<p>April 19</p>	<p><b>Seminar A face to face – B Online Topic of your choice.</b>  <b>Assignment:</b> Read Chapters in Garthwait <i>Planned Change Process and Evaluation Your Practice</i></p>
<p>April 26</p>	<p><b>Last Seminar B face to face –A Online Topic of your choice.</b>  <b>Assignment:</b> Read Chapters in Garthwait <i>Planned Change Process and Evaluation Your Practice</i></p>
<p>April 27</p>	<p><b>Last Day of Classes and Senior Field in Agency</b>  <b>Final Field Evaluation Due April 27 at 5:00 pm – Completed by Field Instructor.</b>  <b>Student Evaluation of Field is Due by 5:00 on April 27 form on IPT/Alcea</b></p>

- *This Calendar/schedule is subject to revision*