

Proposal Title: Adjusting SOCW 4120 Field Education I to Five Credit Hours

- A. Description of Proposed Change: The Social Work department wants to adjust the credit hours in SOCW 4120 Field Education I from four to five credit hours.
- B. Rationale for Change: SOCW 4120 and SOCW 4420 serve as the field education courses for the SOCW degree. Field education is identified by the Council on Social Work Education as the signature pedagogy of the social work curriculum. Students in the SOCW department at UTC complete a 400 hour field internship experience (200 hours each in the fall and spring semester). As part of their internships, students develop field learning agreements and then document completion of everything on their learning agreements by creating comprehensive e-binders (normally hundreds of pages in length) throughout the academic year. Students spend significant time working in their agencies, completing monthly documentation, and building their comprehensive e-binders. The amount of time students spend working on assignments related to their field internships warrants the adjustment to five credit hours.

Pedagogical and Financial Impact Statement: The proposed changes create no pedagogical or financial impact.

C. Current Course Descriptions

SOCW 4120 – Field Education I

(4) Credit Hours

This is the first course of the two part Field Education experience. The course provides an opportunity for students to apply practice theory to the development of generalist practice skills, and to become familiar with agency structures, functions, and programs. Prerequisites: SOCW 3070, SOCW 3420, SOCW 3760 and SOCW 4080; a minimum 2.0 cumulative GPA and a minimum 2.50 major GPA or department head approval. Corequisites: SOCW 4070, SOCW 4130 and SOCW 4170 or department head approval.

D. Proposed Course Descriptions

SOCW 4120 – Field Education I

(5) Credit Hours

This is the first course of the two part field education experience. The course provides an extensive opportunity for students to apply practice theory to develop skills for generalist social work practice. Through active participation in the social service delivery system, the student becomes familiar with agency structures, functions, and programs A minimum of 40 clock hours will be spent working in an agency for each of the five hours of course work resulting in 200 total clock hours each semester. Students are required to complete a minimum of 15 hours per week in the agency setting. Students will also develop a comprehensive field learning contract and evaluation binder documenting how they demonstrated successful application of social work competences and practice behaviors. Prerequisites: SOCW 3070, SOCW 3420, SOCW 3760 and SOCW 4080; a minimum 2.0 cumulative GPA and a minimum

2.50 major GPA or department head approval. Corequisites: SOCW 4070, SOCW 4130 and SOCW 4170 or department head approval.

E. Instructional Method

This course will continue to be taught in conjunction with Field Seminar, which meets on a weekly basis. Students are supervised in the field by an approved field instructor, and are also evaluated by the Field Education Director at mid-term, and during the final Field Visit (prior to end of semester).

F. Course Grading

A midterm progress report and a grade recommendation will be completed halfway through the placement, with a final evaluation and grade recommendation at the end of the placement. Discussion and collaboration between the field instructor and the student in the completion of the evaluation is recommended. A traditional letter grade is assigned based upon the recommendation of the student's field instructor. The Field Education Coordinator will have final responsibility for assigning a grade. Should concerns emerge in the field placement, the faculty field liaison is available to assist toward a resolution of the concern. Should further intervention be needed, the Field Education Coordinator will be consulted. In instances where there is serious concern about a student's "fit" with professional social work or with the student's performance in her or his field placement, that student may be required to extend her/his placement or to complete another field placement in a different agency setting. Extensions of the field placement or a new assignment to a different agency are not guaranteed as options for any student. Repetition of SOCW 4120 after a poor or failing grade or after the removal from a field placement is not customary.

Grading:	A	90-100	Grades are averaged as follows:	
	B	80-89	Field Learning Contract (400 points)	40%
	C	70-79	E-Binder (300 points)	30%
	D	60-69	Monthly Documentation (4 @ 25 points each)	10%
	F	Below 60	Mid Term Field Visit (100 points)	10%
			<u>Final Field Visit (100 points)</u>	<u>10%</u>
				100%

G. Pedagogical Objectives

This course is the first half of the field education experience and can be taken any semester of the senior year and is part of the BSW Program's competency-based curriculum that has been designed to comply with the Council on Social Work Education's (CSWE) Educational Policy and Accreditation Standards (EPAS) as revised in 2008. CSWE has delineated ten competencies that must be adequately addressed in a BSW curriculum, as listed below. Further, CSWE has operationalized these competencies by identifying 41 foundation-year practice behaviors. CSWE defines each competency as "a set of measurable practice behaviors that are comprised of knowledge, values, and skills." The courses in a BSW program are expected, when combined, to provide students opportunities to learn and demonstrate all 41 practice behaviors. This course targets all of the 41 practice behaviors in the 10 core competencies.

COMPETENCY 1: Identify as professional social workers and conduct themselves accordingly.

Students will demonstrate the ability to:

- 1.1 Advocate for client access to services.
- 1.2 Practice self-reflection and self-correction on a consistent basis.
- 1.3 Engage in life-long learning and professional growth.
- 1.4 Attend to professional roles and boundaries.
- 1.5 Use supervision and consultation as needed.

COMPETENCY 2: Apply social work ethical principles to guide professional practice.

Students will demonstrate the ability to:

- 2.1 Make ethical decisions by applying standards of the NASW Code of Ethics and apply international standards of ethics as indicated.
- 2.2 Recognize and manage personal values in a way that allows professional values to guide practice.
- 2.3 Tolerate ambiguity and recognize and respect differences in resolving ethical conflicts.
- 2.4 Apply ethical reasoning to arrive at principled decisions.

COMPETENCY 3: Apply critical thinking to inform and communicate professional judgments.

Students will demonstrate the ability to:

- 3.1 Demonstrate effective and professional oral and written communication in working with individuals, families, groups, organizations, communities and colleagues.
- 3.2 Develop strategies to critically appraise and integrate multiple sources of knowledge, including research-based knowledge and practice wisdom.
- 3.3 Analyze models of assessment, prevention, intervention, and evaluation with particular attention to issues related diversity, human rights and cultural responsiveness.
- 3.4 Use various methods of technology to search for information, critically interpret evidence, and communicate with others.

COMPETENCY 4: Engage diversity and difference in practice.

Students will demonstrate the ability to:

- 4.1 Deconstruct and reconstruct specific theories of human development within the context of human rights, social and economic justice, incorporating the concept of difference.
- 4.2 Identify, understand, and appreciate the influence of personal biases and values in working with diverse groups.
- 4.3 Recognize and appreciate the importance of difference in shaping life experiences.
- 4.4 Relate social work perspectives, biases, and related theories to practice with older adults (e.g., person-in-environment, social justice).
- 4.5 View themselves as learners and engage those with whom they work as informants.

COMPETENCY 5: Advance human rights and social and economic justice.

Students will demonstrate the ability to:

- 5.1 Identify and understand the forms and mechanisms of oppression and discrimination.
- 5.2 Understand theories of justice and utilize strategies to advocate for human rights and social/economic justice.
- 5.3 Engage in practices which advance social and economic justice.

COMPETENCY 6: Engage in research-informed practice and practice-informed research.

Students will demonstrate the ability to:

- 6.1 Use research evidence to inform practice.
- 6.2 Use practice experience to inform scientific inquiry.
- 6.3 Understand the process of evidence-informed practice for a variety of practice settings.
- 6.4 Conduct systematic research reviews.
- 6.5 Demonstrate basic understanding of research design, methods, and statistics through the implementation and completion of the senior field research project.

COMPETENCY 7: Apply knowledge of human behavior and the social environment.

- 7.1 Utilize conceptual frameworks to guide the process of assessment, intervention, and evaluation with client systems of all sizes.
- 7.2 Critically evaluate the fit of conceptual frameworks in the context of difference, diversity, and human rights.
- 7.3 Critique and apply knowledge to understand the reciprocal interactions between people and their environments.

COMPETENCY 8: Engage in policy practice to advance social and economic well-being and to deliver effective social work services.

Students will demonstrate the ability to:

- 8.1 Recognize and understand the historical influences which impact current policy decisions and service delivery systems.
- 8.2 Identify how policies, regulations, and programs impact older adults and their caregivers, particularly among historically disadvantaged populations (e.g. women and elders of color).
- 8.3 Analyze, formulate, and advocate for policies that advance social well-being in the context of human rights.
- 8.4 Identify and develop strategies, including intergenerational approaches, to address service gaps, fragmentation, discrimination, and barriers that impact older persons.
- 8.5 Collaborate with colleagues and clients to empower for effective policy action.

COMPETENCY 9: Respond to contexts that shape practice.

Students will demonstrate the ability to:

- 9.1 Identify, understand, and respond to the impact of changing demographic trends.
- 9.2 Identify and apply the use of technology to improve the efficiency and sustainability of service delivery and practice in a variety of settings.
- 9.3 Identify gaps related to the digital divide in the context of equal access to services at all levels of practice.

COMPETENCY 10: Engage, Assess, Intervene, and Evaluate with individuals, families, groups, organizations, and communities.

10(a). Engagement. Students will demonstrate the ability to:

10a.1 Substantively and effectively prepare for action with a diverse range of individuals, families, groups, organizations, and communities.

10a1. Effectively use empathy and other interpersonal skills.

10a1. Develop a mutually agreed-on focus of work and desired outcomes.

10(b). Assessment. Students will demonstrate the ability to:

10b.1 Collect, organize, and interpret client data.

10b.2 Assess client strengths and limitations.

10b.3 Develop mutually agreed-on intervention goals and objectives.

10b.4 Select appropriate evidence informed intervention strategies.

10(c). Intervention. Students will demonstrate the ability to:

10c.1 Initiate actions to achieve organizational goals.

10c.2 Implement prevention interventions that enhance client capabilities help clients resolve problems.

10c.3 Negotiate, mediate, and advocate for clients.

10c.4 Facilitate transitions and endings including understanding how to terminate with older clients and their families.

10(d). Evaluation. Students will demonstrate the ability to:

10d.1 Critically analyze, monitor and evaluate social work interventions with client systems of all sizes.

10d.2 Utilize evaluation data to inform practice with client systems of all sizes.

10d.3 Conduct a comprehensive evaluation of psychosocial factors that affect older persons' physical and mental well-being.

H. Student Learning Outcomes

Upon Completion of this course, students will be able to:

1. Identify intervention practice skills appropriate for various diverse populations and systems of all sizes with special attention to groups at risk of discrimination and oppression.
2. Identify and utilize appropriate community resources with client systems of all sizes and with a variety of populations.
3. Demonstrate an understanding of the interrelationship between policy and practice including differences and similarities between agency policies, local, and state policies that affect clients served.
4. Demonstrate an understanding of social and economic justice issues and implement advocacy skills applicable to a variety of practice settings.
5. Apply the knowledge, values, and skills of the generalist social worker in a broad range of situations requiring social work intervention.
6. Implement and broaden skills in engagement, interviewing, data collection and assessment skills appropriate for work with individuals, families, groups, communities, and organizational systems.
7. Develop the ability to relate as a participant and collaborator in the problem-solving process.
8. Implement social work values and ethics in practice issues with diverse persons with a sensitivity to social and economic justice issues.
9. Develop the ability and skills to assess and critically evaluate one's own practice and the practice interventions of relevant systems.
10. Utilize ecological and systems perspectives for interpreting, exploring, and explaining both

strengths and difficulties of functioning in individuals, families, groups, communities, and organizations.

11. Implement and refine writing and research skills appropriate for entry-level generalist social work practice.
12. Integrate knowledge and skills for effective understanding and intervention with as variety of diverse populations

I. Learning Outcomes Assessment Processes

The student will be required to create a comprehensive e-portfolio binder which identifies each of the ten core competencies. The student must collect evidence throughout their field experience, and upload into their e-portfolio, which they will then present to the class to prove competency in each of the core competency areas as identified by CSWE.

J. Updated Curriculum Maps

K. Additional Information (how often course will be offered, routine instructor coordinator, plan for ensuring continued coverage

There will be no change, this course will continued to be offered each Fall Semester and taught by the Field Education director.

L. New/Updated clear Path Showcase

M. Impact of the students ability to complete the degree with the proposed changes

There will be no impact to student ability to complete the degree

N. If a laboratory fee will be assessed or not

No additional fee

O. Are any new resources required for implementation

No

P. Sample Syllabi

Attached