

THE UNIVERSITY OF TENNESSEE AT CHATTANOOGA  
COLLEGE OF HEALTH, EDUCATION AND PROFESSIONAL STUDIES

**Field Education I  
20XX**

Course: SOCW 4120 CRN XXXX  
Title: Field Education I  
Credit: 5  
Professor: Professor Alison Crane, LMSW, M.Ed  
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Office Hours: Monday –Thursday 9-11am, or by appointment  
E-mail: [alison-crane@utc.edu](mailto:alison-crane@utc.edu) I will respond within 24 hours (unless after 5pm Friday, then a response will be made after 9 am Monday)  
Class Schedule: TBA  
Class Location: TBA

**PRE-REQUISITES**

Approved statistics course, SOCW 3070, SOCW 3420, SOCW 3760

**CO-REQUISITES**

SOCW 4070, SOCW 4120, SOCW 4170

**COURSE DESCRIPTION**

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 e-binder documenting how they demonstrated successful application of social work competencies 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.

**LINKAGE OF COURSE TO CSWE COMPETENCIES**

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.

## **SOCIAL WORK PROGRAM 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.

**COURSE OUTCOMES/ OBJECTIVES – each course objective measures all 10 program competencies via the Field Learning Agreement I.**

*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.

**List of Practice Behaviors, Course Learning Objectives, and Measurements**

Competency	Practice Behavior	Course Learning Objective	Measurement
<p><b>EP 2.1.1</b></p>	<p><b>1. Advocate for client access to services.</b></p>	<p>(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.</p> <p>(3) Demonstrate an understanding of social and economic justice issues and implement advocacy skills applicable to a variety of practice settings.</p>	<p>Supervisory Agendas &amp; Monthly Logs Field Performance Evaluation Binder Learning Agreement II Reflection Activity</p>
	<p><b>2. Practice self-reflection and self-correction on a consistent basis.</b></p>	<p>(4) Develop the ability and skills to assess and critically evaluate one's own practice and the practice interventions of relevant systems learning, and skill development within values and ethics of social work practice.</p>	<p>Supervisory Agendas &amp; Monthly Logs Field Performance Evaluation Binder  Learning Agreement II Reflection Activity</p>
	<p><b>3. Attend to professional roles and boundaries</b></p>	<p>(7) Develop the ability to relate as a participant and collaborator in the problem-solving process.</p>	<p>Field Performance Evaluation Binder Learning Agreement II Reflection Activity</p>
	<p><b>4. Demonstrate professional demeanor in behavior, presentation, and communication</b></p>	<p>(9) Develop the ability and skills to assess and critically evaluate one's own practice and the practice interventions of relevant systems</p>	<p>Supervisory Agendas &amp; Monthly Logs</p>
	<p><b>5. Engage in life-long learning and professional growth.</b></p>	<p>(3) Develop the ability to relate as a participant and collaborator in the problem-solving process.</p>	<p>Supervision &amp; Agendas Monthly Logs.</p>
	<p><b>6. Use supervision and consultation as needed.</b></p>	<p>(9) Develop the ability and skills to assess and critically evaluate one's own practice and the practice interventions</p>	<p>Supervisory Agendas &amp; Monthly Logs Field Performance Evaluation Binder</p>

		of relevant systems.	Learning Agreement II
<b>EP 2.1.2</b>	<p><b>7. Recognize and manage personal values in a way that allows professional values to guide practice.</b></p> <p><b>8. Make ethical decisions by applying standards of the NASW Code of Ethics and apply international standards of ethics as indicated.</b></p> <p><b>9. Tolerate ambiguity and recognize and respect differences in resolving ethical conflicts.</b></p> <p><b>10. Apply ethical reasoning to arrive at principled decisions.</b></p>	<p>(8). Implement social work values and ethics in practice issues with diverse persons with a sensitivity to social and economic justice issues</p> <p>(5) Apply the knowledge, values, and skills of the generalist social worker in a broad range of situations requiring social work intervention.</p> <p>(7) Develop the ability to relate as a participant and collaborator in the problem-solving process.</p> <p>(4) Develop the ability and skills to assess and critically evaluate one's own practice and the practice interventions of relevant systems learning, and skill development within values and ethics of social work practice.</p>	<p>Field Performance Evaluation Binder Learning Agreement II Reflection Activity</p> <p>Field Performance Evaluation Binder Learning Agreement II Reflection Activity</p> <p>Field Performance Evaluation Binder Learning Agreement II</p> <p>Field Performance Evaluation Binder Learning Agreement II Reflection Activity</p>
<b>EP 2.1.3</b>	<p><b>11. Develop strategies to critically appraise and integrate multiple sources of knowledge, including research-based knowledge and practice wisdom.</b></p> <p><b>12. Analyze models of assessment, prevention, intervention, and evaluation with particular attention to issues related</b></p>	<p>(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.</p> <p>(8) Implement social work values and ethics in practice issues with diverse persons with a sensitivity to social and economic justice issues</p>	<p>Field Performance Evaluation Binder Learning Agreement II Journal Readings Module Reflection Activity</p> <p>Supervisory Agendas &amp; Monthly Logs Field Performance Evaluation Binder Learning Agreement II Journal Reading Module Reflection Activity</p>

	<p><b>diversity, human rights and cultural responsiveness.</b></p> <p><b>13. Demonstrate effective oral and written communication in working with individuals, families, groups, organizations, communities and colleagues.</b></p>	<p>(11) Implement and refine writing and research skills appropriate for entry-level generalist social work practice.</p>	<p>Supervisory Agendas &amp; Monthly Logs Field Performance Evaluation Binder Learning Agreement II Journal Reading Module Reflection Activity</p>
EP 2.1.4	<p><b>14. Recognize the extent to which a culture's structures and values may oppress, marginalize, alienate, or create or enhance privilege and power.</b></p> <p><b>15. Gain sufficient self-awareness to eliminate the influence of personal biases and values in working with diverse groups.</b></p> <p><b>16. Recognize and communicate the importance of difference in shaping life experiences.</b></p> <p><b>17. View themselves as learners and engage those with whom they work as informants</b></p> <p><b>18. Identify and understand the forms and mechanisms of oppression and discrimination.</b></p>	<p>(10) Utilize ecological and systems perspectives for interpreting, exploring, and explaining both strengths and difficulties of functioning in individuals, families, groups, communities, and organizations</p> <p>(9) Develop the ability and skills to assess and critically evaluate one's own practice and the practice interventions of relevant systems.</p> <p>(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.</p> <p>(7) Develop the ability to relate as a participant and collaborator in the problem-solving process.</p> <p>(3) Demonstrate an understanding of the interrelationship between policy and practice including differences and similarities between agency policies,</p>	<p>Field Performance Evaluation Binder Learning Agreement II Reflection Activity</p> <p>Supervisory Agendas &amp; Monthly Logs Field Performance Evaluation Binder Learning Agreement II Reflection Activity</p> <p>Field Performance Evaluation Binder Learning Agreement II Reflection Activity</p> <p>Supervisory Agendas &amp; Monthly Logs Field Performance Evaluation Binder Learning Agreement II Reflection Activity</p> <p>Supervisory Agendas &amp; Monthly Logs Field Performance Evaluation Binder Learning Agreement II Reflection Activity</p>

	<p><b>19. Advocate for human rights and social and economic justice.</b></p> <p><b>20. Engage in practices that advance social and economic justice.</b></p>	<p>local, and state policies that affect clients served.</p> <p>(8) Implement social work values and ethics in practice issues with diverse persons with a sensitivity to social and economic justice issues.</p> <p>(4) Demonstrate an understanding of social and economic justice issues and implement advocacy skills applicable to a variety of practice settings</p>	<p>Field Performance Evaluation Binder Learning Agreement II Reflection Activity</p> <p>Supervisory Agendas &amp; Monthly Logs Field Performance Evaluation Binder Learning Agreement II Reflection Activity</p>
EP 2.1.6	<p><b>21. Use practice experience to inform scientific inquiry.</b></p> <p><b>22. Use research evidence to inform practice.</b></p>	<p>(6) Implement and broaden skills in engagement, interviewing, data collection and assessment skills appropriate for work with individuals, families, groups, communities, and organizational systems.</p> <p>(11) Implement and refine writing and research skills appropriate for entry-level generalist social work practice.</p>	<p>Supervisory Agendas &amp; Monthly Logs Field Performance Evaluation Binder Learning Agreement II Journal Reading Module Reflection Activity</p> <p>Field Performance Evaluation Binder Learning Agreement II Journal Reading Module</p>
EP 2.1.7	<p><b>23. Utilize conceptual frameworks to guide the process of assessment, intervention, and evaluation with client systems of all sizes.</b></p> <p><b>24. Critique and apply knowledge to understand the reciprocal interactions between people and their environments.</b></p>	<p>(2) Identify and utilize appropriate community resources with client systems of all sizes and with a variety of populations</p> <p>(10) Utilize ecological and systems perspectives for interpreting, exploring, and explaining both strengths and difficulties of functioning in individuals, families, groups, communities, and organizations.</p>	<p>Supervisory Agendas &amp; Monthly Logs Field Performance Evaluation Binder Learning Agreement II Reflection Activity</p> <p>Supervisory Agendas &amp; Monthly Logs Field Performance Evaluation Binder Learning Agreement II Reflection Activity</p>
EP 2.1.8	<p><b>25. Analyze, formulate, and advocate for policies that advance social well-being.</b></p>	<p>(4) Demonstrate an understanding of the interrelationship between policy and practice including differences and similarities</p>	<p>Supervisory Agendas &amp; Monthly Logs Field Performance Evaluation Binder Learning Agreement II</p>

		<p>between agency policies, local, and state policies that affect clients served.</p> <p>(7) Develop the ability to relate as a participant and collaborator in the problem-solving process.</p>	<p>Journal Reading Module Reflection Activity</p> <p>Supervisory Agendas &amp; Monthly Logs Field Performance Evaluation Binder Learning Agreement II Reflection Activity</p>
<b>EP 2.1.9</b>	<p><b>27. Continuously discover, appraise, and attend to changing locales, populations, scientific and technological developments, and emerging societal trends to provide relevant services.</b></p> <p><b>28. Provide leadership in promoting sustainable changes in service delivery and practice to improve the quality of social services.</b></p>	<p>(2) Identify and utilize appropriate community resources with client systems of all sizes and with a variety of populations.</p> <p>(6) Implement and broaden skills in engagement, interviewing, data collection and assessment skills appropriate for work with individuals, families, groups, communities, and organizational systems.</p> <p>(2) Identify and utilize appropriate community resources with client systems of all sizes and with a variety of populations.</p>	<p>Supervisory Agendas &amp; Monthly Logs Field Performance Evaluation Binder Learning Agreement II Journal Reading Module Reflection Activity</p> <p>Supervisory Agendas &amp; Monthly Logs Field Performance Evaluation Binder Learning Agreement II Reflection Activity</p>
<b>EP 2.1.10</b>	<p><i>Engagement</i></p> <p><b>29. Substantively and effectively prepare for action with a diverse range of individuals, families, groups, organizations, and communities.</b></p> <p><b>30. Effectively use empathy and other interpersonal skills.</b></p>	<p>(12) Integrate knowledge and skills for effective understanding and intervention with diverse populations.</p> <p>(9) Develop the ability and skills to assess and critically evaluate one's own practice and the practice interventions of relevant systems.</p> <p>(6) Implement and broaden skills in engagement, interviewing, data collection and assessment skills</p>	<p>Supervisory Agendas &amp; Monthly Logs Field Performance Evaluation Binder Learning Agreement II Journal Reading Module Reflection Activity</p> <p>Supervisory Agendas &amp; Monthly Logs Field Performance Evaluation Binder Learning Agreement II Reflection Activity</p>

		appropriate for work with individuals, families, groups, communities, and organizational systems.	
	<b>31. Develop a mutually agreed-on focus of work and desired outcomes.</b>	(9) Develop the ability and skills to assess and critically evaluate one's own practice and the practice interventions of relevant systems.	Supervisory Agendas & Monthly Logs Field Performance Evaluation Binder Learning Agreement II
	<i>Assessment</i>		
	<b>32. Collect, organize, and interpret client data.</b>	(6) Implement and broaden skills in engagement, interviewing, data collection and assessment skills appropriate for work with individuals, families, groups, communities, and organizational systems.	Supervisory Agendas & Monthly Logs Field Performance Evaluation Binder Learning Agreement II Reflection Activity
	<b>33. Assess client strengths and limitations.</b>	(5) Apply the knowledge, values, and skills of the generalist social worker in a broad range of situations requiring social work intervention.	Supervisory Agendas & Monthly Logs Field Performance Evaluation Binder Learning Agreement II
	<b>34. Develop mutually agreed-on intervention goals and objectives.</b>	(7) Develop the ability to relate as a participant and collaborator in the problem-solving process.	Supervisory Agendas & Monthly Logs Field Performance Evaluation Binder Learning Agreement II
	<b>35. Select appropriate evidence informed intervention strategies.</b>	(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.	Supervisory Agendas & Monthly Logs Field Performance Evaluation Binder Learning Agreement II Reflection Activity
	<i>Intervention</i>		
	<b>36. Initiate actions to achieve organizational goals.</b>	(5) Apply the knowledge, values, and skills of the generalist social worker in a broad range of situations requiring social work intervention.	Supervisory Agendas & Monthly Logs Field Performance Evaluation Binder Learning Agreement II Reflection Activity
	<b>37. Implement prevention interventions that enhance client capabilities</b>	(1) Identify intervention practice skills appropriate for various diverse populations and systems of all sizes with special attention to groups at	Supervisory Agendas & Monthly Logs Field Performance Evaluation Binder Learning Agreement II

	<p><b>help clients resolve problems.</b></p> <p><b>38. Negotiate, mediate, and advocate for clients.</b></p> <p><b>39. Facilitate transitions and endings including understanding how to terminate with older clients and their families.</b></p>	<p>risk of discrimination and oppression.</p> <p>(3) Demonstrate an understanding of social and economic justice issues and implement advocacy skills applicable to a variety of practice settings.</p> <p>(5) Apply the knowledge, values, and skills of the generalist social worker in a broad range of situations requiring social work intervention.</p>	<p>Reflection Activity</p> <p>Supervisory Agendas &amp; Monthly Logs Field Performance Evaluation Binder Learning Agreement II Reflection Activity</p> <p>Supervisory Agendas &amp; Monthly Logs Field Performance Evaluation Binder Learning Agreement II Reflection Activity</p>
	<p><i>Evaluation</i></p> <p><b>40. Critically analyze, monitor and evaluate social work interventions with client systems of all sizes.</b></p> <p><b>41. Utilize evaluation data to inform practice with client systems of all sizes.</b></p> <p><b>42. Conduct a comprehensive evaluation of psychosocial factors that affect older persons' physical and mental well-being.</b></p>	<p>(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.</p> <p>(12) Integrate knowledge and skills for effective understanding and intervention with diverse populations.</p> <p>(6) Implement and broaden skills in engagement, interviewing, data collection and assessment skills appropriate for work with individuals, families, groups, communities, and organizational systems.</p> <p>(10) Utilize ecological and systems perspectives for interpreting, exploring, and explaining both strengths and difficulties of functioning in individuals, families, groups, communities, and organizations.</p>	<p>Supervisory Agendas &amp; Monthly Logs Field Performance Evaluation Binder Learning Agreement II Reflection Activity</p> <p>Supervisory Agendas &amp; Monthly Logs Field Performance Evaluation Binder Learning Agreement II Reflection Activity</p> <p>Supervisory Agendas &amp; Monthly Logs Field Performance Evaluation Binder Learning Agreement II Reflection Activity</p>

**TO SATISFY REQUIREMENTS FOR SOCW 4120 STUDENTS MUST COMPLETE THE FOLLOWING TASKS**

1. **Complete 100 clock hours by the mid-term visit and 200 clock hours by the scheduled final Field Visit, 2014.**
2. Develop and carry out the Field Learning Agreement that includes assignments/tasks for developing direct practice skills with individuals, families, groups, organizations, and communities.
3. Participate in weekly supervisory sessions with the field instructor by preparing a supervisory agenda form PRIOR to each session and then submitting the agenda with reflective comments to the field education coordinator.
4. Perform satisfactorily all activities/responsibilities/assignments from the agency.
5. Participate in two formal evaluation meetings - midterm and final evaluations with the faculty liaison and/or field education coordinator.
6. Students are required to acquire the UTC 2014-2015 BSW Field Education Manual prior to beginning field hours. The manual provides all necessary information about field. Field education forms are only available electronically at the above website. Course materials such as other texts, articles, are not required by the social work program but may be assigned by the field instructor.

**PRIMARY COURSE ASSIGNMENTS (assignment details and readings available on Blackboard)**

*NOTE: The instructor of the course reserves the right to modify and adjust any and all assignments as needed in the course of the semester to meet the learning needs of students.*

1. **Field Learning Agreement (40 percent);** Each student is expected to collaborate with their field instructor and the field education coordinator to develop, implement, and successfully complete (with a grade of “C” or better) the Field Learning Agreement. **A rough draft of the agreement must be submitted prior to beginning field hours, The final agreement is worth 400 points each semester, and is due AT the time of the final field visit with the Director of Field.**
2. **Field e-Binder (30 Percent):** Students are required to maintain an e-portfolio each semester that has 10 sections – each section representing one of the ten competencies. Students must then provide evidence/documentation of tasks related to demonstrating achievement of specific competency. **The final completed e-binder will count for 300 points each semester.** The completed binder is due on the last official day of the semester, which is on **December 1**. An example of a binder is located in the Social Work Department office for students to view.
3. **Monthly Documentation (10 Percent):** Each student is also responsible for completing a monthly, detailed summary of Field activities. This must be completed in a thorough manner, typed and submitted to the administrative assistant on the scheduled date. It must be signed by read and signed by the Field Instructor and student. The monthly documentation should also reflect all weekly activities carried out in the field including the required weekly supervision with field instructor. **There will be four monthly logs due, which are worth a total of 25 points each.**
  - a. **Weekly Supervision with Field Instructor** (documented through supervisory logs). Each student is responsible for scheduling weekly supervisory sessions with his or her field instructor and task supervisor (if applicable). PRIOR to the supervision session, the student must complete the Supervisory Agenda form (available on Blackboard). After the supervision session is completed, the student/field instructor must sign the form, and then the student must complete the reflection/summary section and hand in the completed

form at the next Field Seminar session IMMEDIATELY following the supervisory session.

4. **Mid Term Field Visits: (10 Percent)** The Field Director will conduct a Mid-Term visit at your agency. This is an opportunity to discuss your progress in the field, and address any needs related to your field placement, The Field Instructor and Field Director will evaluate your progress. **The mid term field visit is worth a total of 100 points, and points will be determined by overall progress to date with recommendation from field supervisor (Field Director will be responsible for assigning grade). MID-TERM VISITS: (TBA)**
5. **Final Field Visit: (10 Percent)**The Field Director will conduct a final visit at your agency. Your Field Learning Agreement & Evaluation will be used to assess your knowledge, skills, and values and how you have applied the program competencies. The Field Instructor and Field Coordinator will evaluate you. **The Final Field Visit is worth 100 points, and points will be determined by overall progress to date with recommendation from field supervisor (Field Director will be responsible for assigning grade). FINAL VISITS: (TBA)**

## **ATTENDANCE REQUIREMENTS**

Prompt and regular attendance is required at the assigned field agency. **A student who has more than 2 unexcused absences in their field agency during the course of a semester will initiate a disciplinary process with the field agency and the field education coordinator.** The outcome from this disciplinary process may be dismissal from the field education program.

## **CLASS PARTICIPATION**

Participation means that you are present, have completed assignments and readings before class, and are prepared to engage in an informed discussion. Positive class participation is important and is expected of all students. It is also a factor which will also be considered in the event your grade is on a borderline. Specifically this grade consists of attendance and weekly contributions to class discussion.

## **SUBMISSION OF ASSIGNMENTS**

1. Assignments are due by the **beginning** of class; **NO LATE ASSIGNMENTS ARE ACCEPTED IN 4000-LEVEL SOCW COURSES.** All assignments must be turned in via the Digital Drop Box on Blackboard unless otherwise stated. Please see the course outline for due dates. All homework assignments **MUST** be submitted prior to the beginning of class on the due date. **No printed assignments will be collected in class for credit, unless stated in the course outline.**

**NOTE ON LABELING FILES UPLOADED TO BLACKBOARD: All assignments uploaded to Blackboard must be labeled the following way –**

Last Name, Assignment Name, Due Date; NOT date submitted (*Crane\_Documentation\_9\_12\_15*)

**Assignments with no student last name will receive 0 points; assignments with student name but not labeled following these guidelines will receive a 10% deduction from the final points available for the assignment.**

2. Good-quality writing is an important expectation in this course. All work, unless otherwise noted, must be typed and follow American Psychological Association (APA) guidelines. Students are encouraged to refer frequently to the APA Style Manual when preparing formal papers, both for guidance in good writing (Section 2) as well as for appropriate referencing of materials.

### **REQUIRED TEXT**

University of Tennessee at Chattanooga Field Manual (20XX-20XX).

### **EVALUATION/ASSESSMENT (the process is ongoing, uses continuous feedback from multiple sources, reflection, and focuses on connections and application)**

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.

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

### **ACCOMMODATION STATEMENT**

**ADA STATEMENT: Attention:** If you are a student with a disability (e.g. physical, learning, psychiatric, vision, hearing, etc.) and think that you might need special assistance or a special accommodation in this class or any other class, call the Disability Resource Center (DRC) at 425-4006 or come by the office, 102 Frist Hall <http://www.utc.edu/disability-resource-center/>.

## COUNSELING CENTER

If you find that personal problems, career indecision, study and time management difficulties, etc. are adversely affecting your successful progress at UTC, please contact the Counseling and Career Planning Center at 425-4438 or <http://www.utc.edu/counseling-personal-development-center/index.php>

## COURSE SCHEDULE

\*Field does not officially meet in class except for the required orientation/training

DATE		ASSIGNMENTS
Week 1:	Required Orientation and Training with field Supervisors	<b><u>ASSIGNMENTS:</u></b> 1. Rough Draft of Learning Contract (to be turned in during Seminar). 2. Turn in schedule of Weekly Field Hours (to be turned in during Seminar)
Week 2:	First Week in Field Placement/weekly meeting with supervisor	
Week 3:	weekly meeting with supervisor	<b><u>ASSIGNMENTS:</u></b> Turn in First Monthly Documentation
Week 4:	weekly meeting with supervisor	
Week 5:	weekly meeting with supervisor	
Week 6:	weekly meeting with supervisor	
Week 7:	weekly meeting with supervisor	<b><u>ASSIGNMENTS:</u></b> Monthly Documentation Due #2
Week 8:	weekly meeting with supervisor	
Week 9:	weekly meeting with supervisor <b>MID TERM FIELD VISITS</b>	
Week 10:	<b>SPRING BREAK:</b>	<b><u>ASSIGNMENTS:</u></b> Monthly Documentation Due #3
Week 11:	weekly meeting with supervisor	.
Week 12:	weekly meeting with supervisor	
Week 13:	weekly meeting with supervisor	<b><u>ASSIGNMENTS:</u></b> Monthly Documentation Due #4
Week 14:	weekly meeting with supervisor	
Week 15:	<b>FINAL FIELD VISITS</b>	Assignments: 1. Final Learning Contract Due DURING Field Visit

		2. E-Binder Due by Noon on last official day of Semester.
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**COMMUNICATION/ OFFICE HOURS**

It is the responsibility of any student having difficulty preparing assignments or understanding course content to schedule an appointment with the instructor at least three days before the assignment is due to discuss the issues. Please contact me in order to make an appointment.

You may email me at [Alison-crane@utc.edu](mailto:Alison-crane@utc.edu), and I will respond to you within 24 hours. You may set up an office meeting 5 days per week Monday through Friday by appointment wither by email or office phone at 423-425-4307 Note, this is a landline phone and text messages are not available.

Students are encouraged to give feedback about the course as it proceeds. Feedback about difficulties is most helpful if it is given as soon as the difficulty is identified (i.e. not at the end of the semester), if it includes specific examples of problems, and if you offer suggestions for changes that you think would enhance the learning process.

**E-MAIL STATEMENT**

To enhance student services, the University will use your UTC email address for all communications. (See <http://www.utc.edu> to log in.) Please check your UTC email on a regular basis. If you have problems with accessing your email account, contact the Help Desk at 423-425-2678.

**CODE OF ETHICS AND CONFIDENTIALITY ACKNOWLEDGEMENT**

The NASW Code of Ethics will be reviewed on the first day of class (students are individually responsible for reading the COMPLETE code available on Blackboard). Each student individually must then click on the “Acknowledgement” link in all of their classes on Blackboard and submit the information by **Date TBD**.

**ACADEMIC DISHONESTY**

I pledge that I will neither give nor receive unauthorized aid on any test or assignment. I understand that plagiarism constitutes a serious instance of unauthorized aid. I further pledge that I will exert every effort to insure that the Honor Code is upheld by others and that I will actively support the establishment and continuance of a campus-wide climate of honor and integrity.

For more information, refer to the UTC Student Handbook: <http://www.utc.edu/dean-students/student-handbook.php>

The instructor of this class reserves the right to submit papers to the UTC Online (Blackboard) text-matching software (SafeAssign) for review and analysis of originality and intellectual integrity. If the results of the review indicate academic dishonesty, disciplinary action may be taken against the student as outlined in the UTC Student Handbook.

## **ANNOUNCEMENTS**

Students should check their “utc.edu” email and Blackboard course site at least once daily for announcements, clarifications, etc., that may be distributed by the instructor between class meetings.

## **CELL PHONES and OTHER TECHNOLOGIES**

Please make sure that your cell phones are turned off for the duration of this course. Taking calls, text messages (receiving or sending), playing games is considered inappropriate and disrespectful during this class. If you feel that you need to take calls during this class, keep in mind that you will be asked to leave the class and will be considered absent for that session. Laptop computers can be used for the sole purpose of note taking during this class session. If you are found using your laptop for other purposes (i.e. checking e-mail, playing games) you will be asked to leave the classroom and counted absent for the session.

## **TECHNOLOGY REQUIREMENTS**

You need access to a personal computer (Mac or Windows) for this course. You need Internet access for this course. You must have an Internet browser that is 4.0 or higher. You are required to check the online portion of this course at <http://utconline.utc.edu/> regularly. It is recommended that you check in each day for announcements, etc. that are posted on blackboard.

You must be able to save word processing files in a .doc (Microsoft Word), .rtf (Rich Text Format), or .txt (Text) format for sharing and submitting files to the instructor. You are expected to have working knowledge and capability with your computer before entering this class. Documents sent to the professor in a format that cannot be opened will be considered LATE.

Please submit all papers and materials (unless otherwise noted) through blackboard. All submissions MUST have your name in the text (or footer) of the document and in the file name as well. Please add the appropriate extension to the file name before submitting (.doc, .rtf, .txt). The attachments must have one of the following formats:

--LastName[name of assignment].[extension-- .doc, .rtf, or .txt]

Minimum Technology/Skills Needed:

You are expected to have working knowledge and capability with your computer hardware, networking and a variety of software applications before entering this class.

Class participants must know how to and check their e-mail on a daily basis.

You will need to know the appropriate user name and password to access the UT Learn online password-protected system. If you do not know your user name and password, please contact the Call Center at 425-4000.

## **NOTE**

This syllabus may be adjusted as needed during the semester.

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