#### Tennessee State University Social Work Program

3500 John A. Merritt Blvd. Jane Elliot Hall (Women’s Building)

Nashville, Tennessee 37209-1561 3rd Floor, Room 310

**SOWK 4100 Field Education – 8 Credit Hrs.**

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**Baccalaureate Social Work Program: Field Education Manual (2006).Tennessee State University. (Social Work Program Website)**

**I. Course Description:**

Field Education course is designed to provide the student with the opportunity to apply and integrate academic content and to develop skills that meet the requirements for entry-level professional social work practice. Supervision in the field is provided by a qualified practitioner committed to undergraduate social work education. Students are required to spend a minimum of 400 clock hours in an educationally oriented field placement. Seniors are admitted after the completion of a formal admission process, including recommendation by the student's advisor. **Prerequisites: completion of general education core, SOWK 2010, 2100, 3300,** **3350**, **3400, 3450, 3500, 4601 4800, SOCI 3000. Co-requisites: SOWK 4850, 4200. Enrollment limited to senior Social Work majors.**

A three (3) hour concurrent course, Field Education Seminar (SOWK 4200) is held each Friday during the semester. This is a three hour seminar that permits field education students in the different field agencies and settings the opportunity to share and benefit from the numerous and varied learning experiences. The seminars are held to evaluate, discuss, and interpret the student's involvement and development as a beginning level professional social worker

**II. Course Objectives:**

1. To acquire knowledge of an agency’s purpose, philosophy and funding for the understanding of agency functioning. (Program .Objectives, 6.7.8)

2. To facilitate the acquisition of knowledge, values and skills of the generalist problem solving methods in order to intervene effectively with individuals, families, groups, communities and organizations. (Program Objective, 1)

3. To strengthen an understanding of social work values and ethics in order to apply this understanding to social work practice. (Program Objective, 4)

4. To strengthen knowledge and understanding of human behavior concepts, interaction between the individual and the environment and apply that understanding in work with diverse and at risk populations. (Program Objectives, 2, 4, 9)

5. To enhance the understanding of the application of basic research concepts as a means of evaluating one own practice in the agency and community. (Program Objective, 11)

6. To provide an understanding of the purpose of supervision, case conference and with agency collaboration as a means of increasing generalist social work skills. (Program Objectives 1, 3)

7. To facilitate the integration of theoretical concepts learned in the classroom for the development of a self-evaluating competent entry level professional social worker. (Program Objectives, 5, 10)

8. To gain skills and apply social work values to practice without discrimination and the respect, knowledge , and skills related to clients’ age, class, color, culture, disability, ethnically, family structure, gender, marital status, national origin, race, religion, sex and sexual orientation. (Program Objective, 7)

9. To apply acquired knowledge of the psychological, biological, and social aspects that affect human behavior, and utilize relevant theory to understand interaction among and between social systems including individuals, families, groups, organizations and communities. (Program Objective 9)

10. To strengthen skills in data collection, oral and written presentations and assessments for developing appropriate intervention strategies. (Program Objective 12)

11. To strengthen analytical skills in order to formulate and influence the impact of social policies on multi systems, workers and agencies. ( Program Objectives5, 7, 10)

12. To apply knowledge of the history of the social work profession to its current structures and issues. (Program Objectives 5, 6,)

**III Program Objectives:**

It is the objective of the Tennessee State University Social Work Program that all graduates will be able to:

1. Apply a generalist framework of knowledge, skills, and values for entry-level social work practice based on a problem-solving process including engagement, assessment, planning, implementation, evaluation, termination, and follow-up with systems of various sizes.
2. Prepare graduates to practice with an understanding of discrimination, oppression, and strategies of change, promoting social and economic justice for all people, especially for population-at-risk.
3. Use of supervision and consultation as social work generalist within agencies and community settings, and demonstrate knowledge of urban resources that serve individuals, families, and groups.
4. Demonstrate appropriate professional practice applying social work values and ethics, respecting the dignity of the individual client self-determination and human diversity.
5. Understand and interpret the history of the Social Work Profession and its current structures and issues.
6. Be able to analyze, formulate and influence the impact of social policies on client systems, workers and agencies.
7. Practice without discrimination and the respect, knowledge, and skills related to client’s age, class, color, culture, disability, ethnically, family structure, gender, marital status, national origin, race, religion, sex and sexual orientation.
8. Function within organizations and service delivery systems to become advocates for client systems, and to seek necessary organizational change.
9. Demonstrate knowledge of the psychological, biological and social aspects that affect human behavior, and utilize relevant theory to understand interactions among and between social systems including individuals, families, groups, organizations, and communities.
10. Apply critical thinking skills within the context of professional social work practice.
11. Develop an ability to evaluate research, apply research findings and implement ethical, qualitative and quantitative research to evaluate and inform their practice interventions.
12. Prepare graduates to use communication skills differentially across client populations, colleagues, and communities.

**IV Evaluation: Criteria Grade**

Field Education students submit several documents for grade evaluation. Each Friday the

Time and Activity Sheets are submitted to monitor the accruement of agency hours and a

summary of activities for the week. The field learning contract must be submitted during

the second week of agency activity The field instructors complete the Evaluation of

Student Field Education form at mid semester and again during end of the semester. The

degree of absence from field site is included in the grading criteria for Field Education.

**Students absent from field 2 to 3 days will receive a 10 point deduction from final grade; 4 to 5 days a 20 point deduction and 6 to 8 days a 30 point deduction from final grade.**

**If a student is awarded an Incomplete or ‘F’ in Field Education SOWK4100; the student will receive an Incomplete or ‘F’ in the Field Education Seminar SOWK 4200; if a student fails one of the co-requisite he or she fails both Field Education courses.**

Activity & Time Sheets………………………………………… 10 points

Learning Contract…………………………………………………… 20 points

Field Instructor Evaluation of Student………………………………… 60 points

Student Evaluation of Agency................................................................. 10 points

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**Total…………………………………………………………………………….100 points**

**V Grading Scale:**

**A**

**B**

**C**

**VI Field Education Course Outline**

**Introduction to Professional Environment**

**Activity and Time Sheets Submitted…………………………………………………………… Weekly 1-15**

**Unit – 1 Week 1-2**

Agency, and community orientation

Knowledge, Skills, and Values

Knowledge of agency purpose, function, structure, auspices, and funding.

Knowledge of worker roles, responsibilities, agency persons, client systems, and intake procedures.

Understanding of social work values and ability to articulate values and principles in regards to the social service clientele and program.

Interaction with agency personal, staff meetings, and visiting with referral and community agencies; observation and participation in agency conferences.

Maintaining agency hours and professional appearance.  
Establishes supervisory conferences and utilizes chain of command beginning with the agency field instructor

Recognizes and describes values and attitudes.

Developing student learning contract

**Generalist Problem Solving Application and Professional Growth**

Unit-2 Weeks 3-12

Mid-Term Evaluation…………………………………………………………… Weeks 7-8

Engagement:

Makes effective use of attending skills  
Sensitive to client systems values and behaviors  
Treats client systems with respect

Develops and maintain professional relationships

Explains agency services, expectations and constraint  
Focus on client systems, thoughts, and feelings  
Orientate systems to the helping process  
Applying skills in oral and written communication  
Skills in using appropriate questioning techniques

**Assessment:**

Skills defining the problem and needs of client systems

Skills in data collection and use observational skills for the assessment process

Involves client systems in assessment process

Skills in identifying and using client strengths  
Ability to partialize the problem in work with individuals, families, groups, organizations, and communities.

Apply professional judgment

Articulate and apply social work professional values

Understanding and promote affiliations with professional organizations

Understand and apply in professional confidentiality  
Recognizes and analyzes ethical values dilemmas

Sensitivity to and respect values about race, gender, ethnicity, age, national origin, religion, socio-economic status, sexual orientation, disability, and lifestyles.

Understanding and applying professional responsibility as related to promptness, conduct, integrity, etc.

Promote social and economic justice in working multi-level systems.

Promote social and economic justice in working with diverse populations,

particularly, Latino/Hispanic and Asian immigrants

**Planning**:

Skills in developing and writing long term and short goals.

Skills in determining and selecting appropriate strategies in the problem solving process.

Skills in formulating service contracts and write clear objectives in the formulation of the service contract.

Skills in organizing, interpreting, and presenting data collected.

Skills in using formal and informal services for planned change.  
Identifies and records client systems data on appropriate agency forms.

Skills in prioritizing problems.

**Professional Growth:**

Able to demonstrate professional roles and functions within the agency setting.

Utilizes community resources relevant to placement assignment. Is skillful in seeking feedback and applying that feedback for professional growth and development.

Makes appropriate use of authority.

Is able to work within agency/setting purposes, structure, and constraints.

Demonstrates a commitment to social and economic justice.  
Works on committees, boards and/or councils providing professional leadership.

Implementation:

Identifies activities to solve or prevent problems.  
Skills in helping client select tasks and activities, which are consistent with goals and problem identification.

Skills using a broad range of relationship and problem solving skills in order to intervene with multilevel client systems

Promotes client self-determination in problem resolution activities satisfactorily demonstrates accomplishment of practicum learning.

**Evaluation and Termination**

**Unit-3 Weeks 13-15**

**Final Evaluation Week 15**

Evaluation:

Skills in selecting interventive strategies, most efficient and consistent with stated problem and needs.

Skills in involving client systems in the evaluative process.

Identifies clearly the tasks for the worker to accomplish.

Termination:

Make decision when it is appropriate to terminate services.

Makes appropriate referrals and identify ongoing needs of client systems.

Skills in helping client systems through the phases of termination.

Deals effectively with unplanned terminations.

Follow-Up:

Skills in follow-up contacts with client systems.

Skills in re-accessing clients needs after formal termination has taken place.

**Activities:**

Conducting client interviews Articulating helping process to individuals, families, groups, organizations, and communities  
Gathering data  
Defining the problems  
Identifying client strengths  
Using attending skill in interviews  
Making professional decisions  
Formulating long term and short term goals  
Organizing, interpreting, and presenting data collected  
Developing service contracts

Identifying activities to solve or prevent problems  
Assisting client systems in selecting tasks and activities of work

Using broad range of relationships and problem solving skills to bring about planned change  
Designing strategies for planned change

Determining social systems to be targeted for intervention

Making appropriate referrals Disseminating appropriate information

Integrating social work practice and values   
Planning termination activities

Evaluating client service goals

Evaluating student learning contract

Participating in agency services, delivery  
Evaluating agency effectiveness  
Writing agency reports and documents  
Proposing evaluative questions

Evaluating one’s own practice

Working with Latino/Hispanic and Asian immigrants

Working with diverse populations including populations at-risk

Following up on client systems

Using the NASW Code of Ethics in working individuals, families, groups, organization and communities

**Students with Disabilities contact Patricia Scudder, Director of Students with Disabilities—Disabled Student Services Office, at963-7400, preferably before the fourth (4th) class meeting, if you need accommodation. The Social Work Program, in conjunction with the Office of Disabled Student Services, makes reasonable accommodations for qualified students with medically documented disabilities. I need to be aware of your status if it will affect your class and/or field activities and assignments—before assignments are due.**

**SOWK 4100 Field Education Tennessee State University**

**Bibliography**

**Readings: The following are some suggested readings**

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**Note:** In addition to the above, students are expected to research other journal resources for  
supplementary readings

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