

UNIVERSITY OF KENTUCKY
APPLICATION FOR CHANGE IN EXISTING COURSE: MAJOR & MINOR DEC 19 2006

OFFICE OF THE
SENATE COUNCIL

1. Submitted by College of Social Work Date 11-14-06
Department/Division offering course Social Work

2. Changes proposed:
(a) Present prefix & number SW 444 Proposed prefix & number Same

(b) Present Title Educational Practicum I
New Title _____

(c) If course title is changed and exceeds 24 characters (Including spaces), include a sensible title (not to exceed 24 characters) for use on transcripts:

(d) Present credits: 8 Proposed credits: 5

(e) Current lecture: laboratory ratio No Lab Proposed: No Lab

(f) Effective Date of Change: (Semester & Year) Fall, 2007

3. To be Cross-listed as: _____
Prefix and Number Signature: Department Chair

4. Proposed change in Bulletin description:

(a) Present description (including prerequisite(s)):
This course is an introduction to the social work field education under faculty direction in the Teaching-Learning Center. Students will begin to apply knowledge from prerequisite courses in experiences which utilize social work practice skills with emphasis on individuals, families, and small groups, toward goals of prevention, restoration, and enhancement of social functioning. This course includes 24 hours per week of seminar and experiential learning. Prereq: SW 300 and SW 420. For Social Work majors only.

(b) New description:
This course is an introduction to the social work field education under faculty direction in the Teaching-Learning Center. Students will begin to apply knowledge from prerequisite courses in experiences which utilize social work practice skills with emphasis on individuals, families, and small groups, toward goals of prevention, restoration, and enhancement of social functioning. This course includes 18 hours per week of seminar and experiential learning. Prereq: SW 300 and SW 420. For Social Work majors only.

(c) Prerequisite(s) for course as changed: SW 300 and SW 420

5. What has prompted this proposal?
The field practicum is required by the Council of Social Work Education through which the BASW is accredited. The minimum hours of field practicum required by the CSWE is 400 for the total curriculum (approximately 200 hours per practicum course in the UK degree program.) Our current SW 444 at 8 credit hours translates into 360 hours of practicum per semester, which far exceeds the CSWE requirement (of 200 hours per semester) and is higher than other undergraduate social work programs. The proposed credit hour reduction allows students 270 hours of practicum during the semester, which is still above the minimum and adequate to provide them with a rich learning experience. The Curriculum Committee, Field Director, Director of Undergraduate Studies, and the College Faculty are requesting these hours be reduced to 5 credit hours so that the 3 hours released by this change can be used to address other needs in the curriculum.

6. If there are to be significant changes in the content or teaching objectives of this course, indicate changes:
Not indicated: decrease in quantity of time spent in field; content and objectives remain the same.

7. What other departments could be affected by the proposed change?
None

8. Is this course applicable to the requirements for at least one degree or certificate at the University of Kentucky? X Yes No
9. Will changing this course change the degree requirements in one or more programs?
If yes, please attach an explanation of the change. (NOTE – If “yes,” program change form must also be submitted.) X Yes No
10. Is this course currently included in the University Studies Program?
If yes, please attach correspondence indicating concurrence of the University Studies Committee. Yes X No

EXPLANATION FOR 9. THIS CHANGE WILL REQUIRE STUDENTS TO HAVE A 5 CREDIT HOUR SW 444 COURSE TO MEET DEGREE REQUIREMENTS RATHER THAN AN 8 HOUR COURSE. THE NUMBER OF TOTAL DEGREE HOURS REMAIN THE SAME.

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11. If the course is 400G or 500 level, include syllabi or course statement showing differentiation for undergraduate and graduate students in assignments, grading criteria, and grading scales. Check here if 400G-500.

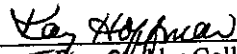
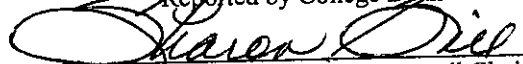
12. Is this a minor change? Yes No

(NOTE: See the description on this form of what constitutes a minor change. Minor changes are sent directly from the Dean of the College to the Chair of the Senate Council. If the latter deems the change not to be minor, it will be sent to the appropriate Council for normal processing.)

13. Within the Department, who should be consulted for further information on the proposed course change?

Name: Dr. Karen Badger Phone Extension: 7-2350

Signatures of Approval:

Date of Approval by Department Faculty	Reported by Department Chair
<u>5-10-06</u>	
Date of Approval by College Faculty	Reported by College Dean
<u>12/12/06</u>	
*Date of Approval by Undergraduate Council	Reported by Undergraduate Council Chair
*Date of Approval by Graduate Council	Reported by Graduate Council Chair
*Date of Approval by Health Care Colleges Council (HCCC)	Reported by HCCC Chair
*Date of Approval by Senate Council	Reported by Senate Council Office
*Date of Approval by University Senate	Reported by Senate Council Office

*If applicable, as provided by the Rules of the University Senate.

The Minor Change route for courses is provided as a mechanism to make changes in existing courses and is limited to one or more of the following:

- a. change in number within the same hundred series;
- b. editorial change in description which does not imply change in content or emphasis;
- c. editorial change in title which does not imply change in content or emphasis;
- d. change in prerequisite which does not imply change in content or emphasis;
- e. cross-listing of courses under conditions set forth in item 3.0;
- f. correction of typographical errors. [University Senate Rules, Section III - 3.1]

University of Kentucky
College of Social Work
Lexington, KY. 40506-0027

SW444-001 Field Education
Wednesdays 3:00-4:50
SRB 201

Caroline E. Reid, Ph.D Candidate
Adjunct Faculty
859 622 1368 or creid2@uky.edu

(Syllabus-Fall 2006)

Course Description

This course is an introduction to the social work field education under faculty direction in the Teaching-Learning Center. Students will begin to apply knowledge from prerequisite courses in experiences which utilize social work practice skills with emphasis on individuals, families and small groups, toward goals of prevention, restoration and enhancement of social functioning. This course includes 18 hours per week of seminar and experiential learning. Prereq: SW300 and SW420. For Social Work majors only.

Teaching-Learning Center

The Teaching-Learning Center (TLC) is a concept which emphasizes multiple and integrative experiences. TLC provides a mechanism for learners to experience and to develop in their ability to integrate knowledge, behaviors, and skills from a number of learning sources: field education seminars, agency assignments, agency educational instruction and supervision, student, field instructor, and field education professor conferences, and related learning experiences on the campus and/or in the community.

Course Objectives

This course will:

1. Provide students the opportunity to experience professional social work and develop their social work identity;
2. Apply the problem-solving process and strengths perspective as utilized in social work practice with client systems of different sizes;
3. Discuss effective utilization of supervision;
4. Apply principles for developing professional relationships with people from different cultural, racial, economic, ethnic, sexual orientation, and religious backgrounds;
5. Apply the social work skills of listening, observing, providing feedback, confronting, and interviewing with individuals and groups; and
6. Help students analyze social work practice from a theoretical perspective (e.g. examine factors which affect the helping relationship with client systems of different sizes; review the basis for professional judgments made in efforts to be helpful to client systems.);
7. Re-examine and practice techniques of professional writing and documentation
8. Discuss practice and program evaluation in terms of client outcomes;

9. Identify agency policies and establish agency structure, roles and functions of agency, and agency decision –making processes;
10. Engage students in behavior which will demonstrate their respect for people of color, women, differently abled, gays and lesbians or any group that is oppressed because of their differences from the majority group; and
11. Require students to identify and analyze ethical issues and basic principles regarding ethical decision-making in their field setting

Course Outcomes

At the end of the course, students will be able to:

1. Differentiate a professional social work relationship from other human relationships;
2. Engage in the components of the problem-solving process and strengths perspectives as utilized in social work practice with client systems of different sizes;
3. Effectively utilize supervision;
4. Demonstrate skill in developing professional relationships with people from different cultural, racial, economic, ethnic, sexual orientation and religious backgrounds;
5. Demonstrate an ability in the social work skills of listening, observing, providing feedback, confronting, and interviewing with different individuals and groups;
6. Demonstrate an ability to integrate core course content with field experiences;
7. Show increased skill in professional writing and documentation;
8. Formulate and discuss practice and program evaluation questions and hypotheses;
9. Identify agency policies that establish agency structure, roles and functions of agency staff, and agency decision-making process;
10. Demonstrate behavior that shows respect for all people; and
11. Identify ethical issues in the agency work and use ethical principles to make sound judgments.

Required Text

College of Social Work Handbook and Field Education Manual (revised fall 2004). This handbook can be downloaded from the college website
<http://www.uky.edu/SocialWork/current/field/welcome.htm>

Course Requirements

Field instruction

Students are expected to spend a minimum of **270 hours** in the field agency. Seminars, conferences, and related learning experiences (2) are included in the total hours. Students should record these hours and have this documentation available for conferences to be signed by field instructor.

Your field instructor should provide you with a minimum of one hour of individual supervision each week.

Professionalism

You will be expected to represent yourself and the College of Social Work in a professional manner. This includes being punctual and regular in your attendance, keeping your commitments to the agency and its clients, following agency policies and guidelines, exercising good judgment, asking questions when in doubt, and following the NASW Code of Ethics.

If conflicts arise in the field placement, please bring this to the attention of the field instructor and field professor as soon as they occur.

ATTENDANCE, DISCUSSION, AND PARTICIPATION

Attendance at field seminars is mandatory. The seminar affords students with opportunities to discuss Field Education experiences in context with various social work concepts. Class discussions allow for an integration of core course curriculum with field experiences and are an important aspect to student learning. Seminar attendance and participation is five (5%) of the final grade. Students are required to attend class, to be punctual, to be awake, to have read the required material, and to be able to initiate and contribute to class discussions and exercises. Actively speaking in turn is required in this class. Sleeping in class will be counted as an absence for that class period.

Attendance will be noted at the beginning of each class. A sign-in sheet will also be passed around. University Senate Rules on class attendance and absences will be followed. If a student cannot attend class, the student is expected to a) Excuse him/herself by calling the instructor **before** class (leave a message on answering machine or with administrative assistant if unavailable); and b) be prepared for the following class. You are responsible for obtaining class notes, handouts, and assignments from another class member or from the instructor at her office. Acceptable reasons for excused absences are listed in the Students Rights and Responsibilities Handbook. The instructor has the right to request appropriate verification of such absences. Each unexcused absence will result in a deduction of one (1%) point from your final grade. Excused absences in excess of one-fifth of class hours will result in the student being required to withdraw from the course (University Bulletin, p. 145).

Please note: When you arrive late and do not let the instructor know, the instructor cannot change your grade at the end of the semester.

CELL PHONES AND PAGERS ARE TO BE TURNED OFF DURING CLASS, EXCEPT IN THE EVENT OF AN EMERGENCY, AND THAT MUST BE CLEARED WITH THE INSTRUCTOR PRIOR TO CLASS.

Each student will have three conferences jointly with their field instructor and field professor. These are held near the beginning of the semester, at the mid-term, at the end of the semester. At least two of the three conferences will be face-to-face with all parties. Additional conferences will be held as needed.

Format for Written Assignments

All written assignments must be typed unless otherwise instructed. Grammar, spelling and punctuation will be considered as part of the grading criteria for written assignments. Written assignments should have a 12-pt professional font (e.g. Times New Roman), should be doubled spaced, and should have one-inch margins. All papers should reflect clarity of thought and discourse. Use the APA publication manual as your guide. Please do not email me papers. If you do not turn your paper in at the designated time, you will need to come by my office and drop off a hard copy.

Field seminar attendance and participation

Attendance at field seminars is mandatory. Absences should be discussed with the instructor and must be requested in advance of the class. Excused absences must meet university policies found in the 2004—2005 University of Kentucky Bulletin, or found on-line at www.uky.edu/registrar/. The seminar affords students with opportunities to discuss Field Education experiences in context with various social work concepts. Class discussions allow for an integration of core course curriculum with field experiences and are an important aspect to student learning. Seminar attendance and participation is ten (10%) of the final grade.

Each student will have three conferences jointly with their field instructor and field professor. These are held near the beginning of the semester, at the mid-term, at the end of the semester. At least two of the three conferences will be face-to-face with all parties. Additional conferences will be held as needed.

Assignments

Learning Contract

Each student is required to develop a learning agreement that will act as their individual “blueprint” for field education. This document will outline the objectives the student hopes to achieve in the semester along with the tasks undertaken to reach them. The contract should be developed with input from the field instructor and the field professor.

Workbook

The format of the field seminar will be two-part. Half of each seminar class will spent in discussing individual experiences in the agency settings. The student should come prepared to discuss observations, questions, skill sets, and dilemmas encountered in the field. The other half of the seminar will be a presentation by the field professor on specific topics. The required reading for each seminar is meant to stimulate conversation and provide additional resources for the class presentation. The student will complete weekly workbook assignments related to topics discussed in class. Some of the workbooks will be completed in class.

Connections Papers

Students are required to complete three 5-page papers making a connection between three of the five core course areas (HBSE, Research, Policy, Practice, Professional Self/Ethics) and practice. You should have a minimum of 3 references. Details will be given in class.

RLE's

Each Student is expected to complete two related learning experiences (RLE) and write a report on these experiences during the course of the semester. These may include: visits to agencies that work with the field agency, conference/seminars, training sessions, videos, books related to the field agency (The field instructor may suggest appropriate RLEs or these may be suggested by the field professor.) RLEs will be approved by the field professor. The RLEs are meant to enhance the student's understanding of the field agency or work with specific client populations; not to supplant the actual work in the field setting. These reports should be word-processed, double-spaced and **three-- five pages** in length. (See comments under the field reports section for late penalties. The same standards apply here.) This report should be a summary of the activity and how it has enhanced your knowledge for the field practice. You may include any handouts or brochures that you received for the RLE in your portfolio.

Case/Agency Presentation

Each student will be expected to make a formal case or agency presentation during the final weeks of the seminar class. A separate handout and scoring rubric for this presentation will be provided in class. Presentations will be approximately 15--20 minutes. Presentations will be evaluated by the professor based on content, organization, delivery, use of supporting materials, and class discussion. Additional information and a sign-up sheet will be provided in class during the first few weeks. This presentation constitutes 5% of the final grade.

Grades

The final grade for the course is the responsibility of the Field Professor

Letter grades are assigned as follows: 92-100=A, 82-91=B, 81--72=C, 71--62=D, 0-68=failure.

Criteria for grading:

35% recommendation of grade by field instructor

10% case/agency presentation

10% RLE's

10% Workbook exercises

30% Connections Essays (3)

5% Learning Contract

If you have a documented disability that requires academic accommodations, please see me as soon as possible. In order to receive accommodations in this course, you must provide me with a **Letter of Accommodation** from the Disability Resource Center (Room 2, Alumni Gym, 257-2754, jkarnes@uky.edu) for coordination of campus disability services available to students with disabilities.

SW444 Field Topics/Assignments

Aug 23	Introductions/ syllabus/ orientation to field Learning Styles
Aug 30	Student, School, Agency Expectations Writing a learning agreement (Read Field Manual, pp.20-24) Conference Appointments
Sept 6	Orientation to the Agency DUE WORKBOOK #1
Sept 13	Using Supervision DUE Learning Contract
Sept 20	Student Reports on Agencies
Sept 27	No Class
Oct 4	Personal Safety DUE Related Learning Experience Report #1
Oct 11	No Class
Oct 18	Communicating Effectively DUE Midterm Evaluation DUE CONNECTIONS ESSAY #1
Oct 25	Cultural Diversity DUE WORKBOOK #2
Nov 1	Social Work: The Profession DUE CONNECTIONS ESSAY #3
Nov 8	Professional Ethics and Termination Case/Agency presentations DUE Related Learning Experience Report 2
Nov 15	Case/Agency Presentations
Nov 22	No Class
Nov 29	Case/Agency Presentations DUE CONNECTIONS ESSAY #3
Dec 6	Final conferences/evaluations